

**Deanship of Graduate Studies**

**Al-Quds University**



**The Effect of Using “Song Lyrics” on Developing the  
Listening Comprehension Skills of 5<sup>th</sup> Graders in  
Ramallah District and their Attitudes Toward EFL**

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Deanship of Graduate Studies  
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Department of Education



### Thesis Approval

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Comprehension Skills of 5<sup>th</sup> Graders in Ramallah and Al-bireh district  
and their Attitudes Toward EFL**

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**Jerusalem- Palestine**

**1438-2017**

## **Dedication**

This thesis is dedicated to Allah, my creator. The words cannot express the extent of my thankfulness and appreciation to Him, who provided me with strength, determination and support to accomplish this noble work. I will never forget the prayers of my parents, to whom also I dedicate this thesis.

Manal

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Manal Hamad  .....

**Date: 26/4/2017**

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## **Abstract**

This study aims to investigate the effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> graders in Ramallah and Al-bireh District and their attitude towards EFL. To achieve the purpose of the study, the researcher applied the instruments to a purposeful sample on 54 5<sup>th</sup> grade students at Bent Al-azwar Primary School for girls. Two groups, the experimental and the control ones were used in this study. The experimental group was taught by the using song lyrics, while the control group was taught by the traditional method. To answer the main research question whether using song lyrics is more effective in teaching English as foreign language than the traditional way, the researcher used a pre and post-test to measure the development of students' listening comprehension skills. The researcher also designed a questionnaire to measure students' attitudes toward English as foreign language (EFL). In addition to that, the researcher conducted an interview with some English teachers to know whether this method has any effect on students' listening comprehension skills. In this study, the researcher used the experimental design, and the analysis of covariance (T-test) was used for measuring the contrast between the experimental and control groups. The researcher concluded that there are statistical significant differences between the mean scores of 5<sup>th</sup> grade students' listening comprehension skills in learning English, due to teaching methods, and the differences were in favor of the experimental group. Also, the results showed that there are not statistical significant differences between the attitudes toward EFL, due to teaching methods, and the differences between groups. The researcher recommended the need to train English teachers to use music in teaching English in order to improve both, students' listening comprehension skills and their attitudes toward EFL. Also, teachers should choose songs carefully, taking into consideration different aspects such as students' level, age and preferences, as well as the level of the difficulty of the songs and their rhythm. In addition, future studies could take into consideration the variables which are excluded in the present study.

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## **Chapter One:**

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### **Introduction**

#### **1.1 Background of the Study**

English is used all over the world as a common means of communication, essentially for science and technology not only by native speakers, but also by non native speakers who use this language as a foreign language such as people in the Arab world. It is taught to almost all pre-university students. So, a foreign language is taught and used in schools, and then it is learnt like other subjects in the school curriculum for operational purposes. Unlike the mother tongue learning situation, motivation for learning a foreign language is not high. This is especially in the elementary stage because the children are unaware of their needs to this language in the future. In this case, how can ELT be made enjoyable and effective? One feasible pedagogical application is to integrate English songs into ELT. Songs encourage students to learn a foreign language in a funny and enjoyable manner. Using song lyrics can be used to develop and enhance young learners' listening, speaking and understanding abilities. In addition to that, using this strategy enables students to overcome boredom and rigidity that might prevail in the classroom.

"Many linguists and language teachers say that learning language requires four skills: reading, listening, speaking and writing" (Kim & Kang, 2015: p, 175). Then they say listening is the most important skill. Then when acquiring a foreign language, the main purpose of the learner is to have proper communicative skill in the four language skills (reading, writing, listening and speaking).

Isaza et al. (2013) say that teaching the listening skill was neglected along years, and it is considered by English teachers as difficult and a challenging task because of the fact that it is a difficult skill to develop during the process of learning any foreign language.

Listening consists of processing information which the listener gets from visual and auditory material to define what is going on and what the speakers are trying to express. So to be effective listeners, foreign language learners need to pay attention and interpret this material. It is their hypothesis that attending and interpreting is accomplished more effectively when students know when and how to bring to bear their knowledge of the world and of the foreign language in processing auditory information (Rubin, 1990).

According to Saricoban (1999), listening is the ability to understand what others are saying. This involves understanding a speaker's speech, his grammar and his vocabulary, and grasping his meaning. So the listening skill is one of the essential language skills in teaching and learning a foreign language. It is a receptive skill such as reading, and receptive skills give way to productive skills which are speaking and writing. If we have our students produce something, the teaching will be more communicative. Therefore, it is of vital importance that our pupils be taught to listen effectively and critically to what others say.

Rivers (1978) said that listening is a creative skill. It means that students understand the sound falling on their ears; they take the raw of words, arrangement of words, and then understand these words. Then he states that the listening skill is listening with comprehension and attention.

Asher (1977) emphasized the primacy of listening comprehension at the early stage of foreign language teaching to acquire this language. As he said, listening and speaking are the first skills before entering school age. Reading and writing are taught at school when the child is ready for literacy. Therefore, developing the listening skill is the most essential and important element in language learning to facilitate the acquisition of any foreign language.

Ludke, Ferreira and Overy (2013) found that adults who sang words or phrases from a foreign language while learning were twice as good at speaking it later. It is through listening to words being sung and by singing them back, this technique links between

music and memory. This study provides the first experimental evidence that the Listen and Repeat singing method can support foreign language learners.

Mora (2000) asserts that music and language should both be used in the EFL classroom. And singing is an easy way of memorizing something. Most of the students can remember having learnt a cue to evoke the precise information they are trying to retrieve. She asserted that verbal practice associated to musical information seems to be more memorable, using melody with new phrases lowers the student's anxiety, and foreign sounds paired with music will be stored in long-term musical memory and accessible for mental rehearsal and memorization. And she stated that repetition is one of the basic ways the brain remembers material.

According to Ross (2006), the use of lyric materials which are relevant to students' lives and areas of personal interest such as listening to a telephone message for the purpose of understanding a cancelled appointment, or listening to songs stimulates students who are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning.

In summary, English is used all over the world as a common means of communication for all people, so learning language requires four skills: reading, listening, speaking and writing. Then teaching the listening skill was neglected, and it is considered by English teachers as difficult and a challenging task. And listening consists of processing information which involves understanding a speaker's speech, his grammar and his vocabulary, and grasping his meaning. So the listening skill is one of the essential language skills in teaching and learning a foreign language. Listening comprehension, at the early stage of foreign language teaching, is necessary in order to to acquire this language. Therefore, using song lyric materials which are relevant to students' lives and areas of personal interest such as listening to a telephone message for the purpose of understanding a cancelled appointment, or listening to songs stimulates students who are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning.

## **1.2 Statement of the Problem**

Based on the researcher's experience in teaching English as a foreign language and from the previous lines in the background, she has noticed that students at governmental schools encounter a problem that hinders the development of their listening skills while learning a foreign language, especially to elementary stage as long as it is fun and interesting. Young students pick up vocabulary, sentence structures and the rhythm of language in a simple way; therefore, the researcher is conducting this study to see how song lyrics can be efficient on developing students' listening skills, especially fifth graders. So this study investigates the effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> grades in Ramallah and Al-beriha District and their attitudes toward EFL.

## **1.3 Objectives of the Study**

This study aims to investigate the effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> grades. Also it aims to investigate students' attitudes toward EFL because attitude affects the learning of a foreign language.

## **1.4 Questions of the Study**

The study tries to answer the following questions:

1. Is there an effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> graders due to teaching method?
2. Is there an effect on 5<sup>th</sup> graders' attitudes towards EFL due to teaching method?

## **1.5 Hypotheses of the Study**

- 1- There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of listening comprehension skills due to teaching method.

2- There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the attitudes of 5<sup>th</sup> graders toward EFL due to teaching method.

## **1.6 Significance of the Study**

This study is one of the few studies that examine and identify the role of song lyrics and their effect on developing the listening comprehension skills of fifth graders. By focusing on one of the most important skills in foreign language learning, especially for students who are pursuing their primary education at –Beint Al-zwar government school in Ramallah District; therefore, this study is one of the few studies that examine and identify the role of song lyrics and their effect on developing the listening comprehension skills of fifth graders. By focusing on one of the most important skills in foreign language learning, especially for students who are pursuing their primary education at –Beint Al-zwar government school in Ramallah District; therefore, this study introduces a new technique that teachers of English as a foreign language may employ to enhance their student's listening comprehension skills and ease the learning process. Then this study will benefit students. Using the suitable and fun method in teaching listening comprehension skills which fits students' need, level and age and improve students' abilities to learn English through listening. Also it may helps writers and curriculum designer to consider the song lyrics method in the future. Lastly, this study may lead to the investigation of more studies in this field for different population and variables.

## **1.7 Limitations of the Study**

This study has the following limitations:

1. Human limitation: The study will be applied on fifth grade students.
2. Place limitation: It will be carried out at Beint Al-zwar governmental school in Ramallah and Al-beirha district.
3. Time limitation: The study will be conducted in the first semester of the scholastic year 2016/2017.

4. Conceptual limitation: It focuses on the use of song lyrics and its effect on developing the listening comprehension of fifth graders.

## 1.8 Definition of Terms

The following definitions help to clarify the meaning of the terms used in this study:

**Effect:** When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Effect is achieved; the ability to produce a desired amount of the desired effect, or the success in achieving a given goal (Longman, 2011).

**Song lyrics:** According to (Mariani, 2015), song lyrics means that we read English while we listen to the song. That means, while we listen to the English song, usually we sing the following lyric.

While the following definition is what the researcher thinks of: the strategy can be used in the classroom for teaching English to encourage students.

**Fifth Graders:** Class number five at governmental schools in Palestine.

**Listening Skill:** The ability to hear is different from the ability to listen. That means most people are born with the ability to hear, but the listening skill must be learned. Then listening is one of the four language skills and an important prerequisite for language to develop under normal circumstances (Hugo & Horn, 2013).

**Listening Comprehension Skill:** (Steinberg, 2007) defined listening comprehension as the ability of one individual perceiving another via sense, assigning a meaning to the message and comprehending it. And this process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. They occur in sequence but we are generally unaware of them.

While in this study listening comprehension is the ability of understand the students what they are hear from listening to the song lyrics.

**Attitude:** (Allport, 1935, p. 810) defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related".



While the following definition is what the researcher thinks of: a feeling or opinion about using song lyrics on developing the listening comprehension skills.

## **Chapter Two:**

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### **Review of Literature and Related Studies**

#### **2.1 Introduction**

To ensure ease, this chapter is divided into two parts which are the literature review and studies related to effect of using song lyrics on developing the listening comprehension skills and students' attitudes toward EFL. The literature review discusses some topics which are: What is effect, Song Lyrics (The Definition of song lyrics, Advantages of Using Song in Education, The Difficulties of Using Songs in Education, The relationship between music and language learning), Listening Skills which are The Concept of Listening, The Importance of Listening Comprehension. The Aims of Listening, Difficulties of Listening Comprehension, Levels of Listening Comprehension, Teaching The Listening Comprehension Skill, Strategies for Teaching the listening Comprehension Skill, The most important idea for teaching listening comprehension, General Procedures for listening comprehension skill, and students' attitudes toward using song lyrics in teaching English.

## **2.2 Review of Literature**

### **2.2.1 What is effect?**

The definitions of Effect as Merriam-Webster.com defines it, is a change that results when something is done or happens, an event, ,a condition or a state of affairs that is produced by a cause. And it's defined as a particular feeling or mood created by something, or an image or sound that is created in television, radio or movies to imitate something real. While the Dictionary (2011) defined effectiveness as the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Effect is achieved; the ability to produce a desired amount of the desired effect, or the

success in achieving a given goal (Longman, 2011).

### **2.2.2 Song lyrics**

#### **2.2.2.1 Definition of song lyrics**

The successful teaching and learning is rooted in students' needs and interests. So we should follow pedagogical approaches which address not only cognitive needs, but also affective and emotional needs. And in the field of English language teaching, one “non-traditional” approach that holds an enormous potential to enhance holistic language learning is the use of music (song lyrics). In addition to that, songs have been an amusing companion for human beings as long as or even longer than we can speak.

So song has many definitions as mentioned in many studies. According to Hornby (1990) a song is a piece of music with words that sung. Songs are a kind of art work which intends to be sung either with or without instrumental accompaniments (Ratnasari, 2007).

Ghanbarian, and Hashemian (2014) defined songs as pieces of music for accompanied or unaccompanied voice or voices. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons (Futonge, 2005). According to (Mariani, 2015), song lyrics means that we read English while we listen to the song. That means, while we listen to the English song, usually we sing the following lyric.

#### **2.2.2.2 Advantages of using songs in education**

There are several advantages of using songs as non-traditional pedagogical approaches of teaching listening to students. In doing so, songs are effective tools to stimulate students' motivation in recognizing the aspects in those songs, such as vocabulary, stress and utterance.

According to Lo and Li (1998), songs are able to change the bored mood in the class and with the soothing effect of music; they provide a comfortable class environment so that students can develop their language skills more easily. Besides that, song lyrics in class environment amuse students and help them to feel relaxed and get rid of their negative attitudes toward a foreign language through songs (Saricoban, 2000).

In this way, using songs in the class effects of certain emotional such as excitement, anxiety, lack of self-confidence and the feeling of being threatened, in addition to influencing the learning process positively or facilitating it by stimulating the student emotionally (Kramsch, 1993). Also they help motivating the learners as they provide a pleasant atmosphere. The students are encouraged to listen actively through the learning process by making use of their musical knowledge. In this way, songs help students to develop confidence for language learning (Sahin, 2008). The casual nature of learning through singing can help promote a productive atmosphere in class, lowering the affective filter and, in turn, increasing the potential for language acquisition (York, 2011). Music offers its own benefits - similar and complimentary to the benefits of learning a second language. Like language, there is documented research (Lathom-Radocy, 2002) that showed early exposure to music can lead to increased brain density and an increased skill in math and logic.

### **2.2.2.3 Difficulties of using songs in education**

As also mentioned above, songs have positive effects during language teaching. Besides that, there are some difficulties encountered while using songs in language teaching. (Terhune, 1997) lists these difficulties as follows: some teachers and students do not think that they are effective tools in education. And as each student has a different way of learning, some students may have a difficulty in studying through music. Then songs which are a repetition of a limited number of words may cause the song to seem boring or ineffective. According to (Miller, 1993), some teachers may think that they cannot sing, but using songs in the classroom for this aim does not necessitate any expertise in this field. Teachers can accompany the song while it is being played or in cases where students do not prefer to sing a song alone.

### **2.2.2.4 Relationship between music and language learning**

Most babies grow quickly from crying to babbling until they are able to understand the speech, such as tone, pauses, timbre, and stress; that means the babble introduces words with consonant – vowel – consonant constructions and semantic musical phrases. Real spoken words and sentences will follow up soon (Lee & Lin, 2015). (Loewy, 2004, p. 61) stated “This music of speech is the earliest dimension of language that is used and understood by children”. Music contains authentic, informal language that is natural to the ear. Songs offer precious resources that develop students’ abilities in listening, speaking, reading and writing (Saricoban et al., 2000). A research from the University of Edinburgh (Ludke, Ferreira & Overy, 2013) found that adults who sang words or short phrases from a foreign language while learning were twice as good at speaking it later. It is thought that by listening to words that are sung, and by singing them back, the technique takes advantage of the strong links between music and memory. This study provides the first experimental evidence that a listen-and-repeat singing method can support foreign language learning.

### **2.2.3 Listening Skill**

The ability to hear is different from the ability to listen. That means most people are born with the ability to hear, but the listening skill must be learned. Then listening is one of the four language skills and an important prerequisite for language to develop under normal circumstances (Hugo & Horn, 2013). As Berko and Wolvin (1989) said many students confuse the difference between hearing which is a biological activity, and listening is conscious attention, reception, perception, the assignment of meaning and response by the listener to the message that is pretended.

#### **2.2.3.1 Concept of listening**

As defined by Oxford (1993, p. 206), “listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of

meaning words, phrases, clauses, sentences, and connected discourse”. Furthermore, according to Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults to exchange of their information, their understanding of the world and of human affairs, ideals, sense of values, and their appreciation. Rivers (1978) said that listening is a creative skill. It means that students understand the sound falling on their ears; they take the raw of words, arrangement of words, and then understand these words. Then he states that the listening skill is listening with comprehension and attention.

In this section it is essential to mention the meaning of listening comprehension which is more extended than the listening skill. (Steinberg, 2007) defined listening comprehension as the ability of one individual perceiving another via sense, assigning a meaning to the message and comprehending it. And this process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. They occur in sequence but we are generally unaware of them. Kurita (2012) claimed that listening comprehension is essential in language learning since learners want to understand second language speakers. According to Buck (1997), listening comprehension is a deduction

process by which students catch the meaning through interaction; and the explanation of the text is led and influenced by the context and the student's aim for listening. That means learners respond to what they listen, and what they listen to is linked with the objective of listening to texts.

### **2.2.3.2 Importance of listening comprehension**

There are a lot of reason why education are now focused on the ability to understand and contribute to communication, and the most of linguists and language teachers had pointed out that one must develop listening skills first to obtain proficiency in foreign language. Asher (1977) emphasized in his theory in the late 1970s the role of listening skills as learners are usually listen too much before they were encouraged to respond orally.

Then in this area Postovsky (1981) and other comprehension approach methodologists emphasized that listening skills should be trained prior any skill and language learning should be based on understanding rather than uttering. (Underwood, 1989, p.2) added that listening is an activity of paying attention to the speaker then attempt to understand what we hear. Then he argued that "hearing can be thought of as a passive condition, listening is always an active process". So the importance of listening in language learning is worth considering since when you do no listen you will never learn anything new.

### **2.2.3.3 Aims of listening**

In real life we rarely listen to people without any expectations what we are going to hear. This means we usually have preconceived idea of the subject and ideas are based on our knowledge about the heard information. These expectations are usually connected with the aims of listening such as when we want to know what the time is we have to ask someone (Mariani, 2015). According to Ur (1984), the heard information which corresponded with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening. In all

real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or non verb always of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and Ur argued that listening tasks should consist of short parts demanding immediate answer.

(Hedge, 2000) claimed that there are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and lastly to exert control.

According to Underwood (1989), teachers should prepare their students for these first attending a lesson, second the aim of the activity is to understand the main concept and to understand the main information such as listening to announcements, news and weather forecast. Since it is difficult to provide listening that contains natural speech and is highly interesting; the researcher considers the list of aims of individual listening as a support for teachers when they are choosing the listening text for their students.

#### **2.2.3.4 Difficulties of listening comprehension**

Listening is considered difficult for many EFL learners. EFL learners face the difficulties in many aspects. Ur (2000) discovered several problems faced by EFL learners while listening. First, students have trouble with sounds. Second, they cannot understand every word and this problem is often faced by the teacher and learners. Sometimes, teachers give the students perception that every word spoken is important to give the meaning of the context. It is essential that the teacher explains this point to the students and encourages them to listen both to the word spoken by the speaker and to the meaning of the word spoken. Third, understanding fast, natural native speech learners often ask the teacher to slow down and speak clearly when he/she speaks too fast. But the problem is, when the teacher does so, it will not help students overcome daily informal speech. The students must practice with this kind of situation. (Ur, 2000) claimed that practicing a lot will make the listeners accustomed to the situation, and they will be encouraged to improve their



listening ability. Fourth requiring hearing things more than once; the listeners often have to cope with the situation when they have to hear things more than once. Fifth, keeping up to listen is hard when the students feel confused with the incoming information; they may need to take rest. Finally, getting tired, students sometimes get tired when the listening comprehension gets too long. The previous difficulties face every student when he/she learns the listening comprehension.

### **2.2.3.5 Levels of listening comprehension**

Training students in listening comprehension involves three levels which are: Elementary, intermediate and advanced. At the elementary level, students learn to identify sound patterns, meanings of words, phrase and to recognize grammatical elements. At the intermediate level, they practice aural comprehension to select form short conversations the element which gives the gist of a message. At the advanced level, aural material is used to deduce meaning from a lengthy spoken discourse. In these levels the listening skill can be divided into the following sub-skills: listening for gist, listening for detailed information, selective listening, listening as a basis for talking, listening for stress, rhythm and intonation (Al-Quds Open University, 2006).

Sarcoban (1999) said that one can divide listening for comprehension into three levels; Listening and making no response. Listening and making short responses (obeying instructions - physical movement, building models, picture dictation, true- false exercises, noting specific information. Listening and making longer responses (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc.).

### **2.2.4 Teaching listening comprehension**

The importance of listening as a skill in foreign language learning was not recognized until the early 70's when work by Asher, Postovsky, Winitz, and later Krashen, brought attention to the role of listening as factor in facilitating language learning (Vandergrift, 2011, as cited in Hanna, 2012). So listening is considered the most challenging and difficult skill for foreign language teachers and students. And it is expected to listen twice

as much as one speaks, four times more than one reads, and five times more than one writes (Gonzalez et al., 2015).

According Brown (2006), there are two themes necessary for supporting students' learning listening in a foreign language is a hard job for both the teacher the students and needs motivation on the part of students. Both themes are united by a focus on students.

Foreign language (FL) teaching practices have until recently focused mainly on reading, writing and speaking as they are the skills necessary in language learning (Vandergrift, 2003, p. 464). This is because before the 1970's, listening was seen as a receptive skill in language learning (Johnson, 2008: 299) where "students...listened to repeat and develop a better pronunciation" (Vandergrift, 2011, as cited in Hanna, 2015, p. 1). But now listening is recognized as an active skill, it is still difficult to describe (Vandergrift, 2011).

#### **2.2.4.1 Strategies for teaching listening comprehension**

The researchers determined that for aural information to be understood, it requires effective use of strategies students' listening comprehension. "Strategies are specific actions, behavio[u]rs, steps, or techniques students use - often consciously - to improve their progress in apprehending, internalizing, and using the L2" (Oxford, 1990, as cited in Oxford, 1994, p. 13).

Strategies in teaching listening comprehension are organized under the three main types .which are meta-cognitive, cognitive and socio-affective strategies. Metacognitive strategies are management techniques employed by learners to control their learning through planning, monitoring, evaluating, and modifying Metacognitive strategies include advanced organization, selective attention, self-management, (comprehension monitoring and Double-check monitoring), and evaluating. Cognitive strategies are strategies listeners use to manipulate the material to be listened to by understanding the linguistic input. Cognitive strategies include resourcing (finding and using appropriate resources), it is done through: grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/induction, imagery, auditory representation and making inferences (Rubin, 1987, as cited in Kassem, 2015).

Socio-affective strategies, as defined by Vandergrift (2003), are techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. Socio-affective strategies encompass questioning for clarification, cooperation and self-talk.

Vandergrift, Goh, Mareschal and Tafaghodtari (2006) developed a wider taxonomy of listening strategies that are used differently and divided them into categories: problem-solving, planning and evaluation, mental translation person knowledge, and directed attention. These strategies represent an inefficient approach to listening comprehension. Personal knowledge includes listeners' perceptions of the difficulty presented by Foreign Language (FL) listening and their self-efficacy in FL listening (Kassem, 2015).

#### **2.2.4.2 The most important idea for teaching listening comprehension**

Prior knowledge in order to improve listening comprehension is the most important idea for teaching listening. This idea says that when people listen or read, they use two processes which are top-down and bottom-up. Top-down means using our prior knowledge and experiences. Top-down listening skills include listening for gist, main ideas, topic, and setting of the text listening for specific information sequencing the information. While the bottom-up is processing that helps students recognize lexical and pronunciation features to understand the text and is beneficial for lower level students who need to expand their language. To develop bottom-up processing, students could be asked to distinguish individual sounds and word boundaries. Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory a few seconds to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background knowledge top-down processing to determine meaning with respect to prior knowledge (Brown, 2006).

### **2.2.4.3 General procedures for listening comprehension skills**

The cognitive view of language learning sees listening comprehension as same as reading comprehension and pedagogical practices have been very similar: In the lesson, there are “pre” activities, “while” activities, and “post” activities. Teachers know that listening is different from reading. For instance, students can skim a text quickly to get a good idea of what it’s about, but listeners can’t skim. Listening must be done in real time that means there is no second chance for the listener to listen the task specifically to ask for replay. When students read, it helps understanding. But while cognates may look alike on the page, their sounds may be quite different and they may be less useful while listening. Listening also involves understanding all sorts of reductions of sounds and blending of words. There are false starts and hesitations to be dealt with (Brown, 2006).

Pre-listening procedures involve the presentation activity of the text and task to students. The teacher must tell the class what kind of text they are going to hear and the aim of the activity that means teacher must give the class a brief introduction to motivate them and create a sense of interest and build up predictions through activating students’ existing knowledge. While listening procedures involve the presentation of material as well as activity. The teacher first gives instructions to students to focus attention on the material. Then he plays the cassette and the students do the task and the teacher may play it as many times as necessary for the majority of the class to be able to do the task. Post –listening teacher allows some time for discussion of what has just done, giving students an opportunity to comment on what students have heard; that means they give more detailed questions, opinion questions or hypothetical questions (Al-Quds Open University, 2006).

### **Students’ attitudes toward using song lyrics in teaching English**

Attitude is determined by the individual’s beliefs about behavioral beliefs, that means person who holds strong beliefs that positively valued will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who

holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude (Montano & Kasprzyk, 2008).

Researchers in education and other fields put several definitions of attitude which express different meanings from different contexts (Alhmali, 2007, as cited in Hmedan, 2016).

Allport (1935, p. 810) defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related".

As has been seen from the previous definitions, attitude is very important since it affects teaching and learning. Students improve their attitudes anyway in order to learn a foreign language. If students and teachers ignore attitudes about teaching and learning, students' attitudes to learn a foreign language will not change. Then if the teachers don't use new methods in teaching listening to motivate their students to learn listening and encourage them to understand the lesson through listening carefully, they will not learn the foreign language in an easy way.

### **2.3 Review of Related Studies**

During recent decades, many language teaching studies led us to suitable ways to teach language through songs. Razak (2016) tried to investigate using action songs in teaching action words to young ESL. The sample of this study consisted of 35 children from a primary school in the East Coast of Malaysia, 25 of them were male learners and the other 10 participants were females. A mixed-method research approach was employed for almost three weeks to find out the effect of English action songs and rhymes on the teaching and learning of action words. Three instruments were used: vocabulary test, self-assessment forms regarding the participants' feelings toward the integration of action songs and group interviews. The results revealed that using action songs help the children to learn action words. The integration of action songs is an ingenious way to facilitate the young, low proficiency ESL learners in

comprehending action words. The researcher recommended that further studies may need to look into the effectiveness of using other classroom activities such as stories and language games to enhance young ESL students' verbs' acquisition and using action songs to teach other parts of speech, for examples, nouns and adjectives.

Kusnierek (2016) attempted to identify the role of music and songs in teaching English vocabulary to students. The population of this study was 28 learners from one class. The research was carried out among two groups, each comprised of 14 participants who were in the fifth grade of primary school at the beginner's level. There were 16 males and 12 females. The data collection tools were three: a questionnaire and teacher's observation to know the development of students' learning through using songs. Additionally, a test on vocabulary was conducted after lessons to reflect their knowledge. The results of this study gave evidence that music has always played a big role in society, because it has been present with people during important events and in many different places. Foreign language teachers found out that using songs and music are useful, because songs are perceived as motivating sources and songs allow for interesting changes in the classroom, thus energizes the learning activities. Additionally, many words in songs are repetitive and this makes them stay in mind. And lyrics infiltrate people's thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization, because lyrics are sung repeatedly and catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it. The researcher recommended that teachers may assign homework based on listening to songs at learners' homes, and encourage students to learn new words by listening to music.

Kim and Kang (2015) investigated the improvement of the English listening ability of middle school students through English pop songs for 10 months, and investigated the effectiveness before and after the surveys, national English listening tests and national English achievement tests. This study was conducted on 124 middle school students at the below-average level. The majority of them were not able to understand 500 basic words in listening and reading. Their progress in the listening ability was

evaluated by the comparison between before and after surveys, national English listening tests and national English achievement tests. The result showed that using English pop songs for middle school students at the below-average level is a very effective way of teaching and learning English by motivating them to pay more attention to the songs and the lyrics, which led to higher scores in the national English listening test and national English achievement test after 10 months. The researcher recommended that more English teachers have to try using English pop songs to improve students' listening ability.

Mariani (2015) studied the use of song by Bruno Mars Entitled "Count on me" in Improving Students' listening ability. The research method used was quantitative and pre-experimental design with one group pre-test-post-test design. The population of this research consisted of students of seventh grade of SMPN 11 Bandung and it had 13 classes with 480 students divided into 260 females and 220 males. The samples consisted of 40 students randomly selected from 13 classes. The instruments of this research were: a pre-test, post-test and a questionnaire. The result of this study showed that using English songs is effective, and it is liked by the students because it can improve their listening ability and one can be conclude that it is a "Very Good" strategy. The writer suggested selecting appropriate songs to play. Songs which are suitable for the teaching and learning process have been elaborated in the previous section. For that reason, it can help students learn English language well. Then the researcher suggested that the teacher should arrange a good lesson plan so that teaching listening comprehension will be effective.

Lee and Lin (2015) examined the impact of music activities on foreign language English learning for children at age four. The methodology of this study used a quantitative analysis used in the observation forms by the observers and a qualitative study using interviews with classroom teachers and parents. Children in a Taiwan school, especially young ones group of children at age four was selected as sampling to participate in this study. The duration was 18 weeks. The results of this study provided support for the effectiveness of music activities in enhancing young children's English ability. First Music is a non-threatening way to make learning

English more fun. In this way, children's learning motivation will be enhanced. Second, Music offers shy or introverted children more frequent and varied ways to participate. Third, Music and playing instruments can be used to reinforce children's attention span. Finally, Music, action songs and playing instruments help children develop gross and fine motor skills that are associated with learning to read. The researchers recommended that they should increase their interest in learning a new language in a very entertaining way. Educators need to be willing to incorporate music in their lessons in order to better enhance their students' learning. Music can be used to remove language barriers.

Tanni (2015) attempted to identify the attitudes toward English among Al-Quds Open University students in Tulkarm Branch. The population of the study consisted of all Al-Quds Open University students in Tulkarm Branch (701 males and 1093 females). A stratified random sample of the study consisted of (70 male and 110 female) students were selected according to gender and (10 % of the population). The researcher used a questionnaire composed of 30 items distributed to 70 male and 110 female students in four faculties: Education, Social Development, Administrative Sciences and Technology and Applied Sciences. These students were in different study levels (years). The results of the study revealed that most of the students at Al- Quds Open University, Tulkarm Branch have positive attitudes toward English. Moreover, the attitude of females toward English is more positive than the attitude of males. There are significant differences in attitudes toward English among students due to academic level. There are no significant differences in attitudes toward English among students due to faculty. Based on the results, the researcher recommended the following: First, universities are requested to offer a reasonable number of English communication courses to give students a chance to practice and improve their language so as to make the language favorable for them and have a good attitude toward it. Second, teachers are required to encourage students to get engaged in co-curricular English activities in special meetings among themselves to use English in speaking and writing.



Alsamadani (2015) explored the relationship between Saudi EFL students' attitudes toward learning English and their academic achievement. The sample of the study consisted of 112 English major students from Umm Al-Qura University. The students were chosen randomly from different levels. The tools of this study included attitudes scales to measure the attitudes of Umm Al-Qura University students toward learning EFL. Also, the researcher conducted a number of semi-structured interviews with some students. The result of the study showed that the students have positive attitudes toward learning English as a foreign Language EFL. Also, the results showed that there was a clear correlation between students' attitudes and their achievement.

Laput (2015) conducted a study to investigate the attitude towards English language of grade nine students of Seena school of Naga. The data of this study were collected through a standardized questionnaire survey administered upon a total of 104 students upon the completion of the collection data these were statistically analyzed computed. The findings revealed that students in general have very favorable attitude towards English language regardless of their gender and section. Also has found out that there were no statistically significant differences in the students' attitude regarding gender and section variables. She recommended that similar studies can be conducted on other population in other school in the city of Naga.

Ahmed (2015) conducted a study to investigate the attitudes towards English language learning among EFL learners at UMSKAL. The sample of the study consisted of 238 undergraduate EFL students in Malaysia. The tools of this study data collection, a 19 item questionnaire were designed and administered on 238 students. The results of the qualitative analysis show that the attitude towards English language learning and using the language in various domains of usage is extremely positive. The data also revealed that most of the students had negative feelings or fear regarding classroom instructions in their learning experience. Students of different fields varied in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which shows that a single curriculum or teaching methodology is not adequate. Several suggestions have been made regarding teaching

methodology, curriculum, teaching materials, and the status of English in Malaysia from this point of view.

Ahmed (2015) tried to investigate female rural students' attitudes towards learning English. This study was conducted on a sample of 90 female rural students of two high schools located in two small Moroccan villages to identify whether they held a positive or negative attitude towards learning English and to specify the variables that shaped their attitudes. Participants were randomly selected and filled in a five likert scale questionnaire. The significant findings of the study include the participants' preference to study English rather than other foreign languages at high school; they displayed high motivation and frequent classroom participation in the English class, strong desire to improve their English communicative competence, negative attitude towards the culture used in the English textbook, and positive social value to a person who speaks English. Thus, this study concluded that there was no correlation between female rural students' socio-economic background and their positive attitude to study English.

Quasem (2014) tried to identify students' attitudes towards learning English the Bangladesh context. The researcher used the qualitative method suitable for cultural studies rather than quantitative method and statistical analyses which ultimately belong more to social sciences than cultural studies. The sample was a total of 110 students (60 male and 50 female) who were from all semesters of both undergraduate and graduate programs in one public university and three private universities. The tools of the study were two questionnaires and interview the first one focused on responds and socio-economic status. The second one focused on their attitudes towards learning English (both the language and literature). The results showed that students' primary attitudes were connected with and shaped by their proficiency level and practical benefits of English language, but in the secondary level, there was a possibility of cultural and ideological and moral mimicry among students learning English (both the language and literature in Bangladesh). The researcher recommended that the teachers should help students and encourage students to learn

English language to be able global citizen and they should usher the right way to students to explore the rich and colorful word of English literature.

Ghanbari and Hashemian (2014) tried to determine the effect of using songs on young L2 learners' listening comprehension and pronunciation and to discover the possible difference between male and female learners in achieving better results in learning listening comprehension and pronunciation via songs. For this purpose, 60 male and female elementary L2 learners with the age range of 8 to 11 were randomly selected from two language schools in Isfahan, Iran. An independent-samples t-test was performed to analyze the data obtained on the pretest. In addition, a two-way analysis of variance (ANOVA) was utilized in order to come up with the answers to the questions of the study. The results revealed that utilizing songs in L2 classes had a positive effect on the L2 learners' listening comprehension and pronunciation skills. It was also found that there was no significant difference between the male and female learners' performance in obtaining better results in listening comprehension and pronunciation. The implications could refer to the fact that incorporating songs into language teaching curricula is an indispensable asset helping to improve all language skills, especially listening comprehension and pronunciation.

This study was placed only on English songs. The researchers recommended that future studies could take into consideration the variables which were excluded in the present research.

Vera and Luna (2013) conducted a study to investigate the use of music and songs in the teaching of English as a second language to primary school children. The authors want to measure the progressive change in students' motivation and their academic results in English language skills. The tools of this study were observation and tests. The sample was 40 students of the second cycle of Primary Education (3rd -4 the years). They are male and female students attending a public school in Malaga (Spain). The results of this study illustrated that using songs and music also facilitates the evaluating task, as they turn a traditionally anxious moment into a moment of fun, what makes them understand song lyrics better. In addition, they use the second language to communicate and they are more receptive of language acquisition. In

other words, there was a notable improvement in students' oral skills when they used songs to learn a language, and particularly when they related these songs to physical, visual, or interpersonal purposes. They recommended that the multimodal learning allows for a meaningful teaching practice which brings only positive outcomes in the foreign language classroom.

Isaza et al. (2013) tried to focus on the analysis of the impact that authentic videos have on the development of the listening skill in a foreign language in a private school in Pereira, Colombia, with tenth graders who voluntarily participated in the development of this study. The methods were used in the data collection interviews, observations and researcher's journals. The participants of this research were five students whose ages range between sixteen and seventeen years old, from 10th grade. This study concluded that the implementation of authentic videos in a classroom setting for the development of the listening comprehension in English as a foreign language is a very useful and helpful tool, as it facilitates the learners the understanding of the Authentic Videos (AV) and provides them with the natural language that is commonly used in an English speaking country. Moreover, the use of images as a supporting material for teaching key vocabulary, expressions, as well as idioms and jargons before showing the video is an excellent strategy in the process of teaching listening comprehension when working with Authentic Videos (AV) in the classroom. The researchers recommended that the implementation of authentic videos in a classroom setting, for the development of the listening comprehension in English as a foreign language, is a very useful and helpful tool.

Hidayat (2013) studied the use of songs in teaching students' listening ability. This quasi experimental research involved two classes of students of a public junior high school in Sumedang, For the purpose of this study, 60 students were selected as a sample of the research. Two classes were chosen for this research by applying purposive sampling. Each class consisted of thirty students. Furthermore, both classes were tested by pre and posttest. During the experiment, the experimental group was given several treatments in period of six meetings. Quantitative research method was employed through pretest, posttest and questionnaire. Furthermore, the data taken

from questionnaire was also investigated to find out the difficulties faced by the students listening comprehensions through songs. The result of this study proved that the use of songs likely improves students' listening comprehension skills. The researcher recommended that it will help students to learn and achieve the learning objective. The teacher's ability in selecting teaching material will also influence the use of songs in improving the students' listening ability.

Horn and Hugo (2013) explored the effect of using music activities to enhance the listening skills and language skills of 1<sup>st</sup> graders. In a research project involving a group of 70 learners consisted of 35 in each of the classes were selected. The tools of this research were pre-tests and post-tests. The results of this research proved that music plays an important role in the curriculum of young learners. Musical activities such as that used of various instruments to enhance learners' awareness of loud and soft, fast and slow, high and low and timbre could be employed. Songs could help to make learners aware of a fast, slow and medium tempo of spoken English, and the learners will learn new words and idiomatic expressions from the songs. This method could be included to help learners with rhythm and rhythmical movements. Dancing, clapping of hands and stamping of feet could also be included to enhance language learning. And also music could eventually be used to help young learners understand English as their second language and language of instruction. One of the main reasons for using music is the fact that listening forms a part of every musical activity. Listening is an important component of teaching because it is estimated that 45% of class time is taken up by listening, meaning that it is used more than any other language skill to obtain knowledge and information. The recommendation of the researchers is that students and teachers should be specially trained in music to equip them to use this valuable means of enhancing the language skills of their learners, especially their ESL learners. Once learners have mastered a nursery song, the words and content of the song could be used creatively, for example, to enhance vocabulary learning and phonological awareness.

Gajalakshmi (2013) attempted to investigate the High School Students' Attitude towards Learning English Language. A standardized questionnaire was administered

in the form of normative survey to 600 students (selected randomly from various high and higher secondary schools in Puducherry region) to collect their attitude towards learning English language. The collected data was statistically analyzed by SPSS. The results revealed that there is a significant difference based on the gender, locality of the school, type of school, type of management. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English. The results Male students have high attitude towards English than female students. Also urban area students have high attitude towards English than rural area students. Then co-educational school students have high attitude towards English than other school students. Lastly, government school students have high attitude towards English than private school students. The researcher recommended that Educators and parents should always encourage learners to read materials written in English like newspapers and magazines.

Bozorgian and Pillay (2013) investigated the effectiveness of teaching listening strategies delivered in L1 (Persian) and its effect on listening comprehension in L2 in Iran. Five listening strategies: Guessing, making inferences, identifying topics, repetition, and note-taking were taught over 14 weeks during a semester. The sample was 60 female participants who came from two EFL classrooms in an English language institute in Persian. The tools of this study were pre and post listening test. The results gathered on the post intervention listening test revealed that listening strategies delivered in L1 led to a statistically significant improvement in their discrete listening scores compared with the control group. This study suggested that L1 listening strategy instruction such as guessing, making inferences, identifying topics, repetition and note-taking can improve students' listening comprehension of information better in an EFL context than just adopting the traditional approach.

Abidin, Alzwari and Mohammadi (2012) examined Libyan secondary school students' attitudes toward learning English in terms of behavioral, cognitive and emotional aspects. The participants were 180 students from different secondary schools in the west of Libya. The tool of this study was an adapted attitude questionnaire. The collected data was analyzed by the SPSS program and one-way

ANOVA analysis test. The results of the study showed that the participants had negative behavioral and cognitive attitudes toward learning English. But the emotional aspect of attitude toward English was different from the behavioral and cognitive aspect of attitude. The participants preferred studying in their mother tongue rather than in any other foreign language.

Dehbozorgi (2012) tried to investigate the effects of attitudes toward language learning and risk-taking on EFL students' proficiency. The sample of this study was 120 female and male college students in Iran. The study used three data gathering instrument which were: attitudes toward language learning scale, questionnaire and Oxford Quick placement test (2005). The result of study showed that the relationship between proficiency level-high, middle and low-and attitude toward language learning was not significant and the middle proficient participants were higher risk-takers, the results demonstrated differences in risk-taken between high and intermediate level. Moreover, there were no significant differences between high and low groups and low and middle groups. Correlation analysis revealed a significant positive relationship between attitude toward language learning and risk-taking. Beside, language proficiency and attitude toward language learning didn't have a significant correlation between language proficiency and taking was not significant.

Ahmed, Yossatron and Yossirri (2012) studied students' attitudes toward activities used in an ELF classroom in one Thai university. The sample of study included first year (bachelor students of medical and engineering faculties) who had studied public speaking subject. The tools of student were class observations and semi-structured interviews. The results revealed that more than half of the participants regarded teacher's using activities that determined their success in language learning. However, less than half of the participants showed dissatisfying factor that related to the EFL teacher using humor on their cultures as the part of his teaching. It was recommended that further studies be undertaken on larger scales to develop more understanding of students' attitudes toward teachers applying activities in EFL classrooms. And this study could encourage further research to investigate the

relationship between EFL teachers' using wide range of activities and promoting learning' interest on other hand.

Razmjoo, Mehrpur and Darban (2012) tried to examine the influence of instructional tools, namely, games, songs and stories on young Iranian EFL learners' achievement utilizing a quantitative design. The sample of this study was 65 Iranian EFL learners at Navid English Institute, Shiraz, Iran. The data were collected through two instruments: a pre/post-achievement test, and audio-recorded interviews, both designed by the researchers. The result of this study showed that students in the experimental group scored higher in all test components, including speaking, writing, and listening skills and vocabulary/grammar knowledge. It was also concluded that the pedagogical tools used in the study affected learners' speaking achievement the most, then their vocabulary/grammar knowledge, then their writing skills, and finally their listening skill. Following teachers, students will grow positive attitudes toward the activities and consider them as vital parts of their learning experience. Teachers should also develop a sort of reorientation and take a childlike attitude to get involved in the activities and encourage learners to take part in them. The researcher recommended developing new methods of teaching by making use of pedagogical tools which are engaging and enjoyable. One way to accomplish this is to incorporate these activities into the educational curriculums used in language institutes. Such practices may contribute to the purpose of improving the quality of teaching and learning languages. It can also clarify the effectiveness of using instructional tools in teaching for prospective teachers in teacher training programs. Prospective teachers should be made aware of the fact that teaching through these tools may lead to learners' better learning and achievement. Being aware of the importance of employing these tools, language institutes should provide the necessary facilities so that teachers can make use of the tools and activities.

Galloway (2011) investigated the Japanese university students' attitudes toward English and English teachers in relation to use of English as a Lingua Franca (EFL). The sample of the study was the students majoring in English at Kanada University of International Studies in Japan, a private university in Chiba. The tools of the study



were questionnaires, interviews and focus groups. The findings showed that English is seen as a language belonging to native English speakers and those students want to learn native English. However, the result highlighted that a number of factors influence students' attitudes. The findings also demonstrated that study of Global English influenced students in a number of ways, including their motivation for learning English, attitudes toward varieties of English and attitudes toward English teachers.

Osafo-Adu, Smpenh and Soku (2011) tried to examine students' attitudes toward the study of English and French in a private university setting in Ghana. The sample of the study was 130 student and the instruments were a survey questionnaire to measure the attitudes of students to the study of English and French. The result of this study showed that gender had a significant effect on students' attitudes to the study of English, where females showed a better attitude to the two languages than their male counterparts. However, gender had no significant effect on students' attitudes to the study of French. Thus no significant differences exist between males and females in their attitudes to French. It also found that the age and level of students had no significant effect on students' attitudes to the study of English and French. But the result showed that language block had a significant effect on students' attitudes to the study of French.

Gomleksiz (2010) attempted to explore students' attitudes towards learning English in terms of several variables (gender, grade level and department ). Calculated with a sample of 310 students. Data were collected through a Likert-type scale from a total of 1275 students enrolled at Forat University, Turkey. ANOVA and t test were used to analyze the data. The results revealed that students of Elementary Mathematics Education and Social Studies Education had more positive attitudes towards their English teacher than the students of Elementary Education, Fine Arts Education and Religious Culture & Moral Education departments. Then it showed that students of Elementary Mathematics Education and Turkish Language Education believe usefulness of learning English more than the other student results showed that students of Elementary Mathematics Education, Turkish Language Education, Social

Studies Education and Computer Education & Instructional Technology departments have greater interest towards learning English than the students of Early Childhood Education, Elementary Education and Fine Arts Education departments. Subscales indicated that female students had more positive attitudes than the male students did. The researcher recommended that further studies with larger samples be undertaken to develop more understanding of students' attitudes towards learning English. Also he recommended that the studies could be conducted using observational research methods.

Arevalo (2010) examined the use of songs as a tool to work on listening and culture in EFL classes. This research was carried out at a university foundation in Tunja, Boyaca. The sample of this study was groups ranged between 8 and 20 students because of the total number of students of the university and also due to the different schedules offered by the English Department. The tools of this study were questionnaire, classroom observations, students' documents and a semi-structured interview. The results of this study showed that this type of material can foster the listening skills and engage students in discussion about cultural and social issues. Likewise, results showed that practicing listening with songs can become a good way to train students in the development of higher levels of comprehension. The researcher suggested that changes for future listening practices and hopefully will be the point of departure for new projects with the same or similar goals. The recommendations in this study adopting a learner-centered approach. Moreover, it is necessary to develop listening for gist, selective listening, and listening for predictions which are the relevant skills when developing listening comprehension. Today they are able to focus their attention on an authentic spoken text and comprehend its essential meaning. In short, it was found that this set of lesson plans really helped students to accomplish a higher listening comprehension and engagement in cultural knowledge.

Alrifai (2010) studied students' attitudes, motivation and difficulties involved in learning English language and factors that affect motivation in learning it. The sample of the study was about 200 students who have taken different English course in

Kuwait University. The tool of the study was a questionnaire and data analysis which was done by using SPSS software package. The result of this study found that there was a high correlation between any two independent variables related to students' learning English language. This means that if the attitude toward learning English increases, the student gets much more in class courses and also from teachers during the teaching sessions also,

appropriate changes can be recommended in teaching methods, teaching strategies and various techniques can be designed and implemented to motivate the students to learn English. One of the recommendations of the study was to implement teaching strategies and do further research on any topic that will bring about improvement in teaching strategies, and this will help change students' attitudes toward learning the English language and motivate students in learning English language.

Ulate (2008) explored using songs to improve EFL students' pronunciation. This study was carried out among sixty EFL university students. The tools were achievement tests. The result showed that using songs in the EFL classroom makes learning more enjoyable and interesting. At the same time, students acquire the target language and feel comfortable in a relaxing atmosphere. This helps them lower their affective filter, and become more receptive to learning. In addition, songs help learners improve their understanding and production of important pronunciation features. Music is a useful source that all language teachers can have access to and which will definitely make a difference in the classroom. The researcher recommended that teachers should choose songs carefully, taking into account different aspects such as the students' level, age and preferences, as well as the level of difficulty of the song and its rhythm.

Rosova (2007) investigated the use of music in teaching English. This study was carried out in 4 different groups which differed in age, number of males and females, and level of English, which are following the first group Secondary school group (SSG). It was the 9 class of secondary school in Novy Jicin consisting of 18 pupils (6 girls and 12 boys). The second group Grammar school group (GSG). There were 16 students (9 girls and 7 boys). They were intermediate learners of English. The third

group Language school group A (LSGA) This group consisted of 9 students (6 men and 3 women). They were pre-intermediate learners of English. The fourth group was from Language school group B (LSGB) This group consisted of 10 students (6 men/ 4 women). They were intermediate learners of English. The tools of this research consisted of two questionnaires; two pieces of research – the first based on a song, the second based on a poem and interviewed the students from different groups. The result showed that music has some kind of power, which can influence physical the same way as mental condition of bodies. It can bring about specific, required atmosphere, in which we react in a particular way. Moreover it can further help “recharge” the minds. And also showed that

pop music and rock are the most preferred in every group and brass music with techno the least. Then it showed that music has the ability to help acquire and remember vocabulary. Furthermore, music incredibly helps to recall the lyrics of songs when listening to them, and thus encourages learners' confidence in language. The researcher recommended that adopting this strategy is valuable.

## **2.4 Summary**

This study is one of the few studies that examine and identify the role of song lyrics and their effect on developing the listening comprehension skills of fifth graders. By focusing on one of the most important skills in foreign language learning, especially for students who are pursuing their primary education as Kusnierek (2016) who attempted to identify the role of music and songs in teaching English vocabulary to students. Fourteen participants who were in the fifth grade of primary school at the beginner's level. There were 16 males and 12 females. According this study the researcher applied this study on the same grade but the participants were females only. Then almost of the previous studies showed that the music as songs with pay attention on the vocabularies such as Razak (2016) who tried to investigate using action songs in teaching action words to young ESL. And Kusnierek (2016), Vera and Luna (2013).

According to this study, it shows the effect of using song lyrics method and this include vocabulary with the statements relate to our cultural, and connect more than subject in the same songs (months, seasons and the weather of the seasons). Also the researcher in this study borrowed the song lyrics definitions which is the most definition in this study from Mariani (2015) who studied the use of song by Bruno Mars Entitled "Count on me" in Improving Students' listening ability. As will as it helped her in some suggestions in lesson plan.

In addition, the above review of literature showed some studies which are related to attitude toward learning English; some of those showed positive results such as Tanni (2015) who tried to identify the attitudes toward English among Al-Quds Open University students in Tulkarm Branch. The results of this study revealed that most of the students, at

Al- Quds Open University, Tulkarm Branch, have positive attitudes toward English. Moreover, the attitude of females toward English is more positive than the attitude of males. There are significant differences in attitudes toward English among students due to academic level. There are no significant differences in attitudes toward English among students due to faculty. The researcher used a questionnaire composed of 30 items. According to this study the Tanni (2015), this tool would help the researcher to build the questionnaire.

## **Chapter Three:**

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### **Methods and Procedures**

#### **3.1 Introduction**

This chapter presents the methods and procedures which the researcher follows to get data. It includes information about the population, sample and steps of building the instruments of the study which are: listening test, questionnaire and interview. It describes also the validity and reliability of these instruments. Lastly, it concludes a description of the research procedures then gives information about the research design and statistical analysis used to analyze the data of the study.

#### **3.2 Methods of the Study**

The experimental method and the quasi-experimental design were used to achieve the main purposes of the study.

### **3.3 Population of the Study**

The population of the study consisted of all females in 5<sup>th</sup> grader in Ramallah Educational Government School during the first semester of the scholastic year 2016-2017 and their number is (2503).

### **3.4 Sample of the Study**

The sample of the study is purposeful which is from the population of the study. However, the control and experimental groups were assigned randomly. The overall

sample consisted of (54) taken from the population of learners at 5<sup>th</sup> graders government school at Ramallah District. The sample consisted of two groups from Bint Al-azwar School. One group is the experimental and the other is the control group. The experimental group learns by using song lyrics, while the control group learned by the traditional method.

### **3.5 Instruments of the Study**

The researcher used the following instruments to achieve the purpose of the study:

#### **1. Listening test:**

A test was designed to examine the effect of using song lyrics on developing the listening comprehension skills. The students listened to the audio song lyrics, then they were asked to answer the given questions. The test consisted of five parts. Part one asked the students to listen then choose the suitable answer from several answers. Then part two which asked them to listen then fill in the blanks with the correct answer. After that, part three which it asked them to listen and order the letters that make names of the month. Following this part, part four which ask them to listen then match the statements in column A with the words in column B. The last part asked them to listen then answer the following questions (Appendix 3).

## **2. Questionnaire:**

A questionnaire about students' attitudes toward EFL. The questionnaire was designed in order to measure the students' attitudes toward EFL. This questionnaire had 27 items. The questionnaire contained first cover page which identify. Second, it has the 27 items about students' attitudes. To answer the questionnaire, the students needed to read the 27 items carefully then decided the suitable answer that expressed her opinion. The researcher designed the questionnaire in the form of a 5 point Likert scales ranging from strongly agree, agree, undecided, disagree to

strongly disagree. The questionnaire was submitted to student in 5<sup>th</sup> grade in section English. Valuable instruction and assistance was offered during the whole process. All questionnaires were filled out and returned to the researcher (Appendix 2).

## **3.6 Validity of the Instruments**

### **3.6.1 Validity of the test**

To ensure the validity of the test's contents, it was presented to a group of professional professors in the field at Al-Quds University and other Palestinian universities to evaluate its appropriateness to the whole purpose of the study (Appendix 3).

### **3.6.2 Validity of the questionnaire**

To ensure the validity of the questionnaire, it was presented to a jury of professional professors in the field at Al-Quds University to evaluate its appropriateness to the whole purpose of the study (Appendix 2).



### 3.7 Reliability of the Instruments

#### 3.7.1 Reliability of the test

To ensure the reliability of the test, the researcher applied it to a sample of (27) the students from the study population and out of the sample. The period between the test and retest was two weeks. Reliability coefficient is calculated by test-retest. It was two weeks for the test. Total reliability coefficient was (0.880). The following is

the table of the valence test results of using song lyrics on developing the listening comprehension skills due to teaching method

Table (3.7.1): Results of numbers, means, standard deviations and analysis of T-test to means of tests due to teaching method.

Method	N	Mean Square	Std. Deviation	f	Sig.
Control group	27	7.519	4.4753	0.353	0.726
Experimental group	27	7.093	4.3963		

#### 3.7.2 Reliability of the questionnaire

To ensure the reliability of the questionnaire, the researcher applied it to a sample of (27) students from the study population and out of the sample. Reliability coefficient was calculated by test-retest. It was two weeks for the questionnaire. Total reliability coefficient was (0.852). The following is the table of the valence test results, means, standard deviations and T-test to measure the attitudes of fifth-grade students to learn English as a foreign language.

**Table (3.7.2): Results of numbers, means, standard deviations and analysis of T-test to means of due to students' attitudes towards EFL.**

Method	N	Mean Square	Std. Deviation	f	Sig.
Control group	25	119.68	12.236	3.58.	0.0001
Experimental group	28	104.32	18.017		

### 3.8 Design of the Study

O1 O2 X O3 O4

O1 O2 O3 O4

O1: Pre-test

O2: Pre questionnaire

O3: Post-test

O4: Post questionnaire

X: Treatment

### 3.9 Variables of the Study

#### 3.9.1 Independent variables

Methods of teaching (using song lyrics and the traditional method).

### **3.9.2 Dependent variables**

1. Students' listening comprehension skills.
2. Attitudes.

### **3.10 Data Collection**

The researcher adopted the following procedures during the first semester of the academic year 2016/2017:

1. The researcher reviewed the literature and the previous studies related to the use of song lyrics on developing the listening comprehension skills and also students' attitudes toward EFL.
2. The researcher reviewed the Palestinian English Curriculum for Fifth Grade and identified the basic units that contain song lyrics.
3. The researcher chose the material to be taught through the use of song lyrics (Appendix 7).
4. The researcher prepared the study instruments which contained a questionnaire in Appendix (2), listening achievement tests in appendix (3), and interview questions for teacher after used the strategy in Appendix (6).
5. The instruments were presented to a jury of professional professors in the field at Al-Quds University, in Appendix (1) to evaluate the appropriateness of the instruments to the whole purpose of the study.
6. The researcher applied the instruments to a sample of students from the study population and out of the sample. This test designed to measure how much of the foreign language a class knows and how much it does not know. It reveals students' areas of strengths and weaknesses.
7. The researcher distributed the questionnaire (Appendix 2) among students to know their attitudes toward EFL. Pre apply the strategy.
8. The pre-test is an achievement test that was conducted for the experimental group and the control group (Appendix 3).

9. The experimental group was taught through the use of the song lyrics method, but the control group was taught through the traditional method.
10. The post-test is an achievement test that was done for the experimental group and the control group (Appendix 3).
11. The researcher distributed the questionnaire among students to know their attitudes toward EFL (Appendix 2).
12. The researcher gathered the data and analyzed it by using the experimental and inferential statistics, the results were presented by using simple tables which are titled and numbered.
13. The researcher discussed the information to see if the outcomes agreed or disagreed with the previous studies.
14. Recommendations are made to the researchers to carry on more studies, thinking of attitudes and their effect on comprehensibility.

### **3.11 Data Analysis**

In order to analyze the data, the researcher used the descriptive statistics which were means and standard deviation, in addition to the inferential statistics, which had the T-test using the Statistical Package for Social Sciences (SPSS), and Pearson correlation after correcting the data from the pre-test and post-test

## **Chapter Four:**

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### **Results of the Study**

#### **4.1 Introduction**

This study was designed to determine the effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> grade students in Ramallah & Al-Bireh District and their attitudes towards EFL. In this chapter, the researcher presents the results of the study, alongside examining the questions of the study. T-test using the Statistical Package for Social Sciences (SPSS), and Pearson correlation after correcting the data from the per-test and post-test was used to test these questions. This chapter presents the results related to the questions of the study.

#### **4.2 Results Related to the First Question**

Is there an effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> graders in Ramallah and Al-bireh District?

To answer this question, it was changed into the following hypothesis: There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of listening comprehension skills due to teaching method.

Then the researcher used the means and standard deviations that measure the effect of using song lyrics on developing the listening comprehension skills due to teaching method.

**Table (4.2): Results of numbers, means, standard deviations and analysis of T-test to means of tests due to teaching method.**

Method	N	Mean Square	Std. Deviation	f	Sig.
Control group	27	8.704	4.0030	6.706	0.000
Experimental group	27	15.963	3.9515		

It is clear from previous table that the value of (F) calculated the difference between the collection of the sample in the control and experimental groups using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> grades, according to the method, the result is (6.706) and the value of statistical significance is (0.000); it is less than the significance level ( $\alpha \leq 0.05$ ), which indicates that there is a statistically significant difference between the means square of the sample in the control group compared with the means square of the sample in the experimental group, which leads us to the conclusion that there is a significant effect at the significance level ( $\alpha \leq 0.05$ ) to test the use of song lyrics on developing the listening comprehension skills of fifth grade students due to teaching method.

The previous table (4.2) shows that the mean rate for the control group was (8.704), which is less than the mean of the experimental group ("Using song lyrics"), which was (15.963), which indicates that the differences between the two groups were in favor of the experimental group; it was found that there is an effect in using song lyrics on the development of listening comprehension skills of 5th graders in favor of the experimental group.

### 4.3 Results Related to the Second Question

Is there an effect of using song lyrics on 5<sup>th</sup> Graders' attitudes towards EFL due to teaching method?

To answer this question, it was changed into the following hypothesis:

There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method.

The researcher used means, standard deviations and T-test to measure the attitudes of fifth-grade students to learn English as a foreign language.

**Table (4.3): Results of numbers, means, standard deviations and analysis of T-test to means of due to students' attitudes towards EFL.**

Method	N	Mean Square	Std. Deviation	f	Sig.
Control group	25	116.76	11.421	1.763	0.083
Experimental group	28	122.43	11.918		

The previous table (4.3) shows that there are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of 5<sup>th</sup> graders' attitudes towards EFL, according to the pre and post tests. It is clear from table (4.3) that the value of (F) calculated the difference between the sample trends in the control and experimental groups using song lyrics in learning the English language at the fifth-grade level and students' attitudes towards EFL, according to their attitudes towards EFL, the result is (1.763), and the value of statistical significance is (0.083), more than the significance level ( $\alpha \leq 0.05$ ), which indicates that there is no statistically significant difference between the means of the sample in the control group compared with the means of the sample in the experimental group.

It can be seen in the previous table (4.3) that the mean rate of the control group is (116.76), which is less than the average of the experimental group, which is (122.43), which

indicates that it was found that there is no effect in the use of song lyrics in learning the English language at the 5<sup>th</sup> grade level due to students' attitudes towards EFL between the two groups

#### **4.4 Summary**

1- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of listening comprehension skills due to teaching method in favor of the experimental group.

2- There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method between groups.



## **Chapter Five:**

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### **Discussion, Conclusion and Recommendations**

#### **5.1 Introduction**

Using songs in class has positive effects on students' emotional aspects such as excitement, anxiety, lack of self-confidence and the feeling of being threatened, in addition to influencing the learning process positively or facilitating it by stimulating students emotionally. So, song lyrics method in teaching EFL has been shown in a range of previous studies to determent the best method. Also, students' attitudes toward English as a foreign language (EFL) affects their learning English in a positive way. This study is an attempt to find out the effect of using song lyrics on developing the listening comprehension skills of 5<sup>th</sup> grade students in Ramallah District and their attitudes toward EFL. In this chapter, the researcher discusses the results that were presented in the previous chapter. And in the light of these results, conclusions were drawn and recommendations were made. This chapter presents the discussion of the findings of the study concerned with the effect of the groups (experimental and control). The effect of using song lyrics on developing the listening comprehension of 5<sup>th</sup> graders due teaching method was explored. Also, students' attitudes toward EFL due to method of teaching are studied as well. The results are also compared with the results of other related studies to find whether these results are consistent with them.

## 5.2 Discussion of the Results of the First Hypothesis

There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of listening comprehension skills due to teaching method.

To test the above hypothesis, analysis T-test was used to determine if there is a significant difference in achievement due to teaching method.

Table number (4.2) shows that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the means of listening comprehension skills due to teaching method in favor of the experimental group.

The researcher believes that the reason behind that is the use of the song lyrics strategy which actively engaged students as they study, more so than they hear the songs, in addition to influencing the learning process positively or facilitating it by stimulating students emotionally, students went over the song, thought of its title and pictures before they listened to it, and to arouse their curiosity and as a whole class, they came up with some key concepts they will learn while listening. Then they listened to fix their prediction and repeated their listening by heart. As a final step they repeated the song's main concepts to their own pronunciation. And by writing the key words on the book or worksheet in each step, their comprehension listening skills developed.

This study proved that following steps in listening to song lyrics gave students a good way to develop their listening comprehension skills, since the reason is that lip and facial movements provide timing and segmentation to produce, for instance vowels and consonants. Also, face and body movements convey cues for time varying feature of music such as rhythm and phrasing. The fact that the segmentation that a student has to use when producing vowels and consonants in a foreign language can be music activities is an aspect that all teachers teaching English learners should be aware of. Then the process of learning sight words is more challenging to foreign language students, and relates to how familiar the listeners are with the vocabulary, syntax and phonology of a foreign language. These requirements could be taught to learners by means of music and songs. They improved their ability to listen and kept the main ideas of the songs, connected the main statements, eliminated the unsuitable pronunciation and made the strong ears to listen carefully, and then learn a foreign language as native speakers. Although using song lyrics is less time consuming than listening to the text of the lesson, it provided a more systematic approach

to listening to the lesson. Many students and teachers believed at the beginning of the implementation that listening to the lesson and doing the activities and memorizing concepts are effective procedures that have served them well more than this strategy. But after applying this strategy, it was found that English classes can be made more enjoyable and interesting. Songs can play an important role in the acquisition of a new language. For instance, listening to songs could help learners acquire new vocabulary because vocabulary acquisition forms the core of any language. Also songs are useful for introducing learners to the rhythm of and the relationship between the basic speeches of English as a foreign language.

According to the findings of the research question, this listening strategy proved to have positive effects on the learners' comprehension and participation. It activated students' listening comprehension, nurtured communicative skills through using songs during listening, made learners focused, intensified collaboration and learning with each other. The results of the study suggested that using song lyrics facilitated learners' listening comprehension skills. Moreover, when students listen to CDs at home, they will be motivated to listen to any material on TV too. In addition, this strategy emphasized on how to learn rather than what to learn, and this proved that song lyrics can be used in real life situations with any stage.

The results of this study are consistent with the study of Kim and Kang (2015) that investigated the improvement of the English listening ability of middle school students through English pop songs for 10 months, and investigated the effectiveness before and after the surveys, national English listening tests and national English achievement tests. The result showed that using English pop songs for middle school students at the below-average level is a very effective way of teaching and learning English by motivating them to pay more attention to the songs and the lyrics. This result implied that using songs on developing the listening comprehension skills is the most efficient way to learn English as for the English language in China.

The results are also consistent with Mariani's study (2015) on the use of song by Bruno Mars Entitled "Count on me" in Improving Students' listening ability of students of seventh grade in Bandung the result of this study showed that using English songs is effective, and it is liked by the students because it can improve their

listening ability and one can conclude that it is a “Very Good” strategy and it can help students learn English language well.

In addition to that, Rosova (2007) investigated the use of music in teaching English. This study was carried out on four different groups which differed in age, number of males and females, and level of English. The result showed that music has some kind of power, which can influence students’ physically and emotionally similarly. It can bring about specific, required atmosphere, in which we react in a particular way. Moreover it can further help “recharge” the minds. And also showed that pop music and rock are the most preferred in every group and brass music with techno the least. Then it showed that music has the ability to help acquire and remember vocabulary. Furthermore, music incredibly helps to recall the lyrics of songs when listening to them, and thus encourages learners’ confidence in language. Also, in this study, the researcher tries to find the extent of the development of the listening comprehension skills through using song lyrics so the result shows there were statistical differences between the mean scores of 5<sup>th</sup> grade students about 50% in favor of the experimental group. And these results are in consistence with many studies throughout the past 20 years.

### **5.3 Discussion of the Results of the Second Hypothesis**

There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method.

To test the above hypothesis, T-test was used to determine if there is a significant difference between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method.

Table (4.3) shows that there are not statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method

Students’ attitudes are an integral part of learning and that they should, therefore become an essential component of second language learning pedagogy. Attitudes towards learning are believed to influence behaviors such as reading books, listening to a foreign language, etc. Especially in Education, if students have positive attitudes

towards any subject, they can learn many things. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning. So attitudes can help the learners to express whether they like or dislike the objects.

These results are also consistent with the study of Abidi, Alzwari and Mohammadi (2012) that examined Libyan secondary school students' attitudes toward learning English in terms of behavioral, cognitive and emotional aspects. The results of the study showed that the participants had negative behavioral and cognitive attitudes toward learning English. But the emotional aspect of attitude toward English was different from the behavioral and cognitive aspect of attitude. The participants preferred studying in their mother tongue rather than in any other foreign language. Also the result is in consistence with Ahmed (2015) tried to investigate female rural students" attitudes towards learning English. This study was conducted on a sample of 90 female rural students of two high schools located in two small Moroccan villages to identify whether they held a positive or negative attitude towards learning English and to specify the variables that shaped their attitudes. Participants were randomly selected and filled in a five likert scale questionnaire. The significant findings of the study include the participants" preference to study English rather than other foreign languages at high school; they displayed high motivation and frequent classroom participation in the English class, strong desire to improve their English communicative competence, negative attitude towards the culture used in the English textbook, and positive social value to a person who speaks English. Thus, this study concluded that there was no correlation between female rural students" socio-economic background and their positive attitude to study English.

In this study, the researcher studied the attitudes of 5<sup>th</sup> graders toward EFL due to teaching method as well. The results of this study showed that there are no statistically significant differences between groups. These results are not much consistent with many studies such as Ahmed's, Yossatron's and Yossirri's (2012), Alrifai's (2010) and Alsamadani's (2015) who tried to explore the relationship

between Saudi EFL students' attitudes toward learning English and their academic achievement. The results of the study showed that students have positive attitudes toward learning English as a foreign Language. Also, the results showed that there was a clear correlation between students' attitudes and their achievement.

## **5.4 Conclusion**

The results indicated that there are statistically significant differences between the means of listening comprehension skills due to teaching methods. Song lyrics are considered the most useful and effective method because, through them, students learn the foreign language to produce accurate utterances as native speakers do, whether in pronunciation or grammar, then they can compare what they listen to and speak and read in a foreign language, as has been shown in the previous discussion of the results of the first and second hypotheses and the responses to the interview questions. Song lyrics really help children to develop gross and fine motor skills that are associated with learning to speak and develop other skills.

According to the second question, the results showed that there are no statistically significant differences between the attitudes of 5<sup>th</sup> graders towards EFL due to teaching method. The first conclusion to be drawn from this study is that using a new teaching method (song lyrics) is beneficial to students in the sense that it can develop their listening comprehension skills; it may improve their level, and it has positive emotional effects on students such as excitement, anxiety, lack of self-confidence and the feeling of being threatened in learning EFL. Moreover, the result showed that the interactive attitudes of students toward EFL are not affected when teachers use the fun method with some pictures and some moves which make students active. The final result is related to the period of using the new teaching method (song lyrics). The application of this study didn't last long enough to change or affect students' attitudes toward EFL. Also, the teacher focused on finishing the material at the exact time without giving the students time to listen and repeat the songs enough. In addition, 5<sup>th</sup> grade students are little children and need fun in their learning without focusing on the results of the test. Also, the teacher may use his/her previous

experience to encourage students to expose students to the various song lyrics which are available on the internet about the subjects they know very well.

## **5.5 Recommendations**

In light of the findings of the study, the researcher recommends that:

- 1- This strategy can be used because it is valuable in enhancing students' learning of English as a foreign language.
- 2- Teachers should be specially trained on using song lyrics to be able to use this valuable means of enhancing the language skills of their learners. Learners love songs, and the words and content of the song lyrics could be used creatively, for example, to enhance vocabulary learning and phonological awareness.
- 3- Teachers are advised to choose song lyrics carefully, taking into consideration different aspects such as students' levels, ages and preferences, as well as the level of difficulty of the songs and their rhythm.
- 4- Listening strategy instruction should be used such as guessing, making inferences, identifying topics; repetition and note-taking can improve students' listening comprehension of information better in an EFL context.
- 5- Future studies could take into consideration the variables which are excluded in the present study.
- 6- Teachers may assign homework based on listening to songs at learners' homes (as in the experimental group), and encourage students to learn new words by listening to music.

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## Appendices

### Appendix 1:

#### List of Arbitrators

#	Name of Arbitrator	Institution	Test Arbitration	Questionnaire Arbitration
1	Dr. Mohsen Adas	Al-Quds University	√	√
2	Dr. Ghassan Sirhan	Al-Quds University	√	√
3	Dr. Afeef Zidan	Al-Quds University	√	√
4	Dr. Salah Shrouf	Hebron University	√	√
5	Dr. Raghd Dwiek	Hebron University	√	√
6	Dr. Mohammed Farrah	Hebron University	√	√
7	Dr. Nimer Abu-Zahra	Hebron University	√	√
8	Dr. Insaf Abbas	Al-Quds Open University	√	√
9	Dr. Mofeed Jadallha	Al-Quds Open University	√	√
10	Mr. Hisham Qtash	Al-Quds Open University	√	√



## Appendix 2:

### Questionnaire

Dear student:

This questionnaire is part of a research paper as a partial fulfillment for the requirement of a master's degree in education in English, Al Quds University. The aim of this questionnaire is to survey the attitude of 5<sup>th</sup> grade students toward English as a foreign language. Your responses and test scores will be confidentially treated and strictly used for the study purpose only. Your contribution and cooperation in filling in this questionnaire and taking the test are highly appreciated.

This questionnaire is divided in two parts as follows:

Part one: demographic information.

Part two: Attitudes of 5<sup>th</sup> grade students toward English as a foreign language.

Part one:

1-School\_\_\_\_\_

2-section

A

B

Part two: Attitudes of 5<sup>th</sup> grade students toward English as a foreign language.

Please put ✓ in the box that most reflects your opinion or feeling.

#	Statement	Strongly agree	Agree	Un-decided	Dis-agree	Strongly disagree
1	I like learning English.					
2	I hate English language class.					
3	I feel more confident when I use English.					
4	I feel happy when I speak English with my friends.					
5	I experience a different feeling when I speak in English with others.					
6	Learning English improves my everyday language.					
7	Learning English encourages me to communicate with native speakers.					
8	Learning English language is difficult.					
9	Learning English as foreign language helps me when I travel.					
10	Learning English helps me to get a good job.					
11	Learning English helps me to pursue my graduate studies.					
12	Learning English assists me deal with new					

	technology.					
13	Learning English is a waste time.					
14	I need English to deal with computer applications.					
15	I need English for reading mass media as newspaper.					
16	I need English for commerce.					
17	I need to learn English so as to know about other cultures.					
18	I need English to read and understand instructions and menus.					
19	I do not need to learn English.					
20	I do not need English when I go through the internet.					
21	I enjoy when I speak English with my friends.					
22	I listen to native speakers of English to improve my language.					
23	I like watching films presented in English.					
24	Everyone has to learn					

	English to enable himself/herself to read directions when he travels aboard.					
25	English language classes have to be increased in schools.					
26	Mastering the English language makes me less shy when dealing with native speakers.					
27	English language is boring.					

*Thank you for your cooperation*

### Appendix 3:

Listening test		
<b>Time:</b> ( ) minuets	<b>Name :</b> _____	<b>Date:</b> / /
<b>Grade:</b> (5) <b>Elementary</b>		<b>Marks:</b> (25)

#### Part one

Listen then choose the suitable answer: (5 points)

1-Snow falls in \_\_\_\_\_

- a- fall                      b- summer                      c- winter                      d- spring

2- We collect olives in \_\_\_\_\_

- a- summer                      b- fall                      c- spring                      d- winter

3- The summer holiday begins in \_\_\_\_\_

- a- July                      b- August                      c- May                      d- June

4- The first month of spring is \_\_\_\_\_

- a- March                      b- September                      c-January                      d- June

5- I am between January and March, who am I?\_\_\_\_\_

- a- December                      b-February                      c-November                      d-May

**Part two**

Listen then fill in the blanks with the correct answer: There are words that will be used more than once (5 points)

**winter / fall / spring / summer**

1- September, October and November are months in \_\_\_\_\_

2- June, July and August are months in \_\_\_\_\_

3- December, January and February are months in \_\_\_\_\_

4- The months of March, April and May are in \_\_\_\_\_

5- We finish school in \_\_\_\_\_

**Part three**

Listen and order the letters that make names of the months in the following words: (5 points)

1-(neju) \_\_\_\_\_

2-(oobert) \_\_\_\_\_

3-(berovmen) \_\_\_\_\_

4-(archm) \_\_\_\_\_

5-(yam) \_\_\_\_\_

**Part four**

Listen to match the statements in column A with the words in column B:

(5 points)

A		B
1-We make snowman in		a-Summer
2-We fly kites in		b-December
3-We go to the beach when the sun is so hot in		c-May
4- Flowers bloom in		d- March
5-We carry an umbrella in		e- April
		f- September

**Part five**

Listen then answer the following questions: (5 points)

1. How many months are there in a year?

\_\_\_\_\_

2. What is the first month of the year?

\_\_\_\_\_

3. In which month does school start?

\_\_\_\_\_

4. How many seasons are there in a year?

\_\_\_\_\_

5. What are the seasons of the year?



**Good luck**



**Appendix 4:**

<b>Worksheet</b> (months and seasons of the year)		
<b>Grade: (5)</b> <b>Elementary</b>	<b>Name</b> : _____	<b>Skill: listening</b> <b>comprehension skill</b>

**Part one:**

**Fill in the blanks with the correct answers:**

- 1- There are three months in winter; they are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. It is very cold.
- 2- We collect olives in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- 3- The kids like flying kites in the month of \_\_\_\_\_
- 4- It rains in \_\_\_\_\_
- 5- Spring is in the months of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**Part two:**

**Read, and then tick  $\checkmark$  for the correct answer:**

- 1- The month of February and July have 30 days. (      )
- 2- September is the tenth month of the year. (      )
- 3- There are four seasons in the year. (      )
- 4- It is windy in October. (      )
- 5-
- 6-

7- March in Palestine is part of the fall season. (      )

**Part three:**

**Write in the correct order:**

Months of the year from first to twelfth:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

Look at the picture below and write the name of the season next to it:



Good luck

## Appendix 5:

### Lesson Plan

In the following pages will be mentioned the procedures which are used through learning unit four from English Palestine book by using song lyrics strategy. This lesson plan for all unit which it is eight periods, according to Bloom 's cognitive pyramid which Includes 6 levels: Remember, **Understanding, Application, Analysis,**

**Composition and evaluation** □ Then the teacher will use these procedures used at the beginning of each lesson in the unit and at the middle then at the end of the lesson to fix the song lyrics. Such as when the lesson show the reading comprehension , the teacher will lets student listen to the song lyrics then repeat it after that teach the comprehension then ask them to listen again , after that do the activities which are follow the comprehension . At the end of the lesson the teacher ask them to listen to the song lyrics to fix the information of the lesson.

<b>Introduction:</b> warming up the students by greeting them, then playing a little game. Then the teacher warms up the students by introducing a poster cover of the event in the topic of the lesson (song lyrics), using pictures and flashcards.			
<b>Materials:</b> Using flash cards, pupil's book, colored pens, poster, pictures, LCD.			
<b>General objective:</b> Students will be able to identify the months and seasons of the year.			
<b>Behavioral Objectives</b>	<b>Procedures, Techniques, Activities, Aids</b>	<b>Assessment</b>	<b>Note</b>
By the end of the lesson students will be able to:		It would be done through :	
1- Recognize the new vocabulary by listening to the song lyrics.	<b>Activities:</b> Students discuss the poster with the teacher to recognize the new vocabulary, characters and events. <b>Technique:</b> Class work.	Poster, flash cards, pictures, asking and answering and class	

	<b>Tool of Evaluation :</b> Skill of questions and answers	work.	
2- Use the new words in context.	<b>Activities:</b> students in pairs use the new words in context <b>Technique:</b> pair work. <b>Tool of Evaluation:</b> presentation of the sentences.	Flash cards, cassette, and pictures, asking and answering and pair work.	
3- Sing the months and seasons orally.	<b>Activities:</b> Students in groups sing the songs according to group. <b>Technique :</b> group work <b>Tool of Evaluation:</b> presentation of the songs.	LCD and group work.	
4- Match months and seasons with pictures after listening to the CD.	<b>Activities:</b> Students in group work listen to the CD then match the picture with its word. <b>Technique:</b> group work. <b>Tool of Evaluation:</b> presentation of students' work.	Group work, picture and flash cards.	
5- Write the months after listening orally.	<b>Activities:</b> Students discuss the correct names of the months with the teacher. <b>Technique:</b> individual work. <b>Tool of Evaluation:</b> the teacher checks students' answers.	individual work and board	

<p>6- Show the importance of the months and seasons orally.</p>	<p><b>Activities:</b> teacher discusses with the students the importance of the months and seasons. <b>Technique:</b> class work. <b>Tool of Evaluation:</b> Skill asking and answering</p>		
<p><b>Conclusion</b></p>	<p>Students chant new words to emphasize them.</p>		
<p><b>Homework:</b> a- worksheet. b- practice listening</p>			
<p><b>Note</b></p>			

## **Appendix 6:**

### **Interview Questions and answers**

The researcher interviewed some teachers before and after using song lyrics to know if this strategy good or not for learning English as a foreign language. And, if they recommended learn English through it. The following some questions which are the researcher asked the teacher

Interview questions about using song lyrics on developing students' listening comprehension skills:

Question one:

What was your reaction to the songs played in the classroom?

Question two:

Do you think that the songs listening activity was a positive addition to the English class, how?

Question three:

How did using song lyrics in classroom develop the listening comprehension skills of your students?

Question four:

Did you note any development when you used this method in the other skills (reading, speaking and writing)?

Question five:

Do you have any additional comments or suggestions for the future about the use of this method?

The researcher interviewed some teachers who applied this method through their teaching English as the foreign language.

Teacher A:

The researcher: what is your reaction to the songs played in the classroom?

Teacher A: I like using songs .from long experience I found that learners will be more active.

The researcher: Do you think that this strategy is a positive addition to the English class, how?

Teacher A: Yes, it added a positive addition to the English class. And this addition was vocabulary will be used more and the learners with singing use accurate grammar.

The researcher: How do song lyrics in classroom develop the listening comprehension skills of your students?

Teacher A: They will be more affective because learners will look and listen to sing.

The researcher: Did you note any development in the other skills (reading, speaking and writing)?

Teacher A: Yes, I noted development in the speaking the first skill after that reading skill the last skill was writing

The researcher: Do you have any additional comments or suggestions for the future of this strategy?

Teacher A: Yes, I suggest increase the English class for all stage. Four period in a week is not enough if we are develop the listening comprehension.

---

Teacher B:

The researcher: what is your reaction to the songs played in the classroom?

Teacher B: I like using songs .from short experience I found that learners will be more active and like the English class more than first.

The researcher: Do you think that this strategy is a positive addition to the English class, how?

Teacher B: Yes, it added a positive addition to the English class. And this addition was vocabulary and they learn short statement by heart quickly.

The researcher: How do song lyrics in classroom develop the listening comprehension skills of your students?

Teacher B: They listen to the song lyrics and focus on the pronunciation of word then try to pronounce the word as similar as they listen.

The researcher: Did you note any development in the other skills (reading, speaking and writing)?

Teacher B: Yes, I noted development in the speaking the first skill after that reading skill the last skill was writing

The researcher: Do you have any additional comments or suggestions for the future of this strategy?

Teacher B: Yes, I suggest applying this strategy in all stage, because may be it effect on their attitudes of this language so the language of all world.

After did the interview we can conclude that this method is more useful in teaching English language then the teachers loved it so much as an interesting method encourage students and learn them in funny way. In addition, it develops the other skills especially speaking with accurate grammar.



## **Appendix 7: Audio Websites**

The first Audio website:

<https://www.youtube.com/watch?v=IPeAo1hz8GA>

the second Audio website:

<https://www.youtube.com/watch?v=II4AUnVLFXs>

## Appendix 8:

### Materials

The seasons' song with the months of the year

December, January, February

Brr in the cold it's very airy.

Let's make a snow ball, sled down a hill.

Winter time, winter time. Time to chill

March, April, May nice and cool.

Let's fly a kite and plant pretty flowers.

Spring time, spring time for showers.

Only two more seasons.

June, July and also August.

Ouch, got sunburn on you shoulders.

Let's go swimming, let's go holiday.

Summer time, summer time. Time for fun again.

September, October and November.

Hey, each day get's so much dark

Let's see the leaves fall, let's bake a cake.

Autumn time, Autumn time. Time for a rake

---

## Months of the year

These are the months of the year.

There are 12 months in a year

These are the months

We'll sing it more than once

And we'll sing it loud enough

For all to hear!

Say, January, February, March, April, May, June, July, August, September, October,  
November, December.

These are the months of the year.

There are 12 months in a year

These are the months

We'll sing it more than once

And we'll sing it loud enough

For all to hear!

Say, January, February, March, April, May, June, July, August, September, October,  
November, December.

## أثر إستخدام كلمات الأغاني على تطوير مهارات الإستماع لدى طالبات الصف الخامس الأساسي في منطقة رام الله والبيرة وإتجاهاتهم نحو تعلم اللغة الإنجليزية كلغة أجنبية

إعداد: منال فايز عبد الرحمن حمد

إشراف الدكتور: جمال نافع

### الملخص:

هدفت الدراسة الكشف عن أثر استخدام كلمات الاغاني في تطوير مهارات الاستماع لدى طالبات الصف الخامس في محافظة رام الله والبيرة واتجاهاتهم نحو اللغة الانجليزية كلغة أجنبية في محافظة رام الله والبيرة ، ولتحقيق الغرض من هذه الدراسة طبقت الباحثة ادوات الدراسة على عينة قصدية تألفت من (54) من طالبات الصف الخامس. وقامت الباحثة بتقسيم الطالبات الى مجموعتين وهما تجريبية وضابطة. المجموعة التجريبية تم تدريسها بطريقة استخدام كلمات الاغاني، أما المجموعة الضابطة فتم تدريسها بالطريقة الاعتيادية. وللإجابة عن اسئلة الدراسة وفرضياتها، قامت الباحثة بتصميم اختبار تحصيلي (قبلي وبعدي) لقياس مدى تطور مهارات الاستماع لدى الطالبات. وقامت الباحثة ايضا بتصميم استبيان لقياس اتجاهات الطالبات نحو تعلم اللغة الانجليزية كلغة أجنبية. وقامت بإجراء مقابلة مع بعض معلمي اللغة الانجليزية لمعرفة مدى تأثير طريقة كلمات الاغاني على تعلم الطلبة للغة الانجليزية. في هذه الدراسة، اعتمدت الباحثة التصميم المجموعة التجريبية الواحدة والاختبار (قبلي وبعدي) وذلك لقياس التباين بين المجموعتين التجريبية والضابطة، وقد خلص البحث الى ان هناك فروقا ذات دلالة احصائية بين متوسطات درجات تحصيل طلبة الصف الخامس في مهارات الاستماع تعزى لطريقة التدريس و لصالح المجموعة التجريبية. كما اظهرت النتائج أنه لا توجد فروق ذات دلالة احصائية بين متوسطات اتجاهات طلبة الصف الخامس تجاه تعلم اللغة الانجليزية كلغة بين المجموعتين. واوصت الباحثة بضرورة تدريب معلمي اللغة الانجليزية على استخدام الاغاني في تعليم اللغة

الانجليزية لتطوير كل من مهارات الاستماع لدى الطلبة واتجاهاتهم نحو تعلم اللغة الاجنبية. بالإضافة الى ضرورة اختيار الاغاني السهلة وذات النغم بما يتناسب مع مستوى الطلبة وعمرهم. وايضا الى اجراء المزيد من البحوث حول متغيرات ومستويات تعليمية أخرى.