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**Investigating the Role of Lyrics in Developing the Listening
Comprehension among EFL learners
Case study : Master 1 EFL Students at Chadli Bendjedid University**

**Dissertation submitted to the Department of English in Partial Fulfillment of the
Requirement of the Master's Degree in “Didactique de L'Anglais”**

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Statement of Original Authorship

We hereby declare that this dissertation entitled “Investigating the Role of Lyrics in Developing the Listening Comprehension among EFL learners”, Supervised by Mr. Mohammed Amin Medjabra in the academic year (2025-2026), and submitted to the department of English at Chadli Benjedid University, El- Tarf, Candidate for the Master degree, has not been presented to any other examination board and has not been published before. Therefore, the researchers certify that all the sources used are cited and acknowledged as reference.

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Dedications

“The roots of all goodness lie in the soil of appreciation for others.”

- Dalai Lama-

To Myself

To my mother, "Fatiha"

Words will never be enough to express the depth of my gratitude and love for you. You are the reason I have such great strength in my life. Your sacrifices, love, and prayers throughout my life have brought me through all the hard times I have had on this amazing journey. Every success I have will be a reflection of you because every success was built upon the patience, time, and silent struggles you have put into me to help me succeed.

To my Father, "Mohammed"

Thank you for always being there for me. You will always be the first man I ever loved. I want you to truly understand how deeply I love you and how grateful I am for you. Words will never fully capture the appreciation I carry in my heart for the father you have always been and continue to be. You deserve to be recognized for the strength, patience and love you

have given so selflessly.

To my friends,

Forever grateful to have this kind of friendship that feels like home. The ones who make you feel seen, heard, understood, appreciated, supported, and loved no matter what. I pray that this bond between us won't be broken. Even when one day we will take different paths, you will be here in my heart, always.

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Dedications

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For every silent battle fought behind a smile, for every moment of doubt that was transformed into determination, and for every step taken when the destination seemed far away. This work is a reminder that resilience often grows in the quietest moments.

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Dedications

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Today, I do not know whether I stand at the beginning of an ending or at the end of a beginning, but I pray that whatever lies ahead will be filled with goodness and success.

I dedicate this work to myself

To the little Chahinez who always believed that she deserved happiness and success. To the ambitious Chahinez who never stopped dreaming and who looks forward to a life rich with experiences, discoveries, and meaningful adventures.

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Finally, I would like to leave a message to myself: Keep your heart pure and your intentions sincere. Stay away from anything that harms your peace. Travel, explore the world, overcome fear, and free yourself from unhealthy attachments. Let your actions and achievements speak for you, and continue moving forward with confidence, courage, and hope.

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“We must find time to stop and thank the people who make a difference in our lives.”

John F. Kennedy

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List of abbreviations and Acronyms

EFL :English as a Foreign language

R&B: Rhythm and blues

Abstract

In foreign language learning, listening comprehension is an essential skill that enables learners to effectively understand and interpret spoken language. This descriptive study investigates the role of song lyrics in enhancing listening comprehension among English as a Foreign Language (EFL) learners. Specifically, it explores both EFL teachers' and students' perceptions of the relationship between song lyrics and listening comprehension development, examines how song lyrics support the improvement of listening comprehension skills, and identifies the challenges associated with their use as learning resources. The study was conducted at Chadli Bendjedid University and involved 11 EFL teachers and 32 EFL students. Data were collected through two questionnaires designed for both teachers and students. To test the hypotheses and achieve the objectives of the study, the researchers adopted a mixed-methods approach that combined quantitative and qualitative data collection and analysis procedures. The findings revealed that both teachers and students held positive perceptions toward the integration of song lyrics into English language learning. Most participants reported that songs contributed to the enhancement of listening comprehension, vocabulary acquisition, pronunciation accuracy, and awareness of different English accents. Furthermore, students frequently used English songs as authentic listening materials and perceived them as both effective and engaging learning resources. However, several challenges were identified, including unfamiliar vocabulary, rapid speech delivery, slang expressions, and regional accent variations. The study concludes that song lyrics constitute valuable pedagogical resources for improving listening comprehension among EFL learners. The findings provide practical insights for EFL teachers and contribute to the growing body of research on the use of authentic materials in language learning. In addition, the study offers pedagogical implications and recommendations for the effective integration of song lyrics into English language instruction to enhance learners' listening comprehension skills.

Key words: Listening Comprehension, Song Lyrics, English Songs, EFL Learners, Language Learning.

ملخص

في تعلم اللغات الأجنبية، يُعدّ فهم الاستماع مهارة أساسية تمكّن المتعلمين من فهم اللغة المنطوقة وتفسيرها بفعالية. تبحث هذه الدراسة الوصفية دور كلمات الأغاني في تعزيز فهم الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وتحديداً، تستكشف الدراسة تصورات كل من معلمي اللغة الإنجليزية كلغة أجنبية وطلابها حول العلاقة بين كلمات الأغاني وتنمية فهم الاستماع، وتدرس كيف تدعم كلمات الأغاني تحسين مهارات فهم الاستماع، وتحدد التحديات المرتبطة باستخدامها كموارد تعليمية. أُجريت الدراسة في جامعة الشاذلي بن جديد، وشارك فيها 11 معلماً و32 طالباً في تدريس اللغة الإنجليزية كلغة أجنبية. جُمعت البيانات من خلال استبيانين مُصممين خصيصاً لكل من المعلمين والطلاب. ولاختبار الفرضيات وتحقيق أهداف الدراسة، اعتمد الباحثون منهجاً مختلطاً يجمع بين أساليب جمع البيانات وتحليلها الكمية والنوعية. وكشفت النتائج أن لدى كل من المعلمين والطلاب تصورات إيجابية تجاه دمج كلمات الأغاني في تعلم اللغة الإنجليزية. أفاد معظم المشاركين بأن الأغاني ساهمت في تحسين مهارات الاستماع، واكتساب المفردات، ودقة النطق، والوعي باللهجات الإنجليزية المختلفة. علاوة على ذلك، استخدم الطلاب الأغاني الإنجليزية بشكل متكرر كمصادر أصيلة، واعتبروها موارد تعليمية فعّالة وجاذبة. مع ذلك، تم تحديد عدة تحديات، منها المفردات غير المألوفة، وسرعة الكلام، والتعبيرات العامية، واختلافات اللهجات الإقليمية. وتخلص الدراسة إلى أن كلمات الأغاني تُشكل موارد تربوية قيّمة لتحسين مهارات الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تُقدم النتائج رؤى عملية لمعلمي اللغة الإنجليزية كلغة أجنبية، وتُساهم في إثراء البحث المتنامي حول استخدام المواد الأصلية في تعلم اللغة. إضافة إلى ذلك، تُقدم الدراسة توصيات وإرشادات تربوية لدمج كلمات الأغاني بفعالية في تدريس اللغة الإنجليزية لتعزيز مهارات الاستماع لدى المتعلمين.

الكلمات المفتاحية: فهم الاستماع، كلمات الأغاني، الأغاني الإنجليزية، متعلمو اللغة الإنجليزية كلغة أجنبية،

تعلم اللغة.

Chapter One

Introductory Chapter to the Research

Introductory Chapter to the Research

Introduction

Listening comprehension in second/foreign language acquisition is an active and complex cognitive process rather than a passive reception of sounds. Learners must simultaneously discriminate between phonological units, process grammatical structures, and construct meaning from lexical input, all in real time (Vandergrift & Goh, 2012). They can improve their listening skills through various audio materials such as songs, videos, and authentic conversations. These materials help students to boost their listening skills because they get to hear real pronunciation, natural speed, and various accents (Gilakjani & Sabouri, 2016). In addition, such materials enhance students' motivation by increasing engagement compared to using only a textbook and recordings (Richards, 2008). Among the most essential materials, song lyrics hold a powerful position, as they make learning English more enjoyable through music and combine linguistic input with rhythm and melody through repetition. Lyrics provide a low-pressure yet effective medium for improving listening comprehension, pronunciation, and overall auditory discrimination in the EFL learning process (Murphey, 1992; Medina, 1993)

This chapter is an introduction to the study which investigates the role of lyrics in developing the listening comprehension among EFL learners. It introduces the statement of the problems, aims and significance of the research. The chapter also introduces the research questions and hypotheses, and describes the methodology embraced. It finally provides a brief caption about the organization of the study as well as some of its limitations.

Statement of the problem

Recently, learners have developed a preference for short, fast-paced, and visually engaging learning content due to the widespread use of scrolling-based applications such as Tiktok, Instagram reels, and YouTube shorts . The development process has

Investigating the role of lyrics in developing the listening comprehension among EFL learners resulted in a learning style that is engaging, entertaining, and audio-oriented, such as the use of song lyrics.

Listening is an integral part of the learning process in English as a Foreign Language (EFL). However, it has been observed that a majority of EFL learners face immense challenges in comprehending the spoken language. In the learning process, it has been identified that the majority of EFL programs use audio materials, which are scripted, slow-paced, and literal. As a result, learners are faced with a culture shock when they are exposed to the authentic use of the language, as the audio materials are far removed from the actual use of the language in everyday life. A gap in the learning process in EFL programs has been identified in the phonological properties of words. The elision and assimilation of sounds are very common in the actual use of the language and can be observed in the lyrics of songs. However, the majority of EFL learners are unable to decode these sounds, and this has been identified as a challenge in the learning process. These challenges have resulted in an elevated affective filter, as the majority of learners have identified listening as the most anxiety-provoking skill in the learning process. Although the majority of EFL programs use music as an integral part of the learning process, this has not been effectively used as an instrument in the learning process.

Aims of the Research

The current study aims to explore the use of song lyrics in enhancing listening comprehension skills among EFL learners. It aims to investigate the extent to which the use of song lyrics can help improve learners' listening comprehension skills. Additionally, the research aims to investigate teacher's perceptions of using song lyrics in listening comprehension lessons and the difficulties they may face when using this tool in the classroom.

Investigating the role of lyrics in developing the listening comprehension among EFL learners

Research significance

The significance of this research lies in the examination of the function of the lyrics of songs in the process of fostering the listening skills of EFL students. The examination of the effectiveness of the lyrics of songs as an authentic learning resource is intended to show how such an approach can help in motivating the learners, making them more engaged in the listening activities and more interested in such activities both in and out of class. Since listening skill is known to be one of the most difficult ones, the results of the current study can provide some practical insights into the use of fun and engaging learning materials for the development of the listening skills of learners. In addition to the contributions to the field of EFL, this study is going to encourage the teachers to apply innovative and learner-cantered approaches to teaching. It will also contribute to the field of the education due to the emphasis that it places on the use of song lyrics as an authentic material that can help in the development of the vocabulary, pronunciation, and listening skills of EFL learners.

Research Questions

The major concern of the study is to answer the following questions:

- Q.1: What specific aspects of listening comprehension are most improved through exposure to song lyrics?
- Q.2: How do learners perceive the use of song lyrics as a listening comprehension strategy?
- Q.3: How do teachers perceive the effectiveness of lyrics in supporting listening comprehension development?

Research Hypotheses

Based on the previous research questions, this study seeks to examine the validity of the following hypotheses:

Investigating the role of lyrics in developing the listening comprehension among EFL learners

- H.1: We hypothesize that vocabulary recognition is the most improved aspect through exposure to song lyrics.
- H.2: We hypothesize that learners perceive positively the use of song lyrics in boosting listening comprehension.
- H.3: We hypothesize that teachers positively recognize the importance of using song lyrics in supporting listening comprehension development and increasing learners' engagement.

Research Methodology

Research Design

The descriptive approach was adopted to fulfill the objectives of this study, which are to investigate the role of song lyrics in developing listening comprehension skills among EFL learners, to explore students' perceptions of the use of song lyrics in language learning, and to examine teachers' attitudes toward their integration in listening instruction. This approach was selected because it allows the researchers to describe, explore, and interpret participants' opinions and experiences without manipulating the research variables, making it the most appropriate design for addressing the research problem. The study was conducted following a mixed-methods approach in order to answer the research questions and test the proposed hypotheses. The mixed-methods approach was considered appropriate because it combines quantitative data, which provide measurable results, with qualitative data, which offer deeper insights into participants' views, thereby ensuring a more comprehensive understanding of the research problem. To collect the necessary data, the researchers employed two structured questionnaires consisting of closed-ended (Likert-scale and multiple-choice) and open-ended questions: one administered to EFL teachers and the other to EFL students. The teachers' questionnaire was administered to 11 EFL teachers, while the students' questionnaire was completed by 32 EFL students. These data were analyzed using quantitative and qualitative analysis techniques, providing an opportunity to gain a full understanding of the participants' opinions concerning the

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effectiveness of lyrics in improving listening comprehension skills.

Participants

The present study was conducted during the academic year 2025–2026 and involved EFL teachers and students. The students' questionnaire was administered to a sample of thirty-two (32) EFL learners with different levels of English proficiency. The students were selected using convenience sampling, as they were readily available and willing to participate in the study. In addition, the teachers' questionnaire was distributed to eleven (11) EFL teachers from different educational institutions. The teachers were also selected using convenience sampling based on their accessibility and willingness to participate. The participants were selected to provide comprehensive insights into the role of song lyrics in developing listening comprehension skills among EFL learners.

Data collection tools

In order to attain the purpose of the research, the study employed multiple sources of evidence, including two questionnaires administered to both students and teachers. Both questionnaires consisted of closed-ended questions (multiple-choice and five-point Likert scale items) as well as a limited number of open-ended questions to allow participants to provide additional comments and explanations. A questionnaire conducted among the students focused on their perception of the importance of song lyrics in acquiring the skills necessary for listening comprehension and their perceived difficulties and advantages of using English songs in the process of learning. The other questionnaire conducted among teachers aimed at exploring their perception of the role of song lyrics in EFL learning, their efficiency in improving listening comprehension, and the use of songs in EFL classes. The collected data were analyzed using descriptive statistical analysis for the quantitative data (frequencies, percentages, and charts) and thematic analysis for the qualitative responses obtained from the open-ended questions.

Investigating the role of lyrics in developing the listening comprehension among EFL learners

Limitations of the study

To do a more in-depth follow-up on this research, the use of additional research instruments like interviews or experiments to study the effectiveness of using song lyrics to improve the listening comprehension skills of EFL learners would be useful. However, because there was only a limited amount of time to conduct this research, it would not have been possible to use those data-collection tools.

Another limitation of this study is that it only used self-reported data as the primary source of data collection. Both of these factors could lead the participants to respond based on bias, in that the data were gathered using questionnaires containing mostly self-report data, and that the participants were determining their own results; there was no use of direct observation or experimental measures for collecting or assessing the results of listening to a song. Therefore, the results of this study should be taken in light of these two limitations.

Organization of the Dissertation

This dissertation is organized into five interrelated chapters that collectively provide a comprehensive understanding of the research topic. Chapter one introduces the study by presenting the background of the research, the statement of the problem, the aims and significance of the study, the research questions, and the research methodology. It also outlines the structure and limitations of the study.

Chapter two reviews the relevant literature related to listening comprehension and the use of English audio materials, including songs, podcasts, and videos, in language learning. It discusses the theoretical foundations and previous studies that inform the present research.

Chapter three describes the research methodology adopted in this study. It provides a detailed account of the research approach, research design, participants, data collection instruments, and procedures used to gather and analyze the data.

Chapter four presents and analyzes the findings obtained from the students' questionnaire. The collected data are systematically organized, analyzed, and interpreted in relation to the research questions.

Finally, chapter Five discusses the major findings of the study, draws conclusions, and offers pedagogical implications and recommendations for enhancing students' listening comprehension through the use of English audio materials. It also provides suggestions for future research in the field.

Conclusion

Listening comprehension is an integral part of language ability that is very important in communication and learning languages. It is thought that incorporation of song lyrics in teaching English as a foreign language can facilitate the development of listening comprehension ability among the learners through authentic, interesting and meaningful use of language. It is thus important to understand the connection between song lyrics and listening comprehension ability to improve results in language learning. The next chapter will provide an overview of the related literature.

Chapter Two

Review of the Literature

Chapter Two

Review of the Literature

Introduction

Listening is a mental and psychological process that goes beyond simply receiving sounds (hearing) to include awareness, attention, comprehension, and interpretation of auditory messages. It is an active skill aimed at learning, interaction, and analysis, where the listener focuses on the speaker's voice and gestures to absorb and understand ideas. This chapter is made up of (02) sections :

Section One: Listening Comprehension

Definition

According to Rost (2011), listening is a multidimensional process that involves hearing what is said by the speaker (receptive orientation), constructing and reflecting on meaning (constructive orientation), negotiating meaning through real-time interaction with the speaker (collaborative orientation), and generating meaning through interaction, creativity, and empathy (transformative orientation). This four-orientation model highlights that listening extends beyond the simple perception of sounds to a deeper level of human understanding and connection (Rost, 2011). In second language learning, listening comprehension is more than simply hearing and recognizing words. It is a complex and active process in which learners construct meaning from spoken language by combining linguistic knowledge with contextual and background information. To understand a message, listeners must decode sounds and words while simultaneously interpreting the speaker's intentions, making inferences, and connecting new information to what they already know. Therefore, listening comprehension is considered a dynamic process of meaning construction rather than a single event of receiving information (Vandergrift & Goh, 2012).

Buck (2001) defines listening comprehension as an active linguistic skill involving the processing of syntactic, semantic, and phonological information. This process is particularly challenging for EFL learners because it occurs in real time, leaving little opportunity to pause and analyze individual words (Buck, 2001; Field, 2008). Vandergrift (1999) further describes listening comprehension as an “invisible” cognitive process in which learners actively manage their mental resources and use prior knowledge to fill gaps in understanding.

The listening process involves a sender and a receiver, where the sender may be a speaker, radio broadcast, or television program, and the receiver is the listener who constructs meaning from the input. This communication-based view of listening is grounded in models of language processing that emphasize information transfer between speaker and listener (Richards, 2008; Rost, 2011). To construct meaning, listeners rely on two fundamental processing mechanisms: bottom-up processing and top-down processing.

According to Richards (2008), bottom-up processing is a decoding process in which listeners use incoming linguistic input as the basis for understanding a message. Field (2008) similarly explains that bottom-up processing develops in stages, building meaning from the smallest units of language, such as sounds and words, to larger structures such as phrases and sentences. In contrast, top-down processing emphasizes the role of prior knowledge or schemata in interpreting spoken language. Rumelhart (1980) argues that individuals do not process words in isolation but rather interpret them through existing mental frameworks that organize and structure knowledge. These schemata form the cognitive foundation that allows listeners to make sense of new information. Rost (2011) further describes top-down processing as an inferential activity in which listeners predict meaning based on contextual cues and expectations.

Although bottom-up and top-down processing are often studied separately, contemporary research emphasizes their interaction in successful listening comprehension. Vandergrift and Goh (2012) propose an interactive model in which learners simultaneously decode linguistic input while activating prior knowledge to support comprehension. This interaction is particularly relevant in the comprehension of song lyrics, where rhythm, melody, repetition, and contextual cues provide strong top-down support that facilitates the decoding of fast or unfamiliar language forms (Murphey, 1992; Medina, 1993; Engh, 2013).

Listening Comprehension Types

When determining the listener's objective, it is crucial to understand the four styles of listening which are appreciative, empathic, critical, and comprehensive. The Four Styles describe the cognitive engagement and what is happening in the brain (Wolvin & Coakley, 1996; Brownell, 2012). Appreciative Listening: is listening with gratitude, and enjoyment, considering the songs that the listener enjoys most of the time (Wolvin & Coakley, 1996). This also applies to listening with gratitude when someone is speaking. Emphatic listening: is listening empathically, and expressing shared care. During this the listener attempts to emphasize with the speaker to understand the scenario he or she is discussing in order to better grasp what he or she is saying (Brownell, 2012). Listening critically involves evaluating the message's content, it is listening to every aspect of message, analyzing it, and evaluating it (Wolvin, 2010). Critical listening entails critical thinking by forming mental judgments based on what is seen, heard, and read (Wolvin, 2010). Comprehensive listening is when watching news, listening to lectures, or receiving directions, the goal is to comprehend the message being conveyed (Wolvin & Coakley, 1996). This process requires the listener to actively focus on understanding and interpreting the message being conveyed. In class, the listener should remain engaged and possibly take notes on the speaker's major points. Identifying the speech's structure and analyzing the evidence presented. This sort of listening takes active participation and concentration, making it a challenging skill (Wolvin & Coakley, 1996).

These four styles characterize the listener's cognitive aim and are implemented in the classroom through two overarching educational frameworks: intensive and extensive listening (Richards, 2008; Harmer, 2007). Because different circumstances require specific listening approaches, integrating both extensive and intensive practices allows to assist students to actively engage with the language, developing their listening skills and increasing their intake of essential linguistic information (Vandergrift & Goh, 2012). These four styles characterize the listener's cognitive aim and are implemented in the classroom through two main types of listening : intensive and extensive listening (Richards, 2008; Harmer, 2007). Because different circumstances require specific listening approaches, integrating both extensive and intensive practices allows to assist students to actively engage with the language, developing their listening skills and increasing their intake of essential linguistic information (Vandergrift & Goh, 2012).

- **Intensive Listening**

Intensive listening is a highly concentrated learning method where students analyze spoken language in great detail (Richards, 2008; Field, 2008). In order to attain precise comprehension, this method mainly seeks to direct the listener's attention toward linguistic accuracy, asking them to decipher certain sounds (phonetics), sentence structure (grammar), and word choice (vocabulary) (Field, 2008; Vandergrift & Goh, 2012).

This kind of hearing, in contrast to general listening, is task-oriented; in order to understand meaning, the learner must actively absorb « bottom-up » information like word boundaries, intonation, and pitch while also using « top-down » resources like context and past knowledge (Richards, 2008; Field, 2008). In the end, intensive listening helps students comprehend how minute linguistic differences can affect the overall message by acting as a skill-building and awareness-raising activity (Vandergrift & Goh, 2012).

According to Richards and Schmidt (2010), intensive listening is listening for details.

It involves a focused study of a short passage to understand the literal meaning and the specific use of grammar and vocabulary (Richards & Schmidt, 2010). It focus on linguistic details. This type of listening relies on the comprehensive as a primary style used. Students here are listening to understand specific grammar, vocabulary, or the main idea of a short track (Field, 2008; Richards, 2008). While students shift to the critical style when asked about an opinion or finding a mistake (Wolvin, 2010).

- **Extensive listening**

Extensive listening is listening to a large amount of audio for general understanding and enjoyment, such as podcasts, TV, or music (Renandya & Farrell, 2010; Rost, 2011). It enhances improving the overall comprehension, vocabulary, and listening fluency (Chang & Millett, 2013; Renandya & Farrell, 2010). It is similar to reading for pleasure; it is in fact an entertaining and enjoyable type of listening; therefore, the aim of extensive listening is to build listening fluency (speed of recognition of words and grammar) (Waring, 2010; Rost, 2011).

Scholars generally characterize extensive listening as a method of teaching languages that emphasizes a large amount of understandable and pleasurable auditory material (Renandya & Farrell, 2010; Rost, 2011). Extensive listening stresses the development of automaticity and listening fluency by « massive » exposure to spoken language, in contrast to intensive listening, which concentrates on the careful decoding of challenging texts (Renandya & Farrell, 2010; Vandergrift & Goh, 2012). According to Renandya and Farrell (2010) and Rost (2011) , in order for listening to be really « extensive, » the materials must be extremely accessible, self-selected, and should contain largely familiar language that enables learners to focus on meaning rather than decoding individual words . This will allow the learner to concentrate on general meaning rather than specific linguistic barriers (Waring, 2010; Renandya & Farrell, 2010).

Extensive listening is closely associated with appreciative listening because enjoyment and personal interest are central to learner engagement (Wolvin & Coakley, 1996; Brownell, 2012). And Empathic Listening style (Brownell, 2012). In conclusion, the cognitive diversity of the listener's aim is represented by the four listening styles: appreciative, empathic, critical, and comprehensive (Wolvin & Coakley, 1996; Brownell, 2012). A balanced teaching approach emerges when these styles are thoughtfully placed onto the frameworks of intensive and extensive listening. Extensive listening enables the « top-down » fluency needed for everyday communication, whereas intensive listening supplies the essential « bottom-up » linguistic foundation (Field, 2008; Vandergrift & Goh, 2012). When combined, together, they ensure that the learner not only understands the mechanics of the language but can also navigate its natural, communicative flow and then accuracy and fluency emerges (Vandergrift & Goh, 2012; Rost, 2011).

The Importance of Listening Comprehension

The importance of listening comprehension in EFL context cannot be overstated or ignored. According to Krashen (1980) the key understandable input needed for acquisition is provided by listening. Richards (2008) also argues that successful comprehension is an active cognitive process and not passive, and it involves the mix of both linguistic data and prior knowledge. Rost (1994) and Ziane (2011) argue that listening comprehension is the fundamental gateway to language acquisition; without the processing of aural input, the learning process cannot begin. Furthermore, research by Doff (1995) and Ziane (2011) highlights the symbiotic relationship between receptive and productive skills, suggesting that a learner's oral proficiency is directly dependent on the development of their listening abilities. Hedge (2000) claims that listening is the most important aspect of everyday communication. Studies show that whereas speaking, writing, and reading together make up 55% of communicative activity, listening alone accounts for 45% of our interactions (Wolvin

& Coakley, 1996). Lundsteen (1979), who believes that listening is the first linguistic skill to emerge since children naturally understand sound before they make words. And for that, in order to attain desired outcomes, such as understanding spoken language, distinguishing sounds, and enhancing the listener's cognitive, emotional, and skill-based abilities, listening is fundamental (Vandergrift & Goh, 2012; Rost, 2011).

Section two: Lyrics

Definition

Multiple research investigations have shown the value of applying English song lyrics for language learning (Engh, 2013; Medina, 1993; Ludke, 2009). They provide authentic language input to students, which allows them to be exposed to natural pronunciation and spoken discourse, as lyrics combine language with melody and rhythm, making learning more engaging and memorable (Murphey, 1990; Ludke, 2009). According to Murphey (1990), songs motivate learners because they combine learning with entertainment and emotional engagement. Researchers argue that the use of English song lyrics can promote language learning because it creates a relaxed learning environment and increases learners' motivation toward the target language (Engh, 2013; Lake, 2002).

Research on the use of song lyrics in language learning also shows that music and songs can reduce learner anxiety and lower the affective filter, facilitating acquisition in a low-stress environment (Krashen, 1982; Arnold, 1999).

After discussion centered on the value of lyrics as a linguistic resource, it is essential to situate lyrics within the broader category of instructional input (Richards, 2008; Tomlinson, 2011). In this regard, lyrics can be categorized as both audio-visual input and authentic materials because they reflect real-life language use rather than simplified textbook language (Gilmore, 2007; Tomlinson, 2011). Therefore, the concepts of audio materials and authentic materials are important, as they form the basis for understanding the value of lyrics in the development of EFL learners' listening skills (Vandergrift & Goh, 2012; Richards, 2008).

• Audio materials

Audio materials are auditory resources that are recorded or digitally produced for language instruction (Harmer, 2007; Richards, 2008). For EFL students, this means that they will be exposed to a number of listening materials that include songs, podcasts, recorded conversations, audio books, radio shows, and other spoken texts that provide them with authentic or semi-authentic input for their second language (Tomlinson, 2011; Richards, 2008). Audio materials aim to capture the learner's attention by focusing on the spoken word and involving them in a meaningful way with the natural features of spoken languages that include pronunciation, intonation, rhythm, and stress (Field, 2008; Richards, 2008). According to Harmer (2007), listening materials allow students to hear the target language spoken with different voices, accents, and styles of delivery.

• Types of audio materials

➤ Songs

Songs facilitate the development of listening comprehension and language retention by offering repeated exposure to vocabulary within meaningful contexts (Schoepp, 2001).

Songs and song lyrics have proven to be a very effective and widely used form of audio materials in language acquisition and particularly for enhancing lessons and abilities among English language learners globally (Engh, 2013; Murphey, 1990). Songs are examples of human speech because they contain linguistic features that are frequent and actual English discourse, including pronunciation, rhythm, stress, and intonation patterns (Richards, 2008; Field, 2008). Like other audio and audiovisual resources intended for language acquisition and instruction, songs provide a distinctive and contextualized linguistic experience the language learners may easily recognize, facilitated by the incorporation of rhythm and melody (Urbaite, 2025 ; Medina, 1993).

➤ Podcasts

Podcasts have been highlighted as useful audio material for assisting English as a foreign language (EFL) learners to develop their listening abilities due to their authenticity, flexibility, and potential to interest learners (Rosell-Aguilar, 2007; Abdous et al., 2009). This is due to its digital format, which covers a variety of topics, allowing learners to be exposed to real language use, which usually goes unnoticed in language textbooks (Tomlinson, 2011). By listening to podcasts several times, learners may gain critical abilities such as predicting what to listen to, generating inferences through context, understanding main ideas, and detecting discourse features, which can assist them to become better listeners (Vandergrift & Goh, 2012). Furthermore, podcasts can help learners to become more motivated to listen and learn the language based on their interests (Rosell-Aguilar, 2007). Regular exposure to podcasts enhances learners' listening strategies, including prediction, inference, and selective attention, thereby contributing to more effective listening comprehension (Abdous et al., 2009).

➤ Audio books

Audio books, as a type of audio material, play an important role in helping the development of listening comprehension skills in EFL learners by providing extended exposure to spoken input (Chang & Millett, 2013; Renandya & Farrell, 2011). Learners listen to audio books while reading the related text; they are exposed to new vocabulary and start discovering links between the physical forms of words that exist only in their auditory lexicon (Field, 2008). For instance, listening to the story repeatedly will help the learner identify the individual sounds, the connected sounds, and the sentence structures while at the same time understanding the meaning of the story (Vandergrift & Goh, 2012). Thus, helping the bottom-up and top-down listening skills (Richards, 2008; Field, 2008). Furthermore, the use of audio books will also promote learners' autonomy, as the learner will have the freedom to listen to

the books anywhere and anytime (Benson, 2011). Besides, the utilization of audio books will also create an environment where the learner will improve his or her listening comprehension. Therefore, the adoption of audio books can provide EFL learners with access to real English while also enhancing their auditory understanding, pronunciation, and communicative abilities (Renandya & Farrell, 2011; Tomlinson, 2011).

• Importance of Audio Materials

Audio materials play a significant role in language learning because they enhance listening comprehension, improve pronunciation and intonation, support vocabulary acquisition, increase learners' motivation and engagement, develop cultural and contextual awareness, promote cultural reflection and dialogue, strengthen listening strategies and cognitive skills, build critical thinking, and improve problem-solving abilities. Learners are exposed to realistic spoken language incorporating actual speech patterns and accents (Field, 2008; Richards, 2008); for example, hearing constructions like "gonna" and "wanna" repeatedly helps learners understand casual everyday English. Improving predictive and inferencing skills supports learners in understanding vocabulary, grammar, and meaning based on context and prior knowledge (Vandergrift & Goh, 2012; Rost, 2011). Learners can also imitate audio recordings by repeating sentences immediately after hearing them. For example, listening to podcasts and then repeating phrases aloud allows learners to practice stress, pauses, and pitch. According to Murphey (1990), songs combine linguistic input with rhythm and melody, making it easier for learners to remember pronunciation and sentence patterns. This practice is supported by pronunciation training research emphasizing repetition and auditory imitation in second language learning (Celce-Murcia et al., 2010; Thomson & Derwing, 2015). In addition, audio materials frequently include repeating words and phrases, particularly in songs or dialogues. Repetition assists learners in concentrating on vocabulary and facilitates the integration of words into long-term memory (Nation, 2013; Webb & Nation, 2017). Furthermore, audio materials increase learners' motivation and engagement by promoting active participation. Teachers can create activities with the provided audio materials, including

listening quizzes, fill-in-the-blank exercises, and discussions that encourage learners to engage actively and remain attentive throughout listening tasks. According to Rebecca L. Oxford (1990), motivation is an essential condition for successful language learning. This is further supported by motivational theories in language learning, which emphasize task-based engagement and learner interest (Dörnyei, 2001). Audio materials also develop cultural and contextual awareness by exposing learners to cultural expressions, idioms, slang, varied accents, and communication styles. They further promote cultural reflection and dialogue by helping students become familiar with cultural differences and similarities while increasing awareness of different cultures (Gilmore, 2007; Byram, 1997; Kramsch, 1993). Moreover, listening exercises allow learners to focus their attention on sounds, words, and concepts. Audio materials assist learners in developing attention and concentration, which are essential cognitive skills for interpreting language (Vandergrift & Goh, 2012; Field, 2015). When learners listen to a story, a discussion, or an interview, they analyze the information presented to them. This practice promotes critical thinking, which is essential for understanding language and interpreting its meaning in relation to their knowledge base (Bloom et al., 1956; Anderson & Krathwohl, 2001). Likewise, when learners participate in listening exercises, they are often exposed to unexpected or unfamiliar words and concepts that encourage them to use critical thinking to enhance their problem-solving abilities (Vandergrift & Goh, 2012; Buck, 2001).

• Challenges of Using Audio Materials

Despite their many advantages, audio materials also present several challenges for EFL learners. Learners can have difficulties in decoding what is said to them through spoken language because of the differences in how people produce their speech sounds, including intonation, stress patterns, vowel reduction, consonant articulation, and connected speech phenomena such as linking, assimilation, and elision (Buck, 2001; Field, 2015). In addition, a lack of vocabulary knowledge makes it difficult for learners to comprehend the main ideas, details, and overall meaning of audio materials. Learners with limited vocabulary may also

experience difficulty understanding idiomatic expressions, phrasal verbs, and slang, while the authenticity of audio materials can be particularly challenging for those with limited lexical resources (Nation, 2013; Laufer & Nation, 1999). Furthermore, EFL learners frequently encounter difficulties maintaining concentration during extended listening tasks, especially when the audio is long or monotonous (Goh, 2000; Field, 2015). Rapid speech, complex vocabulary, and unfamiliar topics can increase cognitive load, making it difficult for students to maintain focus (Buck, 2001; Sweller, 2011). Moreover, a lack of active listening strategies, such as taking notes, anticipating content, or summarizing, may result in passive listening, misunderstanding, and lower levels of comprehension (Vandergrift, 2003; Goh, 2008).

Conclusion

After considering the function of audio materials in the development of listening comprehension skills in EFL learners, it is clear that audio materials provide learners with a unique chance to develop their listening skills. It was evident from the reviewed literature that different types of audio materials play an important role in improving listening comprehension by providing learners with engaging language input. In addition, these materials assist in developing pronunciation, vocabulary, and listening skills of learners while motivating them. Generally, audio materials play an important role in developing listening comprehension skills in EFL learners. However, although many studies have investigated the role of audio materials in EFL learning, there have not been enough studies regarding the unique role of English song lyrics in improving listening comprehension skills and the perception of these materials by both learners and teachers in EFL classrooms. This gap forms the basis of the current study.

Chapter Three

Research Design and Methodology

Chapter Three

Research Design and Methodology

Introduction

This chapter provides a comprehensive description of the research methodology adopted in this study. It outlines the mixed-methods approach employed to address the research objectives and answer the research questions. The chapter also presents the research design, describes the sample of participants involved in the study, and details the data collection tools and procedures used. Finally, it explains the methods of data analysis applied to interpret the collected data and test the study's hypotheses.

Method

This study aims at investigating the use of song lyrics in the development of listening comprehension skills for English as foreign language (EFL) learners. Descriptive research focuses on describing the current status of a phenomenon. It is commonly used in education and the behavioral sciences to examine and document existing conditions. Basically, its value rests on the premise that problems can be solved and practices improved with observation, analysis and description, it supplies qualitative and quantitative data that describe what is happening in nature at a single point in time (Koh & Owen, 2000).

It is an existing situation based description approach that tries to find solutions. The researchers think this two mixed methods are the best to construct develop effective listening ability for the masters one EFL learners at Chadli Ben Djedid University. In order to answer the research questions and test the hypotheses, researchers have utilized mixed methods in collecting data. The researchers in integrated mixed methods use both qualitative and quantitative data collection tools because this enables the strengths of both types while strengthening the weaknesses to give a deeper understanding of the particular phenomenon studied (Schoonenboom, 2023).

Participants

Participants are an essential component of any successful and effective human subject study. In order to test the progress of EFL listening comprehension skills through song lyrics, the researchers decided to focus on Master's one university students. By this stage in their academic training, these students have an established linguistic baseline paired with a high level of cognitive ability that enables them to read the various phonic, stylistic, and cultural qualities embedded within authentic musical texts. This was also because this selection corresponds to those students who were already exposed to formal teaching of English for a number of years during their academic path; As mentioned earlier, first-year Master's EFL students were chosen because their prolonged exposure to the English language has enabled them to progress from basic auditory recognition to a more sophisticated level of listening comprehension, more semantically deep. There are a number of reasons why this theme of using song lyrics is particularly prompted for students at the university level.

- **Affective Filter Reduction:** With high levels of academic anxiety, advanced university students would greatly benefit from an authentic music as a highly motivating and low-stress teaching tool with little cognitive load.
- **Acoustics & Lexical Complexity:** While lower-level dialogues have simpler sentence structures, song lyrics involve natural phenomena (e.g. connected speech, elision, different accents and idioms) that more than fit the bill for advanced listening objectives usually found at the Master level.

This study centres on the target population whose scopes are students of Master one in chadli BenDjedid university, and comprise a range of English proficiency levels since they come from their own track. The population also extended to include university professors,

who were well involved in the goal and pedagogical purpose of this research.

Students' Sample

The study employed a convenience sampling technique. A total of (32) out of (88) Master's one students at Chadli ben Djedid university during the academic year (2025–2026) have been chosen as the sample. The researchers decided to work with this particular number of students to create a single, representative group, allowing for a more concentrated and controlled inquiry of the intervention. The sample includes (8) males and (24) females aged (21) years old and above, all of whom voluntarily consented to participate in the study. In addition to being highly meta cognitive aware as advanced university students, they are also conscious of their needs and deficiencies in listening comprehension, especially when it comes to practical, fast-paced auditory input. Having successfully completed several years of formal English tertiary education, they have nearly identical learning backgrounds and are completely used to the demanding academic expectations of university courses. It is crucial to note that although this single-group sample is currently unified under the same Master's program curriculum; it brings together individuals from various undergraduate backgrounds, guaranteeing a broad mix of baseline listening proficiencies.

Teachers' Sample

This sample consists of eleven (11) university EFL teachers from Chadli Bendjedid University - El Tarf -. The researchers are fully aware of the limited number of participants; however, this is due to some unavoidable field constraints. In fact, a significant number of faculty members expressed an unwillingness or lack of time to participate, resulting in a high non-response rate .

This sample consists of eleven (11) university EFL teachers from ChadliBendjedid University - El Tarf -. The researchers are fully aware of the limited number of participants; however, this is due to some unavoidable field constraints. In fact, a significant number of faculty members expressed an unwillingness or lack of time to participate, resulting in a high non-response rate . The sample ultimately included a total of (8) females and (3) males as participants. All the instructors in this sample had between (2) to(10)+ years' experience teaching university-Level . They all were able to provide important insight based on their experiences with teaching and meeting the authentic linguistic needs of Master's students.

Data Gathering Tools and Procedures

Throughout this descriptive mixed-methods study, data were collected using both quantitative and qualitative data collection instruments. Specifically, two questionnaires containing closed-ended and open-ended questions were designed for first-year Master's EFL students and their teachers at Chadli Bendjedid University. The closed-ended questions generated quantitative data to identify patterns and trends in participants' responses, whereas the open-ended questions provided qualitative insights into their opinions, experiences, and explanations. One of the main objectives of this study was to explore teachers' and students' attitudes toward the integration of authentic English song lyrics in developing listening comprehension skills. According to Marshall (2005), questionnaires and attitude scales are reliable instruments for measuring abstract constructs such as perceptions and attitudes. By combining quantitative and qualitative items, the questionnaires enabled the researchers to obtain both measurable evidence and in-depth insights, making them an appropriate data collection tool for this mixed-methods study.

Students' Questionnaire

A questionnaire of twenty-four (24) close-ended and open-ended questions distributed over five sections was administered to thirty-two (32) Master's one university students at ChadliBendjedid University.

The students' questionnaire was organized into five sections to address the objectives of the study. The first section gathered participants' demographic information, including age and gender. The second section explored students' attitudes toward learning English through song lyrics by examining their perceptions, motivation, and overall feelings about using lyrics as a language learning tool. The third section focused on students' perceptions of the effectiveness of song lyrics in improving listening comprehension, particularly their role in decoding spoken language and overcoming listening difficulties. The fourth section investigated the perceived impact of song lyrics on broader language development, including vocabulary acquisition, exposure to connected speech, and awareness of idiomatic expressions. Finally, the fifth section invited students to provide suggestions on how English song lyrics could be integrated into university EFL classrooms. The questionnaire included both closed-ended questions, which generated quantitative data, and open-ended questions, which allowed participants to express their opinions and provide detailed qualitative insights. Since the participants were first-year Master's EFL students with an advanced level of English proficiency, the questionnaire was written using appropriate academic language to match their linguistic competence. The questionnaire was administered to the students during their regularly scheduled class session these students completed the entire questionnaire and took approximately (10) to (15) minutes to respond , and they were cooperative and enthusiastic throughout the process, displaying a professional and positive attitude.

Teachers' Questionnaire

The process of collecting data from this questionnaire was carried out through various stages, including designing the questionnaire, identifying the distribution places within the university department, reminding the teachers of the submission deadline from time to time, and finally collecting the completed forms. The eleven (11) university EFL teachers at ChadliBendjedid University received printed copies of the questionnaire by hand, with each of the teachers' surveys consisting of fourteen (14) questions grouped into six (6) different categories according to the measured dimensions of this research project.

Section one: Background Information: This section allows the collection of professional information such as academic credentials and teaching experience.

Section two: Impact of Song Lyrics in Boosting EFL Listening Skills: This section assesses the instructors' opinions on the effect of music on acoustic decoding, sub-skills development, and auditory comprehension.

Section three: Attitudes Toward Using Song Lyrics: Explores the teachers' personal and professional disposition, openness, and psychological receptivity toward incorporating non-traditional authentic audio into an academic curriculum.

Section four: Pedagogical Practices: examine the methods that music is currently being used by teachers as a teaching tool and how teachers envision using music in the future for their students when conducting listening comprehension classes.

Section five: Challenges and Limitations: highlights the limitations and obstacles that teachers face when trying to incorporate music into their teaching practice.

Section six: Evaluation and Effectiveness: this section assesses the teacher's assessment of long-term outcomes, grading criteria and overall pedagogical return on investment from using lyrics to improve advanced listening.

The questionnaire was comprised of two types of questions; closed-ended and open-ended questions. The closed-ended questions provided the opportunity for both qualitative and quantitative data to be collected. Closed-ended questions provide a simple way to quickly and easily quantify results (using checkboxes). The open-ended questions allow participants to explain their thoughts, feelings, and experiences with regard to their classroom, profession, and personal complaints and will provide the basis for descriptive qualitative data. In order to provide respondents with a context for their survey responses, the researchers provided background information about the study and its goals. The researchers informed the respondents that their information will remain anonymous, that their name or the source of their data collection will not be published, thus ensuring that the respondent's data will be free from any type of institutional bias. Therefore, the researchers ensured the integrity of the data and that the respondents' data will be without bias.

Conclusion

To sum up, this chapter focused on the research methodology that was followed to investigate the pedagogical utility of song lyrics in advanced listening comprehension. An explanation of the mixed-methods as the foundational framework for data collection was given. The targeted participants and samples were described in detail, and the design and administration procedures of the data collection instruments were thoroughly discussed. In the next chapter, the gathered quantitative and qualitative data will be revealed, analyzed, and interpreted in order to attain the central intent of this study.

Chapter Four
Analysis of Data (Results)

Chapter Four

Analysis of Data (Results)

Introduction

This chapter is devoted to showing the results of the data obtained from the two questionnaires provided to students and teachers to evaluate the impact of using song lyrics on enhancing learners listening comprehension skills in the English language learning process. Furthermore, the findings are analyzed and explained using tables, percentages, and graphs.

Analysis of students' questionnaire

Section 1: Background Information

Q1: Gender

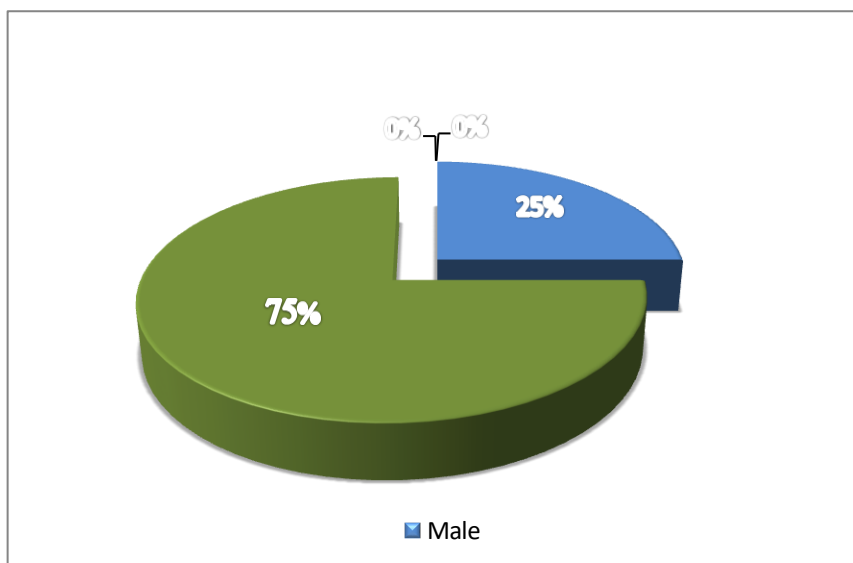
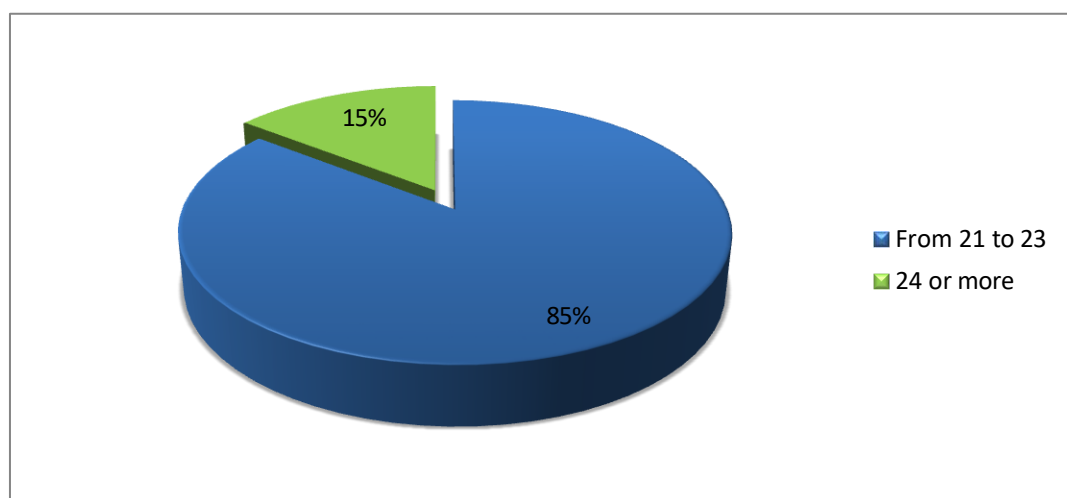


Figure4.1.Students Gender

As it shown in the figure 4.1, Students Gender .The results indicate that females' participants constitute the majority of the sample representing (75%), while male participants account for (25%).This may imply that females are better represented in the study population due to their increased level of interest and involvement in the learning process.

Q2: Age**Figure 4.2.Students' Age**

The age of the students is divided into two (02) categories. The first category range from 21 to 23 which represented (85%), and the second one is from 24 years old or more, which represented (15%) of the whole .The result denote that the students belonging to this age group (21-23) are more exposed to modern learning techniques and authentic materials like song lyrics, which will have a positive effect on their listening comprehension development.

Section 2: Students attitudes toward learning English through lyrics**Q3: Which language skill do you find easy to learn****Table4.1.Students Beliefs about the easiest skill to learn**

Option	Number	Percentage%
Writing	4	12.5%
Reading	9	28.1%
Speaking	6	18.8%
Listening	13	40.6%
Total	32	100%

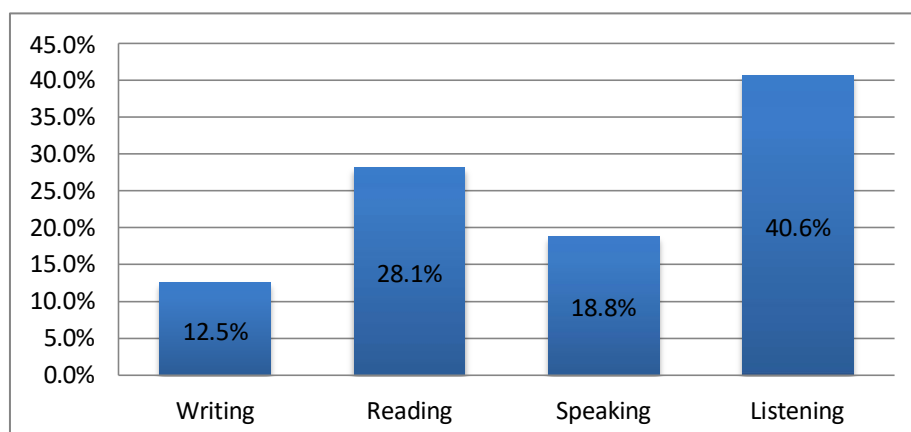


Figure4.3.Students' beliefs about the easiest skill to learn

The table and the figure above reveal that listening is the easiest skill to learn to 13 students with a percentage of (40.6%). Reading took (28.1%) of the votes, speaking skill took (18.8%) , and writing took (12.5%). The responses indicate that most students perceive listening comprehension as an easy language skill.

Q4:How would you evaluate your listening comprehension level?

Table 4.2.Students beliefs about their Listening level

Options	Number	Percentage%
Excellent	9	28.1%
Good	22	68.8%
Average	1	3.1%
Weak	0	0%

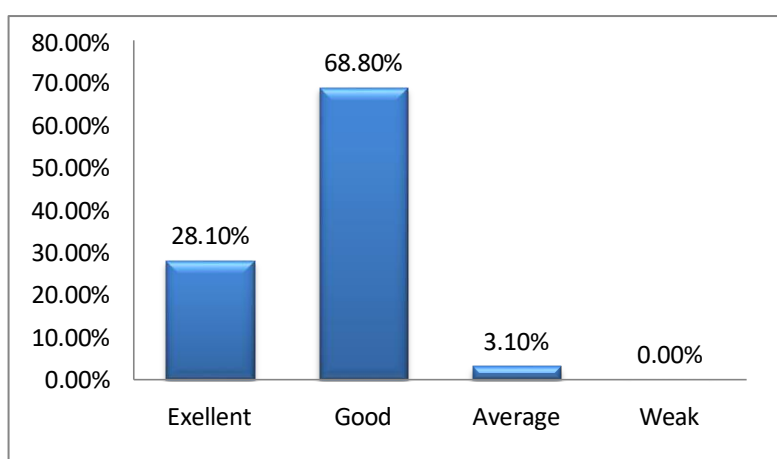


Figure 4.4.Students' Beliefs about their listening level

The table and the figure above show that the majority of the students (22 students), evaluated their listening ability as good , representing (68.8%),while (9 students) 28.10% considered their level to be Excellent .In addition ,only 3.1%(1 student) voted their listening level as average , while none of the students rated themselves as weak (0%).The numbers indicate that the level of the majority of students is above the Good .

Q5: Which listening comprehension styles and type you are familiar the most with

Table 4.3 Listening comprehension style that students familiar the most

Options	Number	Percentage%
Appreciative	4	12.5%
Empathetic	6	18.8%
Critical	3	9.4%
Comprehensive	19	59.4%

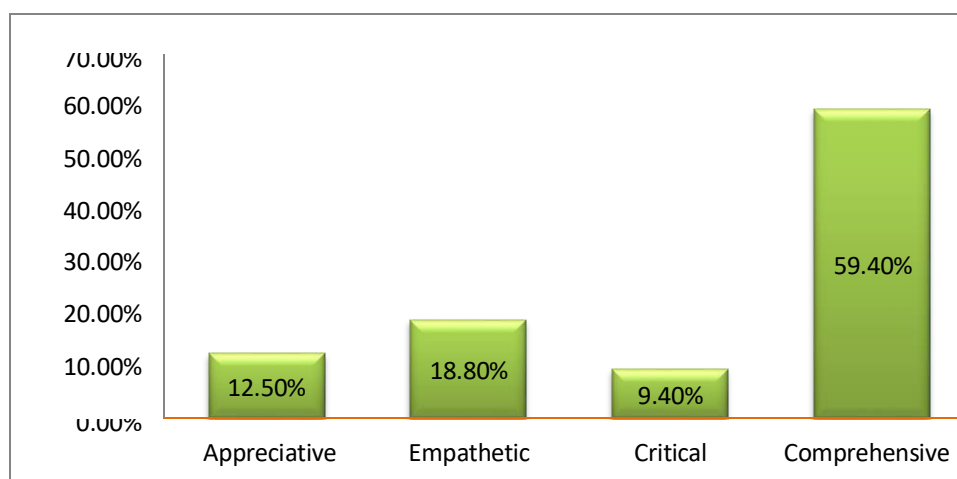


Figure 4.5. Listening Comprehension style that students familiar the most

The responses to this question are reflected in Table 4.3 and the bar chart above reveal that the most preferred listening comprehension style among students is the comprehensive approach , representing (59.4%) of the participants. This shows that learners

largely focus on understanding and interpreting the message delivered by the speaker. While (18.8%) of the students reported being familiar with the empathic listening style, indicating their capacity to comprehend the speakers emotions. Moreover, (12.5%) of the students chose the appreciative listening method, which means that some learners prefer to listen for fun and personal curiosity. However, the critical listening style had the lowest percentage (9.4%), showing that just a minority of learners analyze and evaluate critically when listening.

Q6: What type of Audio Materials you use the most?

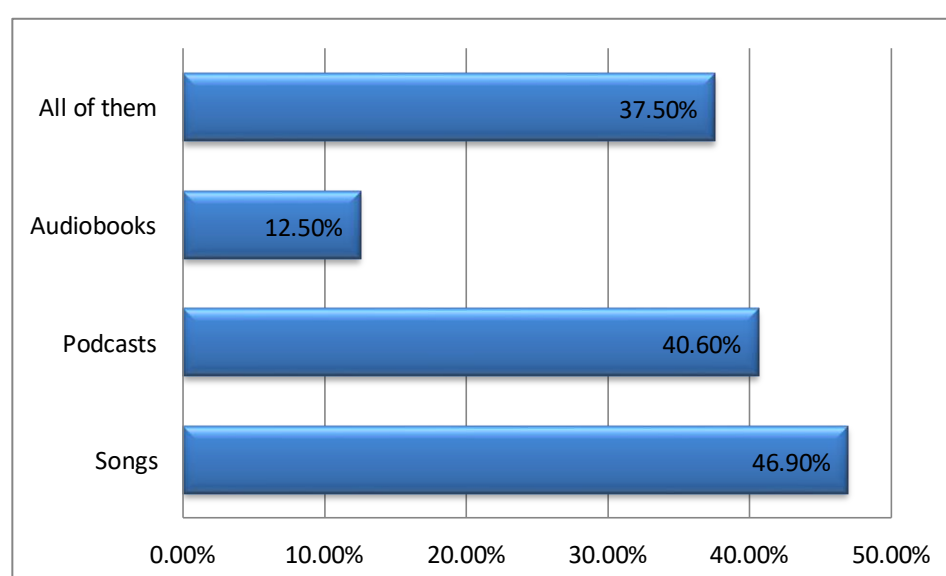
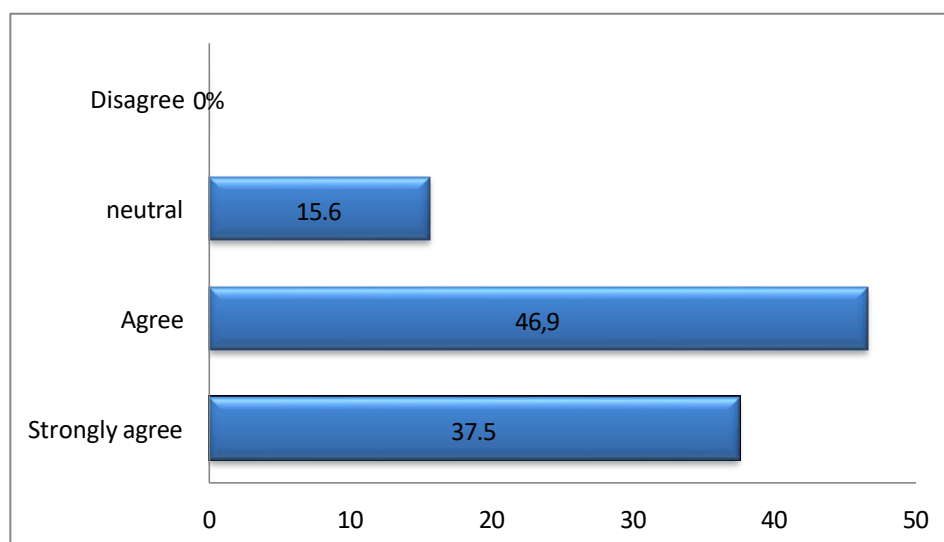


Figure 4.6. Type of Audio Materials most frequently used by Student

This figure demonstrates what kind of audio materials are used by students. As seen in the figure above that songs are the most commonly used audio material (15 students) ,representing (46.9%)of all participants. Podcasts came in the second with 13 students (40.6%) indicating that a considerable number of students use them to improve their listening comprehension abilities. Furthermore,(37.5%) 12 students stated that they used various kinds of audio materials, indicating an interest for varied auditory recourses. On the other hand ,Audio books had the fewest answers only 4 students representing (12.5%).These findings imply that students prefer entertaining and engaging audio materials, especially songs and podcasts, to improve their listening skills.

Q7:Do songs lyrics help you understand spoken English better?**Table 4.4.Students attitudes toward songs lyrics as a tool for understanding spoken English**

Options	Number	Percentage%
Strongly Agree	12	37.5%
Agree	15	46.9%
Neutral	5	15.6%
Disagree	0	0%

**Figure 4.7.Students attitudes toward song lyrics as a tool for understanding spoken English**

According to the result recorded in the above table and bar chart ,the majority of the students believe that song lyrics help them to increase their listening skills. It was found that a considerable number of students chose Agree which representing (46.9%),and the others chose strongly agree representing (37.5%).On the other hand,(15.6%)of the students indicated neutral attitudes regarding this particular topic, while none of the respondents expressed disagreement with the provided data. The results indicate that the majority of the students

consider song lyrics to be an effective and engaging method for enhancing their understanding of spoken English and developing their listening skills.

Q8:Do you think songs make English learning more interesting?

Table 4.5.Students perceptions of songs as an interesting tool for learning English

Options	Number	Percentage%
Strongly Agree	12	37.5%
Agree	14	43.8%
Neutral	6	18.8%
Disagree	0	0%

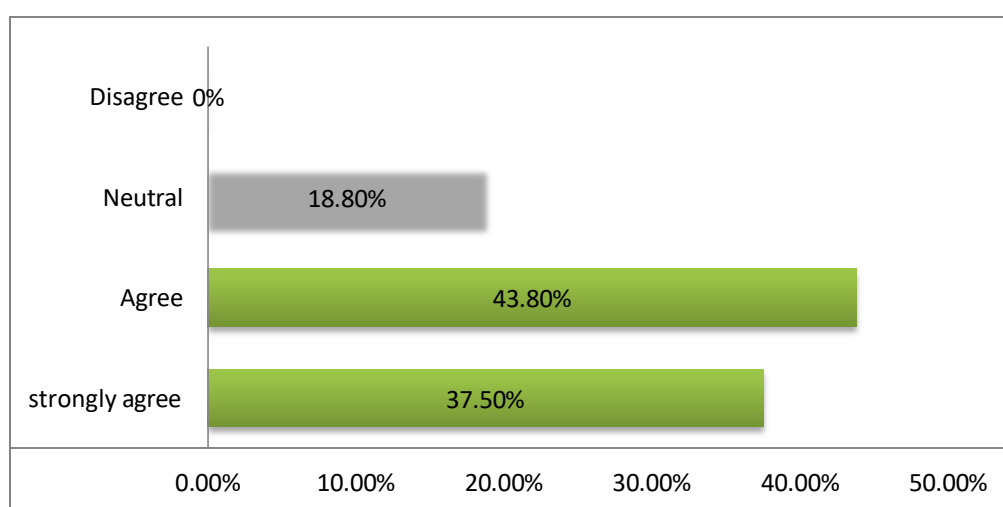


Figure 4.8. Students' perceptions of songs as an interesting tool for learning English

The data in table 4.5 and figure 4.8 show that the majority of the students have favorable attitudes towards the utilization of songs in the process of learning English. Out of a total sample size, (43.8%) of the respondents agreed while (37.5%) strongly agreed that songs make English studies interesting. On the other hand,(18.8%) of the students expressed neutral

opinions ,and none of the respondents disagree. This indicates that songs are essential in enhancing motivation and engagement in English learning.

Q9:Do teachers use songs in your English classes?

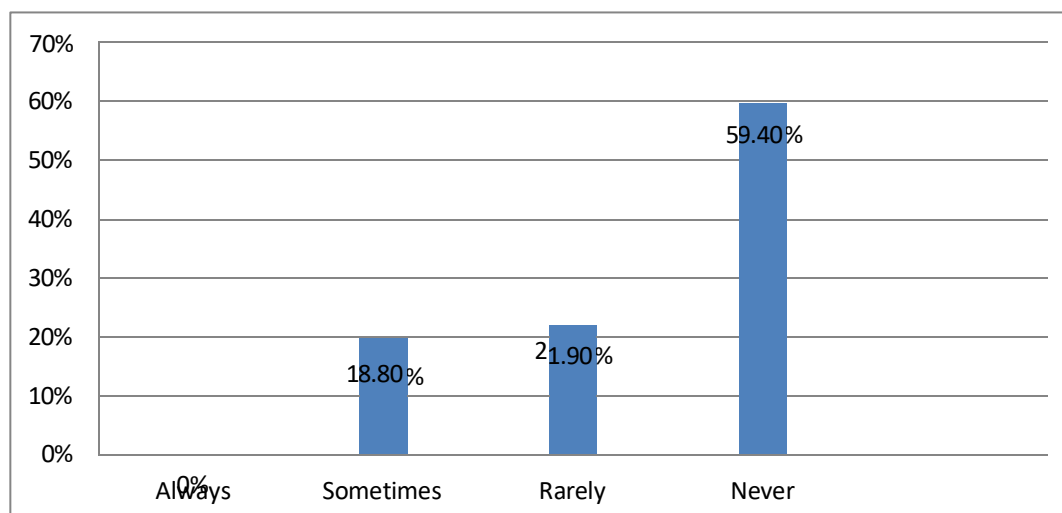


Figure 4.9. Teachers use of songs in English language classes

The responses presented in figure 4.9 indicate that the teachers do not use any songs in their English classes at all, accounting for (59.4%) of the participants .This was followed by the second result in which (21.9%) of the students claimed that the songs were employed rarely by teachers, and (18.8%)of the respondents pointed out that songs were used sometimes by the teachers in their lessons. Furthermore, none of the students claimed that songs were always used in their English classes. From the above findings ,it can be seen that the use of songs as an aid in learning English is still low even though they have been proven to be beneficial and inspiring.

Section 3: Song lyrics and listening comprehension

Q10:when listening to English songs, do you try to understand the lyrics?

Table 4.6.Students engagement with English song lyrics while listening

Options	Number	Percentage%
Always	17	53.1%
Often	11	34.4%
Sometimes	3	9.4%
Never	1	3.1%

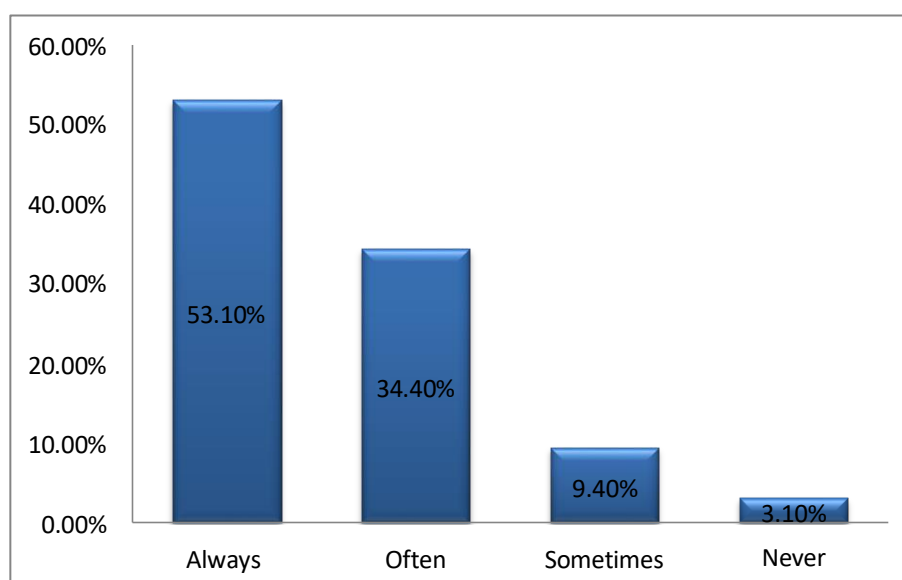


Figure 4.10.Students engagement with English song lyrics while listening

The responses presented in figure 4.10 shows that the majority of learners actively try to understand the lyrics while listening to English songs. Almost one half of the respondents (53.1%), claimed that they always try to comprehend the lyrics; 34.4% answered that they usually (Often) do this. This shows that the most learners have high levels of engagement with the language aspects of songs and consider them to be more than just for

fun. On the other hand, only (9.4%) of students try sometimes to understand what is being said in the lyrics, while an extremely low number of learners' (3.1%) do not attempt to achieve this goal. These results demonstrate that English songs are effective in catching the interest of learners and lay contribute to language skill improvement.

Q11: Lyrics help me improve my listening comprehension

Table 4.7. The role of lyrics in improving listening comprehension skills

Options	Number	Percentage%
Strongly Agree	11	34.4%
Agree	19	59.4%
Neutral	2	6.3%
Disagree	0	0%

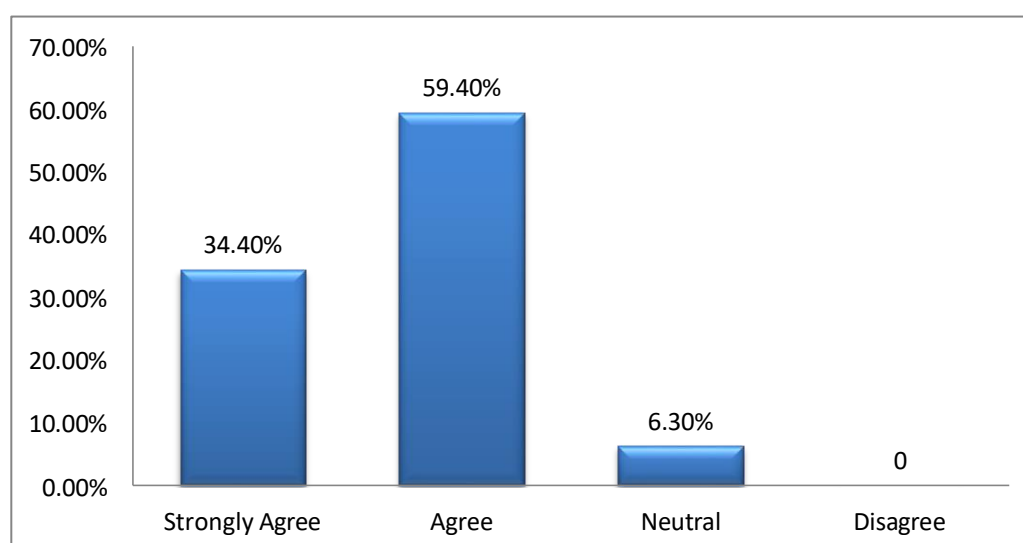


Figure 4.11. The role of lyrics in improving listening comprehension skills

The data in the table 4.7 and the Figure 4.11 show that the attitude of the majority of students towards the use of lyrics for the purpose of enhancing listening skills is positive. The highest number of students who supported the statement accounted for (59.4%)

.Additionally,(34.4%) of learners strongly agreed that the lyrics help improve listening skills. This information reflects the belief that lyrics serve as a useful means that contributes to the development of listening comprehension skills. However,(6.3%)of students had neutral regarding the topic at hand, whereas not a single one was against the role of lyrics in listening comprehension .This indicates the high level of acceptance of the idea about the effectiveness of lyrics in listening comprehension .

Q12: Songs help me recognize English pronunciation and accents.

Table 4.8.Students views on using songs to recognize English pronunciation and accents

Options	Number	Percentage%
Strongly Agree	12	37.5%
Agree	18	56.3%
Neutral	2	6.3%
Disagree	0	0%

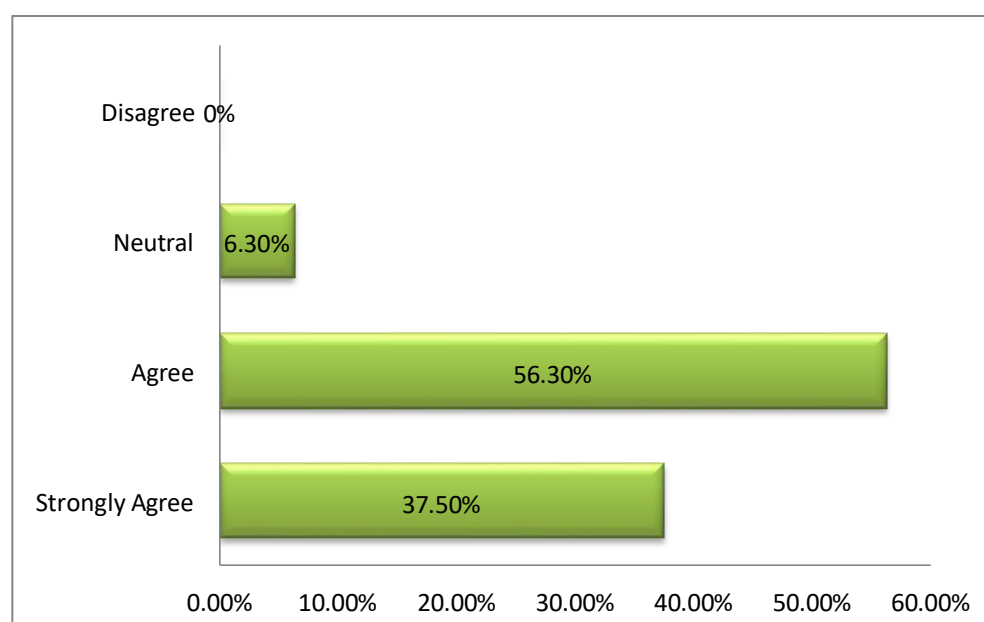


Figure 4.12.Students views on using songs to recognize English pronunciation and accents

According to the results recorded in the above table and figure, many students have a positive attitude towards the importance of using songs to improve pronunciation and accents awareness. Most of the respondents (56.3%) , who are 18 respondents agreed to the statements. On the other hand (37.5%) ,who are 12 respondents strongly agreed with the statement. The results show that many students recognize the value of using songs to improve their English pronunciation and accent awareness. While, only a few students (6.3%),accounting for 2 respondents picked a neutral option, demonstrating low levels of ambiguity about the efficacy of songs for improving English pronunciation and accent. Finally, no responder disagreed to the statement. Based on the above results, it can be concluded that many students acknowledge the use of songs in improving pronunciation and accent English.

Q13:Listening to songs helps me remember English words more easily

Table 4.9.Students attitudes toward songs as a tool for memorizing English words

Options	Number	Percentage%
Strongly Agree	11	34.4%
Agree	15	46.9%
Neutral	6	18.8%
Disagree	0	0%

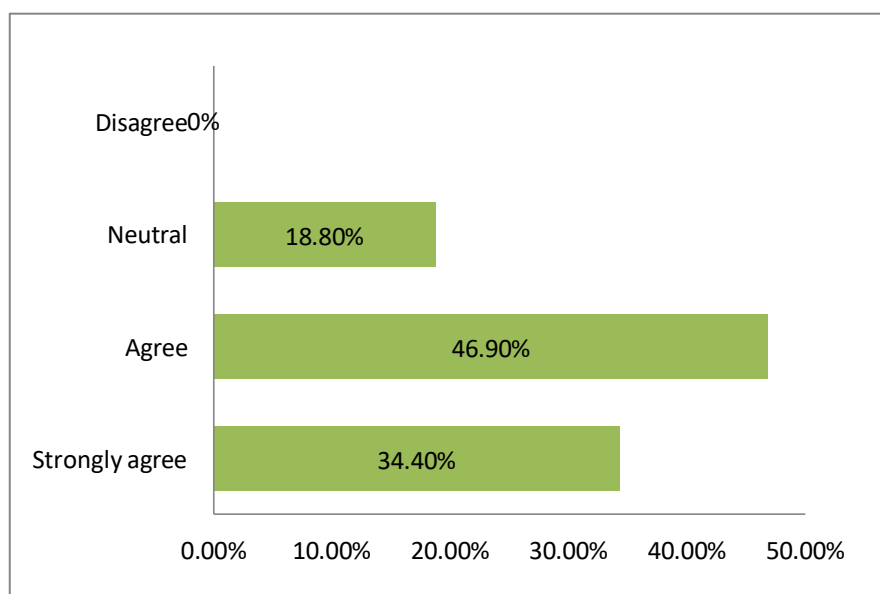


Figure 4.13.Students' attitudes toward songs as a tool for memorizing English words

The data in the table 4.9 and figure 4.13 show that the dominant opinion was agree 15 respondents with a percentage (46.9%), followed by Strongly agree 11 respondents (34.4%). The fact that (81.3%) of all respondents supported the statement indicates clear agreement on its validity. Meanwhile, 6 respondents (18.8%) chose Neutral, indicating that some participants were neither in favor or nor against the statement, perhaps as a result of their lack of knowledge or uncertainty about it. Finally, none of the participants selected Disagree(0%), indicating that nobody was against the statement. The findings shown above clearly demonstrate the presence of a positive mindset toward the statement under consideration.

Q14:How often do you listen to English audio materials (Podcasts, videos, songs)?

Table 4.10.Frequency of students listening to English audio materials (podcasts, videos', songs)

Options	Number	Percentage%
Daily	16	50%
Weekly	9	28.1%
Occasionally	7	21.9%
Never	0	0%

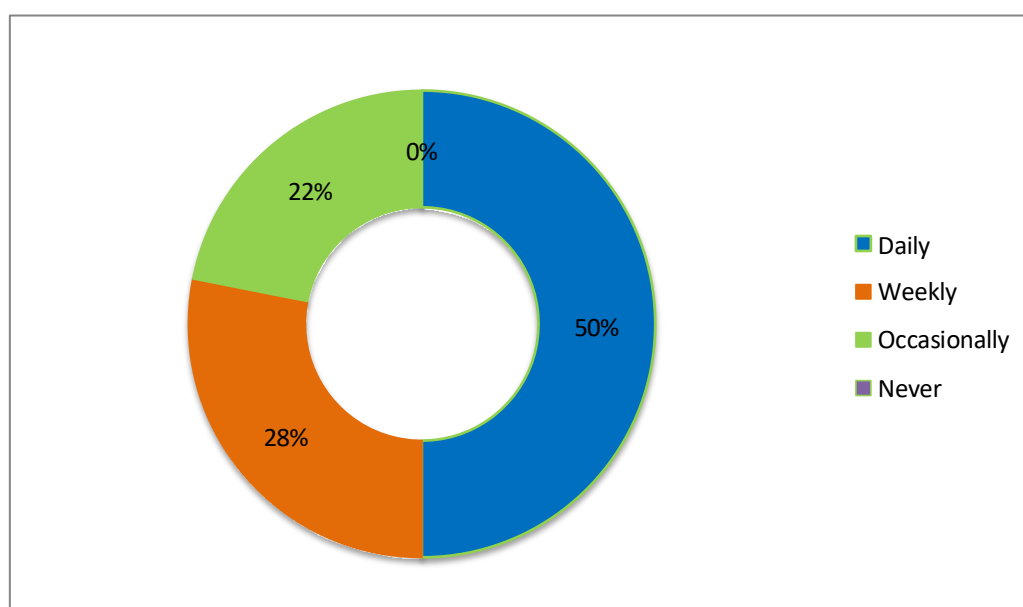


Figure 4.14.Students' frequency of listening to English audio materials (podcasts, videos, songs)

The table and the figure above show that most respondents frequently use English audio materials. A large number of students, accounting for 16(50%of the total),stated that they listen to English audio materials every day ,which is the highest frequency among others. It means that the respondents frequently get exposed to the English language via listening to podcasts, videos, or songs. Therefore; half of the learners incorporate English listening

material in their everyday routines. Furthermore, 9 students (28.1%) who use English audio materials weekly, showing a moderate level of engagement, whereas 7 learners (21.9%) listened to the materials occasionally. Notably, none of the participants chose never, implying that all learners use audio materials, even once in a while. Overall, the results have shown a generally positive trend in engaging with audio content, as more than three-quarters (78.1%) of the students said that they listen to English audio materials on a daily/weekly basis.

Q15: What difficulties do you face when listening to English songs?

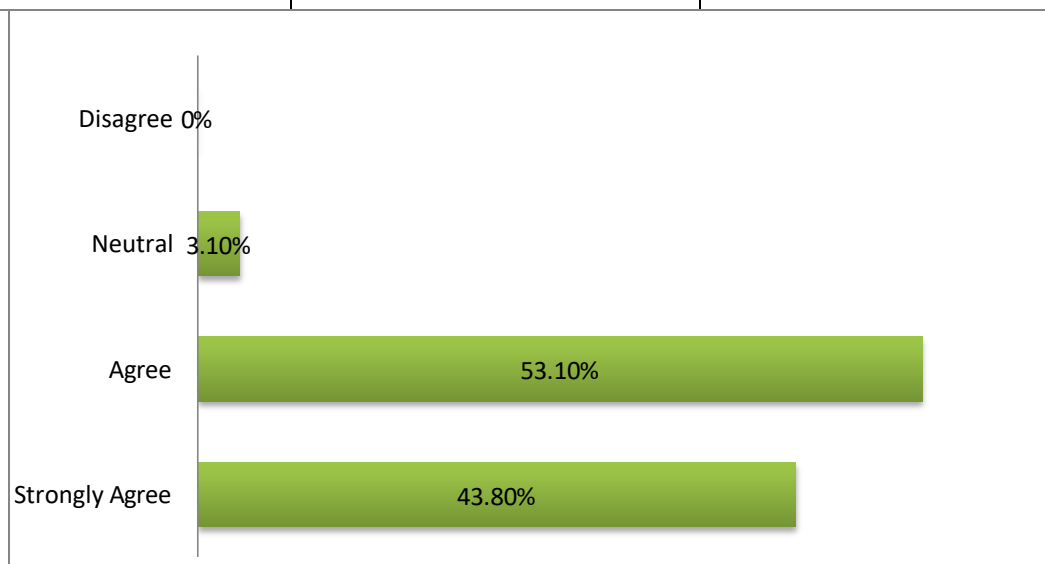
This open-ended question was specifically formulated with an intention of investigating the views that the students hold regarding the challenges that they experience while listening to English songs. It will provide in-depth answers which will lead to identification of the major challenges that they encounter when they listening.

Students' answers:

An analysis of the students' responses reveals that they encounter several challenges when listening to English songs. The most frequently reported difficulty concerns pronunciation and accent variation. Many participants explained that singers often pronounce words unclearly, modify their pronunciation to match the rhythm or rhyme, or use unfamiliar accents, making it difficult to recognize and understand the lyrics. Another common obstacle is the fast pace of songs, particularly rap music, which prevents learners from processing the lyrics effectively. Students also identified unfamiliar vocabulary, slang, idiomatic expressions, and connected speech as factors that hinder comprehension. In addition, some participants noted that background music can mask the lyrics, further reducing intelligibility. One respondent also highlighted the challenge of phonetic ambiguity, explaining that distorted pronunciation often requires relying on top-down processing to infer meaning, which may result in misunderstandings. Overall, these responses indicate that although English songs can be valuable learning resources, linguistic and acoustic features such as rapid delivery, altered pronunciation, accent diversity, and unfamiliar lexical items may pose considerable challenges to learners' listening comprehension.

Section 4: Effect of lyrics on language development**Q16: Song lyrics help me learn new vocabulary****Table 4.11. Distribution of responses on the role of song lyrics in learning new vocabulary**

Options	Number	Percentage%
Strongly Agree	14	43.8%
Agree	17	53.1%
Neutral	1	3.1%
Disagree	0	0%

**Figure 4.15. Students' perceptions of vocabulary learning through song lyrics**

From the results presented above in the table 4.11 and the figure 4.15, it can be stated that the overall opinion of the significance of song lyrics for vocabulary acquisition is rather positive. A significant number of the participants responded by selecting the Agree category (53.1%) and Strongly Agree category (43.8%). Therefore, it can be said that students generally view song lyrics as a good medium for learning new words. Very few participants were found to have selected the Neutral option (3.1%) and 0% selected Disagree. Therefore, from the results provided above, it is clear that there is a general agreement that the role of song lyrics in vocabulary learning is beneficial.

Q17: Song lyrics help me understand grammar structure

Table 4.12. Distribution of responses on the role of song lyrics in understanding grammar structure

Options	Number	Percentage%
Strongly Agree	0	0%
Agree	6	18.8%
Neutral	19	59.4%
disagree	7	21.9%

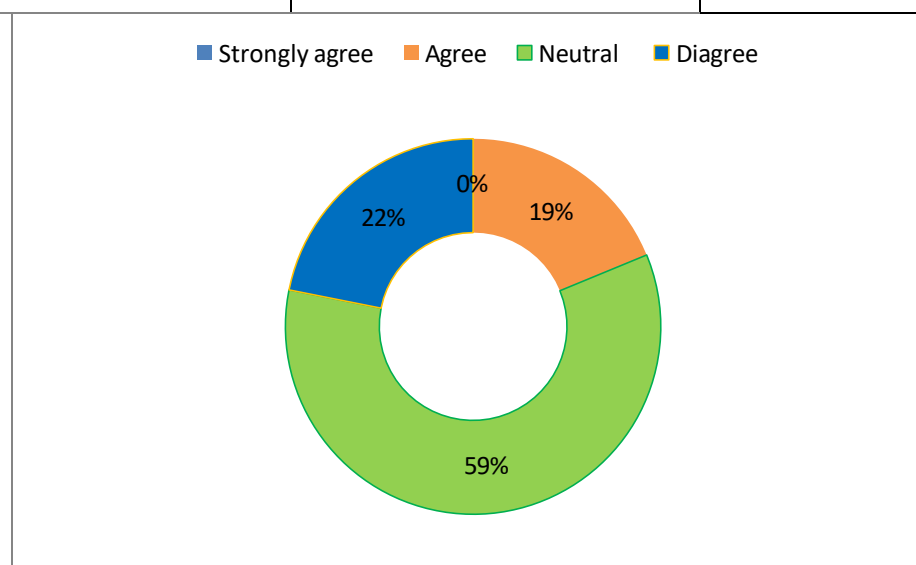


Figure 4.16. Students' perceptions of learning grammar structures through song lyrics

According to the findings, there is general uncertainty with regard to the perception of the role played by song lyrics in learning grammar structures. Most of the respondents (59.4%) opted for Neutral, which shows that the students neither agree nor disagree that song lyrics can aid in the process of learning grammar structures. On the contrary, 18.8% of the respondents went for Agree, meaning that fewer students think that song lyrics can help in the development of grammatical structures. On the other hand, 21.9% of the respondents opted for Disagree, while none of the respondents agreed strongly (0%). Such an outcome clearly shows that song lyrics cannot be viewed as a very effective tool when it comes to learning grammar structures as compared to other skills like vocabulary and listening comprehension. To sum up, it can be assumed that there is uncertainty concerning the ability of songs to help in the development of grammar knowledge among learners.

Q18: Songs increase my interest in learning English

Table 4.13. Distribution of responses on the role of songs in increasing interest in learning English

Options	Number	Percentage%
Strongly Agree	8	25%
Agree	18	56.3%
Neutral	6	18.8%
Disagree	0	0%

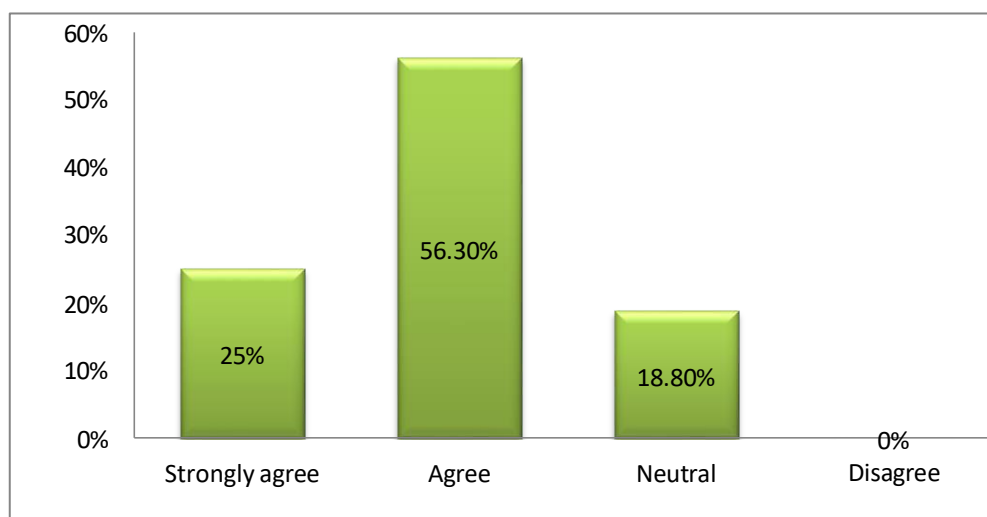


Figure 4.17. Students' interest in learning English through songs

According to the results recorded in the above table and figure, that the attitude of the students towards the role of songs in the increase of students' interest to learn English is generally positive. The largest group of respondents agreed (56.3%) and strongly agreed (25%) with the assumption that songs were helpful in motivating and engaging students to learn the language. Meanwhile, 18.8% of the total number of the respondents opted for the neutral position, which means that these students were neither strongly positive nor negative in their opinions regarding the importance of the role played by songs in motivating students to learn English. Finally, no respondents disagreed (0%), which implies that the respondents had no negative attitudes towards the role of songs. These findings indicate that songs are essential motivators in promoting the learning interest of the students.

Q19: Songs develop cultural and contextual awareness, critical thinking, and increase problem-solving abilities

Table 4.14. Responses on the role of songs in developing cultural and contextual understanding

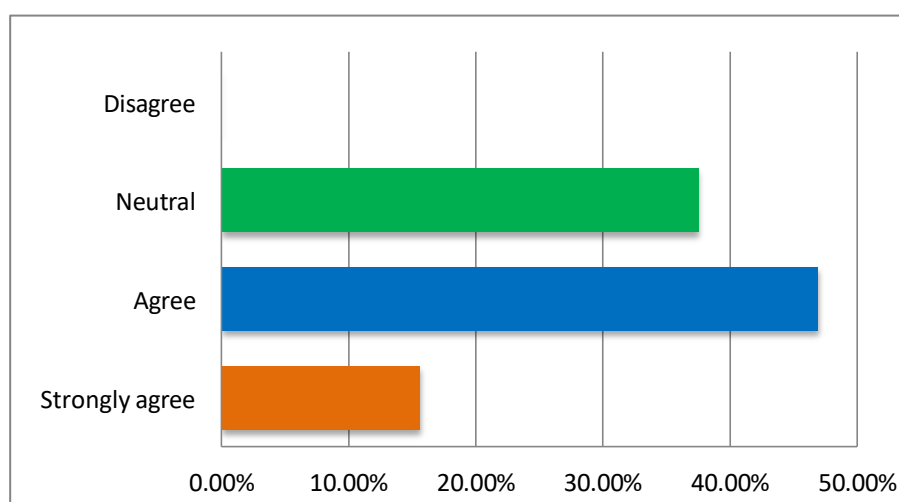


Figure4.18.Students perceptions of the role of songs in developing cultural awareness, critical thinking, and problem-

As demonstrated in the table and the figure above, the views of the majority of students towards the significance of songs in terms of cultural and contextual awareness and critical thinking were positive. The majority of the students (46.9%) agreed, while 37.5% of the students remained neutral. On the other hand, 15.6% of the respondents strongly agreed, while none of the respondents (0%) disagreed with the statement.

This demonstrates that most of the students acknowledge the significance of songs as a teaching tool in relation to not only language but also development of awareness and critical thinking skills among others. Nevertheless, a number of neutral responses suggest that some students are uncertain on whether songs help improve those skills.

Q20: What are the challenges of using audio materials ,particularly songs in EFL classrooms?

This open-ended question has been designed for studying learners' perceptions about the problems that accompany the use of audio materials in the EFL class setting especially songs. The focus is on the major linguistic, cognitive and acoustic problems that may pose difficulties to learners' comprehension and language acquisition process.

Students answers

An analysis of the students' responses reveals that they perceive several challenges related to the integration of English songs into EFL classrooms. The most commonly reported difficulties are linguistic, including fast-paced lyrics, unclear pronunciation, unfamiliar vocabulary, slang, idiomatic expressions, non-standard grammar, different accents, and reduced forms, all of which make understanding song lyrics more difficult. Students also pointed out that background music and poor sound quality can distract them and reduce their concentration during listening activities. In addition, some participants emphasized pedagogical challenges, noting that the effectiveness of songs depends on selecting materials that are appropriate, relevant to lesson objectives, and suited to learners' language proficiency. They further explained that students may lose interest if the chosen songs do not match their musical preferences or are perceived as unrelated to the course content. Institutional and technical constraints were also identified, including limited class time, insufficient teaching materials, a lack of equipment such as microphones and language laboratories, and a rigid university curriculum that leaves little room for integrating authentic audio resources. Finally, a few students indicated that beginners may require subtitles to fully understand song lyrics, while others believed that songs are more suitable for informal language than for academic English instruction. Overall, these findings suggest that although students recognize the educational value of English songs, their successful classroom implementation depends on careful material selection, adequate resources, and effective instructional planning.

Section 5: Students' suggestions

Q21: Do you think teachers should use songs in English classes?

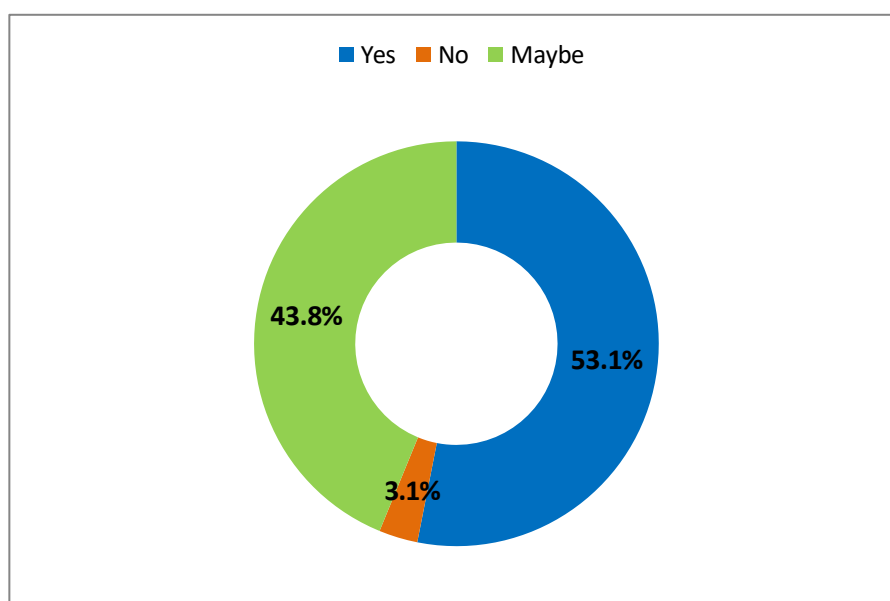


Figure 4.19. Students' opinion on the use of English songs in the classroom

The results show that the students have a relatively positive attitude towards using English songs in the classroom. The number of students who answered “Yes” (53.5%) is a clear indication that they are ready to use songs in teaching. A large number of respondents (43.8%) gave the answer of “Maybe” which means that the value of using songs for learning can depend on some factors. A very small proportion of respondents (3.1%) responded “No”. Therefore, it can be concluded that English songs can be used as a useful teaching aid if used properly.

Q22: Do you think song lyrics should be used in listening lessons?

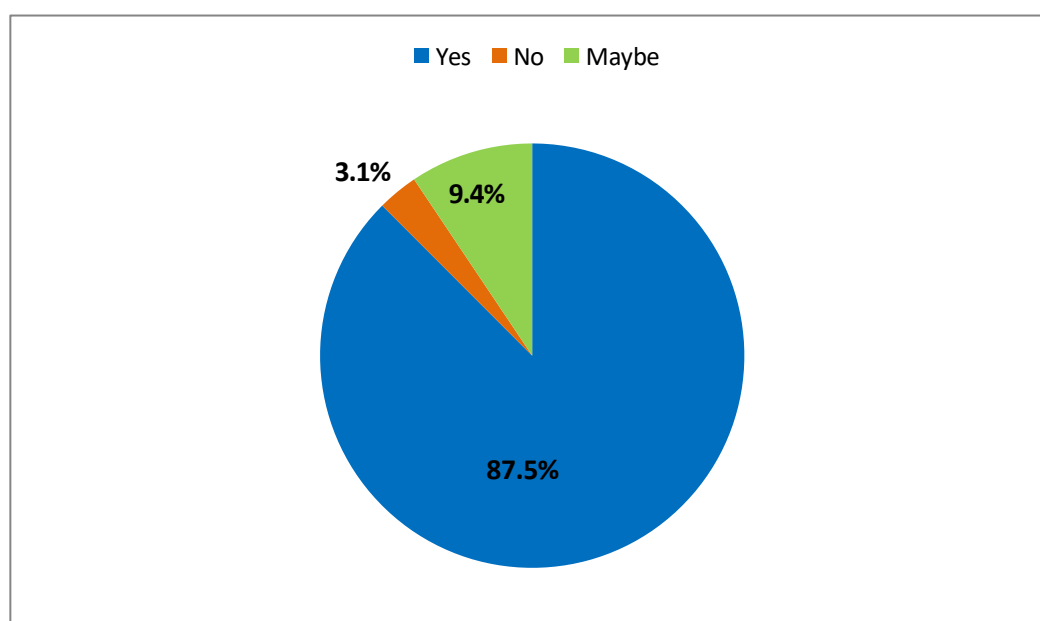


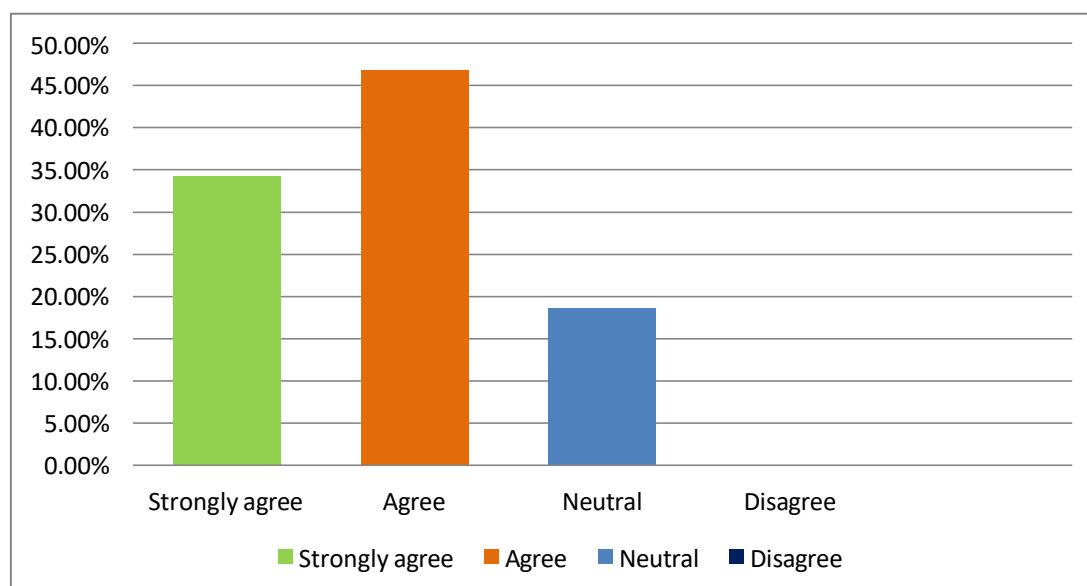
Figure 4.20. Students' perceptions of using song lyrics in listening lessons

As can be seen from the figure above, students are strongly in favor of the use of song lyrics in listening lessons. The majority of the respondents chose "Yes" (87.5%) to show their strong agreement on pedagogical value. Very few chose "No" (3.1%), indicating little opposition to their use. In contrast, a smaller group selected "Maybe" (9.4%) suggesting some uncertainty about its effectiveness depending on the instructional context and implementation. Overall, the results show that there is a common agreement on the use of song lyrics in listening activities as they are considered to be a good and interesting learning material.

Q23: In your opinion, songs are an effective tool for learning English.

Table 4.15. Distribution of responses on the effectiveness of songs as a tool for learning**English**

Options	Number	Percentage%
Strongly Agree	11	34.3%
Agree	15	46.8%
Neutral	6	18.7%
disagree	0	0%

**Figure 4.21. Students' perceptions of the effectiveness of songs in learning English**

Students think songs are an effective way to learn English as shown in the table and figure. Most of the responses were Agree (46.8%) followed by Strongly Agree (34.3%) showing high level of positive opinions on pedagogical value of songs in language learning. A smaller percentage of students (18.7%) chose Neutral, indicating some uncertainty among a small number of students. On the other hand, no people chose Disagree (0%) which means unfavorable perceptions are not present.

The results indicate that, in general, songs are an effective and interactive resource for learning English and are generally considered to be useful for language learning experiences.

Q24: What suggestions would you give teachers who want to use songs in English lessons?

Students Answers

An analysis of the students' suggestions indicates that the effective integration of English songs into EFL classrooms depends largely on careful material selection and appropriate teaching strategies. Most participants recommended choosing songs with clear pronunciation, simple vocabulary, understandable lyrics, and content that is suitable for students' language proficiency and learning objectives. They also emphasized the importance of avoiding songs containing inappropriate language, strong accents, or overly complex lyrics. Many students suggested supporting songs with pre-, while-, and post-listening activities, such as gap-fill exercises, vocabulary tasks, comprehension questions, discussions, and repeated listening, to enhance listening comprehension and vocabulary acquisition. In addition, several participants believed that using gestures, movement, or other interactive activities could increase learners' motivation and reduce classroom anxiety. Students further stressed that teachers should consider learners' musical preferences, learning styles, and willingness to use songs in class, and some even suggested involving students in selecting the songs to increase engagement. Finally, while participants viewed songs as a valuable resource for developing listening skills, they agreed that songs should complement rather than replace other instructional methods. Overall, the findings suggest that when carefully selected and purposefully integrated into the curriculum, English songs can serve as an effective and motivating tool for language learning.

Analysis of Teachers' questionnaire

Section 1: Background Information

Q1: How long have you been teaching English as a Foreign language?

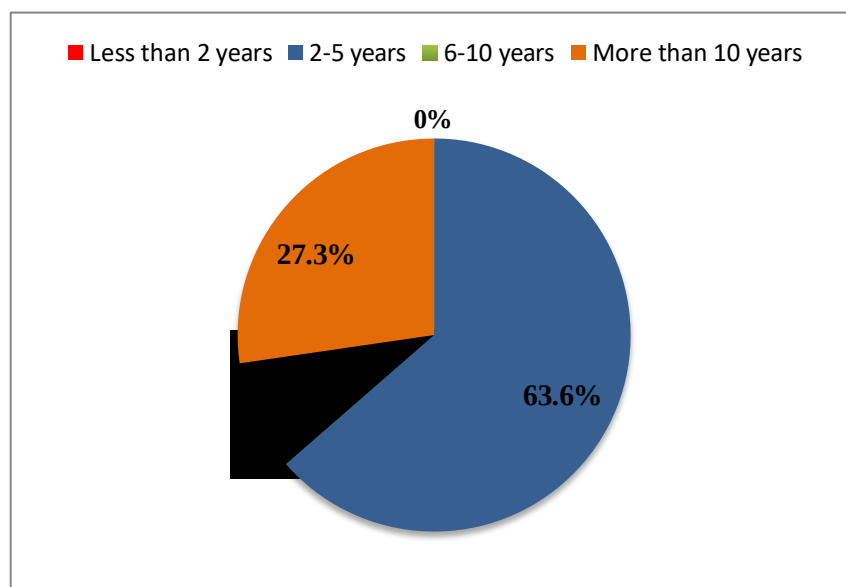


Figure 4.22. Distribution of teachers according to their teaching experience

As it is shown in the figure above, a majority of the survey respondents (63.6%) is composed of teachers with 2-5 years' experience in teaching English as a foreign language. Therefore, it can be suggested that the vast majority of the survey respondents have a considerable amount of experience and are very familiar with classroom practices as well as instructional methodologies. The remaining teachers are composed of (27.3%) of teachers who have more than 10 years' experience in teaching, indicating that there are a number of highly-experienced instructors in the sample as well. There were only (9.1%) of teachers that stated they would have between 6-10 years of experiences each and none of the teachers had anything less than 2 years of teaching experiences. Ultimately, based on the data, it can be concluded that the participants in the study have a considerable overall amount of teaching experience and this could help support the reliability of their survey responses.

Q2:How would you rate your learners overall listening proficiency?

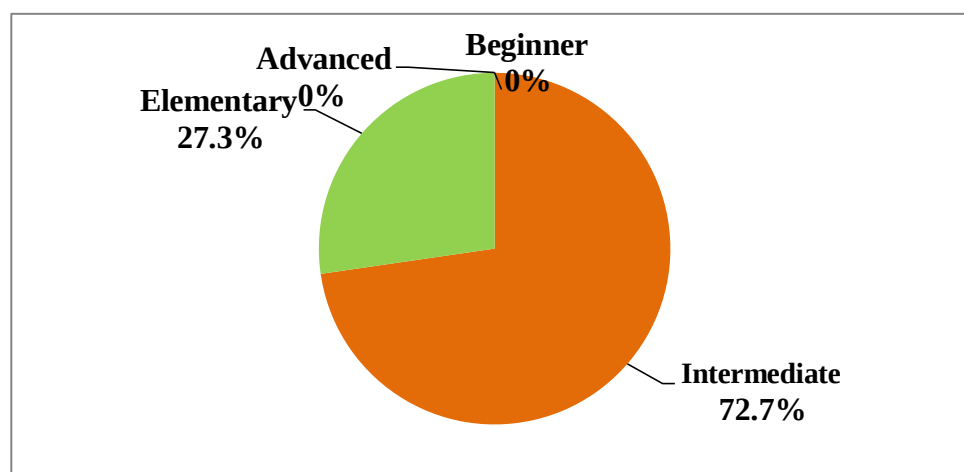


Figure 4.23. Teachers' Evaluation of learners overall listening proficiency

Figure 4.23 reveals Teachers Evaluation of learners overall listening proficiency. The majority of the participants (72.7%), classified their student's listening skills as being at an Intermediate level. This shows that most students possess some degree of understanding of Spoken English; however, they experience challenges when dealing with more complex vocabulary; when listening to Speech at a faster Rate, or when having to comprehend Accents that they are not familiar with. Conversely, 27.3% of the Participants rated their learners' Listening Proficiency as being at an Elementary level which indicates that some students are still experiencing difficulty in dealing with Basic Comprehension of Listening Skills. None of the Respondents choose either the Beginner or Advanced levels indicating that the majority, however, have Listening Proficiency skills that fall within the Elementary and Intermediate levels. Based on the data, therefore, learners may be said to possess a Moderate level of Proficiency in Listening Skills in regard to the English Language

Section 2: Impact of song lyrics in boosting EFL listening skills

Q3: Students show better listening performance when using songs?

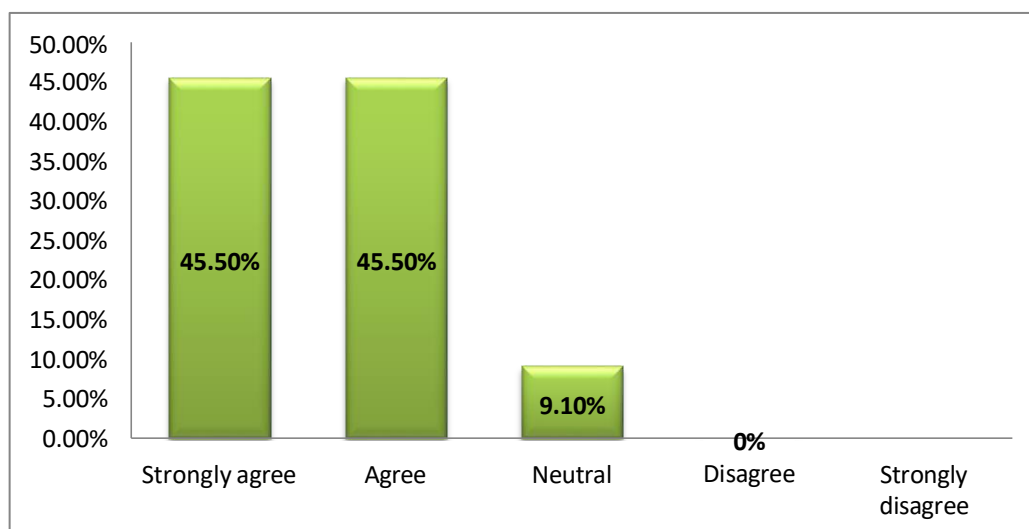
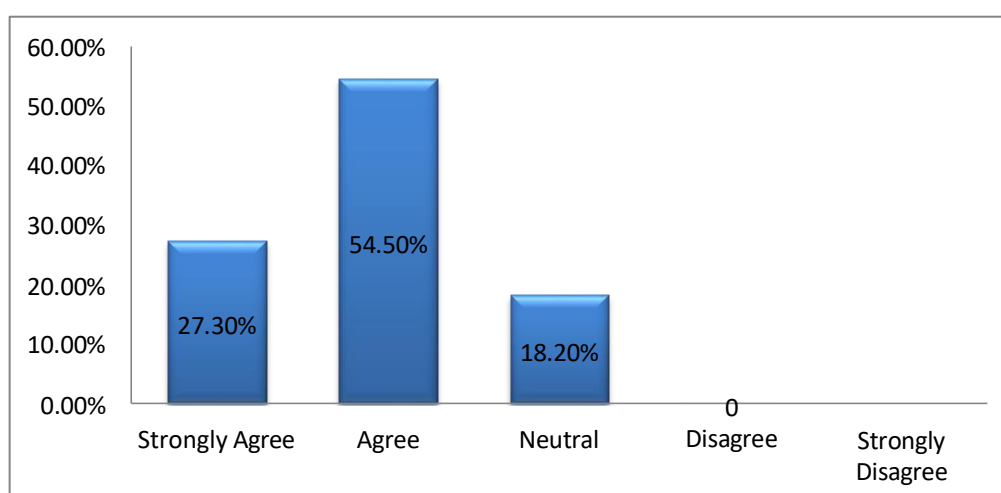


Figure 4.24. teachers' perceptions of students listening performance when using songs

The figure above shows that teachers had a positive opinion toward using songs as a means of enhancing their students' listening ability. A considerable number of teachers surveyed (45.5%) expressed that they believed students showed improved listening ability when taught with songs. Of these, another (45.5%) also agreed with this statement. Most teachers believe that songs can significantly contribute to the development of a student's ability to understand spoken language. Only nine percent of respondents could not form an opinion about whether song use could improve students' listening abilities, which suggests that they have uncertainty or indecisiveness about their ability to help. Furthermore, no respondents expressed disagreement with statement regarding song use, indicating that from the overall results, teachers support using songs in helping learners develop their listening.

Q4: Songs help students recognize pronunciation and intonation?**Table 4.16. Teachers' views on the use of songs to enhance students pronunciation and intonation recognition**

Options	Number	Percentage%
Strongly Agree	3	27.3%
Agree	6	54.5%
Neutral	2	18.2%
Disagree	0	0%
Strongly disagree	0	0%

**Figure 4.25. Teachers' views on the use of songs to enhance students' pronunciation and intonation recognition**

From the results presented above in the table 4.16 and the figure 4.25, it can be stated that the majority of respondents (54.5% of total responses) reported agreements; next after that was strongly agree (27.3% of respondents), indicating a substantial proportion of instructors believe music can facilitate their learners' understanding about English pronunciation and intonation patterns. Additionally, (18.2 %) were undecided regarding its value as an instructional strategy. None (0%) of those surveyed had negative feelings toward

using music to improve pronunciation and intonation skills for students. Overall, teachers appear to agree that using songs is a good technique to assist students improve their pronunciation and intonation.

Q5: Songs improve students' vocabulary acquisition?

Table 4.17. Teachers' responses on the role of songs in improving students vocabulary acquisition

Options	Number	Percentage%
Strongly Agree	3	27.3%
Agree	5	45.5%
Neutral	2	18.2%
Disagree	0	0%
Strongly disagree	1	9.1%

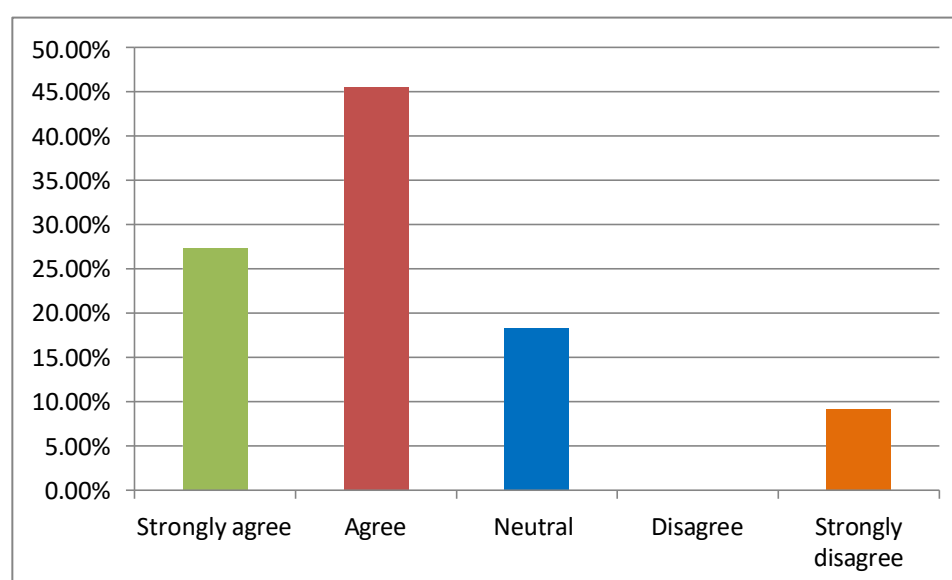


Figure 4.26. Teachers' views on songs and students vocabulary acquisition

Data from the table and figure have shown that all the teachers responding to this questionnaire had a generally positive perception regarding the role of songs in providing new

words/expressions and assisting students in developing their vocabulary. A considerable number of respondents said that they Agree (45.5%) and Strongly Agree (27.3%) with the statement that songs are an effective teaching technique for vocabulary development. Almost all respondents agreed that songs can help in both acquiring and practicing new vocabulary. Indeed, almost 18% of respondents did not agree or disagreed with that idea. This can be seen as a lack of experience from those teachers in incorporating songs in teaching vocabulary, or maybe a lack of awareness about how effective songs are in vocabulary development. In any case, only few respondents (9%) disagreed with the idea, and none of them just simply disagreed. This shows that a big number of teachers realize the importance of songs and their potential in vocabulary acquisition due to many opportunities to encounter vocabulary through songs in various learning activities.

Section 3: Attitudes toward Using Song Lyrics

Q6:How frequently do you incorporate song-based activities in your teaching?

Table 4.18.Distribution of teachers responses regarding the frequency of incorporating song-based activities in teaching

Options	Number	Percentage%
Always	1	9.1%
Often	0	0%
Sometimes	8	72.7%
Rarely	2	18.2%
Never	0	0%

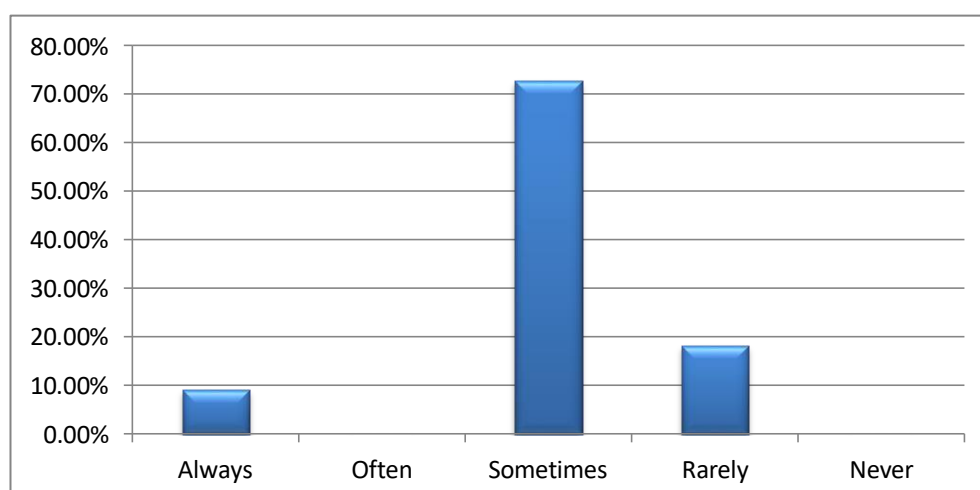


Figure 4.27. Teachers' frequency of incorporating song-based activities in the classroom

From the information presented in the table and chart, it can be observed that song-based activities in the instruction process are typically used occasionally and moderately. It has been noted that the highest percentage of people who answered the survey chose "Sometimes" (72.7%). Furthermore, "Rarely" was chosen by 18.2% of respondents, which implies that song-based activities are being used occasionally in the teaching process. On the other hand, "Always" was chosen by a smaller amount of participants (9.1%), thereby showing consistent usage of songs in teaching practices. At the same time, there were no respondents who chose "Often" (0%) and "Never" (0%) options in their answer to the survey. It can be concluded from these results that although song-based activities are considered to be useful elements in the instruction process, their use takes place occasionally and not often.

Q7: Which of the following activities do you use when working with song lyrics?

Table 4.19. Distribution of teachers responses on activities used when working with song lyrics

Options	Number	Percentage%
Gap-filling exercises	3	27.3%
Listening for specific information	9	81.8%
Vocabulary extraction	5	45.5%
Pronunciation practice	6	54.5%
Discussion of themes	4	36.4%

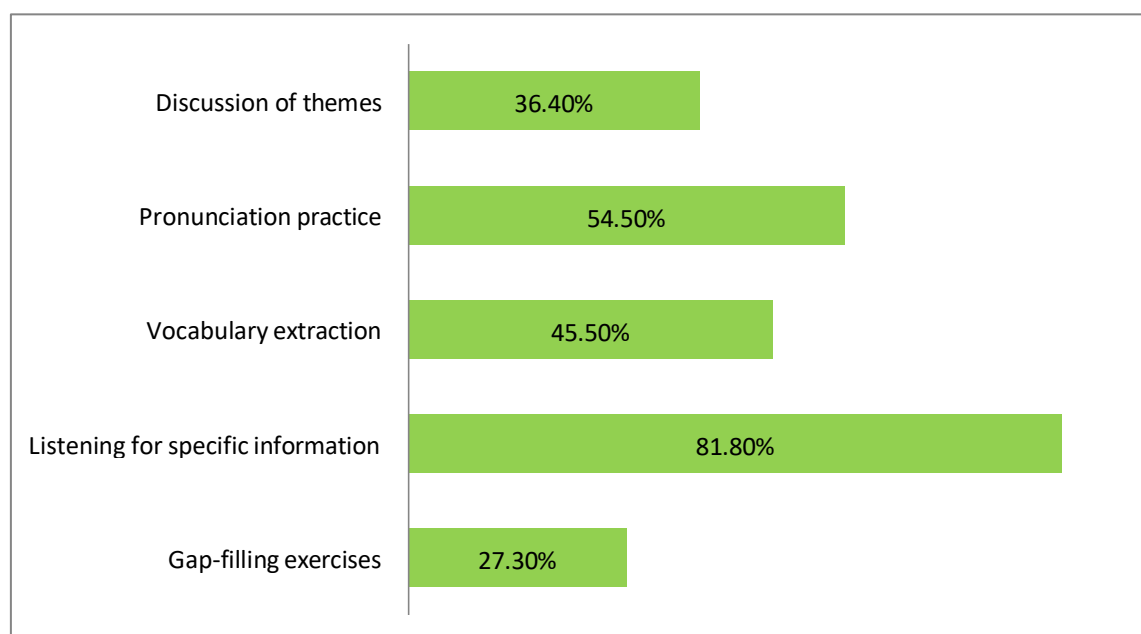


Figure 4.28. Teachers' reported activities used when working with song lyrics

From the data shown in the table and chart, one can conclude that teachers use different activities during work with the song lyrics; however, the dominant one is listening for specific information chosen by 81.8% (n=9) of teachers. It means that the main priority is

to give comprehension-type tasks to the students in order to develop their skills of identifying essential information based on authentic materials. Furthermore, pronunciation was chosen by 54.5% (n=6) of teachers as an important activity, which can be helpful during listening to songs. Vocabulary extraction also takes place quite frequently, according to 45.5% (n=5) of participants' selection. Discussion about themes was chosen by 36.4% of teachers (n=4), which indicates that teachers also value interpretative and communication activities. Gap-filling activities are the least popular ones because only 27.3% (n=3) of the respondents mentioned such types of activities as important for learning foreign languages.

In general, this data shows that teachers tend to concentrate more on listening comprehension, pronunciation, vocabulary acquisition, and interpretation rather than on gap-fillings.

Q8:What criteria do you consider when selecting songs for instructional purposes?

Table 4.20.Distribution of teachers responses on criteria used in song selection for instructional purposes

Options	Number	Percentage%
Linguistic level appropriateness	5	45.5%
Clarity of pronunciation	5	45.5%
Cultural relevance	3	27.3%
Students' interests	6	54.5%
Educational objectives	10	90.9%

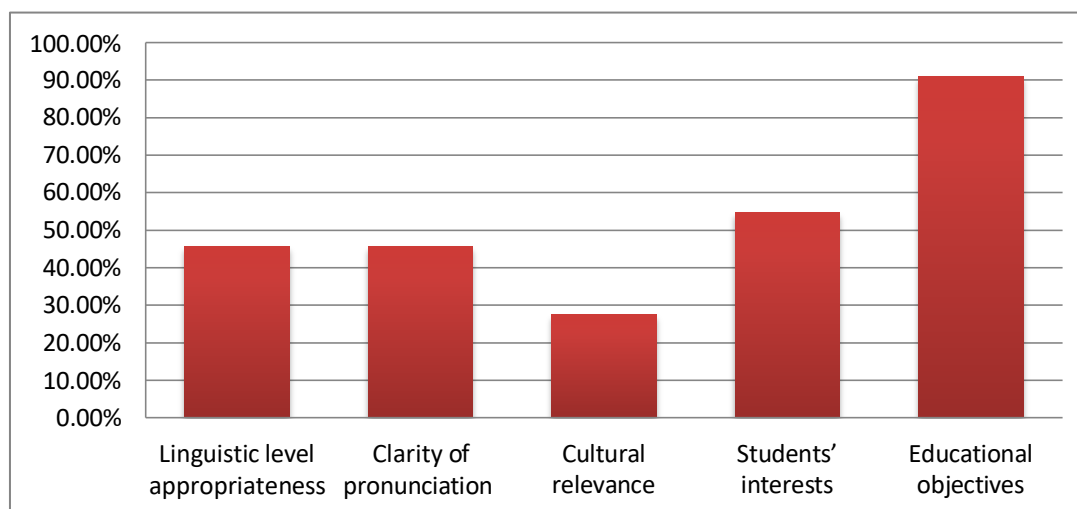


Figure 4.29. Teachers' criteria for selecting songs for instructional purposes

The data provided in the table and figure above show what factors are taken into account when choosing songs for instruction. According to the findings, educational objectives turn out to be the primary factor, chosen by 90.9% of the participants (n=10). Second, students interest has been chosen by 54.5% of the respondents (n=6). Furthermore, the appropriate linguistic level and clearness of pronunciation have been equally selected by 45.5% of respondents (n=5). On the other hand, cultural relevance turned out to be important for only 27.3% of teachers (n=3), making it a relatively unimportant consideration when choosing songs for instruction.

In conclusion, the results indicate that teachers rely on their instructional goals and learners' needs when choosing songs for instruction, but also consider linguistic factors, including the clarity of pronunciation and appropriateness.

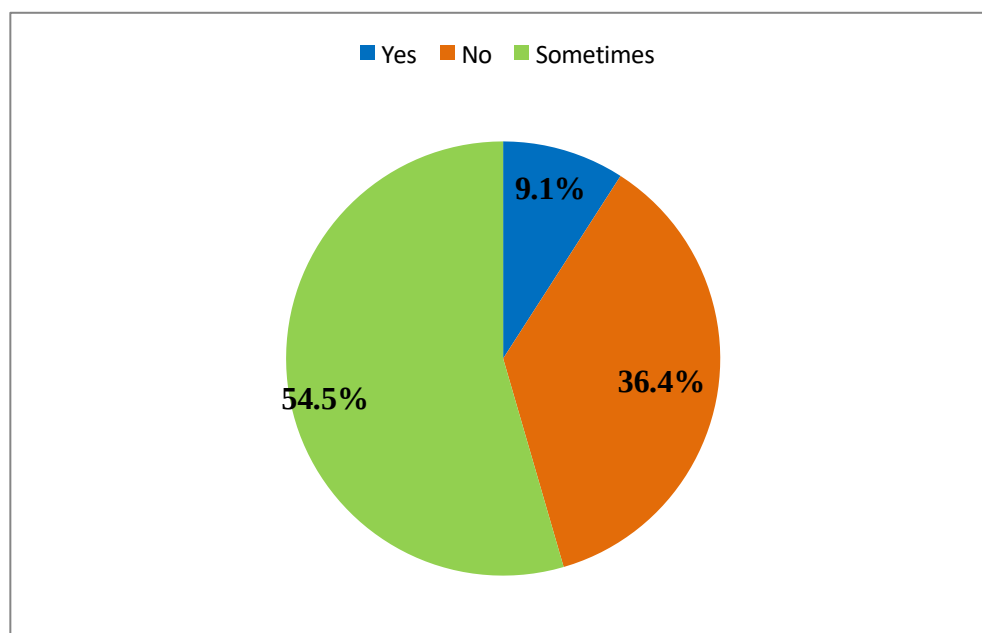
Section 4: Challenges and Limitations:**Q9: Do you believe that song lyrics may lead to cognitive overload for learners?**

Figure 4.30. Teachers' views on whether song lyrics cause cognitive overload in EFL learning

It can be observed from the data shown in the figure above that there are differences in the perceptions that teachers hold with regard to the possibility of song lyrics causing cognitive overload among students. The most frequent choice is "Sometimes," which means that (54.5%) of the total number of the surveyed individuals believe that cognitive overload does not depend on song lyrics but on a set of other factors, including the complexity of the task, linguistic competence of the learners, and instruction implementation. Moreover, (36.4%) chose "No," implying that they rarely see any difficulty in using song lyrics in instruction due to cognitive overload. Only (9.1%) responded with "Yes". In conclusion, it can be stated that teachers do not think of song lyrics as being cognitively burdensome to the same degree all the time.

Teachers' Explanation

An analysis of the teachers' responses indicates that several strategies can be employed to address the challenges associated with using English songs in EFL classrooms. Most teachers emphasized the importance of carefully selecting songs that are appropriate for learners' proficiency levels, with clear pronunciation, suitable vocabulary, and culturally appropriate content. They noted that cognitive overload can occur when students are required to process vocabulary, pronunciation, rhythm, and meaning simultaneously, particularly at lower proficiency levels. To minimize this difficulty, teachers recommended breaking songs into shorter segments, reducing task complexity, providing sufficient time for activities, and encouraging learners to focus on key information rather than every word. Many participants also highlighted the value of scaffolding techniques, including pausing the song, explaining unfamiliar vocabulary and cultural references, offering visual or contextual support, and using guided worksheets such as gap-filling, matching, and sequencing activities to direct students' attention. In addition, some teachers stressed the importance of integrating songs selectively within the syllabus to ensure that they support rather than distract from the lesson objectives. Overall, the findings suggest that although teachers recognize challenges such as cognitive overload, distracting musical elements, and cultural differences, they believe these issues can be effectively managed through thoughtful material selection, appropriate instructional strategies, and careful lesson planning.

Section 5: Evaluation and Effectiveness

Q10: In your professional judgment, how effective are song lyrics compared to traditional listening materials (e.g., dialogues, recordings)?

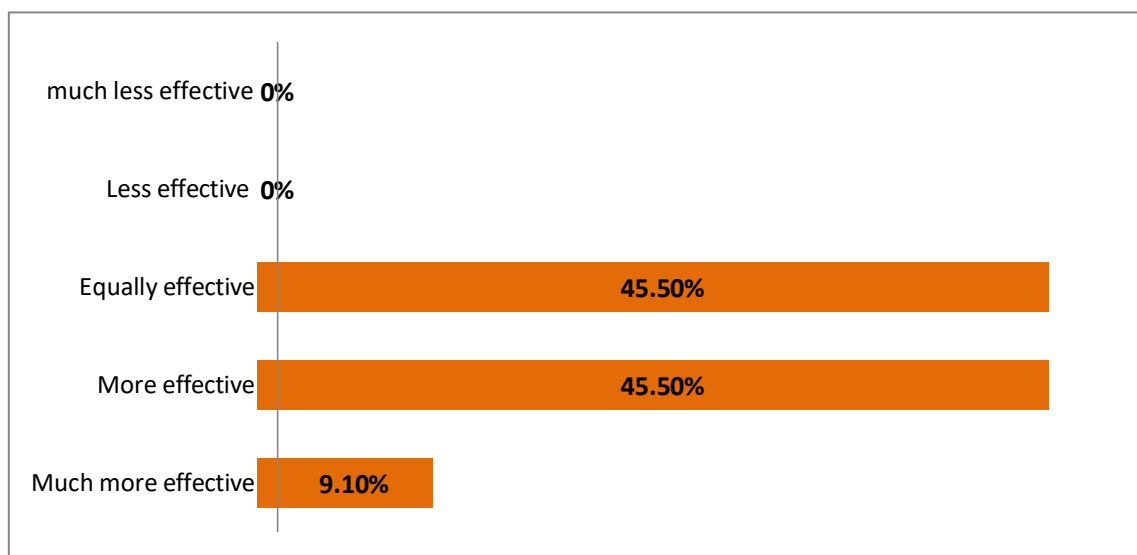


Figure 4.31. Teachers' professional judgment on the effectiveness of song lyrics compared to traditional listening materials

The findings imply that the views of teachers towards the effectiveness of song lyrics relative to other types of listening materials are mostly positive and balanced. The statistics revealed that (45.5%) of the participants view song lyrics as more effective than the conventional ones. An equal percentage of teachers (45.5%) they are equally effective. While (9.1%) of teachers find song lyrics to be much more effective, none viewed them as less or much less effective.

In summary, the study shows that teachers regard song lyrics as equally if not more effective to conventional listening materials.

Q11:What challenges do you encounter when assessing listening comprehension through song lyrics?

Table 4.21.Distribution of teachers' responses on challenges encountered in assessing listening comprehension through song lyrics

Options	Number	Percentage%
Difficulty in standardizing assessment criteria	2	18.2%
Learners' varying familiarity with songs	7	63.6%
Influence of background music on comprehension	3	27.3%
Ambiguity of lyrical content	10	90.9%
Time constraints	5	45.5%

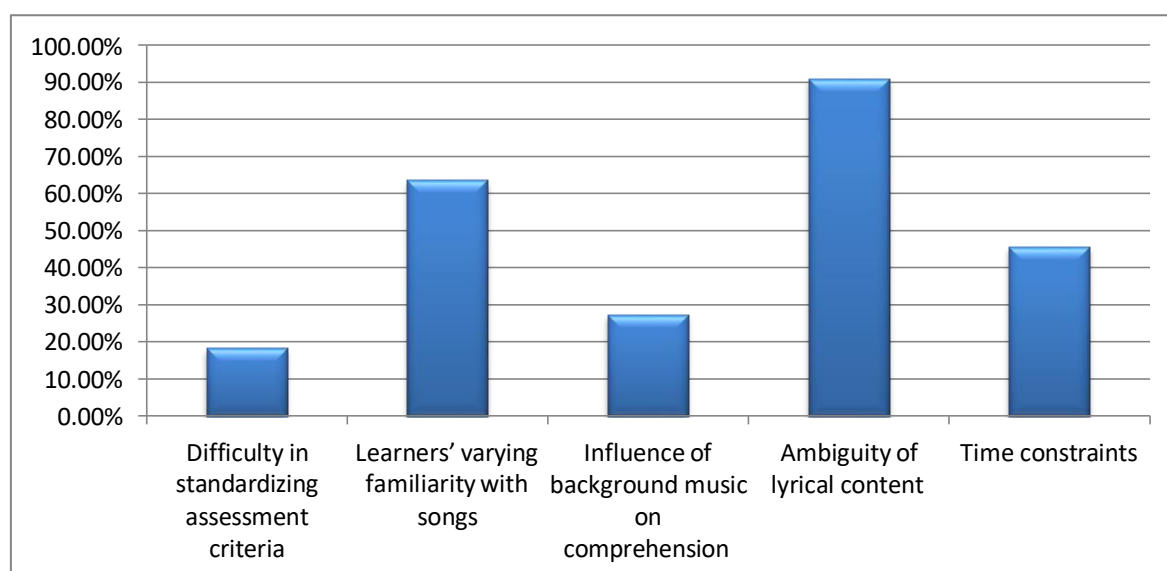


Figure 4.32.Teachers' perceptions of challenges in assessing listening comprehension through song lyrics

According to the presented results obtained from the analyzed data in the table and figure above, it appears that there are a number of problems that may appear during teachers' work on assessing students' listening comprehension skills via song lyrics analysis. Firstly, ambiguity of lyrics' meaning has been recognized as the main problem by 90.9% of respondents (n=10). It means that unclear metaphoric and/or context-bound lyrics significantly complicate the task of assessment. The second most important problem recognized by the interviewed teachers is the variation in knowledge regarding the particular songs by 63.6% of respondents (n=7). Furthermore, time limits constitute the third major problem (45.5%, n=5). They are closely linked to a limited amount of class time that does not allow for comprehensive evaluation of learners' skills in analyzing lyrics. Background music was recognized as another significant obstacle to comprehending lyrics by 27.3% of interviewed teachers (n=3). Finally, difficulties with setting the criteria for evaluating students have been chosen by 18.2% of interviewed teachers (n=2). Thus, overall, it can be said that linguistic ambiguity and variability of listeners' abilities, as well as other factors, such as time limitations and evaluation process organization, limit assessment of listening comprehension via song lyrics.

Teachers' Explanation:

An analysis of the teachers' responses reveals that they perceive the use of English song lyrics as highly beneficial for EFL listening instruction. The most frequently mentioned advantage is vocabulary enrichment, as teachers believe that songs introduce new words in meaningful and enjoyable contexts, making them easier for learners to remember and retain. In addition to vocabulary development, many participants highlighted the positive impact of songs on pronunciation, listening comprehension, speaking skills, and overall language fluency. Teachers also emphasized that songs increase students' motivation and engagement by providing an enjoyable alternative to traditional teaching materials such as dialogues and recordings. Furthermore, several respondents noted that song lyrics expose learners to authentic language and cultural content, enabling them to develop a deeper understanding of English as it

is naturally used. Overall, the findings suggest that teachers view English song lyrics as an effective and motivating instructional resource that supports multiple aspects of language learning while creating a more engaging and memorable classroom experience.

Q12:.What recommendations would you provide for effectively integrating song lyrics into listening lessons?

Teachers' Explanation:

An analysis of the teachers' suggestions indicates that the successful integration of English song lyrics into EFL listening instruction requires careful planning and effective pedagogical practices. Most teachers emphasized the importance of selecting songs that are appropriate for learners' language proficiency, interests, and instructional objectives, while ensuring that the lyrics are relevant to the course content or cultural themes included in the syllabus. They also recommended incorporating pre-listening activities, such as introducing key vocabulary and providing contextual information, followed by guided tasks including gap-filling exercises, vocabulary practice, pronunciation activities, comprehension questions, repeated listening, and follow-up discussions to enhance students' understanding and engagement. In addition, several teachers suggested involving students in selecting songs that reflect their interests, encouraging creative activities such as writing their own song lyrics, or adapting songs by slowing the playback to facilitate comprehension. Overall, the findings suggest that teachers believe the educational value of song lyrics depends on thoughtful material selection, learner-centered instruction, and the integration of structured listening activities that promote meaningful language learning.

Conclusion

In this chapter, both quantitative and qualitative methodologies were used to investigate the role of song lyrics in developing listening comprehension skills among EFL learners. Data was collected using two questionnaires administered to EFL learners as well as English language teachers. Quantitative data collected was subjected to frequencies and percentages analysis to detect any emerging trends or patterns in the data provided. Also, qualitative data gathered from open-ended questions was thematically analyzed to obtain a deeper understanding of the participants' opinions about the importance of using song lyrics for language acquisition.

Chapter Five

Discussion and Recommendations

Chapter Five

Discussion and recommendations

Introduction

In this chapter, the research study's findings are discussed and summarized. Each of the results is linked to the research aims in order to answer research questions and determine the success or failure of each hypothesis regarding using song lyrics to enhance listening skill development for those learning to speak English as a foreign language (EFL). This chapter also contains information regarding the implications of the research for pedagogical use; therefore, recommendations are provided for university students, EFL teachers, and higher education curriculum designers. The limitations of the research and future research areas are discussed in greater detail at the end of this chapter.

Discussion of the Obtained Results

Question One

The first research question was set to discover what specific aspects of listening comprehension are most improved through exposure to lyrics. It is worth mentioning that most of the questions in (Section 3) and (Section 4) of the students' questionnaire, along with (Section 2) of the teachers' questionnaire, endeavour to answer this question. One fundamental principle that separates authentic audio instruction from traditional listening methods is the extent to which learners engage emotionally and cognitively. While listening to music as an educational tool, students are generally expected to show a strong desire to learn and maintain interest in their studies. According to the students' answers (Question 8 and 10) ,most learners have high levels of engagement with the language aspects of songs and consider them to be more than just for fun.

The findings suggest that the integration of authentic music may contribute to a more

interactive university learning environment. Yet, the teachers' answers to (Section 3, Question 6 concerning the frequency of incorporating song-based activities) show that (72.70%) of the 11 university instructors choose "Sometimes", and (18.20%) choose "Rarely". Besides, using song lyrics in EFL listening is expected to directly cater to the modern needs and interests of the learners. This is supported by the students' questionnaire in (Section 2, Question 6 "What type of Audio Materials you use the most?"), where songs emerged as the number one audio material used outside of class. The findings suggest that students aged 21–23 are highly exposed to these modern materials, which is a factor that may positively support language acquisition. However, both students' and teachers' responses indicate that learners are rarely given systematic opportunities to engage with this material in the classroom. According to the students' responses to (Section 2, Question 9) they rarely experience the use of songs in English classes. Furthermore, in the teachers' questionnaire (Section 4, Question 11), (45.5%) of the instructors selected time constraints as a top obstacle.

Concerning the linguistic features, it was discovered from the students' responses to (Section 3, Question 12 "Songs help me recognize English pronunciation and accents") that exposure to lyrics highly improves phonetic discrimination. A majority of students (56.30%) "Agree" and (37.50%) "Strongly Agree" with this feature. In response to that, the instructors strongly validated this in (Section 2, Question 4) where (54.50%) "Agree" and (27.30%) "Strongly Agree" that songs explicitly enhance students' pronunciation and intonation recognition. These findings suggest that incorporating diverse, authentic accents and modern audio materials may enhance listening instruction at the university level. According to the results, it was found that there is a prominent focus on specific sub-skills when lyrics are implemented. When teachers were asked in (Section 4, Question 7) about the activities they use when working with song lyrics, an overwhelming (81.80%) selected "Listening for specific information" and (45.50%) selected "Vocabulary extraction". This aligns perfectly with the

students' responses to Section 4, Question 16 ("Song lyrics help me learn new vocabulary"), where (53.10%) "Agree" and (43.80%) "Strongly Agree" that lyrics can be an excellent medium to learn new words.

The data collected from ChadliBendjedid University provides a clear answer to the first research question. Exposure to song lyrics significantly targets and improves vocabulary recognition and phonetic/accent discrimination. The results partially validated the hypothesis that song lyrics enhance vocabulary recognition. However, the data reveals that vocabulary is not an isolated benefit; it develops in tandem with phonetic recognition. Therefore, vocabulary recognition and phonetic discrimination emerged as the two listening sub-skills most strongly enhanced through exposure to song lyrics.

Question 2

This question aims to explore how learners perceive the use of lyrics as a listening comprehension strategy in their EFL development at ChadliBendjedid University. In fact, a significant number of the items in the students' questionnaire and teachers' questionnaire, seek to provide a clear answer to this question.

The quantitative data from (Section 2) of the students' questionnaire heavily underscores the direct value learners place on this strategy. In response to (Question 7 "Do song lyrics help you understand spoken English better?"), (84.40%) of the participants provided evidence supporting the effectiveness of the strategy with (46.90%) selecting "agree" and (37.50%) selecting "strongly agree". It is evident that the majority of learners think that there is a direct relationship between exposure to lyrics and improvement in overall listening proficiency. This sense of practical improvement has a strong association to the students' affective response to songs, as indicated by (Question 8 "Do you think songs make English learning more interesting?"). Here, a combined (81.30%) of the 32 Master's students responded positively, with (43.80%) choosing "Agree" and (37.50%) choosing "Strongly

Agree", suggesting that songs play an important role in enhancing learner motivation and emotional involvement.

Beyond simply finding songs interesting or helpful, the results indicate that learners actively treat song lyrics as a serious cognitive listening strategy rather than a passive leisure activity. According to (Section 2, Question 10 "When listening to English songs, do you try to understand the lyrics?"), an overwhelming majority (87.50%) of students responded with "Always" (53.10%) and "Often" (34.40%).As such, the results provide evidence that learners maintain deep cognitive engagement with the linguistic aspects of music, and that they are using song lyrics deliberately as a language-learning tool rather than as mere entertainment.

This internal commitment to the strategy translates into an exceptionally high overall evaluation at the end of the instrument. In (Section 5, Question 23), which directly gauged the students' final assessment of music as a learning tool, (81.10%)of respondents explicitly viewed songs as an effective tool for learning English, with (46.80%)choosing "Agree" and(34.30%) choosing "Strongly Agree". Notably, no respondents expressed disagreement, indicating a strong consensus regarding the pedagogical value of song lyrics.

In the open-ended items (Questions 15 and 20), students demonstrated high meta cognitive awareness by identifying specific processing hurdles. They described how difficult it is for them to comprehend the lyrics they hear because of variables related to the acoustics of their surroundings (e.g., rapid delivery of speech from a native speaker), the presence of phonetic ambiguities like slurred words or rhythmic pronunciation distortions, and the frequent use of informal slang, idiomatic expressions, and dense cultural accents. Rather than indicating a negative perception, these reported difficulties suggest that Master's students perceive lyrics as a challenging, high-level, and authentic auditory tool that mirrors natural communication far better than artificial classroom scripts.

Question 3:

This question aims to explore how teachers perceive the effectiveness of lyrics in supporting listening comprehension development among Master's EFL learners at ChadliBendjedid University. As such, teachers' questionnaires contain many items that attempt to answer this question. Quantitative data shows that most university educators viewed music lyrics' direct effect upon student achievement as extremely positive In(Section 2, Question 3), a high proportion(91.00%) of the 11 surveyed instructors responded positively, split equally with (45.50%) choosing "Agree" and (45.50%) choosing "Strongly Agree". With zero percent of the faculty expressing disagreement, there is a clear professional consensus that integrating musical texts leads to noticeable improvements in the learners' auditory capabilities.

This positive assessment is backed up by specific sub-skill analysis, where teachers rate songs as an effective tool for phonetic and lexical decoding. (Section 4 Question 4) shows that a combined total of (81.80%) (54.50% "Agree" and 27.30% "Strongly Agree") of participants rate songs as highly effective for improving pronunciation, word stress, and natural intonation patterns. Similar to this,(Question 5) also demonstrates that there is an overall total of (72.80%) (45.50% "Agree" and 27.30% "Strongly Agree") agreement regarding the effectiveness of lyrics for vocabulary development. In their task design choices from (Question 7), instructors reported making explicit use of lyrics to teach academic listening sub-skills, such as "Listening for specific information" (81.80%), "Pronunciation practice" (54.50%), and "How to extract vocabulary from lyrics" (45.50% of instructors). These results support teachers viewing lyrics as a serious, multifaceted instructional tool rather than a superficial classroom filler.

A significant disparity can be observed between teachers' positive beliefs and their actual classroom practices. Based on responses to (Question 6), more than (72.70%) of

teachers occasionally include musical examples into their instruction while nearly (18.20%) use them very infrequently. This limited use of songs in the classroom could largely be attributed to the overwhelming administrative and assessment-related barriers identified in (Section 4, Question 11). Almost all (90.90%) of teachers cited ambiguous song lyrics as an outstanding impediment to the use of songs in their instruction while over (63.60%) reported challenges with their student populations and differing levels of exposure to songs. The biggest obstacle to overcoming these barriers included (45.50%) of respondents indicating rigid time constraints imposed by educational institutions and (18.20%) specifically mentioning problems associated with creating standardized assessment rubrics when assessing listening skills using music.

The results support the hypothesis and suggest that teachers do not perceive song lyrics merely as a passive audio tool; rather, they view them as an effective pedagogical resource precisely because the musical text drives up learner engagement, which directly supports listening comprehension development.

Discussion of the Findings in Relation to Previous Studies

The current investigation demonstrated that both teachers and students find that song lyrics an effective tool for developing listening comprehension skills among EFL learners. The data from the survey indicated that many of the participants in the study believed that songs can assist learners in developing their vocabulary and pronunciation skills, as well as recognizing different accent and becoming more adept at understanding spoken English. These results are in agreement with the findings of Murphey (1992), who assert that songs are useful for helping learners to acquire language by exposing them to authentic and memorable forms of input. In the same way, Medina (1993) found that song lyrics and music can enhance learners' comprehension for retaining vocabulary, thus making the process of language acquisition more enjoyable and efficient.

In addition, the findings from the current study also demonstrated that most of the students used English songs on a regular basis as listening materials and regarded these as an important tool for improving their listening skills. The findings of the current study are consistent with Krashen's (1985) Input Hypothesis, which states that continuous exposure to meaningful and authentic forms of input is important for developing language skills. Furthermore, Griffiee (1992) stated that songs provide learners with opportunities to hear natural pronunciation, rhythm, stress and intonation patterns, all of which contribute significantly to the improvement of listening comprehension skills.

The research indicates that students face a variety of hurdles when trying to understand English songs, such as an unfamiliarity with vocabulary, rapid speech pattern, the use of slang, and having different accents. Vandergrift (2007) stated much the same thing, noting that a lack of vocabulary knowledge and lack of exposure to authentic materials can impede listening comprehension. Further, Field (2008) wrote that fast speech and accent variation are among the top challenges experienced by EFL learners while attempting to process authentic spoken language.

Overall, Shen (2009) stated that songs serve to motivate and engage learners and create an enjoyable learning environment through song lyrics. The results from this present study support Shen's conclusion because both educators and students have reported having positive feelings toward using song lyrics in EFL education and have indicated that using song lyrics improved their ability to comprehend spoken English at an increased level than without using song lyrics.

Pedagogical Implications

On the basis of the previously mentioned findings acquired, it is worthwhile to offer some pedagogical implications for the study, which come as follows:

- Song lyrics should be often used in EFL listening classes since they motivate and engage learners in the process of learning English.
- More focus should be paid to guided listening activities including song lyrics. Such kinds of exercises can help students acquire new vocabulary, pronounce words properly and learn how to comprehend spoken English.
- The proper utilization of song lyrics means that the teacher must carefully choose the song recording according to the learners' English language competence, their interests and needs.
- Teachers should be taught how to implement such a technique in order to enhance the development of their learners' listening skills.
- The beneficial influence of songs on students' listening abilities indicates that higher education institutions encourage learners to use songs because of the regular implementation of songs as a valid authentic source of listening practice.
- Learners and their teacher(s) should cooperate more actively in order to help them overcome difficulties related to fast speech, unfamiliar words, accent, and slang in the lyrics of English songs.

Recommendations and Suggestions for Further Studies

Based on the results that were presented in this study, focusing on the effect of song lyrics on listening comprehension abilities of EFL learners, the researchers present some recommendations that can be considered by both EFL teachers, learners, the Ministry of Education, and other researchers in order to improve listening comprehension abilities using song lyrics.

Recommendations to the Teachers

- EFL teachers are supposed to incorporate song lyrics into their lessons in order to contribute to the development of learners' vocabulary and pronunciation as well as their understanding of English language as a whole.
- Teachers are expected to include more guided activities based on song lyrics, such as gap-filling and comprehension exercises, in their work with learners.
- Teachers are advised to choose songs suitable for the students' level, interests, and culture since there might be some problems associated with fast speech, slang expressions, and difficult words included in songs.
- Instructors may also suggest that their students listen to selected songs several times in order to improve their listening comprehension ability.

Recommendations to the Students

- Students should focus on listening actively with the aim of understanding meaning construction, phonological features, and vocabulary, which is not the case in passive listening.
- Students are required to pay attention to unknown words and expressions in songs, use appropriate sources to look up for meanings of unknown terms, and integrate new words into language usage.
- To increase flexibility in listening and comprehension of various spoken forms of English, students need to be exposed to a variety of English songs.

Recommendations for the ministry of Education

For better academia achievement it is expected from the ministry of education to adopt another teaching method focusing more on improving the listening comprehension skill, these improvements would include :

- Teachers should take part in designing the English listening syllabi , audio corpora and accompanying text books.
- More focus and time should be devoted to teaching listening sub skills.
- Supplying classes with more proper authentic auditory materials to effectively maximize pedagogical efficacy.

Suggestions for Further Studies

The research can be conducted with a larger sample using experimental methodologies to investigate the role of song lyrics in developing the listening comprehension skills among EFL learners.

- Investigating the learners' attitudes towards using song lyrics inside classes.
- Future research should track learners improvements using song lyrics in developing the listening comprehension skills
- Future research should consider looking at how different musical genres such as hip hop , indie , or R&B affect listening.

Conclusion

This chapter covered the findings from the surveys and The classroom observation, which offered clear responses to the research questions, which it confirmed the theories in turn. Additionally, it talked about the research conclusions regarding earlier studies on the subject of the inquiry and the ramifications of the study for education. Lastly, it provided the teachers with some suggestions, The Ministry of Education, the students, and some recommendations for more research to improve listening comprehension skills utilizing such entertaining method.

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Appendices

Appendix A

Students' Questionnaire

This questionnaire is designed to collect data from master's one EFL students at Chadli Ben djedid university, El Taref, for investigating the role of lyrics in developing the listening comprehension skills among EFL learners.

The answers will remain anonymous and will be used for academic purposes only.

* Honesty is a must.

Part 1: Background Information

- Gender:

☐ Male

☐ Female

- Age:

☐ 18–20

☐ 21–23

☐ 24 or more?

Part 2: Students' Attitudes toward Learning English through lyrics

- Which language skill do you find easy to learn?

Speaking ☐ Listening ☐ Reading ☐ Writing ☐

- How would you evaluate your listening comprehension level?

☐ Excellent

☐ Good

☐ Average

☐ Weak

.Which Listening comprehension Styles and Types you are familiar the most with

☐ Appreciative

☐ Empathetic

☐ Critical

☐ Comprehensive

.What Types of Audio Materials you use the most?

☐ Songs

☐ Podcasts

☐ Audio-books

☐ All of them

- Do song lyrics help you understand spoken English better?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Do you think songs make English learning more interesting?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Do teachers use songs in your English classes?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Part 3: Song Lyrics and Listening Comprehension

- When listening to English songs, do you try to understand the lyrics?

☐ Always

☐ Often

☐ Sometimes

☐ Never

- Lyrics help me improve my listening comprehension.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Songs help me recognize English pronunciation and accents.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Listening to songs helps me remember English words more easily.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- How often do you listen to English audio materials (podcasts, videos, songs)?

☐ Daily

☐ Weekly

☐ Occasionally

☐ Never

- What difficulties do you face when listening to English songs?

.....
.....
...

Part 4: Effect of Lyrics on Language Development

- Song lyrics help me learn new vocabulary.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Song lyrics help me understand grammar structures.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- Songs increase my interest in learning English.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

Songs develop cultural and contextual awareness, critical thinking, and increase problem-solving abilities

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

What Are the Challenges of Using Audio Materials, particularly Songs in EFL Classrooms?

.....
.....

Part 5: Students' Suggestions

- Do you think teachers should use songs in English classes?

☐ Yes

☐ No

☐ Maybe

- Do you think song lyrics should be used in listening lessons?

☐ Yes

☐ No

- In your opinion, songs are an effective tool for learning English.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

- What suggestions would you give teachers who want to use songs in English lesson?

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Appendix B

Teachers' Questionnaire:

You are kindly invited to participate in this research assignment which investigates the educational effectiveness of song lyrics in improving EFL learners' listening comprehension.

Your answers will be kept confidential and used strictly for academic reasons.

Background Information

- How long have you been teaching English as a Foreign Language?

- ☐ Less than 2 years
- ☐ 2–5 years
- ☐ 6–10 years
- ☐ More than 10 years

- How would you rate your learners' overall listening proficiency?

- | | |
|-------------------------------------|---------------------------------------|
| ☐ Beginner | ☐ Intermediate |
| ☐ Elementary | ☐ Advanced |

Impact of song lyrics in boosting EFL listening skills

- Students show better listening performance when using songs.

- | | |
|---|-----------------------------------|
| ☐ Strongly Agree | ☐ Neutral |
| ☐ Agree | ☐ Disagree |

- Songs help students recognize pronunciation and intonation.

- | | |
|---|-----------------------------------|
| ☐ Strongly Agree | ☐ Neutral |
| ☐ Agree | ☐ Disagree |

- Songs improve students' vocabulary acquisition.

☐ Strongly Agree

☐ Neutral

☐ Agree

☐ Disagree.

Attitudes toward Using Song Lyrics

How frequently do you incorporate song-based activities in your teaching?

☐ Always

☐ Rarely

☐ Often

☐ Never

☐ Sometimes

Pedagogical Practices

Which of the following activities do you use when working with song lyrics? (Select all that apply)

☐ Gap-filling exercises

☐ Vocabulary extraction

☐ Listening for specific information

☐ Discussion of themes

☐ Pronunciation practice

☐ Other:

.....

.....

- What criteria do you consider when selecting songs for instructional purposes?

☐ Linguistic level appropriateness

☐ Students' interests

☐ Clarity of pronunciation

☐ Educational objectives

☐ Cultural relevance

Challenges and Limitations

- Do you believe that song lyrics may lead to cognitive overload for learners?

☐ Yes

☐ No

☐ Sometimes

- How do you address these challenges?

.....

.....

Evaluation and Effectiveness

- In your professional judgment, how effective are song lyrics compared to traditional listening materials (e.g., dialogues, recordings)?

☐ Much more effective

☐ Equally effective

☐ More effective

☐ Less effective

☐ Much less effective

- What challenges do you encounter when assessing listening comprehension through song lyrics? (Select all that apply)

☐ Difficulty in standardizing assessment criteria

☐ Learners' varying familiarity with songs

☐ Influence of background music on comprehension

☐ Ambiguity of lyrical content

☐ Time constraints

- In your view, what is the most significant advantage of using song lyrics in EFL listening instruction?

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- What recommendations would you provide for effectively integrating song lyrics into listening lessons?

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Thank you for your cooperation