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**Songs or Podcasts? Understanding EFL
Learners' Listening Habits in Developing
Listening Abilities, Vocabulary Acquisition and
Pronunciation Skills**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Abstract

The current study investigated the impact of English songs and podcasts on English as a Foreign Language (EFL) learners' listening abilities, vocabulary acquisition, and pronunciation skills. The study aimed to compare EFL learners' preferences and perceptions regarding songs and podcasts. A questionnaire consisting of both open-ended and closed-ended questions was used as a research tool in order to collect the necessary quantitative and qualitative data to answer the research questions and test the hypotheses. The sample of the study was third year bachelor' students at the department of English, University of Ain Temouchent, Belhadj Bouchaib, Algeria. The results obtained from analyzing the accumulated data using both descriptive and thematic analyses, revealed that both English songs and podcasts are effective for EFL learning. While songs are preferred for improving listening skills, podcasts are favored for vocabulary expansion. Pronunciation improvement shows a balanced preference between the two. These findings show the importance of incorporating these media tools in EFL classrooms to promote language proficiency and learner autonomy.

Keywords: song, podcasts, listening abilities, vocabulary acquisition, pronunciation skills, EFL classrooms, learner autonomy.

Dedication

I dedicate this modest work to my heaven: my dearest mother and the source of my power: my father,
whose endless love and encouragement have been my guiding light.

To my lovely sisters: Hayat, Chaimaa, Fatna, and Nouria, who have always been there to lift me up during
challenging times.

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To my families: BOULANOUAR and CHERIFI.

To all my beloved ones and everyone who inspired and motivated me throughout my academic journey, I
extend my heartfelt gratitude.

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To all my beloved family members,
this humble work is dedicated to each of you,
from my parents to my dear sisters, Noussayba and Djihane,
and my beloved aunt, LAGHUATI Meriem,
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List of abbreviations

EFL: English as a Foreign Language

LMD: Licence /Master/Doctorate

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Language is a complex and captivating aspect of human communication that plays a fundamental role in everyday life (Wardhaugh & Fuller, 2015). Language, having a social function, allows human interactions (Dorney, 2009). Over the years, researchers and scholars from various fields have been intrigued by language acquisition and its usage. With continuous advancements in science and technology enabling global communication, language use has become more intricate. Consequently, there is a growing necessity to learn second or multiple languages to effectively communicate with speakers of other languages. This shift in the modern world has led to the development of a new area of study within applied linguistics, known as second or additional language acquisition. It seeks to address questions such as: How do individuals acquire additional languages? And what educational strategies can enhance the learning process? (Loewen, 2014).

There are different essential components to learn a language such as grammar, vocabulary and pronunciation without neglecting the four skills which are also significantly important to develop English language learning among learners. A language learner needs to develop all the aspects of language, but in a non-native environment like Algeria, attention to listening needs to be more stressed. Listening holds significant importance as an interactive competency for individuals learning a language as emphasized by Pokrivcakovan (2010, p.61). It is not just about receiving information; rather, it lays the foundation for honing all other language abilities. When learners refine their listening skills, they gain autonomy. Accurate listening enhances their capacity to engage effectively in foreign language interactions. Technology advancement has produced a wide range of resources, including songs and podcasts which have become increasingly accessible, serving as supplementary learning aids for learners of English as Foreign Language (EFL). Listening to these multimedia resources can be beneficial for EFL learners to enhance their language.

Recently, podcasts have become one of the most popular online streaming formats (Sullivan, 2019). Streaming platforms like Pandora and Spotify, that originally focus on music, have started integrating podcasts to their services. This presents both opportunities and challenges for listeners. Podcasts and songs compete for the same limited audio streaming time. This means adding podcasts might change how people listen to songs. With a focus on the effects of songs and podcasts on vocabulary, pronunciation, and listening skills development, this dissertation conducts a thorough investigation into the listening practices of EFL learners.

The foundation for understanding EFL learners' habits and how they affect foreign language learning is an understanding of the critical roles that listening, vocabulary, and pronunciation play. Understanding spoken language nuances and contextual understanding are fundamentally based on one's ability to listen. As a result, it becomes easier to acquire vocabulary and express ideas and thoughts clearly. On the other hand, clear communication is ensured by precise pronunciation, which increases self-assurance in speech. Better pronunciation facilitates clear communication, while better listening enhances vocabulary learning and improves speech and comprehension.

1.2 Importance of the Study

The significance of this study stems from its investigation into the impact of incorporating songs and podcasts into the language learning routines of EFL students. This exploration addresses crucial aspects of learning a foreign language, making it important for various reasons. Firstly, it acknowledges the increasing trend of learners utilizing digital multimedia resources beyond traditional classroom settings, reflecting the changing landscape of language learning in the digital era. Understanding how learners engage with songs and podcasts as part of their regular practice illuminates the efficacy of informal learning approaches and the role of learner independence in language learning.

Moreover, exploring the advantages of regularly listening to songs and podcasts offers insights into their potential to improve diverse language skills, such as vocabulary acquisition, listening comprehension, and pronunciation. Golonka et al., (2014) suggest that podcasts are perceived to provide valuable authentic speech input. Several studies have demonstrated connections between music and proficiency in one's native language, including an advantage in retaining verbal information over time by learning through listening to songs (Calvert & Tart, 1993). This comprehension can guide language educators and learners on the effectiveness of integrating multimedia resources into language learning schedules. Additionally, investigating the impact of songs and podcasts on language learning habits deepens comprehension of learner preferences and motivations.

Acknowledging the appeal of these resources can assist educators in customizing language learning materials and activities to better suit learners' needs and interests, thereby enhancing engagement and motivation. Furthermore, delving into the significance of songs and podcasts as educational tools beyond the classroom context contributes to the broader conversation on language education and pedagogy. According to Copley (2007), podcasting technology represents a novel and empowering method of instruction that captures the interest of diverse

educators and researchers. It underscores the importance of embracing a variety of learning resources and adjusting teaching methods to align with learners' evolving preferences and learning styles.

In conclusion, exploring the significance of incorporating songs and podcasts into language learning routines provides valuable insights into effective language learning strategies and has the potential to improve language learning outcomes for EFL learners.

1.3 Research Questions and Hypotheses

The current study attempts to investigate the effectiveness of songs and podcasts on EFL learners' listening abilities, vocabulary expansion, and pronunciation improvement. Accordingly, it addresses the following questions:

1. To what extent do EFL learners perceive differences in the effectiveness of songs and podcasts in developing listening abilities, vocabulary acquisition, and pronunciation skills?
2. In what ways do EFL learners describe their personal experiences and preferences regarding the use of songs and podcasts to enhance their language patterns and skills?

To answer these research questions, the following hypotheses are put forward:

1. Both songs and podcasts are perceived as equally effective in developing listening abilities, vocabulary acquisition, and pronunciation skills.
2. Personal experiences and preferences regarding the use of songs and podcasts will vary based on individual learning styles.

1.4 Aims of the Study

The study aims to explore how listening to songs and podcasts as a habitual practice among EFL learners outside the traditional classroom setting influence their language learning journey. Embracing songs and podcasts as integral parts of their daily routines, learners engage in self-directed language learning experiences that transcend structured learning environments. Whether it is through incorporating podcasts into their morning routines, streaming favorite songs during leisure activities, or exploring language-learning podcasts during downtime, these habits become ingrained aspects of their language learning journey. Additionally, the study aims to compare between the effectiveness of songs and podcasts in EFL learning to determine which medium has a stronger impact on language learning and

proficiency. By examining the impact of these habitual listening practices, the research seeks to shed light on the role of autonomous learning strategies in enhancing language proficiency and fostering a deeper connection with the target language and its cultural nuances and then presents students' prospects and suggestions into how they could be integrated in classroom strategies.

1.5 Orientation to Previous Research and Contribution

This section aims to explore and synthesize previous research on how engagement with songs and podcasts influences various aspects of language learning, including vocabulary acquisition, listening comprehension, and pronunciation improvement. It introduces several previous studies to provide background information and highlight the originality of this research paper. The researchers aim to examine and synthesize six previous studies on songs and podcasts to investigate how these media tools influence various aspects of language learning, including vocabulary acquisition, listening comprehension, and pronunciation improvement.

1.5.1 Orientation to Previous Research about the use of Songs in EFL Settings

Listening comprehension lies at the heart of effective communication, yet it can be a challenging skill to master, especially for EFL learners. Recent research suggests that harnessing the captivating nature of songs can be a potent tool for boosting listening skills, pronunciation and vocabulary acquisition in EFL classrooms.

Saldiraner and Cinkara (2021) carried out a quasi-experimental study employing a pre-test post-test design with 72 secondary school students in southeastern Turkey, aged 10 to 12 years, and with similar English learning backgrounds since the second grade. The participants were divided into two groups: 37 students in a song-based group (25 males and 12 females) and 35 in a reading text group (18 males and 17 females). Statistical analyses indicated a statistically significant difference in pronunciation teaching for young learners when using songs compared to texts, suggesting that incorporating songs can be an effective method for teaching pronunciation to young EFL learners.

Malekian's study (2016) aimed to explore the connection between English songs and vocabulary learning. Over a term of 15 weeks, the songs were incorporated at the end of lessons rather than as warm-ups. The study involved 40 students from two classes at the same level, with the primary teaching goal of motivating students to learn new words through English songs. The findings indicated that English songs play a magical role in teaching new

vocabulary and should be utilized as supplementary materials in teaching. The study concluded that songs offer an enjoyable approach to introducing or reviewing vocabulary, teaching pronunciation, and presenting structures and sentence patterns in a novel and engaging manner.

Examining the influence of listening to English songs to improve listening skill, especially in the classroom setting, research carried out by Listiyaningsih (2017) Through the qualitative method, to understand how listening to English songs affects the enhancement of listening skills. The study involved interviewing five informants considered relevant to determine the impact of listening to English songs on improving listening abilities. Conducting interviews with five informants, all in their fifth semester of English education, the researcher assumes that these students already possess proficiency in listening and have prior language learning experience, particularly in listening acquisition. The information acquired demonstrated that listening to English songs can enhance listening abilities. One English language skill that needs to be mastered is listening. People can exercise their listening skills by listening to English songs, as listening to English songs has the advantage of improving listening skills.

These research papers provide compelling evidence of the effectiveness of utilizing songs to enhance listening skills in EFL contexts. With benefits ranging from improved comprehension, pronunciation, and vocabulary acquisition to heightened motivation, the advantages are diverse and indisputable. By harnessing the power of songs, EFL educators can cultivate a dynamic and immersive learning atmosphere that not only fosters confident and proficient listening abilities but also facilitates the acquisition and retention of vocabulary. Through strategic integration of songs into language instruction, educators can empower students to develop a comprehensive skill set that enables them to navigate the complexities of the English language with confidence and fluency.

1.5.2 Orientation to Previous Research about the use of Podcasts in EFL Settings

The ability to comprehend spoken English is crucial for EFL students. Traditionally, this skill has been honed through textbooks and classroom exercises, but with the rise of digital media, new tools have emerged. Podcasts, with their engaging formats and native speaker voices, have become a compelling option for boosting EFL learners' listening comprehension.

In a study conducted by Khalilavi (2022), the primary objective was to assess the impact of incorporating podcasts on the acquisition of pronunciation skills, specifically focusing on supra-segmental features such as stress and intonation, among pre-intermediate Iranian

students. The research involved 30 participants distributed between control and experimental groups within two intact classes. The pre-test, aligned with the learners' textbook, gauged their initial understanding of stress and intonation. Over a six-week period with 12 sessions, the experimental group utilized podcasts from www.apple.com/podcasts to enhance their ability to recognize stress and intonation in sentences. In contrast, the control group relied on listening materials from *Interchange 1: Students' Book* (Richards, 2013). The subsequent post-test, derived from the modified pre-test, demonstrated significant improvements in pronunciation for the experimental group, indicating the efficacy of digital podcasts in enhancing learners' pronunciation skills concerning stress and intonation at the pre-intermediate level.

In a quasi-experimental study conducted by Amiri et al. (2023), 60 intermediate EFL learners at the Iran Language Institute in Gonbad-e Kavus city underwent a vocabulary pretest to assess their homogeneity in vocabulary knowledge. Subsequently, they were split into experimental and control groups, each comprising 30 participants. The experimental group received instruction through podcasts, while the control group continued with regular instruction. Both groups underwent a post-test to evaluate their vocabulary knowledge. To gauge satisfaction with podcasting, the experimental group participants were given a 5-point Likert scale questionnaire containing 8 items. Additionally, face-to-face interviews employing probing questions were conducted with 8 participants to delve deeper into their satisfaction levels. The results indicated that engaging in podcast listening can enhance the vocabulary scores of EFL learners. Furthermore, incorporating podcasts into language teaching proves beneficial for teachers in enhancing both auditory skills and vocabulary instruction.

Al Fadda & Al Qasim (2013) conducted a quantitative study to explore the impact of podcasting on the listening comprehension of 46 female specialized undergraduate English learners at the College of Languages and Translation, King Saud University. The participants were divided into two groups: a control group (21 participants) receiving no special treatment and an experimental group (25 participants) receiving podcasts on their mobile devices over a six-week period. Both groups studied listening comprehension with the same teacher, and a pre-test based on their course book was administered. Using a t-test and a questionnaire, the study revealed significant differences favoring the experimental group. The findings demonstrated positive results, supporting the idea that the use of podcasts can have a significant and positive impact on listening comprehension for EFL higher education students.

These studies collectively provide compelling evidence for the positive impact of podcasts on EFL listening comprehension. When used effectively, podcasts can create an engaging and immersive learning environment, exposing students to authentic language, enhancing their understanding of spoken English, and motivating them to become more proficient listeners.

In conclusion, podcasts represent more than just a passing trend within the EFL toolbox; they present a valuable and captivating avenue for bolstering listening comprehension, vocabulary acquisition, and pronunciation skills. Through meticulous curation, effective pedagogical integration, and an enthusiastic teacher approach, podcasts have proven through research studies that they have the potential to equip EFL students with the confidence to proficiently engage with spoken English. By leveraging podcasts alongside targeted vocabulary exercises and pronunciation practice, educators can cultivate a comprehensive learning environment that enhances all facets of language acquisition, ultimately empowering learners to navigate the complexities of the English language with ease and proficiency.

In contrast to previous studies, the present research aims to investigate the impact of EFL learners' listening habits, specifically their engagement with songs and podcasts outside the traditional classroom environment, on language learning. This study highlights how EFL university learners use and interact with songs and podcasts to enhance their vocabulary and pronunciation skills. Furthermore, it includes a comparative analysis between songs and podcasts to determine which medium is more effective in facilitating foreign language learning. By understanding learners' motivations, preferences, and frequency of interaction with these multimedia resources, patterns and insights will be identified that highlight the role of learner autonomy in language learning.

1.5.3 Contribution

The present study uses a comparative approach that gathers both songs and podcasts in a single research paper and an intramethod technique that combines both quantitative and qualitative questions in a single questionnaire. This is to capture the ways in which songs and podcasts are perceived and their impact on language learning experiences of EFL learners at the University of Ain Temouchent, Algeria.

Additionally, the aim is to analyze the tangible effects of these habits on various aspects of language proficiency, including vocabulary acquisition, listening comprehension, and pronunciation improvement. By synthesizing findings with existing literature, valuable insights into language learning processes will be offered, enabling educators to better support

learners in their journey to language proficiency. Ultimately, the research seeks to empower EFL learners to fully utilize songs and podcasts as indispensable tools for enhancing their language skills and nurturing a lifelong passion for learning.

1.6 Thesis Structure

This research is about the effectiveness of songs and podcasts on EFL learners' listening abilities, vocabulary expansion, and pronunciation improvement. It contains five chapters. It starts with the introductory chapter that highlights the importance of studying EFL learner's listening habits and outlines the research questions and objectives in addition to the previous studies of incorporating songs and podcasts in language learning contexts. The second chapter is about the literature review, where relevant theories, definitions, relationships and concepts related to language learning through audio materials, such as songs and podcasts, are explored.

The study's methodology is covered in the third chapter. It describes the research design, including participant selection, data collection methods, and data analysis techniques. The fourth chapter presents the findings of the research, it encompasses the examination of data gathered from the study participants such as their opinions about using podcasts and songs in EFL classes, the perceived benefits and challenges, and any observed impacts on language learning outcomes. The fifth and final chapter is the conclusion which summarizes the study's main findings, explores their implications for language teaching and learning, and recommends areas for future research.

1.7 Conclusion

In conclusion, Chapter One gives a detailed overview of the research topic, emphasizing the importance of examining EFL learners' listening habits as well as the possible influence of introducing songs and podcasts into language learning settings. The chapter explains the study's research questions, hypotheses, objectives, and contributions, setting the stage for further exploration. Additionally, it provides an orientation to previous research on the use of podcasts and songs in EFL settings. Overall, this chapter establishes the framework for the succeeding chapters, providing a clear path for the study's growth while also adding to a greater understanding of language learning processes.

Chapter Two

Review of Literature

2.1 Introduction

This chapter delves into the core aspects of podcasts and songs in the context of English language learning as a foreign language. It aims to clarify the definitions and importance of these mediums in enhancing listening skills, vocabulary acquisition, and pronunciation improvement among learners of English as a foreign language. By investigating podcasts and songs, this chapter seeks to provide a comprehensive understanding of their roles as educational tools in facilitating language acquisition.

2.2 Listening

This section delves into the multifaceted realm of listening skills acquisition within EFL learning contexts. It begins by defining the essence of listening and proceeds to explore the different types of listening as delineated by Harmer (2007), namely intensive and extensive listening. Moreover, it sheds light on the pivotal role of listening in the language learning process, emphasizing its significance in enhancing comprehension, vocabulary expansion, and pronunciation proficiency among learners. Additionally, the section addresses the common difficulties encountered by EFL learners in comprehending spoken language and elucidates various listening comprehension strategies, ranging from cognitive to socio-effective approaches. Furthermore, it examines the intricate interplay between listening and vocabulary acquisition, as well as the influence of listening on pronunciation accuracy. Through an in-depth analysis of these components, this section aims to provide a comprehensive understanding of the factors influencing EFL learners' listening habits and their implications for developing proficient listening abilities.

2.2.1 Definition of Listening

Engaging in effective communication with others relies significantly on the skill of listening. Listening, as the receptive skill through which individuals actively engage with spoken language to extract meaning, interpret messages, and respond appropriately, plays a pivotal role in overall language proficiency, as noted by Vasiljevic (2010). According to Vasiljevic (2010), listening is used by more than 45% in communication, underscoring the pivotal role this ability plays in overall language proficiency. The processes involved in comprehending spoken English are discussed in listening comprehension. This involves being able to identify speech, comprehend the meaning of individual words, and/or grasp the syntax of the sentences that contain those words and drawing relevant conclusions based on the speaker's

background, practical knowledge, and unique qualities, as well as utilizing prosody in verbal expression. This suggests that listening comprehension encompasses various processes, such as discerning speech patterns, understanding words and sentences, and inferring contextual meaning.

Moreover, effective listeners also consider the speaker's background and intentions, as well as interpret prosodic cues like tone and intonation. In summary, listening proficiency involves actively engaging with spoken language to comprehend and respond to messages accurately. In the realm of long-term language or discourse, listening comprehension requires a substantial memory load to identify the causality being expressed, as highlighted by Nisa et al. (2022). This underscores the depth of cognitive processing involved in understanding spoken language over extended periods. Effective listening entails not only decoding linguistic cues but also retaining and integrating information to discern causal relationships and infer meaning accurately. Therefore, proficient listeners must engage actively, drawing upon memory and cognitive resources to comprehend and interpret complex spoken discourse.

Antony et al. (2012) asserted that humans, whether in a state of sleep or wakefulness, persistently engage in sound processing. This process entails the continuous reception of vibrations through our ears, which are subsequently processed within the brain. This highlights the ongoing nature of auditory perception, indicating that even during periods of rest or unconsciousness, the brain remains active in processing auditory stimuli. Listening skills are highlighted as a crucial component for acquiring comprehensible input, as emphasized by Hamouda (2013) and Jafari & Hashim (2015). According to Hamouda (2013), learning is contingent upon the availability of input, with listening playing a significant role in this process. Jafari & Hashim (2015) further underscore the importance of listening by noting that over half of students' time dedicated to learning a foreign language is devoted to listening activities. This highlights the pivotal role of listening in language acquisition, as it serves as a conduit for comprehensible input and is a primary focus of language learning efforts.

According to Rost (2016), "Any field that involves clarity and equity of communication involves listening". Rost suggests that effective listening is fundamental in any field emphasizing clear and fair communication. This highlights the critical role of listening in fostering understanding, empathy, and collaboration across various domains, including education, business, healthcare, and interpersonal relationships. Ultimately, attentive listening

is indispensable for achieving mutual understanding, resolving conflicts, and building meaningful connections in diverse contexts.

Tyagi (2013) states that “Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.” Wilson (2008, p. 21) also believes that, “Listening is not passive. Indeed, it is extremely active, but all the activities happen in the mind. Listeners guess, predict, infer, criticize and, above all, interpret”. Wilson (2008) suggests that listening is not a passive activity; rather, it is highly active, with various mental processes at play. These processes include guessing, predicting, inferring, critiquing, and, most importantly, interpreting. The act of interpretation, in particular, is essential as it influences our understanding and response to the information being received. Thus, listening is characterized by constant mental engagement and interpretation, making it far from passive.

In conclusion, listening emerges as a vital and dynamic skill within effective communication, involving mental activities like understanding, interpreting, and responding. Its importance extends across different fields, promoting comprehension, empathy, and teamwork. Contrary to being seen as passive, listening demands active engagement and interpretation, serving as a fundamental element in nurturing connections and addressing disputes in varied settings. In the subsequent section, the researchers will delve into the various types of listening.

2.2.2 Types of Listening

In the realm of language learning and skill development, listening takes on various forms, each with its own distinct role in the journey towards mastering a language. Among these diverse approaches, two primary types stand out: intensive listening and extensive listening.

While there are many ways to categorize listening, this study highlights the importance of Harmer's classification (2007), particularly because it aligns well with the central focus on self-directed learning and listening outside traditional classroom settings. Harmer's framework presents a comprehensive model for grasping the complexities of intensive and extensive listening, offering valuable insights into how learners engage with auditory material to improve their language abilities autonomously.

According to Harmer (2007), students can enhance their listening abilities and acquire significant language input by utilizing both extensive and intensive listening materials and techniques (pp. 303, 304, 305). Harmer emphasizes the importance and effectiveness of both types of listening, intensive and extensive, in language acquisition:

2.2.2.1 Intensive Listening

Intensive listening stands as a primary form of language learning activity within educational settings. It presents a range of benefits and obstacles aimed at improving students' proficiency in understanding spoken language.

Harmer (2007, p. 304) discusses the use of audio material for intensive listening practice in language classrooms. He highlights several advantages, such as exposing students to a variety of voices and situations, the portability and affordability of audio materials, and their inclusion in many coursebooks. However, he also acknowledges disadvantages, such as concerns about audibility in large classrooms with poor acoustics, the inability for students to control the listening speed, and the lack of interaction and visual cues with the speakers on the recording.

Despite the drawbacks, Harmer (2007, pp. 304, 305) emphasizes the continued use of recorded materials in language lessons due to their numerous advantages. To mitigate potential issues, he suggests checking audio and machine quality beforehand and making adjustments to counteract poor acoustics. Additionally, the frequency of playing audio tracks needs consideration, with Penny Ur noting that real-life discourse is rarely replayed. Therefore, it's crucial to train students to extract necessary information from a single listening session effectively (Ur, 1996, p. 108). However, this approach may conflict with students' desire for repetition and clarification, highlighting the need for a balance between real-life listening skills and meeting students' learning preferences.

2.2.2.2 Extensive Listening

Extensive listening plays a crucial role in language acquisition, granting students the freedom to choose and interact with a wide array of listening resources beyond traditional classroom settings. This autonomy fosters motivation and facilitates language skill development through self-directed learning.

Harmer (2007, p. 303) suggests that extensive listening can significantly enhance language learning by allowing students to choose listening material for pleasure and language improvement. Typically conducted outside the classroom, extensive listening occurs in various settings such as at home, during travel, or on personal MP3 players. The autonomy in selecting content enhances motivation, and materials can be sourced from simplified readers with audio versions, coursebook CDs, podcasts, or online broadcasts. According to Rixon

(1986), EL involves listening for enjoyment without focusing on the particular content or language used.

Harmer (2007) suggests that for extensive listening to be effective with groups of students, educators should curate a selection of appropriate audio materials, clearly labeled by level, topic, and genre. These resources can be stored permanently, like simplified readers, in self-access centers or digitally for easy access. Alternatively, they can be kept in portable containers for classroom use, with records maintained of student borrowing. While some students will naturally engage in extensive listening, others may benefit from encouragement and guidance from teachers, who should explain the benefits of extensive listening and guide students in selecting appropriate materials. Teachers can recommend specific CDs or podcasts and facilitate peer discussions about preferred listening materials. According to Renandya (2012), extensive listening enhances learners' self-assurance and capacity to cope with typical speaking speeds.

Harmer (2007) proposes various tasks to encourage extensive listening among students. These tasks include maintaining personal journals, filling out report forms to evaluate recordings, writing comments on cards or a student website, or contributing to a class listening poster. The aim is to provide students with additional incentives to listen attentively and engage actively with the material. By sharing their findings with classmates, students feel a sense of contribution to the group's progress, boosting motivation collectively. Such collaborative efforts can significantly enhance the motivational aspects of extensive listening activities. According to Ivonea and Renandyab (2019), EL activities encompass more than just listening and relying solely on spoken input. Ideally, learners engage with understandable and enjoyable texts that match their proficiency and comprehension levels, as well as their interests.

In conclusion, the examination of intensive and extensive listening underscores their crucial roles in language learning and skill enhancement. Harmer's framework provides a thorough comprehension of these listening types, highlighting their importance in both classroom instruction and independent learning contexts. Intensive listening, despite its challenges, offers valuable opportunities for students to engage with diverse audio materials and enhance their comprehension of spoken language. Conversely, extensive listening provides learners with autonomy and motivation to interact with a wide array of listening resources outside traditional classrooms, promoting language skill development through self-directed exploration. By acknowledging the advantages and implementing effective strategies for both

intensive and extensive listening, educators can empower learners to improve their language proficiency and communication skills more efficiently. After examining the various types of listening, in the next section the researchers will delve into the significance of listening in English language learning.

2.2.3 Importance of Listening in English Language Learning

The pivotal role of listening in both communication and language learning is emphasized by scholars. These experts assert its significance in shaping understanding, facilitating authentic language acquisition, and enabling effective real-world application.

According to Rost (2016) communication cannot occur without listening, listening not only concludes the process of communication but also enhances it significantly, molding its interpretation and impact. According to Ur (1996), “listening is a critical component of communicative language teaching, as it provides learners with access to authentic language input and helps them develop their ability to understand and use language in real-world contexts” (Ur, 1996, p. 173).

According to Hedge (2000), listening plays a vital role in daily communication, with 45 percent of communication time spent on listening. Lundsteen (1979) noted that listening is the initial skill to emerge, with children naturally listening before they begin speaking. Hedge (2000) highlighted the societal shift towards auditory media, underscoring the importance of listening in English language classrooms.

Listening holds paramount importance in communication, serving as the cornerstone for delivering substantial and meaningful responses. Particularly in language learning for communicative purposes, listening assumes a crucial role, aiding learners in acquiring pronunciation, word stress, vocabulary, and syntax. Comprehension of conveyed messages often relies solely on nuances such as tone of voice, pitch, and accent, which can only be grasped through attentive listening. Failure to comprehend input effectively impedes any progress in learning. Moreover, effective communication is unattainable without proficient listening skills (Cross, 1998).

In conclusion, the importance of listening in English language learning is immense. Scholars highlight its crucial role in shaping understanding, facilitating genuine language acquisition, and enabling practical application in real-life scenarios. Listening forms, the cornerstone of communication, enriching interpretation and influence, while granting learners access to authentic language input. Being the earliest skill to develop and with a significant portion of

communication time devoted to listening, its significance in language education cannot be overstated. Proficiency in listening is vital for mastering pronunciation, expanding vocabulary, and understanding language structure, as well as for grasping subtle nuances crucial for effective communication. Hence, prioritizing the development of listening comprehension skills is essential for nurturing language proficiency and communicative competence among learners. In the upcoming section, the researchers delve into difficulties learners face in listening comprehension. These encompass technological constraints, cultural disparities, accent diversity, unfamiliar or insufficient vocabulary, environmental factors, listening duration and pace, and issues with concentration. Addressing these obstacles is crucial for educators to empower learners in honing their listening comprehension abilities effectively.

2.2.4 Difficulties in Listening Comprehension among Learners

Listening comprehension poses significant challenges for learners encompassing various factors ranging from technological limitations to cultural differences, accent variations, vocabulary barriers, physical environments, Length and Speed of Listening, and concentration difficulties. According to Bingol et al. (2014), learners often face numerous difficulties during the listening comprehension process. Some of the key difficulties include:

2.2.4.1 Quality of Recorded Material

In the modern technological landscape of the 21st century, many classrooms still face a deficit in essential equipment such as computers, smart boards, and multimedia systems. This deficiency extends to the realm of audio equipment, where the quality of sound systems plays a crucial role in facilitating effective listening activities (Bingol et al., 2014). As highlighted by Brown (1994), despite advancements in technology, numerous classrooms remain devoid of fundamental tools like computers and multimedia systems. This scarcity not only impedes the delivery of educational content but also undermines the quality of recorded materials. Insufficient audio equipment further compounds these challenges, impacting students' listening comprehension and overall learning experience.

As such, the availability and quality of recorded materials in educational settings are intricately tied to the presence of essential technological resources, emphasizing the need for comprehensive support in equipping classrooms with the necessary tools for effective teaching and learning.

2.2.4.2 Cultural Differences

Cultural differences exert a significant influence on the process of listening comprehension, particularly in the context of learning a foreign language. Sociolinguistic factors like cultural heritage and familiarity with the cultural context of the target language are pivotal in determining individuals' proficiency in understanding spoken communication (Walker, 2014). Despite potential hindrances posed by specific cultural terms, possessing a comprehensive understanding of the country's culture and history can facilitate smoother conversations and mitigate misunderstandings (Walker, 2014). Brown (1994) emphasizes the critical role of comprehending cultural context in language comprehension, underscoring that students may encounter challenges when confronted with topics that diverge from their own cultural backgrounds.

Thus, educators hold a crucial responsibility in furnishing contextual knowledge to enhance students' comprehension and bridge cultural divides. In essence, recognizing and addressing cultural disparities in listening comprehension is paramount for effective foreign language acquisition. By acknowledging the sociolinguistic factors at play and providing appropriate contextual support, instructors can empower students to navigate cultural barriers and advance their overall comprehension abilities.

2.2.4.3 Accent

The impact of accent on listening comprehension is a critical aspect of language learning, influencing learners' ability to understand spoken communication. According to Munro & Derwing (1999), excessive exposure to diverse accents can have a detrimental effect on comprehension. Goh (1999) found that 66% of learners identified a speaker's accent as a primary factor influencing comprehension. Both native and non-native accents can present significant challenges in listening comprehension, although familiarity with an accent can aid learners in improving their listening skills. Buck (2001) observed that individuals primarily exposed to American English may struggle with comprehension when encountering unfamiliar accents like Indian English. This unfamiliarity can disrupt the entire comprehension process, rendering understanding impossible for listeners.

In conclusion, the influence of accent on listening comprehension underscores the need for learners to be exposed to a variety of accents to enhance their ability to understand diverse speakers. Acknowledging the challenges posed by unfamiliar accents and providing

opportunities for exposure can ultimately improve learners' comprehension skills in real-world communication settings.

2.2.4.4 Unfamiliar Vocabulary

The presence of unfamiliar vocabulary presents a considerable challenge to listeners, particularly language learners striving to comprehend spoken communication. According to Hung (1998), listening passages containing familiar words tend to be more comprehensible for learners, regardless of the topic's familiarity. Understanding the meanings of words can stimulate learners' interest in the subject matter and have a positive impact on their listening skills. However, a lack of familiarity with the vocabulary used by speakers during conversations or monologues can significantly hinder listeners' ability to comprehend information. This challenge is particularly pronounced for English language learners, who often have limited vocabulary proficiency, leading to difficulties in processing information. Moreover, a solid understanding of word structure can also influence students' listening skills (Hadijah & Shalawati, 2016).

In conclusion, addressing unfamiliar vocabulary is essential for improving listening comprehension, as it directly impacts learners' ability to understand spoken communication. Educators must provide opportunities for learners to expand their vocabulary and develop strategies to navigate unfamiliar words effectively, thereby enhancing overall listening proficiency.

2.2.4.5 Length and Speed of Listening

The length and speed of listening materials are crucial factors influencing comprehension, particularly for language learners navigating spoken discourse. As Osada (2004) highlights, listeners often find themselves processing text at speeds determined by speakers, which are typically fast-paced, leaving little control over the rate of comprehension. Purwanto et al. (2021) emphasizes that learners' inability to regulate speech speed presents a significant challenge in listening comprehension. The duration and pace of listening materials significantly impact comprehension levels, with shorter texts generally facilitating better understanding and maintaining student concentration (Atkins et al., 1995). Underwood (1989) underscores that many English language learners struggle with the inability to control the speed of speech, which poses a greater challenge in listening comprehension compared to

reading. Consequently, the speed of speech plays a crucial role, as fast-paced delivery often hinders comprehension.

In conclusion, the length and speed of listening materials are critical considerations in facilitating effective comprehension. Educators must be mindful of the pacing of spoken discourse, providing learners with opportunities to engage with materials at manageable speeds to enhance their listening proficiency.

2.2.4.5 Physical Conditions

Physical conditions within the classroom environment can significantly impact students' listening comprehension, posing challenges that educators must address to optimize learning outcomes. Bingol et al. (2014) highlight the discomfort of classroom settings as a hindrance to student listening comprehension. In larger classrooms, students seated at the back may struggle to hear recordings compared to those in the front rows, while those near windows may contend with distractions from outside noise. Educators must consider these circumstances collectively to create an optimal learning environment. Furthermore, the size of the classroom presents challenges for teachers in effectively managing group activities and gathering feedback from all students. Physical classroom conditions, including seating arrangements and ambient noise levels, have been identified as factors that impact comprehension (Blau, 1990). Blau (1990) further emphasizes that large classrooms and environmental factors such as temperature can affect student focus and comfort, ultimately influencing their comprehension abilities.

Ultimately, educators must pay close attention to physical classroom conditions to ensure an environment conducive to effective listening comprehension. By addressing factors such as seating arrangements, ambient noise, and classroom size, teachers can enhance students' comfort, focus, and ultimately, their ability to comprehend spoken material.

2.2.4.7 Lack of Concentration

Maintaining concentration is a critical factor influencing students' listening comprehension, with implications particularly pronounced in foreign language learning environments. Bingol et al. (2014) highlight the challenge of sustaining attention during listening activities, underscoring the significant impact of motivation, especially in foreign language classrooms.

Minor lapses in attention can notably impede comprehension, even when students are interested in the listening material. Underwood (1989) echoes this sentiment, emphasizing the difficulty listeners face in maintaining focus. However, engaging content can alleviate this challenge, making concentration more effortless for learners. Bloomfield et al. (2010) further assert that distractions or anxiety can hinder attention, making it difficult for individuals to accurately process spoken information. The lack of concentration presents a substantial barrier to effective listening comprehension. Educators must recognize the importance of engaging content and address factors that may impede students' ability to maintain focus, thereby fostering an environment conducive to improved listening skills.

All in all, the multifaceted nature of listening comprehension difficulties highlights the importance of addressing various factors such as technological infrastructure, cultural awareness, accent diversity, vocabulary proficiency, text length, physical classroom conditions, and student engagement. Educators must adopt comprehensive strategies to mitigate these challenges and foster effective listening comprehension skills among learners, enabling them to navigate linguistic complexities with confidence and proficiency. In the subsequent section, the researchers will delve into the strategies aimed at addressing these challenges.

2.2.5 Listening Comprehension Strategies

According to Goh (2000), instructing students in listening strategies proves highly beneficial. However, such instruction remains insufficient unless educators also bolster students' grasp of vocabulary, grammar, and phonology. Vandergrift (1999, P. 176) emphasizes the significance of strategy development in listening training, as strategies enable learners to consciously guide and assess their comprehension and responses, saying that "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses."

Research suggests that listening comprehension primarily involves cognitive, metacognitive, and socio-affective strategies, which may vary according to learners' proficiency levels. The choice of method is influenced by students' language proficiency levels, as noted by Conrad (1985), O'Malley and Chamot (1990), and Rost & Ross (1991). As Jalongo (1995, p.13) aptly

states, “If we anticipate children to excel in listening, mere concern, complaint, or expectation won’t suffice. We must educate them to become active listeners.”

2.2.5.1 Cognitive Strategies

Cognitive strategies are fundamental tools for language learners, aiding in comprehension and retention of information. These strategies encompass various approaches to decode unfamiliar vocabulary and extract meaning from spoken language, thereby facilitating effective language acquisition. According to Bingol et al. (2014), Cognitive strategy refers to an approach utilized to comprehend linguistic input and gather information. In instances where learners are unfamiliar with word meanings, they employ contextual clues to infer significance. This exemplifies the application of cognitive strategy. Cognitive strategies involve the processing and retention of information in short or long-term memory, aiding comprehension and problem-solving during learning activities (Bingol et al., 2014).

Derry and Murphy (1986) characterized cognitive strategies as problem-solving methods employed by learners to acquire knowledge or skills. Goh (1998) mentioned that learners employ cognitive strategies to aid in processing, retaining, and remembering new information. There are two types of cognitive strategies in listening: bottom-up and top-down. Bottom-up strategies include word-for-word translation, adjusting the speech rate, repeating the oral text, and focusing on prosodic features of the text. Top-down strategies, on the other hand, involve forecasting, guessing, explaining, and visualization (Pourhosein Gilakjani & Banou Sabouri, 2016). Skilled listeners tend to employ more top-down strategies, especially in advanced stages of learning (Conrad, 1989; Tsui & Fullilove, 1998; O’Malley, Chamot, & Kupper, 1989; Abdalhamid, 2012).

In conclusion, cognitive strategies are essential for language learners, enabling them to decode unfamiliar vocabulary and extract meaning from spoken language. By integrating these strategies into language instruction, educators can empower learners to enhance their comprehension and proficiency, fostering communicative competence and linguistic fluency.

2.2.5.2 Metacognitive Strategies

Metacognitive strategies empower students to reflect on their learning process and choose effective methods for different tasks. By enhancing self-awareness and adaptability, these strategies play a crucial role in improving learning outcomes and fostering student success. Metacognition, often described as “reflecting on one’s own thinking,” involves students being able to identify appropriate learning strategies for specific situations. For example, a student might realize they struggle with grasping the relationship between key concepts within a narrative. If they are taught to employ a graphic organizer, like a concept map, to delineate main ideas and link them together akin to a spider web, then they have applied metacognitive skills to accomplish the task (Nelson & Conner, 2008).

Metacognitive strategies, as defined by Rubin (1988), enable learners to manage their learning process by planning, monitoring, assessing, and adjusting their understanding. These strategies contribute to increased self-confidence, motivation, and task completion (Salataci, 2002). Baker and Brown (1984) and Abdalhamid (2012) propose that metacognitive skills can be categorized into two types: knowledge of cognition and regulation of cognition. Knowledge of cognition pertains to learners’ awareness of the processes occurring during listening, while regulation of cognition involves the actions learners should take to listen effectively. Skilled listeners exhibit a higher utilization of metacognitive strategies, which facilitate comprehension monitoring and adaptation during listening tasks (Vandergrift, 2003; Abdalhamid, 2012).

In conclusion, metacognitive strategies play a crucial role in learning, enabling students to reflect on their thinking and select appropriate approaches for different learning tasks. By managing their learning process through planning, monitoring, assessing, and adjusting their understanding, learners can enhance their self-confidence, motivation, and task completion. The utilization of metacognitive skills, including knowledge of cognition and regulation of cognition, facilitates effective listening comprehension by enabling learners to monitor their comprehension and adapt their strategies as needed. Thus, fostering metacognitive awareness and skills is essential for promoting effective learning and academic success.

2.2.5.2 Socio-affective Strategies

Language acquisition is not merely a cognitive process but also deeply intertwined with socio-affective dimensions. Socio-affective strategies, aimed at fostering positive emotional responses and attitudes towards learning, play a vital role in this complex endeavor. These strategies involve learners' interactions with others, their attitudes towards language learning, and the management of emotions such as anxiety.

Socio-affective strategy is a method aimed at fostering favorable emotional responses and attitudes towards language acquisition. Vandergrift (2003) characterized socio-affective strategies as the methods listeners use to engage with others, confirm comprehension, or reduce anxiety. In his book, JJ. Wilson elaborates on the socio-affective strategy as follows: “Socio-affective strategies are concerned with the learners’ interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some tasks in the target language”. (p.34)

O’Malley and Chamot (1987) asserted that among the four listening comprehension strategies, social and affective strategies exerted the most significant influence on the learning context. According to Gardner and MacIntyre (1993), affective strategies hold considerable significance as the learning situation and the social-psychological factors of learners are closely interconnected. These strategies are crucial for fostering a supportive learning environment and promoting effective interaction among learners (Wilson, 2003). An understanding of socio-affective strategies enables students to reduce anxiety, build confidence, and enhance motivation in improving listening skills (Habte-Gabr, 2006).

In conclusion, socio-affective strategies stand as indispensable components in the language learning journey, addressing not only linguistic hurdles but also emotional and social aspects of the process. By nurturing positive attitudes and emotional responses, these strategies create a supportive learning environment conducive to effective language acquisition. As learners engage with others and navigate their own emotional landscape, socio-affective strategies play a crucial role in promoting confidence, motivation, and ultimately, success in language learning endeavours.

All in all, effective listening comprehension entails the integration of cognitive, metacognitive, and socio-affective strategies. Teaching listening strategies should coincide with the development of vocabulary, grammar, and phonology. Strategy development enables learners to consciously navigate comprehension and response processes. Research suggests that listening comprehension strategies are tailored to learners' proficiency levels and encompass cognitive processes. Ultimately, understanding and applying these strategies empower learners to overcome challenges, reduce anxiety, and engage effectively in the listening process, thereby facilitating language acquisition and communication proficiency. Following this examination, the researchers will proceed to explore the intricate relationship between listening and vocabulary acquisition in the subsequent section.

2.2.6 Listening and Vocabulary

Language acquisition is a multifaceted journey that begins with the innate ability to listen and comprehend. From the earliest moments of life, individuals instinctively seek to understand their environment through listening. This foundational skill forms the bedrock upon which vocabulary development rests, shaping the trajectory of language proficiency and communication abilities. In this section, we delve into the symbiotic relationship between listening and vocabulary, exploring how the cultivation of listening skills intricately intertwines with the expansion of one's lexical repertoire.

Since birth, individuals naturally endeavor to comprehend their environment through their innate listening abilities. It's recognized that one can enhance their vocabulary by employing these listening skills, influenced by the linguistic environment of their family and surroundings. Vocabulary, defined as the collection of words acquired relative to one's age, gender, and social context, plays a crucial role in language development (Koçak, 1999). According to Güteryüz (1998), The individual's capacity to proficiently employ the four fundamental language skills is intricately linked to their acquisition of a diverse vocabulary. Indeed, possessing an extensive lexicon enhances comprehension of written and spoken material, enabling individuals to effectively articulate their thoughts and emotions both verbally and in writing. The initial development of words related to one's mother tongue starts with listening. As individuals gradually engage in speaking, reading, and writing activities, their vocabulary richness expands.

Listening serves as an effective method for learning new words that may not have been encountered previously, whether by chance or intentionally. Engaging in activities such as

listening to presentations, discussions, reading texts, or songs on various subjects increases the probability of encountering diverse vocabulary, thereby enriching the individual's lexicon (Temur, 2006). Tosunoğlu (1999) suggests that children who acquire new words through listening also improve their speaking abilities. Consequently, it is believed to be crucial to enhance vocabulary in order to bolster individuals' comprehension and storytelling skills.

In conclusion, listening serves as the gateway to vocabulary enrichment and language mastery. Through active engagement in listening activities, individuals not only expand their lexicon but also fortify their comprehension and communication skills. By acknowledging the pivotal role of listening in vocabulary acquisition, educators and learners alike can harness this fundamental skill to unlock the vast realms of language and expression, empowering individuals to articulate their thoughts and emotions with clarity and precision. In the subsequent section, the researchers will delve into the relationship between listening and pronunciation proficiency.

2.2.7 Listening and Pronunciation

Effective pronunciation is vital for language acquisition, with attitudes towards speaking and listening significantly influencing its mastery. Advanced listening skills enable accurate production of foreign language sounds, while self-assessment aids in identifying and rectifying pronunciation errors. This essay explores the crucial role of listening proficiency, self-evaluation, and focused exercises in achieving accurate pronunciation in foreign language acquisition.

Harmer, J. (2007) suggests that “The degree to which students acquire perfect pronunciation seems to depend very much on their attitude to how they speak and how well they hear.” (p. 249). Having advanced listening abilities enables an individual to engage effectively in speaking activities. This holds true for foreign language acquisition as well. In order for students to become acquainted with a new language and accurately produce its sounds, it is essential for them to first recognize and comprehend the unique sounds of that language through listening (Yalçın, 2018). According to Ari (2018), to improve pronunciation, it's advisable to conduct listening exercises in quiet language laboratories where individuals can focus on the characteristics of sounds and pay close attention to word pronunciation.

According to Uçar and Çelebi (2022), when students assess their own pronunciation by listening to their own voice, they can more effectively detect and rectify errors during pronunciation exercises. Lappin-Fortin and Rye (2014) suggest that "self-assessment can be a

valuable pedagogical tool to help second language learners acquire more authentic pronunciation.” So, through self-evaluation, students can actively monitor their progress, identify pronunciation errors, and make necessary adjustments, this reflective practice not only enhances pronunciation accuracy but also cultivates learners' confidence and motivation.

In conclusion, achieving proficiency in pronunciation when learning a foreign language depends significantly on refining listening skills, practicing self-evaluation, and completing focused exercises. Learners who actively participate in listening tasks, assess their own pronunciation, and engage in targeted exercises are better positioned to attain accurate pronunciation. This comprehensive approach not only improves pronunciation precision but also cultivates learners' self-assurance and enthusiasm throughout their language acquisition journey.

2.3 Songs

This section delves into the various aspects of utilizing songs as a pedagogical tool in EFL contexts. Beginning with a definition of songs, the exploration progresses to examine their different types and their importance. Moreover, the specific relevance of songs within EFL context is considered, with a focus on their role in expanding vocabulary and refining pronunciation. This comprehensive analysis aims to shed light on the effectiveness of incorporating songs as a resource for developing EFL learners' listening abilities, enriching their vocabulary, and honing their pronunciation skills within the broader framework of the thesis's exploration into the comparative benefits of songs versus podcasts in the realm of English as a Foreign Language learning.

2.3.1 Definition of Songs

This section provides an in-depth exploration of the concept of 'song,' examining its diverse attributes as a blend of music and lyrics, its cultural importance, and its value as an effective tool in language education. According to Cambridge dictionary songs are defined as “a usually short piece of music with words that are sung” also “the act of singing, or singing when considered generally”. Moreover, songs offer various linguistic benefits such as listening comprehension, vocabulary expansion and pronunciation improvement.

According to Shen (2009, P. 88), “song, a combination of music and lyrics, possesses many intrinsic merits, such as a kaleidoscope of culture, expressiveness, and therapeutic functions, which render it an invaluable source for language teaching”. Songs are considered artistic expressions sung aloud and can either be complemented by instrumental accompaniments or

stand-alone (Almutairi and Shukri, 2016). They are often defined as relatively short musical compositions featuring words or verses for vocal performance (Kayyis, 2015). Unlike scientific or formal texts, songs exhibit informal expressions and rhythmic elements. They serve as captivating tools in cultural immersion for learners, offering a less intimidating resource for classroom activities. Utilizing songs in educational settings can enhance various language skills, including listening, speaking, reading, and writing, as well as pronunciation, rhythm, grammar, and vocabulary (Razak and Yunus, 2016).

Fonseca-Mora et al. (2011) characterize music as the embodiment of rhythm, echoing our psychological life, and melody, comprising sequences of sounds intertwined with our emotional life. Music reflects our inner feelings through melody and lyrics, offering enjoyment or stirring passion for nearly everyone. Songs resonate deeply with our emotions and how we perceive our lives. Bokiev et al. (2018) view music not only as an art form for entertainment, but also as a therapeutic medium, akin to a healing art or medicine for soul and body.

In conclusion, songs offer a rich combination of music and lyrics that extend beyond mere entertainment, holding inherent value. Described as brief musical pieces with vocalized words or verses, songs provide a diverse array of cultural insights, emotional expression, and therapeutic benefits. As emphasized by scholars like Shen (2009), Almutairi and Shukri (2016), and Razak and Yunus (2016), songs serve as invaluable tools in language education, aiding listening comprehension, vocabulary expansion, and pronunciation refinement. Furthermore, Fonseca-Mora et al. (2011) and Bokiev et al. (2018) underscore the deep psychological and emotional impact of music, portraying it not only as an art form but also as a means of therapy. Moving forward, the next section will delve into an exploration of various types of songs, expanding upon the range of audio resources available for language learning and instruction.

2.3.2 Types of Songs

Categorizing songs into pedagogical, traditional, and popular genres provides a foundational structure for integrating music into language teaching. This classification offers educators customized choices that harmonize authenticity, cultural significance, and educational aims. These categories of songs were chosen due to their ability to provide a well-rounded combination of linguistic simplicity, cultural authenticity, and student engagement, which aligns with the central theme of the dissertation on language instruction.

According to Summer (2011) as cited in Desoye (2014) Various types of songs can be categorized for instructional purposes, typically falling into three primary groups: pedagogical, traditional, and popular songs (Summer, 2011, p. 350). According to Desoye (2014), Authenticity serves as a crucial factor in distinguishing among these groups, indicating whether a song is intentionally created for educational use or originates as a genuine cultural expression.

Pedagogical songs, specifically designed for teaching materials and learners, represent the former category, lacking the authenticity associated with real-life examples (Summer, 2011, p. 350). Despite the potential drawback of reduced originality, non-authentic songs simplify language and address age-appropriate content for educational purposes while ensuring the absence of inappropriate language or grammatical errors (Summer, 2011, p. 351; Mol, 2009). One of the clearest benefits of incorporating songs into the classroom for young learners is their inherent enjoyment. Many children find singing enjoyable and typically respond positively to using songs in their learning environment. However, beyond simply being fun, there are more significant advantages to utilizing songs.

Firstly, songs introduce variety to the usual classroom routine, sparking interest and attention which can enhance classroom motivation and ultimately lead to higher levels of achievement. Secondly, especially in the context of choral singing, songs contribute to creating a relaxed and casual atmosphere, making the classroom feel less intimidating. By alleviating anxiety, songs can foster increased student interest and motivation in learning the target language. Often viewed as entertainment rather than academic study, students find learning English through songs to be enjoyable and engaging (Millington, 2011). According to Murphey (1992), utilizing songs can aid young learners in enhancing their listening abilities and pronunciation, consequently contributing to the enhancement of their speaking skills. Furthermore, songs serve as valuable resources for learning vocabulary, sentence structures, and patterns, while also reflecting elements of native culture.

In contrast, traditional songs, including those for children, embody authentic expressions rooted in the cultural heritage of the target language (Summer, 2011, p. 351). Rich in cultural nuances, traditional songs serve as invaluable tools for promoting cultural literacy (Summer, 2011, p. 351). However, originating from mass media, traditional songs may lack the specific instructional focus needed in educational settings and may occasionally contain language

unsuitable for classroom use (Summer, 2011, p. 351). Jolly (1975) suggests that incorporating songs into language learning provides learners with a deeper insight into the culture associated with the target language. Shen (2009) further emphasizes that songs intertwine language and music to convey cultural realities uniquely.

Furthermore, popular songs, reflecting contemporary culture, share similar characteristics and considerations with traditional and pedagogical songs (Thaler, 2012, p. 65). Additionally, popular songs often explore emotional themes and resonate deeply with students' experiences beyond the classroom, thereby increasing their engagement with the material (Mol, 2009). This multifaceted classification highlights the diverse roles that songs fulfil in educational contexts, each offering distinct advantages and considerations for effective teaching and learning. Since popular songs appeal to young learners, they are motivated to become active learners. When listening to a new song, learners become eager to know the meaning of the lyrics and sing the song repetitively themselves (Chen & Chen, 2009).

In conclusion, the incorporation of songs into educational settings offers a dynamic approach to language learning, catering to diverse learning styles and cultural sensitivities. Pedagogical, traditional, and popular songs each bring unique advantages and considerations to the classroom environment. While pedagogical songs may lack authenticity, they provide structured learning experiences, whereas traditional songs offer cultural richness despite potential language concerns. Popular songs, reflecting contemporary culture, resonate deeply with learners, fostering active engagement and motivation. By recognizing the multifaceted roles of songs in education, educators can harness their potential to enhance language acquisition and cultural understanding among students. Following this exploration, the researchers will delve into the importance of songs as valuable tools for language learning.

2.3.3 Importance of Songs

This section delves into the various advantages of utilizing songs in language learning, emphasizing how they can alleviate stress, boost motivation, stimulate creativity, and provide authentic language exposure through the examination of song lyrics.

Advantages of incorporating songs in language learning include lowering stress and anxiety levels among learners, which aligns with Krashen's affective filter hypothesis and enhances

overall learning effectiveness. Krashen (1982) outlined the Affective Filter Hypothesis, which underscores the significance of affective factors such as motivation, self-confidence, and anxiety in the process of second language acquisition. According to this hypothesis, motivation and self-confidence play crucial roles in facilitating learning, whereas anxiety may hinder it. Regardless of the richness of linguistic input available to a learner, a high affective filter can impede language acquisition. Krashen further proposed that, from a pedagogical perspective, cultivating a low affective filter environment is just as vital as providing comprehensible input. Learning, as an instance, should ideally occur in a setting with minimal anxiety.

According to Lee and Lin (2015), music boosts the motivation of language learners, extends their attention time, and provides opportunities for shy students to engage actively in lessons. Additionally, songs foster creativity and independence among young learners. The repetitive nature of songs, as highlighted in their study, particularly benefits young learners in foreign language lessons by facilitating language acquisition. Examining song lyrics serves as a valuable means of authentic language exposure, given their frequent inclusion of diverse vocabulary and commonly used grammar structures in everyday conversation. Through analysis and discussion of song lyrics, learners can acquire new vocabulary, expressions, and enhance their comprehension of sentence structure and meaning. Furthermore, actively singing along with the song aids learners in honing pronunciation and refining their listening abilities (Omolar, 2023).

In conclusion, integrating songs into language learning provides several advantages such as reducing stress, boosting motivation, fostering creativity, and offering authentic language exposure through song lyrics. These benefits align with language acquisition theories and contribute to effective learning outcomes for students. As we explore further discussions on songs in EFL contexts in the following section, it becomes apparent that integrating songs into educational environments can elevate various language skills.

2.3.4 Songs in EFL Context

Using songs in language learning offers a dynamic and engaging approach, as they emotionally engage learners and create a positive classroom atmosphere. Songs serve various purposes in teaching grammar, vocabulary, and speaking skills, while also fostering creativity and imagination. Moreover, songs are instrumental in developing oral language skills,

especially for young learners. This essay explores the benefits of incorporating songs into language learning and their impact on learner participation and motivation.

According to Omolara (2023), The primary advantage lies in its capacity to offer an enjoyable and inspiring method for language acquisition. Music has the ability to engage learners emotionally, fostering a positive and energetic learning environment. Through music educators can create a relaxed and interactive atmosphere helping learners feel more comfortable in using the language. Moreover, songs can serve dual purposes in grammar lessons, being utilized for both presentation and practice phases. They have the potential to foster both extensive and intensive listening, while also stimulating creativity and imagination in a relaxed classroom setting. When selecting a song, teachers should consider the learners' age, interests, and the language featured in the song. Additionally, involving learners in the song selection process can enhance their engagement and commitment (Şevik, 2011). According to Orlova (2003), the methodological purposes for using music, songs, and chants in the classroom can be ranked as follows:

- i. Practicing the rhythm, stress, and intonation patterns of the English language.
- ii. Teaching vocabulary, particularly during the vocabulary reinforcement stage.
- iii. Teaching grammar, with songs being particularly useful for exploring tense usage.
- iv. Teaching speaking skills, where songs and their lyrics serve as stimuli for class discussions.
- v. Teaching listening comprehension.
- vi. Developing writing skills, which can be achieved through various activities such as speculating about the future of characters or writing letters to main characters inspired by the song.

Harnessing the natural affinity young learners have for songs can not only inject enjoyment into lessons but also effectively impart crucial elements of the target language while maintaining their motivation. Indeed, incorporating chants and songs is fundamental for young learners to develop oral language skills, including intonation, pronunciation, and speech rhythm (Forster, 2006). Utilizing songs and music as a resource for language learning yields numerous benefits, notably enhancing learners' participation and involvement in classroom language learning activities (Boothe & West, 2015).

In conclusion, using songs for language learning offers an enjoyable and motivating approach. Songs engage learners emotionally, creating a positive learning environment and helping them feel more comfortable using the language. Incorporating songs into lessons enhances participation and oral language skills development, particularly for young learners. Harnessing learners' natural affinity for songs not only adds fun to lessons but also effectively teaches language elements while maintaining motivation. In the following section, we will delve deeper into the connection between songs and vocabulary acquisition.

2.3.5 Songs and Vocabulary

This section emphasizes the significance of incorporating songs to enrich vocabulary acquisition during language learning, supported by research demonstrating their effectiveness in promoting positive learning experiences, autonomy, and learner motivation. Mastering vocabulary is a crucial element in achieving success in learning a second or foreign language, as highlighted by Wilkins (cited in Xia, 2018). He underscored that while messages can still be conveyed without perfect grammar, the absence of vocabulary leads to complete failure in message delivery, underscoring the pivotal role of vocabulary mastery in language acquisition.

Proficiency in vocabulary significantly contribute to the success of learners educational endeavors .Learners who demonstrate substantial growth in their vocabulary skills typically have less challenges when using the target language, whether in spoken or written form .English songs serve as valuable tools for learners to enhance their English language learning .Through the use of songs in language learning, learners can cultivates autonomy and take active steps in their language development, as songs has become an indispensable aspect of young people's lives today (Lestari & Hadiyanti, 2020).

According to Džanić and Pejić (2016), incorporating songs positively impacts the vocabulary retention of young learners, regardless of whether the learning environment is auditory or a combination of auditory and visual. The study suggests that songs facilitate various types of learning, foster positive learning experiences, and enhance student awareness. Additionally, songs foster inspiration, igniting a passion for language learning among motivated students, leading to innovation and readiness to excel.

Nguyen and Nguyen (2020) further support these findings, indicating that teachers view songs favorably for vocabulary training in young learners. The results provide valuable insights into

the effectiveness of integrating songs in enhancing young learner's vocabulary and offer practical guidance for educators on leveraging songs for vocabulary development.

In conclusion, incorporating songs into language learning is essential for enhancing vocabulary acquisition, as supported by research indicating their positive impact on learner autonomy, motivation, and vocabulary retention. Songs are invaluable tools for developing students' language abilities and creating enjoyable learning environments. As we further investigate the relationship between songs and pronunciation in the following section, our goal is to examine how musical elements connect with pronunciation, providing valuable insights into effective strategies for improving pronunciation skills.

2.3.6 Songs and Pronunciation

Pronunciation is crucial for effective communication in the target language. The use of songs is a conventional instructional method that facilitates learners' acquisition of target vocabulary, grammar structures and pronunciation (Saldiraner and Cinkara, 2021). Besides being entertaining, songs serve as valuable tools with inherent repetition. Through repeated exposure to words within songs, learners enhance their ability to retain meaning and pronunciation in their long-term memory. According to Delibegovic-Dzanic (2016), songs assist learners in practicing language skills beyond the classroom, and thus increase their confidence.

Murphy (1990) coined the term 'song-stuck-in-my-head (SSIMH) phenomenon' to depict a common occurrence where individuals repeatedly hear a song, which plays a crucial role in learning and memory. Consequently, it's evident that students can enhance their understanding of target grammar, vocabulary, and pronunciation more efficiently by incorporating songs into their learning process.

In conclusion, incorporating songs into language learning is vital for improving vocabulary acquisition, grammar structures, and pronunciation. Songs, characterized by their repetitive nature, function as valuable resources that help learners remember meaning and pronunciation over time. Moreover, outside the classroom, songs support learners in honing their language skills.

2.4 Podcasts

In this section, a comprehensive exploration of podcasts within the EFL context is undertaken. The section starts with a definition of podcasts, followed by an examination of their various types. Subsequently, the significance of podcasts as a valuable resource for language learners, particularly in the EFL context, is highlighted. Furthermore, the specific role of podcasts in enhancing listening comprehension skills, expanding vocabulary, and refining pronunciation is examined. Following this, a deeper understanding of the efficacy of podcasts as a tool for improving language proficiency among EFL learners is gained.

2.4.1 Definition

Podcasting, a modern mobile technology, revolutionizes how people consume digital audio and video content on their portable devices, offering a convenient and flexible platform for learning and entertainment purposes.

According to Tryanti et al. (2018), Podcasting is a cutting-edge mobile technology that allows users to download and play series of videos and digital audio broadcasts on their mobile devices. The words "pod" and "broadcast" refer to two different technologies. Listeners can easily select and enjoy their favorite program by downloading podcasts. According to Constantine (2007), Podcasts are online audio publications that can be downloaded and listened to on portable devices like laptops, smartphones, and tablets. Additionally, podcasts are distinct from other audio formats in terms of their content and feature set. Every listener can benefit from the audio content because it presents an authentic listening source. According to Sloan (2005), podcasts represent a novel approach to internet broadcasting that enables the automatic transfer of digital audio content to mobile devices.

Podcasting, recognized as mobile learning (m-learning), involves utilizing a device to access audio or video broadcasts available on the internet. These broadcasts are automatically downloaded onto a desktop or laptop computer and can be subsequently synchronized onto a handheld device during the learner's connection, as explained by Chris Evans (2008).

In conclusion, podcasting represents an innovative mobile technology enabling users to access and enjoy digital audio and video content on portable devices. It transforms how people consume media, offering a convenient and adaptable platform for both educational and entertainment purposes, ultimately reshaping the landscape of digital content consumption. Moving forward, we will delve into different categories of podcasts in the following section.

2.4.2 Types of Podcasts

Exploring the varied range of podcast formats provides creators with numerous opportunities to mold their content and effectively connect with their audience.

According to Tidal (2021), in the realm of podcast production, creators have a plethora of options to consider. Establishing a clear purpose or objective for the podcast is essential during the planning phase. Producers must carefully consider the focus of the content or message that the podcast aims to convey. According to Copeland & McGregor (2021), Choosing a style, genre, and format is essential for creating a clear plan and cohesive sound for a podcast.

According to Tidal (2021), creators enjoy the freedom to experiment with various formats beyond these conventional styles. While there are benefits to maintaining consistency in format, the decision may depend on factors such as scheduling, the number of participants, and the specific goals of the podcast. Adhering to a consistent format provides predictability for both producers and listeners, aiding in equipment preparation and allowing the audience to anticipate the podcast's content.

2.4.2.1 Solo Style

A comparative analysis of solo podcasts, as described by Tidal (2021) and Harroy (2024), reveals the distinct characteristics and implications of this format in terms of hosting dynamics, production requirements, and overall podcasting experience. According to Tidal (2021), solo podcasts are just as it sounds. It involves a single host who discusses topics alone. The host serves as the primary voice of the podcast, with this format, only one microphone and a desktop computer are needed. Hosts do not have to worry about scheduling guests since they can manage the podcast on their own.

This setup might pose challenges for busy individuals but could be more manageable for those in quieter environments. It also saves time for hosts as they do not have to arrange for guest appearances. According to Harroy (2024), a solo podcast is a type of show featuring just one host, who typically presents all the content throughout most episodes. While occasional episodes may feature guests or interviewees, the host usually handles tasks such as planning, scripting, recording, editing, and publishing, essentially acting as a one-person team.

In conclusion, the comparative analysis of solo podcasts presented by Tidal (2021) and Harroy (2024) highlights the unique characteristics and implications of this format. Solo

podcasts feature a single host who manages all aspects of the show, from content creation to production, providing an efficient and streamlined podcasting experience. While this format may pose challenges for busy individuals, it offers greater flexibility and autonomy for hosts, eliminating the need to coordinate guest appearances. Ultimately, solo podcasts cater to diverse preferences and environments, offering a solo-style approach to engaging content creation in the podcasting landscape.

2.4.2.2 Interviews

The interview format in podcasting, characterized by hosts posing questions to guests in a conversational manner, presents unique challenges and opportunities that impact production logistics and audience engagement. According to Tidal (2021), among podcasters, the interview format is highly favored. It involves the host posing a set of questions to different guests in a conversational manner, creating a rotating series of episodes. The format of interviews presents both advantages and difficulties compared to solo formats. Typically, interviews require two microphones for in-person discussions. For podcasters on a budget, this might mean investing in extra equipment like an audio interface and another microphone for guests. Additionally, having more guests can lead to more complex editing processes. According to Radcliffe (2019), before conducting an interview, it's crucial to thoroughly research both the interviewee and the topic to be discussed.

Tidal (2021) states that the interview format offers opportunities to expand an audience, as guests can promote themselves during the show. However, conducting interviews requires additional planning, such as scheduling recording sessions, setting up remote recording options, and researching interview questions. On the flip side, hosts may establish regular segments or standard interview questions, streamlining the podcast production process over time. Additionally, Radcliffe (2019) suggests that proficient interviewers exhibit active listening abilities by responding to responses and cues, permitting flexibility from pre-planned questions. Despite possessing strong active listening skills, sufficient preparation plays a significant role in ensuring the interview proceeds smoothly.

In conclusion, the interview format in podcasting offers both advantages and challenges. While it allows hosts to engage with guests in dynamic conversations, it requires additional planning, equipment, and research. However, with regular segments and active listening skills, hosts can streamline production and ensure engaging discussions. Ultimately, the interview format enriches podcast content by offering diverse perspectives and enhancing the overall listening experience for audiences.

2.4.2.3 Panels

Panel podcasts, known for their group discussions involving multiple participants, provide a range of perspectives and engaging interactions that can hold listeners' attention. However, the technical aspects of setting up and editing such podcasts pose challenges for hosts, though they may appeal to audiences interested in diverse viewpoints and shared knowledge.

According to Tidal (2021), podcast panels consist of three or more individuals engaging in discussions on various topics. This format offers listeners valuable insights from multiple perspectives provided by the host and participants. Additionally, the interaction among panelists often generates a dynamic energy, enhancing the overall conversation's appeal. Setting up a panel podcast can be technically complex compared to solo or interview formats. Each participant requires their own microphone, which can be limiting, especially if they are remote. Editing such podcasts presents challenges, as each participant's audio file must be accessed and merged, requiring synchronization and adjustments due to variations in equipment, resulting in differing audio qualities.

According to Leonard (2017), creating a panel podcast involves additional effort. Initially, each participant needs access to a microphone, whether they are physically present together or not. Secondly, there are technical challenges involved in capturing and integrating multiple audio sources. Thirdly, scheduling recording sessions can be difficult, as it can be challenging to find a suitable day and time when all participants are available.

In conclusion, panel podcasts offer diverse perspectives and engaging interactions that captivate listeners. Despite the technical challenges involved in setup and editing, the dynamic energy generated by group discussions adds value to the content. As highlighted by Tidal (2021) and Leonard (2017), panel podcasts require careful planning, access to multiple microphones, and coordination among participants. However, the enriched conversation and shared knowledge make panel podcasts an appealing choice for audiences interested in exploring varied viewpoints on diverse topics.

2.4.2.4 Multiple-Host or Conversational

The format of multiple-host or conversational podcasts involves two or more podcasters engaging in open discussions, creating a relaxed environment for sharing ideas. Despite the need for extensive coordination and technical setup, this format delivers valuable content driven by its quality, which benefits listeners.

According to Tidal (2021), the multiple-host or conversational podcast format involves two or more podcasters engaging in an open discussion on a topic. Unlike panels or interviews, this format tends to be more relaxed. In this setup, the hosts take turns moderating each other and often appear together in every episode. This format encourages the exchange of ideas, resembling a natural conversation where thoughts are bounced back and forth. Additionally, in the educational context, Archard & Merry (2010) state that conversational podcasts feature a discussion between a minimum of two educators focusing on content and teaching methods, which is subsequently recorded and distributed to students.

According to Tidal (2021), like panel discussions, a multiple-host podcast entails increased coordination and technical arrangements. Each host needs their microphone, and editing demands can be substantial. Developing this format requires significant time investment, including research, discussion, and planning. Scheduling poses another hurdle, as finding a convenient recording time for all hosts can be challenging. Despite these obstacles, the podcast's quality, driven by hosts, guests, and topics, can attract and rapidly expand its audience, offering considerable value to listeners.

In conclusion, the multiple-host or conversational podcast format facilitates open discussions among two or more hosts, creating a relaxed environment for idea-sharing. While requiring extensive coordination and technical setup, this format delivers valuable content driven by its quality. As discussed by Tidal (2021) and Archard & Merry (2010), this format encourages natural conversation and collaboration among hosts, resembling an engaging dialogue. Despite the challenges of coordination and editing, the enriched content and diverse perspectives offered by multiple hosts can attract and retain a loyal audience, providing significant value to listeners.

2.4.2.5 Instructional

The instructional podcast format, which aims to teach listeners new skills with clear objectives, requires careful planning and scripting while providing valuable content and opportunities for audience engagement. The instructional podcast format aims to instruct listeners in acquiring new skills, with a clear and anticipated outcome or objective. It may complement a library workshop or a single classroom session. This format is ideally suited for either a solo host or a pair of cohosts. Moreover, it can benefit from a series of shorter solo-host segments centered around a common theme or standalone brief episodes, each lasting a few minutes, Tidal (2021).

According to Thiyagu (2015), utilizing open-source podcasts can be an effective method to engage students with a subject matter. These podcasts offer tailored insights, providing both broad overviews and detailed analyses. By featuring real-life perspectives of individuals passionate about their field, they can ignite interest and enthusiasm. According to Tidal (2021), this format often demands meticulous scripting and planning compared to others. Besides offering clear, step-by-step instructions on the skill, the podcast should also be captivating for the audience.

While the technical setup for instructional podcasts is typically straightforward, requiring only one microphone for a solo podcaster or smaller segments with similar setups, there may be a bit more involved in editing the audio compared to solo formats. Additionally, creating supplemental materials can require further effort. However, despite these challenges, listeners gain access to new skills, and hosts can recycle content, such as updating it for recurring workshops or one-time instructional sessions in academic settings.

In conclusion, the instructional podcast format serves as a valuable tool for teaching listeners new skills with clear objectives. As highlighted by Tidal (2021) and Thiyagu (2015), this format offers tailored insights and real-life perspectives to engage audiences effectively. While requiring careful planning and scripting, instructional podcasts provide opportunities for audience engagement and skill acquisition. Despite the challenges of meticulous planning and editing, the format's straightforward technical setup and recyclable content make it a valuable resource for both hosts and listeners.

2.4.2.6 Narrative

The narrative podcast style, known for its structured storytelling and creative features, offers producers a platform for imaginative content delivery, albeit requiring careful planning and technical proficiency during production. According to Tidal (2021), the narrative format involves presenting a story through a podcast, either as standalone episodes or serialized story arcs spanning multiple installments. Its goal is to offer listeners a complete narrative with a clear beginning, middle, and end. This format allows for greater creativity, with the incorporation of sound effects, diverse voices or hosts, music, and even interviews or other audio clips seamlessly integrated into the storyline.

According to McHugh (2021), both radio and podcasting, there is a deliberate utilization of the emotional resonance and intimacy conveyed through the human voice. Additionally, sound possesses its own impactful qualities, serving as a means to evoke sensations, engage memory

and imagination, and carry subjective significance. Radcliffe (2019) states that podcast storytelling, rooted in the tradition of oral storytelling, harnesses the innate power of audio to engage audiences' imagination. Unlike visual media like television, podcasts prompt listeners to conjure mental images based on auditory cues and descriptive narration. According to Tidal (2021), Producing this type of podcast requires thorough research and extensive planning, offering librarian producers an opportunity to experiment with a more imaginative approach to content delivery.

In conclusion, the narrative podcast style offers producers a platform for structured storytelling and creative content delivery. As discussed by Tidal (2021), McHugh (2021), and Radcliffe (2019), this format allows for imaginative storytelling through the integration of sound effects, diverse voices, music, and interviews. While requiring careful planning and technical proficiency, narrative podcasts engage listeners' imagination and emotional resonance, harnessing the power of audio to evoke sensations and carry subjective significance. Ultimately, the narrative format provides an opportunity for producers to experiment with a more imaginative approach to content delivery, offering audiences immersive storytelling experiences that transcend traditional media boundaries.

All in all, the podcasting sphere showcases a variety of formats, each with distinct attributes, challenges, and prospects. Solo podcasts afford hosts independence and ease in production but may lack the lively interactions of other styles. Interviews provide platforms for engaging discussions and audience growth but demand meticulous planning and technical coordination. Panel discussions offer diverse viewpoints and dynamic exchanges but entail considerable technical setup and editing. Multiple-host or conversational podcasts foster relaxed atmospheres for idea exchange but require extensive planning and coordination. Instructional podcasts aim to teach new skills effectively but necessitate thorough scripting and planning. Lastly, narrative podcasts offer creative storytelling avenues, requiring careful planning and technical expertise. As podcasting evolves, comprehending these format subtleties can empower creators to produce compelling content that resonates widely, enriching the podcasting landscape. Moving forward the researchers will delve into the importance of Podcasts in the following section.

2.4.3 Importance of Podcasts

Podcasts are crucial in language learning, offering learners genuine language settings, customized learning chances, and increased involvement via varied content and adaptable audio controls. Using resources featuring genuine native speakers, like podcasts, offers an authentic language environment with fluent native speakers. Podcasts integrate e-learning through audio, video, and text files, potentially replacing traditional language tools such as laboratories, CDs, DVDs, or cassettes.

This approach enhances student engagement in language learning, allowing them to explore diverse language inputs, Indahsari (2020). Rosell-Aguilar (2007) suggests that podcast technology aligns closely with constructivist learning methods, wherein individuals actively build knowledge through exploration, observation, processing, and interpretation. Utilizing podcasts benefits both students and educators. For students, podcasts provide current content and genuine native speakers for effective listening practice, as highlighted by Kohler et al. (2010).

According to Yaman (2016), engaging in podcasting, for both students and educators, offers opportunities to enhance learning through hands-on experiences, foster better communication among students and between students and teachers, and enrich students' extracurricular learning experiences. For teachers, podcasting allows for the transformation of traditional classrooms into flipped learning environments, enabling a greater focus on practical learning activities during class sessions.

Podcasts offer a significant advantage for personalized learning, as they allow individuals to choose content that aligns with their unique learning styles and strategies (Farangi et al., 2015). The ability to select content and the portability of podcasts both contribute to this personalized learning experience, enabling learners to access material wherever and whenever they prefer. Additionally, individuals have complete control over the audio, with options to adjust playback speed, rewind, fast forward, and replay sections as needed (Fox, 2008; Giordano, 2017). This flexibility in audio control is often cited as one of the most valuable aspects of podcasts (Heilesen, 2010). Podcasts can serve as a source of motivation for students to engage in listening activities both inside and outside the classroom, generating interest in a variety of topics. Furthermore, they can be utilized to enhance other skills such as reading, grammar, and vocabulary (Bakla, 2018).

In conclusion, podcasts are essential for language learning, offering learners authentic language environments, tailored learning opportunities, and increased engagement through diverse content and customizable audio features. By incorporating podcasts into language education, educators can promote interactive learning, personalized instruction, and student motivation, leading to more effective language acquisition and enriched educational experiences. Additionally, in the next section, we will delve into the application of podcasts in the context of EFL education, exploring how podcasting revolutionizes learning for non-native English speakers, addresses challenges with authentic materials in language classrooms, and enhances engagement and intrinsic motivation among EFL learners.

2.4.4 Podcasts in EFL Context

Podcasting in education revolutionizes learning by providing flexibility, accessibility, and intrinsic motivation, especially for non-native English speakers, while addressing challenges encountered with authentic materials in language classrooms. As per Read (2007), podcasting introduces flexibility into educational settings, especially in schools and universities, enabling students to listen to recorded lectures at their convenience, offline, and review them as needed. This feature proves particularly beneficial for non-native English speakers who require additional time to digest the material. Additionally, in EFL contexts, learners may extract valuable communicative elements from podcasts, such as idioms, phrasal verbs, and grammatical structures (Bamanger & Alhassan, 2015).

With the prevalence of student-owned devices, podcasting offers learning opportunities beyond the classroom. Students equipped with MP3 players can access homework or supplementary materials while commuting or during breaks. Integrating podcasts into the curriculum or as a support for classroom instruction can enhance engagement by diversifying activities and providing additional resources. Moreover, incorporating podcasts is likely to boost intrinsic motivation through the inclusion of authentic texts, interviews, and multimedia language learning tools (Facer & Abdous, 2011, p. 144).

According to Hamouda (2013) Some EFL students encounter various obstacles when engaging with authentic materials in the classroom, particularly in listening exercises. These challenges stem from difficulties in recognizing diverse accents and pronunciations, the rapid pace of speech, limited vocabulary, struggles with maintaining focus, anxiety, and the clarity of audio recordings.

In conclusion, podcasting revolutionizes language learning in EFL contexts by providing non-native English speakers with flexibility, accessibility, and intrinsic motivation. By addressing challenges related to authentic materials and enhancing engagement through diverse activities and resources, podcasts play a pivotal role in reshaping EFL education. After concluding the discussion on Podcasts in the EFL context, the researchers will shift their focus to exploring the relationship between Podcasts and vocabulary acquisition in the next section.

2.4.5 Podcasts and Vocabulary

Vocabulary proficiency serves as a cornerstone of language acquisition, facilitating effective communication across listening, speaking, writing, and reading skills. In the contemporary landscape of education, podcasts have emerged as versatile tools for language learning, offering rich content accessible in audio or video formats. This section explores the efficacy of podcasts in enhancing English vocabulary acquisition and delves into learners' attitudes towards this innovative educational medium.

Vocabulary plays a crucial role in language proficiency, aiding individuals in articulating thoughts and serving as a crucial factor in connecting the four English language skills: listening, speaking, writing, and reading (both receptive and productive skills). A limited vocabulary can lead to gaps in understanding and hinder the acquisition of information as satated by Ibnu Hajar, et al. (2020). Podcasts, as a product of technological advancement, are content-rich tools that serve as highly beneficial educational resources. Available in audio or video formats, they can be accessed online or offline, making them particularly appealing for addressing vocabulary deficits among English learners (Ibnu Hajar, et al., 2020).

Lewin (2009) highlights the evident potential of podcasting as an educational tool, with many proponents advocating its utilization in foreign language acquisition. A study conducted by Farshi & Mohammadi (2022) aimed to determine the effectiveness of using podcasts for teaching new English vocabulary and to assess learners' attitudes, motivations, and potential limitations associated with podcast usage. The results revealed that students had limited awareness and usage of podcasts for educational purposes. However, feedback from students indicated positive attitudes towards podcasts for learning English vocabulary, describing them as appealing, entertaining, and beneficial. Many students reported enhanced learning experiences and expressed motivation to continue using podcasts for English learning. Additionally, the majority of learners found the podcasts effective and engaging, expressing satisfaction with their learning outcomes through this medium.

Another research endeavor was undertaken by Ghoorchaei, et al. (2021) to explore how employing podcasts as instructional aids affects the vocabulary acquisition of EFL learners and to assess their stance regarding listening to podcasts. Based on the results, the act of "listening to podcasts" has the potential to enhance the vocabulary performance of EFL learners. Incorporating podcasts into language instruction benefits teachers in enhancing both auditory skills and vocabulary teaching, resulting in elevated vocabulary scores and fostering favorable attitudes among learners.

Vocabulary proficiency is paramount in language acquisition, serving as a linchpin for effective communication across the spectrum of language skills. As emphasized by Ibnu Hajar et al. (2020), a robust vocabulary bridges the gap between listening, speaking, writing, and reading abilities. With the advent of technology, podcasts have emerged as versatile educational tools, offering rich content accessible in audio or video formats. Recognized for their potential in addressing vocabulary deficits, podcasts hold promise as aids in language learning, as highlighted by Lewin (2009) and supported by the study conducted by Farshi & Mohammadi (2022). This section delves into the efficacy of podcasts in enhancing English vocabulary acquisition, exploring learners' attitudes towards this innovative educational medium, as evidenced by the research efforts of Ghoorchaei et al. (2021).

In conclusion, podcasts stand as potent allies in the endeavor to bolster English vocabulary proficiency among learners. The insights gleaned from research underscore their efficacy in not only improving vocabulary scores but also in cultivating positive attitudes towards language learning. As evidenced by the studies discussed, podcasts offer an engaging and effective avenue for language instruction, facilitating both auditory skill development and vocabulary acquisition. Subsequently, the researchers will investigate the connection between Podcasts and pronunciation in the following section.

2.4.6 Podcasts and Pronunciation

Podcasts are an invaluable tool for improving language learners' pronunciation skills, providing them with immediate practice opportunities and fostering contextualized learning experiences that go beyond conventional drills. Ducate and Lomicka (2009) assert that podcasts can aid in pronunciation practice for students. The utilization of technologies such as podcasts in EFL classes can be advantageous for students aiming to enhance their pronunciation skills (Cummins, 2000). These tools enable the incorporation of immediate learning exercises designed to improve language learners' pronunciation, involving them in various tasks facilitated by podcast technology (Cummins, 2000).

Practicing pronunciation, listening, and speaking are specific methods through which foreign language educators and learners can utilize this technological resource. Employing podcasts in contextualized language learning, rather than just for basic pronunciation drills, offers benefits as it enables teachers to integrate pronunciation within meaningful tasks, moving beyond mere repetition of word lists or sounds (Ducate & Lomicka, 2009).

According to Constantine (2007), in an exercise utilizing podcasts, learners can listen to audio, record their own output, and submit an audio file to the teacher for assessment. The teacher then provides feedback on the student's pronunciation, aiding in the development of speaking fluency and accurate pronunciation.

In conclusion, podcasts provide language learners with a valuable tool to improve pronunciation skills within meaningful learning contexts. By incorporating podcasts into language education, teachers can create engaging practice opportunities that go beyond conventional methods, promoting a more effective language learning environment.

2.5 Conclusion

This chapter has conducted a thorough explanation and insights about listening, podcasts and songs as integral elements of English language education for foreign language learners. By defining and emphasizing the importance of these mediums, the chapter has clarified their essential roles in improving listening abilities, enriching vocabulary, and honing pronunciation skills. Through extensive investigation, it is evident that podcasts and songs serve as valuable educational resources that facilitate language acquisition and contribute to a comprehensive language learning journey.

Chapter Three

Methodology

3.1 Introduction

This chapter is devoted to the research methodology of the study. It aims to explore EFL learner's preferences and experiences regarding their listening habits to songs and podcasts and in what ways they describe their experiences, with a focus on the third year Bachelor students at the University of Ain Temouchent. The chapter begins with the context and the approaches of the study, which includes the intramethod approach and the comparative approach, the sample of the study, and the data collection tools. The researchers used a questionnaire to see whether EFL learners prefer listening to songs or podcasts in order to develop their listening comprehension, vocabulary acquisition and pronunciation improvement.

3.2 Context of Research

The study took place in the English department at the University of Ain Temouchent – Belhadj Bouchaib, during the academic year 2023/2024. The institution became an official university on November 22nd, 2020, after opening as a University Centre in 2009. The department has been active since 2012. It follows the LMD system, which stands for License/Master/Doctorate, which has been in use in Algeria since 2004/2005. The department offers A Master's degree with two specialties, "Didactics and Applied Linguistics" and "Literature and Civilization."

3.2.1 English as a Foreign Language in Algeria

In recent years, Algeria has witnessed a significant shift in its approach to foreign language instruction, particularly in the domain of English language learning. This change reflects a broader pattern in Africa, where former French colonies are gradually adopting English as a primary foreign language. The decision to expand English language education within Algeria's schooling system goes beyond mere pedagogical considerations; it is a strategic move with political and economic implications.

This shift towards prioritizing English in Algerian educational institutions aligns with a larger linguistic trend in Africa, where nations such as Mali and Morocco are reassessing the dominance of French and transitioning towards English as a pivotal foreign language (Middle East Monitor,2023). According to Mezahi (2022), this transition is viewed as a response to France's diminishing influence across the continent, compelling countries like Algeria to broaden their linguistic proficiencies to align with global trends in commerce, science, and technology. Rezig (2011) mentioned that Algeria's choice to enhance English language

instruction is deeply rooted in a strategic decision embedded within the nation's new educational framework. The successful implementation of pilot programs aimed at teaching English in primary schools has laid the groundwork for further integration of English into the curriculum. Plans are underway to bolster teacher training initiatives and enforce regulations favoring English over French in private educational institutions. This transition underscores the acknowledgment of English as the most prevalent language worldwide, serving as a *lingua franca* in various sectors and dominating online communication (Maraf & Osam, 2022).

In conclusion, Algeria's adoption of English as a foreign language signifies a significant departure from its historical reliance on French. This transition reflects a strategic response to global linguistic patterns and a re-evaluation of the country's educational priorities in an evolving global landscape.

3.3 Sample

A sample is a group of people that are part of a large population for a measurement, it should be representative of the population to guarantee the generalization of the findings from the research sample to the population as a whole. Sampling is the action of choosing an appropriate sample or a representative portion of a population (Mujere, 2016)

The sample of population under study is third-year English students at Belhadj Bouchaib University in Ain Temouchent. The students are selected due to their pivotal position in their English language learning journey. At this stage, they are actively engaged in developing their listening abilities, broadening their vocabulary, and perfecting their pronunciation. This makes them an optimal group for investigating how songs and podcasts influence listening comprehension, vocabulary acquisition, and pronunciation. Additionally, by focusing on this specific cohort, the researchers aspire to offer insights that can enrich language teaching methodologies and improve the learning experience for EFL students. The whole population under study is 150 third year Bachelor students. Therefore, the number of volunteers who responded to the study are 67 students, approximately 44,66% of the population selected. They were randomly responding to the questionnaire given to them via email or Facebook groups.

3.4 Approach

The study aims to investigate how habitual listening to songs and podcasts impacts EFL learners' language learning journey outside traditional classrooms. It also aims to compare the effectiveness of songs and podcasts in enhancing language learning to identify which medium

has a greater impact on proficiency. Employing both intramethod and comparative approach is essential for several reasons.

Firstly, using intramethod helps in gathering both qualitative and quantitative data to provide a comprehensive understanding of how listening to songs and podcasts influences EFL learners' language learning journey. Qualitative data can capture the richness and depth of learners' experiences with these mediums, while quantitative data can provide statistical insights into their effectiveness in developing listening abilities, expanding their vocabulary, and refining their pronunciation.

Secondly, incorporating a comparative approach allows for a nuanced examination of the effectiveness of songs versus podcasts in EFL learning. By comparing the impact of these two mediums, you can identify which one has a stronger influence on language learning and proficiency. This comparison will contribute to a more thorough understanding of how different types of audio content can support EFL learners in developing their listening skills, expanding their vocabulary, and improving their pronunciation.

Overall, using both intramethod and comparative approach helps in offering comprehensive insights into EFL learners' listening habits and their implications for language learning outcomes.

3.4.1 Intramethod

Intramethod is a methodological approach that enables researchers to gather and analyze comprehensive data within a single method. Johnson & Turner (2003) state that Intramethod mixing is a methodological strategy that includes creatively using a single method to gather both quantitative and qualitative data, such a questionnaire. A mixed questionnaire, for instance, can have both closed-ended and open-ended questions, giving researchers quantitative data from the latter and qualitative insights from the former. The word "intramethod" comes from the word "intra," which means "within," indicating that data collecting takes place inside the confines of a particular method. The researchers used intramethod mixing in the current study, using open-ended and closed-ended questions in a single data collection tool which is questionnaire to collect the necessary quantitative and qualitative data to answer the research questions.

3.4.2 Comparative Approach

The comparative approach is an important strategy to explore causal relationships and discern patterns across diverse settings. Comparative research involves examining the similarities and differences among two or more cases, as stated by Ovretveit (1998). When conducting comparative research, researchers analyze a specific topic across various contexts using either quantitative or qualitative approaches. Researchers assess the varying impacts of variables across different scenarios by directly comparing them with one another. Comparative research is considered more of an approach or mindset rather than a distinct research method (Ragin & Rubinson, 2009).

Qualitative approaches or analyses utilize various methods such as case study analysis to highlight similarities and differences among entities or countries. Comparative research methods integrate theoretical concepts with data collection to elucidate these comparisons (Given, 2008). Causality presents a significant challenge in comparative research. Within causality-oriented comparative research, scholars aim to pinpoint the causes behind differences and similarities observed in two statements or groups of individuals. However, determining the exact cause can be problematic due to the absence of a common scale for assessing both cases (Smelser, 2013).

3.5 Methods of Data Collection

Data collection instruments encompass a range of tools employed by researchers to gather information for their study. These tools may include observation, tests, questionnaires, and interviews. For the current study, a questionnaire was chosen as a data collection tool to achieve the research objectives.

3.5.1 Questionnaire

This section provides an overview of questionnaire' definition and explores the two main types of questions used within it in this study.

3.5.1.1 Definition of Questionnaire

The questionnaire is a research instrument for gathering quantitative data from participants in a variety of formats. Roopa & Rani (2012) state that a questionnaire is essentially a set of pre-prepared questions, either printed or mimeographed, which respondents fill out to express their opinions. It serves as the primary method for gathering quantitative primary data. Mcleod (2023) states that a questionnaire is a research instrument comprising a sequence of

inquiries aimed at collecting data from participants. Essentially, questionnaires resemble written interviews and can be conducted in various formats, including in-person, via telephone, computer, or mail. According to Roopa & Rani (2012), by utilizing a questionnaire, researchers can collect quantitative data in a standardized manner, ensuring internal consistency and coherence for subsequent analysis. It's essential for questionnaires to have a clear purpose aligned with the research objectives, and it's important to establish upfront how the collected findings will be utilized. Dörnyei (2007) delineated various benefits associated with the utilization of questionnaires in a separate research endeavor. One advantage of questionnaires is their capacity to elicit responses from participants in a systematic and structured manner. This aspect could enhance the precision and reliability of the responses. Moreover, questionnaires can be swiftly devised and tailored to specific research aims or hypotheses. Their flexibility allows researchers to gather data on a diverse range of topics.

3.5.1.2 Types of Questions in Questionnaire

In this questionnaire two types of questions are utilized namely closed-ended and open-ended.

3.5.1.2.1 Closed-Ended Questions

According to Jayanthi & Shanthi (2022), Closed-ended questions, such as "yes" or "no" options or multiple-choice selections, constrain respondents to select from a predetermined set of answers. These types of inquiries are commonly employed to collect statistical information from participants. While they can vary in format, they all share the common characteristic of prompting respondents to choose specific options. Hyman & Sierra (2016) state that closed-ended questions regarding attitudes and behaviors are easier to respond to, thereby simplifying the task for respondents and potentially boosting their willingness to complete and return the questionnaire.

3.5.1.2.2 Open-Ended Questions

An open-ended question, also known as an open question, within a survey or public opinion poll, is a query where potential answers are not provided, prompting respondents to answer in their own words. Such questions encourage spontaneous responses, as noted by Popping (2015). According to Hyman & Sierra (2016), open-ended questions allow respondents to offer diverse responses, often leading to unexpected answers that can prompt further exploration through follow-up questions in face-to-face interviews.

Using both open-ended and closed-ended questions in this questionnaire offers several benefits. Closed-ended questions provide structured response options, facilitating quantitative analysis and making it easier to compare responses across participants. On the other hand, open-ended questions encourage respondents to provide detailed, nuanced answers in their own words, allowing for a deeper understanding of their perspectives and experiences. This combination of question types ensures comprehensive data collection, enabling researchers to triangulate findings and gain more insights into the research topic. Additionally, it accommodates diverse respondent preferences and experiences, enhancing the overall validity and reliability of the questionnaire findings.

The questionnaire was distributed through distinctive steps. It was first reviewed by the supervisor, after which it was changed and improved based on her comments, the questionnaire was then sent to the target population via email on February 26, 2024, along with an explanation of the research's purpose from the researchers. The answers were automatically stored for analysis. The participants were prompted to complete the questionnaire each time, and the responses were automatically kept for analysis.

3.6 Methods of Data Analysis

The analysis of data collected through the questionnaire involves two distinct approaches to uncover patterns and insights. Since the questionnaire includes both Closed-Ended questions in format of surveys and numbers that will be depicted in graphs, a method of data analysis is needed to describe the graphs and data. However, thematic analysis is required to analyse the open-ended answers that need a thorough analysis of the given answers. Thematic analysis permits researchers to extract the themes that have been highlighted by respondents which will help researchers reach answers of the research questions.

3.6.1 Descriptive Analysis

Descriptive analysis is a research method that helps researchers make sense of a particular phenomenon and the statistical distribution of data. Descriptive research stands out as a prevalent approach in the social sciences, aiming to portray phenomena as they exist. For instance, it delves into describing social structures or the connections between various occurrences (Adams et al., 2007). Descriptive Analysis focuses on depicting phenomena as perceived, striving to outline the typical scenarios (Waliman, 2011, P.10). It elucidates existing realities and sets the stage for discovering novel insights. This methodology involves

collecting data pertaining to products, individuals, events, and circumstances, followed by organizing, tabulating, visualizing, and describing the findings. Typically, descriptive research is guided by one or more research inquiries and often lacks a rigid research hypothesis (Travers R., 1978).

Descriptive research is characterized by its neutrality, objectivity, and positive nature, contrasting with Prescriptive Research, which is normative and concerned with defining how reality ought to be (Waliman, 2011, P.10). It serves the purpose of establishing foundational understandings of how we perceive the world and serves as the initial phase of Exploratory Analysis (Adams et al., 2007, P.22). Like other research designs, Descriptive Analysis sets specific objectives with precision to ensure the relevance of collected or secondary data; failure to do so may lead to erroneous conclusions (Kothari, 2004, P.38).

The techniques employed in data collection or the utilization of existing secondary data and methodologies in Descriptive research play a crucial role in achieving the defined objectives. This approach is regarded as an effective means of gathering information that delineates relationships and portrays the world as it truly exists. It typically precedes experimental or inferential studies and serves as the initial step towards more complex models and analyses (Marsh & Stocker, 2010, P.272). Descriptive research affords researchers the flexibility to employ both quantitative and qualitative data to uncover population characteristics. For instance, researchers may employ both case study, a qualitative analysis, and correlation analysis to depict a phenomenon. Case studies often yield new, valuable hypotheses during the research process and contribute to a richer body of generalized knowledge (Kothari, 2004, 114).

3.6.2 Thematic Analysis

To explore categories and patterns in data, qualitative researchers use a variety of techniques, including thematic analysis. It is a qualitative approach that involves examining classifications and uncovering patterns within data. It provides detailed insights and interprets diverse subjects, as described by Boyatzis (1998). It offers a detailed portrayal of the data and enables researchers to interpret diverse subjects. It's particularly useful for studies that rely on interpretations to uncover insights systematically. This approach allows for precise analysis of theme frequency, enhancing the overall significance of the research (Marks and Yardley, 2004). Namey et al. (2008) said:

“Thematic Moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw data as summary markers for later analysis, which may include comparing the relative frequencies of themes or topics within a data set, looking for code cooccurrence, or graphically displaying code relationships.” (p.138).

According to Namey et al. (2008), Thematic Analysis goes beyond merely counting words, focusing on both implicit and explicit ideas. It involves developing codes for these ideas or themes and applying them to the raw data for later analysis. This may include comparing theme frequencies, examining code co-occurrence, or visually displaying code relationships.

Thematic Analysis facilitates the exploration of relationships between concepts and enables comparisons across different data sets, situations, and timeframes. It allows researchers to interpret data comprehensively and explore various perspectives and opinions.

Thematic analysis offers two distinct approaches: deductive (top-down) and inductive (bottom-up) methods, as outlined by Braun and Clarke (2006). In the inductive approach, researchers refrain from fitting data into preconceived themes or theoretical frameworks. Instead, they code the data without bias, allowing themes to naturally emerge from the dataset itself. This method disregards themes found in previous studies, emphasizing a strong connection between themes and the raw data rather than the researcher's theoretical inclinations.

Conversely, the deductive approach is researcher-driven, aligning analysis with the researcher's theoretical interests and prior knowledge. Researchers employing this method typically start their analysis with predefined themes derived from a thorough literature review. Thus, the deductive approach enables researchers to analyze data in relation to existing theoretical frameworks and issues under investigation, as noted by Braun and Clarke (2006).

Thematic analysis is a constant-comparative method that involves reading and rereading the transcripts systematically (Cavendish, 2011) and the most important aspect in the thematic analysis is that the analysis process should be systematic so that the final product is of good quality. Braun and Clarke (2006) advocate for thematic analysis in qualitative studies, highlighting its benefits such as enhanced validity due to its accessibility, transparency, and flexibility.

3.6.1 Phases of thematic analysis:

Phase	Description of the process
1. Familiarization with data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes :	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report :	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Table 3.1: phases of thematic analysis according to braun and clarke (2006)**3.7 Validity and Reliability**

The researchers used both quantitative and qualitative data collection and analysis methods which have given insights and deep understanding of EFL learners’ perceptions about songs and podcasts. The descriptive analysis and statistics helps to get exact numbers about the students’ preferences while, the thematic analysis helps to analyse the qualitative data and get the necessary themes that reflect the students’ perceptions about listening to songs and podcasts. It also enabled the researchers to get different suggestions and recommendations.

3.8 Conclusion

This chapter gave a detailed overview of methodology employed in the study. It provides a broad summary of the research context, approaches, sample, data collection tool and data analysis methods used. The researcher selected the above-mentioned tool to create a conceptual framework to draw conclusions and the findings of this study activity, which will be seen in the next chapter.

Chapter Four

Data Analysis

4.1 Introduction

In this chapter the researchers describe and analyze the data collected through the questionnaire. In the first section the researchers will describe the questionnaire targeted at 150 third year bachelor students, at the English department, Belhadj Bouchaib University, Ain Temouchent, to explore their listening preferences regarding songs and podcasts in developing their listening comprehension, vocabulary acquisition and pronunciation improvement. Accordingly, in the second section, the researchers will analyze the collected data using both descriptive and thematic analysis. Then, in the concluding section the researchers will summarize the main points tackled in this chapter.

4.2 The Description of the Questionnaire

The questionnaire contains five sections comprising both open-ended and closed-ended questions meticulously crafted to delve into the listening habits and preferences of 3rd Year (EFL) learners regarding songs and podcasts. The study intends to gain important insights into how they interact with audio materials and the possible influence on their language learning process by investigating these habits. Participants are asked to share the frequency of their listening, their favorite genres, the difficulties they have faced, and how effective they believe songs and podcasts are at improving their language skills through a series of thoughtfully constructed questions. The questionnaire is an essential instrument for collecting data that will help the study achieve its goals and contribute to the existing body of knowledge in language learning research. The following section will briefly describe the purpose of each section.

4.2.1 Section One: Personal Information (Q1)

The first section is concerned with gathering demographic information about the participants, specifically their gender. The question (Q1) is a multiple-choice question designed to collect data on the gender of the participants in order to have exact insights about the sample of the study.

4.2.2 Section Two: Listening Habits (Q2-Q7)

The second section contains five closed-ended questions. It explores the listening habits of the respondents concerning English music and podcasts. It encompasses several questions, mainly in a multiple-choice format, aimed at assessing how often respondents listen to English music and podcasts, their preferred genres, and the primary motives behind their engagement with

each medium. These questions offer structured options for respondents to choose from, providing insights into their listening preferences and routines.

4.2.3 Section Three: Listening Preferences (Q8–Q12)

In this section, respondents are asked about their preferences when it comes to English music and podcasts. The questions include both multiple-choice and open-ended formats. Multiple-choice questions delve into preferences regarding listening with or without lyrics/transcripts, while open-ended questions encourage respondents to highlight specific challenges encountered when listening to English music and podcasts, and to share strategies used to overcome these challenges. The aim of this section is to gather comprehensive insights into respondents' preferences and coping mechanisms related to their listening experiences.

4.2.4 Section Four: Effectiveness of Songs and Podcasts (Q13–Q18)

The fourth section of the questionnaire concentrates on assessing respondents' perceptions of the effectiveness of English music and podcasts in language learning. It features Likert scale questions, where respondents rate the effectiveness of each medium in enhancing listening comprehension, expanding vocabulary, and improving pronunciation. These questions offer a quantitative measure of respondents' perceived effectiveness of songs and podcasts in language acquisition.

4.2.5 Section Five: Overall Preferences (Q19 – Q 22)

The final section presents respondents with multiple-choice questions regarding their overall preference between songs and podcasts for language learning purposes. Additionally, it includes open-ended questions where respondents are asked to elucidate their preference and propose suggestions for enhancing the effectiveness of both types of audio materials in language acquisition. This section aims to capture respondents' comprehensive preferences and gather valuable insights for refining language learning strategies.

4.3 Analysis of the Students' Questionnaire

Question 01: What is your gender?

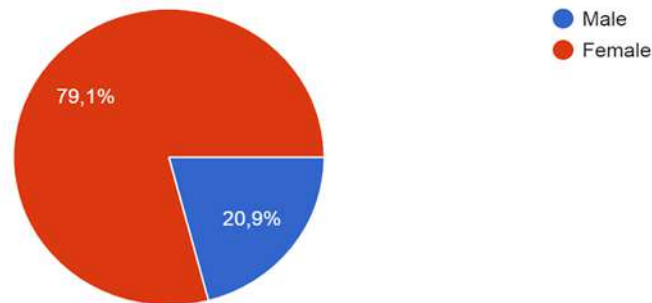


Figure 4.1: students' gender.

As shown in the pie chart in figure (O1) untitled “students’ gender”, the majority of the students (79,1%) are females and only (20,9%) are males.

Question 02: How often do you listen to English songs?

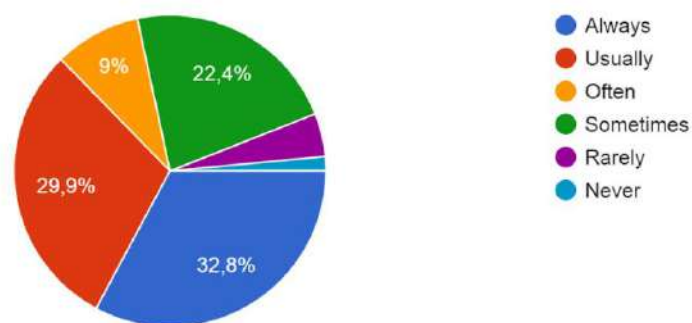


Figure 4.2: Frequency of listening to English Songs

The analysis of the pie chart depicted in Figure 02, entitled “Frequency of English Songs Listening”, showcases how often respondents listen to English songs, highlighting significant trends in their involvement with English songs. A considerable percentage, accounting for 32.8%, reported they always listen to them, with 29.9% indicating they usually listen. Conversely, 22.4% mentioned they sometimes listen to English songs. Furthermore, 9% expressed they often listen, reflecting a sustained interest in diverse musical genres. Additionally, 4.5% of respondents reported they rarely listen, indicating infrequent

engagement with English songs. Only 1.5% indicated they never listen to them, suggesting minimal participation in this activity.

Question 03: How often do you listen to English podcasts?

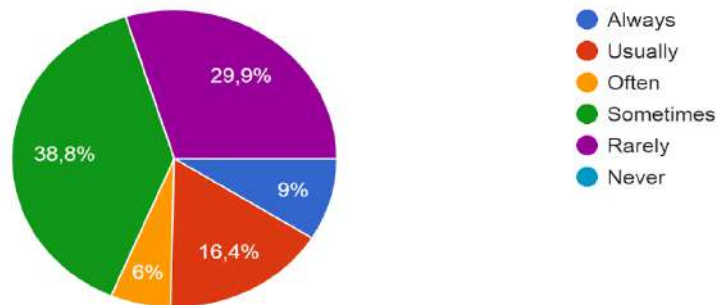


Figure 4.3: Frequency of Listening to English Podcasts

The examination of the data presented in Figure 03, entitled “Frequency of English Podcasts Listening”, provides fascinating insights into respondents' interactions with English podcasts. The largest segment of respondents, accounting for 38.8%, reported they sometimes listen to English podcasts, suggesting intermittent engagement with English podcasts. Moreover, 29.9% stated they rarely listen, indicating infrequent participation in podcast consumption. Additionally, 16.4% mentioned they usually listen to English podcasts, implying regular but less frequent engagement with podcasts. However, a noteworthy portion, comprising 9%, reported they always listen, indicating consistent and frequent consumption of English podcast content. A smaller fraction, 6%, indicated they often listen as their listening frequency, demonstrating a sustained interest in exploring various podcast genres. It is also worth noting that no one responded to “never”.

Question 04: What types of English songs do you usually listen to?

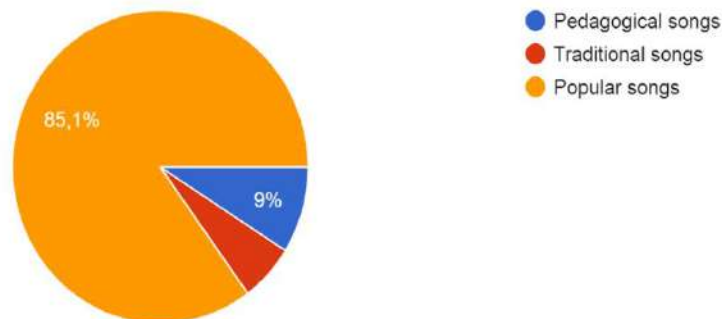


Figure 4.4: Preferred Types of English Songs.

The English song genres that students typically listen to are depicted in Figure 04, entitled “Preferred Types of English Songs”. With a sizable majority of 85.1% prefer popular songs. Additionally, 9% of respondents said they prefer educational songs, indicating an inclination towards language learning content. Furthermore, 6% of respondents mentioned they prefer traditional songs. Overall, the chart shows that students have a strong preference for modern music, with a noticeable but lesser interest in educational songs and traditional songs.

Question 05: What types of English podcasts do you usually listen to?

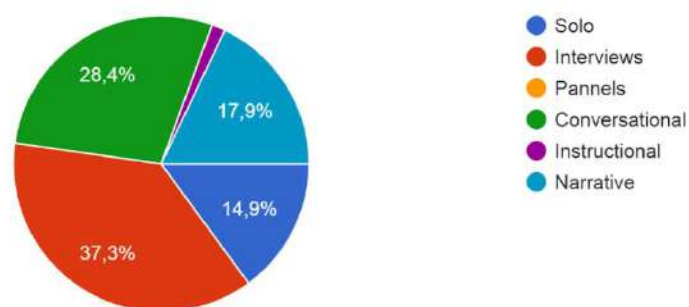


Figure 4.5: Preferred Types of English Podcasts.

The data presented in Figure 05, entitled “Preferred Types of English Podcasts”, illustrates the podcast formats that respondents found most appealing. A sizable percentage, 37.3%, prefer

podcasts featuring interviews, suggesting a curiosity in a range of viewpoints and insights. Furthermore, 28.4% of listeners express a preference for conversational podcasts, indicating a preference for casual talks. 17.9% of respondents said they enjoy listening to narrative podcasts, indicating a desire for storytelling content. There is interest in solo podcasts as well; 14.9% of respondents said they preferred this format. Moreover, 1.5% of respondents indicated a preference for instructional podcasts. However, there were no responses for panels. Overall, the data indicates a wide range of preferences among the participants, spanning from solo formats, storytelling, interviews, conversations, and instructional content.

Question 06: Why do you listen to English songs?

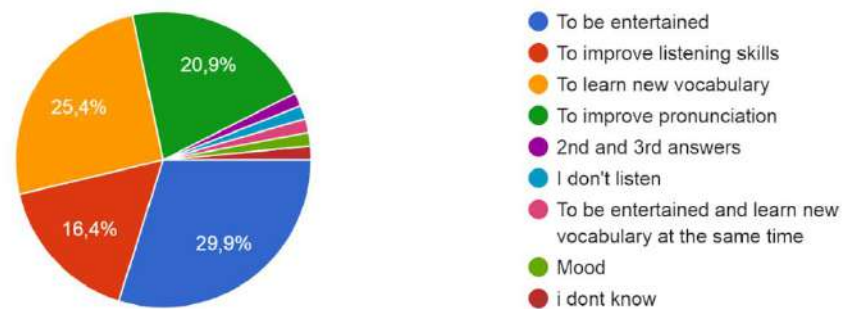


Figure 4.6: Reasons for Listening to English Songs

The analysis of Figure 06, entitled "Reasons for Listening to English Songs" illustrates the diverse motivations driving respondents to engage with English songs. The largest proportion, comprising 29.9%, listen to songs for entertainment purposes, indicating a preference for enjoyment and leisure. Additionally, 25.4% listen to learn new vocabulary, suggesting an educational aspect to song consumption. Furthermore, 20.9% use songs to improve their pronunciation, emphasizing the utility of English songs in language learning and speech practice. Another 16.4% listen to improve their listening skills, highlighting the role of music in enhancing auditory perception. Other responses provided by participants include a combination of the second and third answers 1,5%, not listening at all 1,5%, using songs for entertainment and vocabulary learning simultaneously 1,5%, being influenced by mood 1,5%, and expressing uncertainty 1,5%. These additional responses reflect the varied and individualized reasons behind song selection and listening habits among participants.

Question 07: Why do you listen to English podcasts?



Figure 4.7: Reasons for Listening to English Podcasts.

The analysis of Figure 07, entitled "Reasons for Listening to English Podcasts" highlights the primary motivations behind respondents' engagement with English podcasts. The majority, comprising 37.3%, listen to podcasts to stay informed, indicating a desire for current affairs and knowledge acquisition. Additionally, 22.4% do so to learn new vocabulary, underscoring the educational value of podcasts, while 20.9% listen to improve their listening skills. A smaller percentage, 10.4%, use podcasts to enhance their pronunciation. Other reasons cited include using podcasts as background noise while engaging in other activities 1.5%, listening to different perspectives on various topics 1.5%, learning about hidden aspects 1.5%, finding the discussed topics interesting 1.5%, and improving discussion skills 1.5%. Interestingly, 1.5% reported utilizing podcasts for all the aforementioned options, indicating diverse and multifaceted motivations for podcast consumption.

Question 08: When listening to English songs do you prefer to listen with or without lyrics? why?

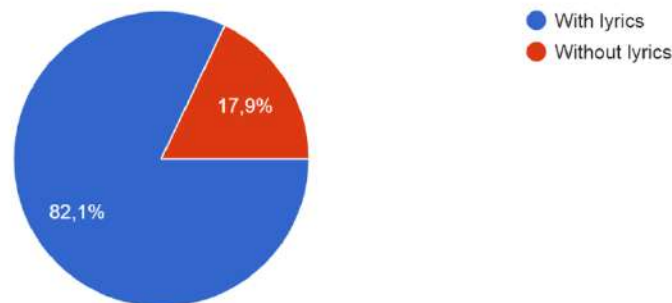


Figure 4.8: Preference of Using Lyrics While Listening to English Songs.

The data depicted in Figure 08, entitled "Preference of Using Lyrics While Listening to English Songs", reveals that 82.1% of participants prefer to listen to English songs with lyrics, whereas 17.9% prefer them without lyrics. This suggests a prevalent inclination among respondents to have access to song lyrics during listening, possibly for improved understanding and language acquisition. Additionally, respondents provided insights into their reasons for preferring songs with lyrics. These responses highlight the various factors influencing participants' preferences and provide valuable context to the data presented in the pie chart.

The Thematic Analysis of the Open-ended Question: "Why?"

After familiarizing with the data and reading the responses multiple times, the next step is generating the initial codes and themes, following Braun and Clarke phases of thematic analysis.

Data	Coding	Themes
When listening to English songs, I personally enjoy listening to them with lyrics. It helps me follow along with the words and understand the meaning behind the song. Plus, singing along can be a lot of fun!	Enjoyment Following Understanding the meaning fun	Understanding Comprehension Enjoyment
If the song is new to me, I prefer to listen to it with the lyrics so that I can understand the words that are	Understanding the incomprehensible words	Comprehension

sometimes incomprehensible or I'm not familiar with in the song.		
The voice of a singer adds something to a song, simply makes it better and more entertaining and perhaps even more relatable.	Singer's voice, Entertainment Reliability	Entertainment
Because I prefer listening to rap so most of the time i miss the words so I prefer to read the lyrics at the same time .	Rap songs preferences, missing the words, preference for reading the lyrics	Overcoming the speed of the song
Sometimes the singers sing too fast so I lose a word, that's why I would prefer with lyrics so I can follow with them.	Fast singing, Following	Overcoming the speed of the song
Lyrics can add depth to the music, convey emotions, tell stories, or express ideas that resonate with the listener	Depth of lyrics, convey emotions, tell stories, express ideas	Emotional conveyance, Storytelling, ideas expression
I prefer to listen to English songs with lyrics in order to develop my listening skills and enrich my vocabulary.	Skill and vocabulary enhancement	Developing listening skill and vocabulary acquisition
I don't find it entertaining to read the lyrics on the first couple of times when I listen to a specific song	No need for the lyrics at the initial engagement with the song	Lyrics is unnecessary
i listen to them just to fill the background, a way to avoid distractions and zone in on my work.	Background music	Lyrics is unnecessary
To know what the singer say so that i catch more new words to learn it	Learning new words	Vocabulary acquisition
Because sometimes I found new words so I like to know how it wrote	Learning new words and how to write them	Vocabulary enrichment and Spelling
To understand and concentrate with the lyrics and what they mean .	Understanding the meaning Concentration	Comprehension
To get to know how the word is written Vs how it is pronounced	Spelling and pronunciation	Learning spelling and pronunciation
Sometimes I don't understand what they say in the song	Difficulty understanding lyrics	Comprehension difficulties
To see the translation and remembering new vocabulary	Remembering vocabularies	Vocabulary acquisition
To improve my understanding and my writing abilities.	Improve understanding Improve writing abilities	Developing writing skills
To help me better understand the meaning of the song	Understanding the meaning	Comprehension
I do understand the songs there's no need for lyrics	Comprehension without lyrics	Lyrics is unnecessary

To know and more understanding the difficult words	Vocabulary acquisition Comprehension aid	Difficulty clarification and vocabulary enrichment
To learn both of the lexicon and the pronunciation	Learn the lexicon and pronunciation	Learn vocabulary and pronunciation
To keep in mind the lyrics and sing it acapella	Memorization	Memorization and performance
To enhance the meaning and knew new vocabularies	Know the meanings of the words	Vocabulary acquisition
For a better understanding of the f the meaning	Understand the meaning	Comprehension
Lyrics can add depth and meaning to the music	Meaning enhancement, depth Music enrichment	Comprehension
To understand every single word in the song	Understand the words	Comprehension
To improve my listening comprehension skills	Improving listening skills	Listening skills improvement
It's more helpful for non-native speakers	Helpful for non-native	Helpful to be native-like speaker
Because I like to sing so I need the lyrics	Enjoy singing	Enjoyment
Because I just want to hear the melody	Musical appreciation	Musical appreciation
To confirm what I'm listening to	Confirm	Verification
They help for more understanding	More understanding	Better understanding
Because its better than without	Preference	Lyrics preference
In order to memorize some words	Memorizing words	Memorization
To improve my listening skills	Improving listening skills	Listening skill improvement
Because I understand the words	Understand the lyrics	Understanding lyrics
To know the parole of the song	Understanding lyrics	Vocabulary acquisition
In order to improve my skills	Skills improvement	Skills improvement
Because I like it with lyrics	Preference	Personal preference
To improve my writing skills	Skill improvement	Writing skill enhancement
To improve listening skills	Skill improvement	Listening skill enhancement
To test my listening skill	Evaluation	Testing listening proficiency
Because I don't need them lyrics are not important	No preference Lyrics is irrelevant	Lack of preference Lyrics irrelevance
to understand everything	Understanding	Comprehension
To get more vocabularies	Getting vocabularies	Vocabulary acquisition
To learn new vocabulary	Learning new vocabulary	Vocabulary acquisition
To understand it better	Understanding	Comprehension
For more understanding	Understanding	Comprehension
To learn	Learning	Learning
To catch unclear words	Comprehend unclear words	Seeking clarity

To understand each word	Understanding	Understanding
To enhance the meaning	Meaning enhancement	Comprehension
To learn a New words	Learning new words	Expanding vocabulary
To learn a new words	Learning new words	Expanding vocabulary
To memorize the song	Memorizing	Memorization
To follow with them	Following along	Following
There is no reason	Unspecified reason	No reason stated
To know word	Learning words	Vocabulary acquisition
To hear and see	Listening and knowing the spelling	Listening and spelling improvement
To enjoy the song more	Enjoyment	Enjoyment
To enjoy listening	Enjoyment	Enjoyment
Comfortable	Comfortable listening	Enjoyment and relaxation
To enjoy	Enjoyment	Enjoyment
For enjoy that	Enjoyment	Enjoyment
Mood	Mood improvement	Mood enhancement, emotional
Easy	Ease	Facilitate learning

Table 4.1 : Generating Codes and Themes for the Thematic Analysis "Reasons behind listening to English songs with or without lyrics"

This thematic analysis report examines the rationale behind people's decisions by delving into the answers to open-ended questions on whether they would rather listen to English songs with or without lyrics. Finding recurring themes and ideas that clarify the function of song lyrics in language learning and comprehension is the goal of this investigation. Through a thorough examination of participants' viewpoints, the researchers want to address the study question and aims by looking at these responses.

Firstly, "Songs enjoyment", a theme that was mentioned seven times where participants reported a strong preference for listening to songs with lyrics for the enjoyment gained from understanding and interacting with the song content. For example, one participant stated, "When listening to English songs, I personally enjoy listening to them with lyrics". In addition, another theme was repeated by fifteen respondents which is "Understanding and comprehension, showing that understanding the lyrics emerged as a substantial influence on participants' preferences. Songs with lyrics were preferred because of their capacity to improve comprehension and encourage involvement with the song's message as one participant remarked" To understand every single word in the song".

Moreover, two participants mentioned “Difficulty with speed of songs” where they noticed issues with song pace. Songs containing words were viewed as being simpler to follow and understand. For example, one participant said “Sometimes the singers sing too fast so I lose a word, that's why I would prefer with lyrics so I can follow with them”. In addition, the theme “Emotional conveyance, storytelling, and ideas expression” was mentioned by one participant, who valued lyrics for their ability to communicate emotions, tell stories, and articulate ideas. This enhances the listening experience and fosters deeper engagement with the song as he stated that “Lyrics can add depth to the music, convey emotions, tell stories, or express ideas that resonate with the listener”.

Another prominent theme is “Vocabulary acquisition”, which was repeated by thirteen respondents showing that songs with lyrics were thought to be good for expanding vocabulary. Participants discovered that lyrics provided opportunities for learning new words. One of them noted, “To learn new words”. On the other hand, “Lyrics is unnecessary” a theme that was mentioned by three respondents preferring songs without lyrics, considering them unneeded or distracting from the musical experience. One of these participants replied, “I do understand the songs there's no need for lyrics”.

Two participants mentioned “Developing writing skills”, highlighting that songs with lyrics can help in improving their writing abilities. For instance, one participant responded “To improve my writing skills”. In addition, “Learning spelling and pronunciation” was mentioned by one participant, who appreciated lyrics for their ability to reinforce proper spelling and pronunciation. This was exemplified by his response “To get to know how the word is written Vs how it is pronounced”.

Three participants noted “Memorization”, showing that listening to songs with lyrics aids in remembering words and phrases. For example, one of them said, “In order to memorize some words”. In addition, the theme “Listening skills improvement” was noted by five participants, highlighting that songs with lyrics enrich their ability to understand spoken English. One of the respondents stated “To improve listening skills”.

One respondent highlighted “Musical appreciation”, valuing the lyrics for enhancing their appreciation of music. This participant noted “I just want to hear the melody. Lastly, the theme “Verification” was mentioned by one participant, noting that lyrics aid in confirming their understanding of the song, saying “To confirm what I am listening to”.

In conclusion, this thematic analysis provides useful insights into EFL learners' preferences for listening to English songs with or without lyrics. While enjoyment, comprehension, and vocabulary development emerged as common themes, participants' preferences differed according to their specific learning methods and goals. Understanding these preferences can help to inform language teaching techniques, ensuring that instructional materials meet the requirements and preferences of the learners.

Question 09: When listening to English podcasts do you prefer to listen with or without transcripts? why?

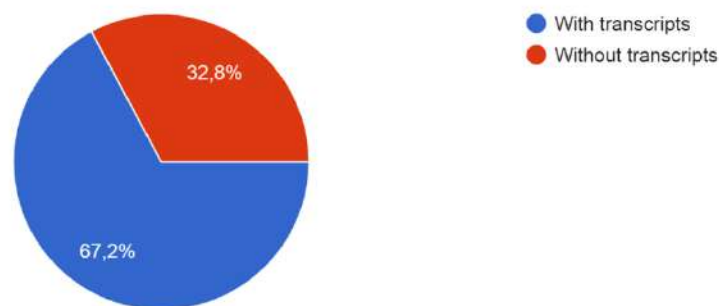


Figure 4.9: Preference of Using Transcripts While Listening to English Podcasts

The information from Figure 09, entitled “Preference of Using Transcripts While Listening to English Podcasts”, reveals that a significant majority, accounting for 67.2% of students, prefer listening to English podcasts with transcripts. Conversely, 32.8% prefer podcasts without transcripts. This data underscores a clear inclination among respondents towards utilizing transcripts alongside podcast listening, highlighting the importance of access to written text during audio content consumption. Furthermore, respondents provided insights into their reasons for preferring podcasts with transcripts. These responses offer valuable context and shed light on the motivations behind the preferences observed in the pie chart data.

The Thematic Analysis of the Close-ended Question: “Why?”

After familiarizing with the data and reading the responses multiple times. The next step is generating the initial codes and themes, following Braun and Clarke phases of thematic analysis.

Data	Coding	Themes
For a better understanding	Better understanding	Understanding
To understand more	Understanding	Understanding
When listening to English podcasts, I actually prefer to listen without transcripts. I find that it helps me improve my listening skills and allows me to focus on the speaker's tone and delivery. Plus, it keeps me engaged and helps me practice my comprehension.	Listening without transcripts for skills enhancement	Autonomous learning and skill improvement
In podcast interviews, the guests are not always from countries that speak English fluently, and the dialect they may use in their mother tongue may affect the way they pronounce some English words, which are sometimes difficult for me to understand.	Dialect influence on pronunciation understanding	Challenges in understanding diverse accents
Having transcripts can be beneficial for various reasons such as clarifying unclear parts, reviewing specific information, or even for language learning purposes.	Transcripts benefits	Enhanced understanding and learning
I will assume you mean "script". It makes the podcast more spontaneous and the thoughts more authentic and genuine, they feel less fake.	Authenticity	Authenticity
I prefer to listen to English podcasts without transcripts in order to develop my listening skills.	Listening without transcripts for listening skills improvement	Listening skills improvement
Because I usually listen to podcasts while driving cooking so I don't really need transcriptions.	Background listening	Listening without transcripts
I rarely listen to them but when I do I'd like it with transcripts to follow and understand more.	Following Understanding	Listening with transcripts to follow Understanding
If there is a word that I don't understand I search for it so	Vocabulary retention	Vocabulary expansion

it will be stuck in my brain		
So that when I hear words I want to read them in order to increase my vocabulary.	Increasing vocabulary	Vocabulary expansion
To see if I can handle a conversation if I had the chance to speak with a native.	Preparing for conversation with native speakers	Testing speaking skills
Same, to understand unclear words when the interviewer or podcaster speaks fast	Clarifying fast speech	Listening skills improvement
It allows to focus solely on auditory comprehension and improve listening skills	Auditory comprehension Improving listening skills	Listening skills improvement
I do not often listen to podcasts however watch educational videos and read	Watching educational videos Reading	Using another alternative learning methods
Engaging more deeply with the content and the speaker's delivery style.	Deep engagement with content	Engagement
Like I said to understand all the words and not missing any word	Understanding all the words	Understanding
to develop my ability to understand spoken language in real-time	Understanding spoken language in real-time	Authentic language use
Because trying the hard way makes the normal way too easy	Normalizing listening without transcripts	Listening without transcripts
To get a new vocabularies and for cultivating our memory	Learn new vocabulary Cultivating memory	Vocabulary expansion Memorization
To improve my understanding and my writing abilities.	Improve understanding Improve writing abilities	Understanding and writing skills improvement
In order to memorize some words and how to write them	Memorization for spelling and vocabulary	Memorization and vocabulary expansion
Because sometimes they are difficult understanding	Overcoming the difficulties in understanding	Understanding
It is more helpful for non-native speakers	Non-native speakers benefit	Understanding
So can I see the word and understand it	Seeing the words Understanding	Understanding and spelling improvement
Because I chose to be conversational	Visual comprehension	Aids for understanding
To be more aware and understand more	Awareness Increase understanding	Understanding
As I said to gain more vocabulary	Gaining more vocabulary	Vocabulary expansion

Because I like it with transcripts	Preference	Listening with transcripts Preference
Because I understand the language	Listening without transcripts because of understanding	Understanding
Cannot focus on 2 things at a time	Cannot focus on multiple things simultaneously	Concentration
To see the words that are saying	Seeing the spelling of the words	Spelling improvement
To challenge my listening skills	Challenging listening skills	Listening skills improvement
To confirm what I'm listening	Confirmation	Listening confirmation
To improve my writing skills	Improve writing skills	Writing skills improvements
In order to learn new words	Learning new words	Vocabulary expansion
Improve my listening skills	Improve listening skills	Listening skills improvement
To know what I am listening	Understanding	Clarity
To be more understandable	Understanding	Understanding
to understand everything	Understanding	Understanding
To improve pronunciation	Improve pronunciation	Pronunciation improvement
Understand better words	Better understanding	Understanding
To confirm if i am right	Confirmation	Verification
To know all the words	Knowing all the words	Vocabulary enrichment
To develop my English	Developing the English language	Language development
To test my abilities	Testing abilities	Self-assessment / skill evaluation
To understand better	Better understanding	Understanding
For more knowledge	Knowledge	Gain knowledge
For understanding	Understanding	Understanding
To knew New word	Learning new words	Vocabulary expansion
To concentrate	Concentration	Focus
To know words	Knowing the words	Expanding vocabulary
To take note	Taking notes	Note-taking
To follow	Following along	Listening with transcripts to follow
To focus	Focusing	Concentration
Need it	Needing transcripts	Necessity
Habit	Listening habit	Habitual behaviour
Mood	Listening influenced by mood	Emotional influence on listening preference

Table 4.2 : Generating Codes and Themes for the Thematic Analysis "Reasons behind listening to english podcasts with or without transcrits ‘

Thematic analysis is a qualitative research method used to identify, analyze, and report patterns or themes within qualitative data. In this essay, we aim to use thematic analysis to explore responses gathered from the open-ended question “why” which examines the reasons for listening to English podcasts with or without transcripts. Through thematic analysis the researchers seek to identify recurring themes in the participants’ responses to gain insights into EFL students’ listening preferences regarding listening to English podcasts. The thematic analysis of the question revealed several recurring themes to the reasons students listen to English podcasts with or without transcripts.

Firstly, the most frequently mentioned theme was “Understanding”, cited by eighteen respondents. They indicated that they preferred to listen to podcasts with transcripts because they improve comprehension. For example, one participant noted “To understand better words”. The second most mentioned theme was “Vocabulary acquisition”, which was reported by nine respondents. Participants stated that transcripts help them acquire new words and phrases, hence expanding their vocabulary. As one respondent remarked “In order to learn new words”. Another important theme mentioned by five respondents was “Listening skills improvement”. Participants see that transcripts helped them improve their listening skills by giving a reference to confirm what they heard. One participant explained “To improve my listening skills”.

Moreover, three respondents stated “Concentration”. Participants noted that transcripts allow them to better focus on the podcast's content without becoming lost. One participant mentioned “To concentrate”. In addition, “Confirmation” was also noted by three respondents. Participants loved transcripts because they allow them to confirm what they hear, assuring accuracy and improved understanding. As one of them said “To know what I am listening”. The theme of “Language development” was mentioned by three respondents, they believed that using transcripts in conjunction with podcasts helped them improve their general language development, including grammar and sentence structure. For example, one respondent stated “To develop my English.

Additionally, the theme “Engagement”, emerged capturing the respondents’ focus on maintaining a high level of interest and involvement in their listening experience to English podcasts by reading the transcripts. For instance, one respondent said “Engaging more deeply with the content and the speaker's delivery style”, and another one said “To follow”. The theme “Spelling improvement” focuses on enhancing the students’ ability to spell words correctly by using transcripts. By seeing the written forms of words while listening,

learners can reinforce their spelling knowledge and correct any errors through repeated exposure. “Pronunciation improvement” emphasises the role of using transcripts in refining pronunciation. For instance, one participant said “To improve pronunciation”.

Another recurring theme was “Writing skills improvement”. This theme involves enhancing the students’ writing abilities. The repeated exposure to the well-written podcasts transcripts helps in improving the students’ writing proficiency. For instance, one participant asserted “To improve my writing skills”, another one said “To improve my understanding and my writing abilities”. The theme “Memorization” emphasises the role of using transcripts to aid in the retention of language elements, as stated “In order to memorize some words and how to write them”. “Listening without transcripts”. It involves solely relying on auditory input during listening to English podcasts. This practice enhances the listening skills and improves auditory comprehension. The participants stated some reasons for this action such as “Because I usually listen to podcasts while driving cooking so I don't really need transcriptions”.

One participant noted another theme which is "Testing speaking skills". This responder appreciated podcasts without transcripts as a means to assess his abilities to communicate with native speakers. As he said “To see if I can handle a conversation if I had the chance to speak with a native”. "Alternative learning methods" was also emphasized by one respondent. He preferred other kinds of learning over podcasts, such as instructional videos and reading. He said: "I don't often listen to podcasts; however, I watch educational videos and read." In addition, one participant noted the theme of "Authenticity". He believed that podcasts without transcripts appeared more spontaneous and genuine, making the content feel less manufactured and more natural. He clarified “It makes the podcast more spontaneous and the thoughts more authentic and genuine, they feel less fake”.

The theme of “Note-taking” was noted by one participant, who mentioned using transcripts for this purpose as he said “To take note”. In addition to, “Necessity” that makes transcripts an essential process for effective listening, as a respondent stated “Need it”. The theme of “Habitual behaviour” was described by one participant, who viewed listening to podcasts as a regular part of his routine as he noted “Habit”. “Self-assessment/Skill evaluation”, was mentioned as a process to evaluate one’s own language skills and progress, as a participant stated “To test my abilities”.

In conclusion, this thematic analysis provides useful insights into EFL learners' preferences for listening to English podcasts with or without transcripts. Where understanding, vocabulary

acquisition, and listening skills development emerged as common themes, these insights emphasize the varied benefits of employing transcripts in language learning, as well as the importance of using a variety of teaching modalities to accommodate learners' specific preferences and goals.

Question 10: What challenges do you encounter when listening to English songs?

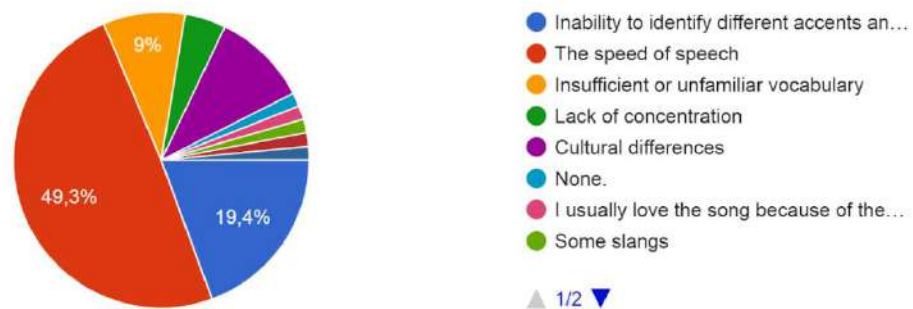


Figure 4.10: Highlighting Obstacles in Listening to English Songs.

The analysis of Figure 10, entitled "Highlighting Obstacles in Listening to English Songs" illustrates various difficulties encountered by respondents when listening to English songs. The majority of respondents, comprising 49.3%, identified the speed of speech as a significant challenge, indicating that fast-paced lyrics pose obstacles to comprehension. Additionally, 19.4% cited the inability to identify different accents and pronunciations as a challenge, highlighting obstacles in listening to English songs. Other challenges mentioned include cultural differences (10.4%), insufficient or unfamiliar vocabulary (9%), lack of concentration (4.5%). Furthermore, a small percentage of respondents expressed unique challenges, such as losing interest in songs due to a focus on the beat rather than the lyrics (1.5%), encountering slang usage (1.5%), and experiencing multiple challenges simultaneously (1.5%). A small percentage of respondents (1.5%) indicated that they do not encounter any challenges while listening to English songs. Overall, the responses reveal a range of obstacles that listeners face when engaging with English songs, encompassing linguistic, cultural, and personal factors.

Question 11: What challenges do you encounter when listening to English podcasts?

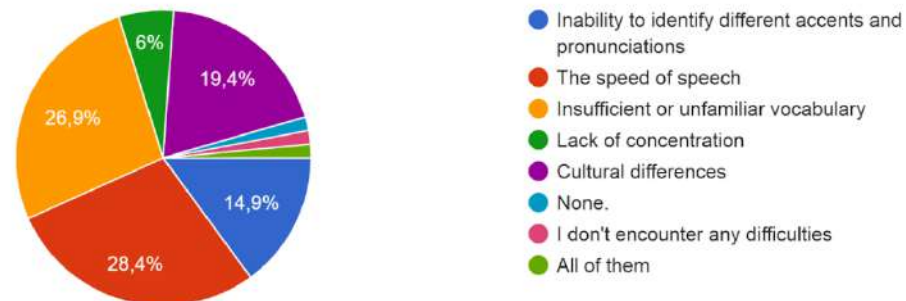


Figure 4.11: Highlighting Obstacles in Listening to English Podcasts.

The analysis of Figure 11, entitled "Highlighting Obstacles in Listening to English Podcasts " illustrates various difficulties encountered by respondents. A notable proportion, 28.4%, identified the speed of speech as a challenge, while 26.9% mentioned facing difficulties due to insufficient or unfamiliar vocabulary. Additionally, 19.4% expressed challenges stemming from cultural differences, and 14.9% struggled with identifying different accents and pronunciations. A smaller fraction, comprising 6%, cited lack of concentration as a challenge. Interestingly, 1.5% of respondents reported not encountering any difficulties, while others mentioned experiencing all of the mentioned challenges or not specifying any particular difficulty.

Question 12: What strategies do you use to overcome any challenges while listening to songs and podcasts in English?



Figure 4.12: Strategies for Overcoming Challenges while Listening to English Songs and Podcasts.

The analysis of Figure 12, entitled "Strategies for Overcoming Challenges while Listening to English Songs and Podcasts" reveals a variety of approaches among respondents. The most prevalent strategy, reported by 37.3% of participants, involves using lyrics or transcripts to aid comprehension. Additionally, 34.3% mentioned listening to the song or podcast multiple times for better understanding. Furthermore, 14.9% actively seek unfamiliar vocabulary, while 4.5% rely on dictionaries or translation tools. Interestingly, 1.5% of respondents mentioned they didn't need any specific strategies, while another 1.5% emphasized the importance of paying closer attention to lyrics. 1.5% admitted to not using any strategies at all. Overall, these findings highlight the diverse methods employed by participants to enhance their listening experiences with English songs and podcasts.

Question 13: How effective do you find English songs in improving your listening comprehension?

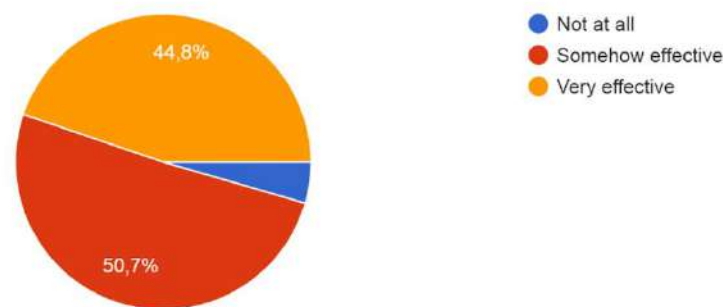


Figure 4.13: Effectiveness of English Songs in Improving Listening Comprehension.

The data presented in Figure 13, entitled "Effectiveness of English Songs in Improving Listening Comprehension", offers insights into how participants perceived English songs improved their listening comprehension. Based on the data, a significant proportion of participants believe that using songs to improve listening comprehension can be "somewhat effective," with 50.7% of respondents finding English songs to be useful in this regard. And 44.8% of respondents think English songs are "very effective," underscoring the medium's perceived effectiveness even more. However, a small proportion of respondents, 4.5%, indicated that English songs are "Not at all" effective for this purpose.

Question 14: How effective do you find English podcasts in improving your listening comprehension?

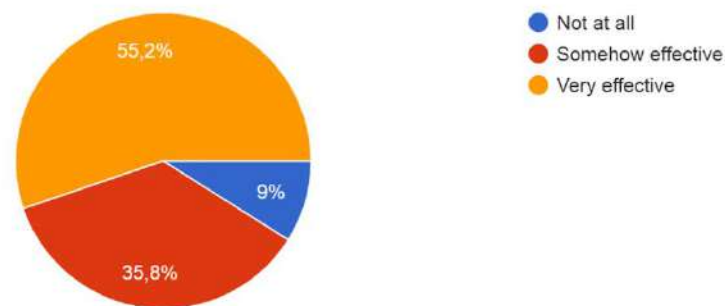


Figure 4.14: Effectiveness of English Podcasts in Improving Listening Comprehension.

As can be seen from Figure 14, entitled “Effectiveness of English Podcasts in Improving Listening Comprehension”, a high degree of perceived efficacy is demonstrated by the majority of participants with 55.2%, believe that English podcasts are "very effective" for enhancing listening comprehension. Additionally, 35.8% of respondents think they are "somewhat effective," indicating that a sizable portion of participants continue to believe that podcasts are somehow useful for this purpose. However, a smaller percentage (9%) reported that English podcasts are "not at all" effective, indicating a minority opinion.

Question 15: How effective do you find English songs in expanding your vocabulary?

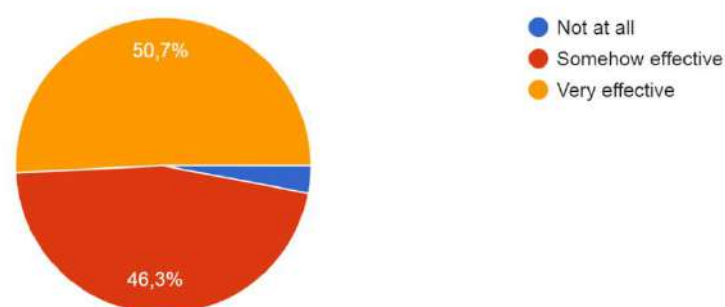


Figure 4.15: Effectiveness of English Songs in Improving Vocabulary.

The information in Figure 15, entitled “Effectiveness of English Songs in Improving Vocabulary”, sheds light on respondents' opinions regarding how well English songs help people grow their vocabulary. The analysis shows that, among participants, 50.7% believe English songs to be "very effective" for this purpose, whereas 46.3% believe they are

"somehow effective." A small proportion of respondents 3% indicated that English songs are "not at all" effective for vocabulary expansion.

Question 16: How effective do you find English podcasts in expanding your vocabulary?

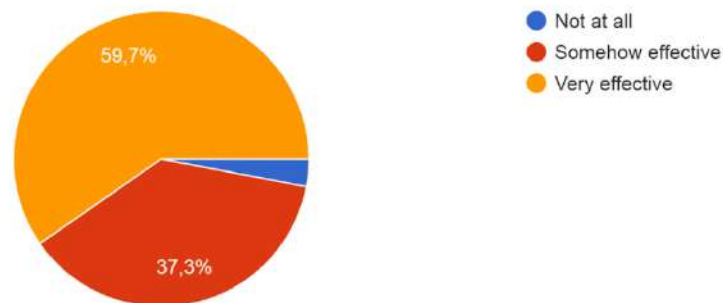


Figure 4.16: Effectiveness of English Podcasts in Improving Vocabulary

The information in Figure 16, entitled “Effectiveness of English Podcasts in Improving Vocabulary”, provides an understanding of how respondents felt about the usefulness of English podcasts for vocabulary expansion. According to the analysis, a sizable majority of participants 59.7% believe that English podcasts are "very effective" for this purpose, whereas 37.3% believe they are "somehow effective." A low percentage of respondents 3% said that listening to English podcasts is "not at all" helpful for increasing vocabulary.

Question 17: How effective do you find English songs in improving your pronunciation?

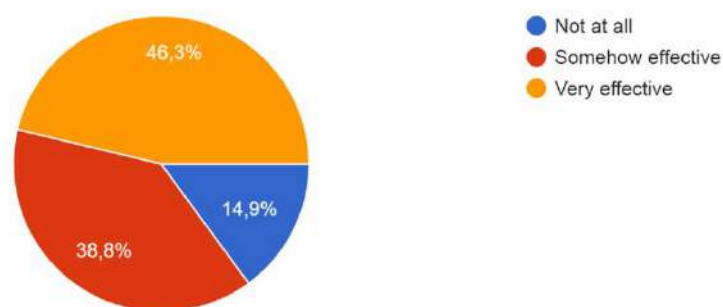


Figure 4.17: Effectiveness of English Songs in Improving Pronunciation.

The data from Figure 17, entitled “Effectiveness of English Songs in Improving Pronunciation”, provides insights into respondents' perceptions of the effectiveness of English songs in improving pronunciation. Based on the data analysis, 46.3% of participants believe English songs to be "very effective" in enhancing pronunciation, whereas 38.8% believe they

are "somehow effective." The proportion of respondents who said English songs are "not at all" effective for this purpose was lower, at 14.9%.

Question 18: How effective do you find English podcasts in improving your pronunciation?

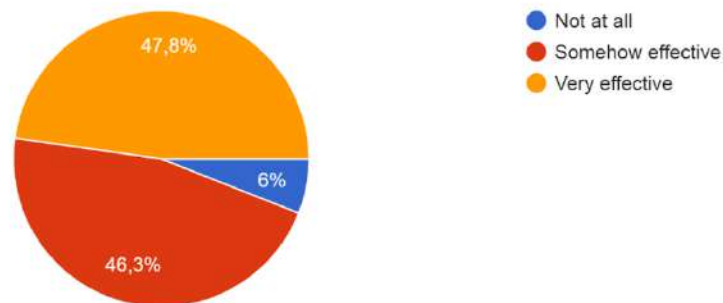


Figure 4.18: Effectiveness of English Podcasts in Improving Pronunciation.

The information in Figure 18, entitled "Effectiveness of English Podcasts in Improving Pronunciation", sheds light on respondents' perceptions of how well English podcasts improve pronunciation. The analysis shows that 47.8% of respondents think they are "very effective.", while 46.3% of respondents think English podcasts are "somehow effective" at improving pronunciation. Just 6% of respondents said that English podcasts are "not at all" useful for this purpose.

Question 19: Which one do you prefer to improve your listening skills?

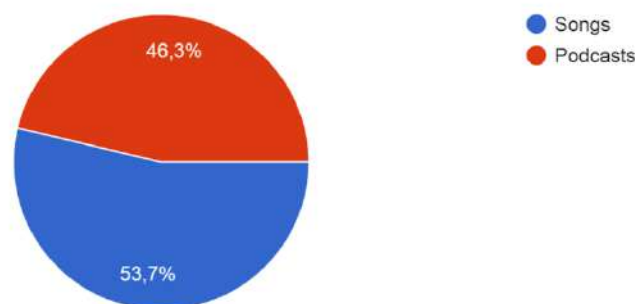


Figure 4.19: Preference for Improving Listening Skills.

The information depicted in Figure 19, entitled “Preference for Improving Listening Skills”, emphasizes that both songs and podcasts are perceived as effective aids for enhancing listening skills. With 53.7% of respondents favoring songs and 46.3% favoring podcasts, it shows that songs are slightly more preferred than podcasts. This implies that most participants believe songs to be useful instruments for improving listening skills.

Question 20: Which one do you prefer to expand your vocabulary?

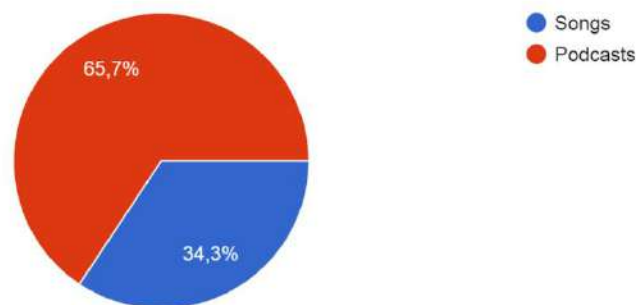


Figure 4.20: Preference for Expanding Vocabulary.

From the data in Figure 20, entitled “Preference for Expanding Vocabulary”, 65.7% of respondents said they preferred using podcasts as a means of increasing their vocabulary. This implies that most participants think podcasts are useful resources for learning new words. Conversely, 34.3% of participants said that songs are their preferred method of increasing vocabulary, indicating a smaller but still significant portion of participants who find this medium beneficial for vocabulary enhancement.

Question 21: Which one do you prefer to improve your English pronunciation?

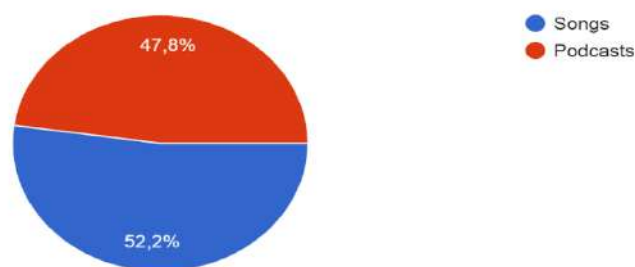


Figure 4.21: Preference for Improving English Pronunciation.

The information in Figure 21, entitled “Preference for Improving English Pronunciation”, sheds light on respondents' preferences regarding the choice between songs and podcasts for improving English pronunciation. The analysis revealed that 52.2% of respondents said they preferred to use songs for this purpose, whereas 47.8% said they preferred podcasts. The almost equal distribution of preferences between podcasts and songs indicates that respondents view songs as slightly more effective tools for improving English pronunciation compared to podcasts.

Question 22: Do you suggest incorporating songs and podcasts in EFL classrooms? Illustrate/give examples.

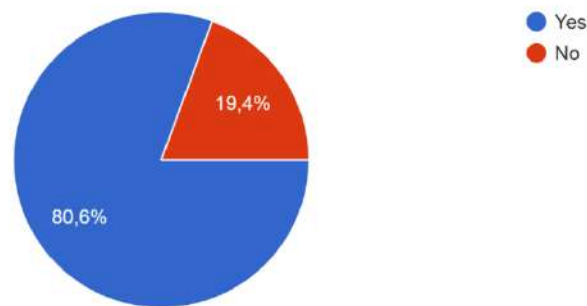


Figure 4.22: Suggestions for Incorporating Songs and Podcasts in the EFL classroom.

According to the data presented in Figure 22, entitled “Suggestions for Incorporating Songs and Podcasts in the EFL classroom”, a significant majority of respondents—80.6%—agree that songs and podcasts should be included in EFL classes. This shows that many participants think songs and podcasts are useful teaching tools when teaching English as a foreign language. But 19.4% of respondents said "no," representing a minority opinion that might have misgivings or reservations about using podcasts and songs in the classroom. Additionally, respondents provided some insights into the reason why to Integrate Songs and Podcasts in the EFL classroom. These insights resonate with the broader findings, affirming participants' recognition of the benefits of integrating songs and podcasts as effective instructional aids in EFL classrooms.

The Thematic Analysis of the Open-ended Question: “Illustrate/give examples”

After familiarizing with the data and reading the responses multiple times. The next step is generating the initial codes and themes, following Braun and Clarke phases of thematic analysis.

Data	Coding	Themes
Educational songs	The preferred type of English songs	Recommendation of some media resources
Podcasts, not songs. Podcasts related to the topics tackled in the classrooms can be useful to enrich the students' vocabulary as well as make them think in English, starting discussions and expressing opinions in English. Not to mention, they are listening to native speakers speak in detail, and since interacting with a language leads one to improve in it, podcasts are a good tool for that as they are both interesting, informative and entertaining. However, songs often use simple language and lyrics that are drowned out by the music, it also encourages people to just sit back and enjoy rather than actively interact with the lyrics and the language used. Songs are mostly used for entertainment purposes and since people deal with them in a passive way by just listening, they are not interacting and dealing with the language used, at least not enough to get better at it.	Podcasts related to classroom topics Enriching vocabulary through podcasts Encouraging the students' English thinking through podcasts Starting discussions and expressing opinions through podcasts Listening to native speakers in podcasts Podcasts as interesting, informative, and entertaining Use of songs for entertainment purposes	Podcasts preference
For songs, you can choose ones that have clear lyrics and a catchy melody, and encourage students to sing along. This helps with language acquisition and	Using songs for language acquisition Using songs to improve pronunciation Teaching grammar, vocabulary, and cultural	Using songs and podcasts to improve language learning Enhancing language learning through interactive activities using songs and podcasts

<p>improves pronunciation. You can also use songs to teach grammar, vocabulary, and cultural aspects. As for podcasts, they offer authentic, real-life language use and expose students to different accents and topics. You can use podcasts to spark discussions, enhance listening skills, and develop critical thinking. It's a great way to make the classroom more dynamic and interactive. Some examples of incorporating songs and podcasts in EFL classrooms could be analysing the lyrics of a popular English song to identify literary devices or discussing the themes and messages conveyed in a podcast episode. It adds variety and excitement to the learning experience!</p>	<p>aspects through songs Incorporating podcasts for authentic language use Exposing students to different accents and topics through podcasts Sparking discussions through podcasts Enhancing listening skills with podcasts Developing critical thinking through podcasts Making the classroom dynamic and interactive with songs and podcasts Examples of</p>	
<p>I suggest incorporating songs and podcasts in EFL classrooms. Both mediums offer engaging and authentic language input that can enhance students' listening skills, vocabulary acquisition, and cultural understanding. Songs: Songs can be used to teach various aspects of language such as vocabulary, grammar, pronunciation, and cultural context. Podcasts: Podcasts offer authentic, real-world language input and cover a wide range of topics and genres suitable for different interests and proficiency levels.</p>	<p>Offering engaging and authentic language input Improving listening skills, vocabulary acquisition, and cultural understanding Song-based activities: -teaching vocabulary, grammar, pronunciation, and cultural context Podcasts-based activities: -providing authentic, real-world language input through podcasts -covering a range of topics and genres suitable for different interests and proficiency levels</p>	<p>Enhancing language learning through interactive activities using songs and podcasts</p>
<p>Incorporating songs and podcasts in EFL classrooms is very effective and specially for students who face difficulties in</p>	<p>Incorporating songs and podcasts is effective for addressing pronunciation difficulties Song-based activities:</p>	<p>Enhancing language learning through interactive activities using songs podcasts</p>

<p>pronunciation. For instance, the teacher let his students listen to a song and tell them to guess what the song is about. Another way is to let the students listen to podcasts, then answering first questions. After, they will listen again in order to answer more questions. This can develop their listening skill by concentration. They will be more focusing with the speech.</p>	<ul style="list-style-type: none"> -guessing the theme of a song -encouraging active listening to songs -fostering concentration and focus through song analysis Podcasts-based activities: -listening comprehension exercises -answering comprehension questions based on podcast content - developing listening skills through focused listening 	
<p>For the songs: teacher can choose a song with clear lyrics and teach vocabulary words from the lyrics. And the students listen to the song and fill in the missing words in the lyrics. For the podcast: teacher can select a podcast episode at an appropriate difficulty level then he provides students with comprehension questions or a listening guide to complete while listening to the podcast. After listening, they discuss the ideas</p>	<p>Song-based activities:</p> <ul style="list-style-type: none"> -vocabulary instruction through song lyrics -fill-in-the blank activities for song lyrics <p>Podcast-based activities:</p> <ul style="list-style-type: none"> -comprehension questions for podcasts listening - discussion of the ideas presented in podcasts -critical thinking development through podcasts analysis 	<p>Enhancing language learning through interactive activities using songs and podcasts</p>
<p>Using music and podcasts to learn new vocabulary or to notice differences in pronunciation or language use between the genders, according to age or according to the social class to which the guests or singers belong. As for examples, I do not have anything specific, but you can use academic or cultural songs or podcasts about the history of nations or the history of languages.</p>	<p>Learning new vocabulary through exposure to songs and podcasts</p> <p>Noticing differences in pronunciation and language use</p> <p>Identifying variations in language use based on gender, age, or social class</p> <p>Using academic or cultural songs or podcasts to explore historical or linguistic topics</p>	<p>Vocabulary expansion</p> <p>Pronunciation improvement</p> <p>Recommendation of some media resources</p>
<p>i suggest that it is something that the students do on their own, it's better if a student makes it into a habit to listen to songs/podcasts</p>	<p>Encouraging students to engage in self-directed learning</p> <p>Promoting the habit of listening to songs and</p>	<p>Promoting autonomous language learning habits through listening to songs and podcasts</p>

when they're playing video games, for example, so that they would learn something new when they feel like they're wasting their times with other means of entertainment.	podcasts during leisure activities Maximizing learning opportunities during leisure time	
I think that listening to podcast is very effective in EFL classrooms due to improvement of our pronunciation skills and learning new and more vocabulary also learn how to put words together and using grammar correctly	Improvement of pronunciation skills Learning new vocabulary Learning to construct sentences effectively Correct use of grammar	Pronunciation improvement Vocabulary expansion
Absolutely! Incorporating songs and podcasts in EFL classrooms can be a fantastic way to engage students and enhance their language skills. It adds a fun and interactive element to the learning process.	Engaging students in the learning process Making language learning interactive and enjoyable	Using songs and podcasts to improve language learning
Podcasts as an interview it's Too effective and Interesting not boarding like solo and narrative, about songs I don't prefer songs as a way of teaching or using it in classroom.	Preference for interview podcasts over solo or narratives Songs are not preferred as a teaching tool in the classroom	Podcasts preference and songs rejection
Taylor songs because it contains so many rare vocabulary that is not used nowadays but still effective Ted talk Let's find out Espresso English podcast	Using Taylor Swift songs for vocabulary enrichment Preference for Ted talks Recommendation of ESPRESSO English podcast	Recommendation of some media resources
Using podcasts in EFL classrooms is more academic and useful because in songs and music we found dialects and some slanging word so it's not effective	Podcasts are more academic for classroom use Songs may contain dialects and slang which can be perceived as less appropriate for formal language instruction	Podcasts preference
"TED" is a very effective podcast, and it can add information and nice points of view to the subjects and the topics during classrooms.	Incorporating "TED" podcast to enhance classroom discussions	Recommendation of some media resources
To keep the classroom	Entertainment in the	Entertainment

entertained and improve their listening skills teachers should use podcasts or even songs during their lectures.	classroom Listening skills improvement	Listening skills improvement
Choose some songs or podcasts that are full of vocabulary and knowledgeable then try to know the meaning of every single word	Selection of vocabulary-rich songs and podcast Meaning exploration in every word	Vocabulary expansion
I suggest in oral expression to add a half hour by listening interesting podcasts that help us to improve our skills in English	Allocating additional time for listening to podcast in oral expression sessions Using podcasts for skills improvement	Using songs and podcasts in oral sessions
Some poetic lyrics with very advanced vocabulary can be found in songs of artists such as Lorde and Taylor Swift	Using songs with advanced vocabulary	Vocabulary expansion Recommendation of some media resources
Do a podcast or an interview with an American or British teachers and talking about their culture or any subjects	Conducting interviews with native speakers to discuss culture or various subjects	Cross-cultural understanding
Songs For improving your listening skills and podcasts for improving your pronunciation skills I guess.	Using songs improving listening skills Using podcasts pronunciation skills improvement	Listening skills enhancement Pronunciation improvement
I think they are entertaining and powerful means of teaching a foreign language.	Entertainment Effectiveness in language teaching	Entertainment Enhancing language learning through songs and podcasts
Podcast of meet the English learning for curious minds, better at English	Suggestions of some podcasts	Recommendation of language learning podcasts
It's important to use podcasts and songs sometimes to learn in classroom	Importance of using songs and podcasts for learning in the classroom	Enhancing language learning through songs and podcasts
I think songs and podcasts should not be combined in EFL classrooms	Combination of songs and podcasts in EFL classroom	Combining both songs and podcasts in EFL classrooms
Students need it especially on oral session for more comprehension	Importance of using songs and podcasts in oral sessions for better comprehension	Using songs and podcasts in oral sessions Comprehension enhancement
For me the songs and podcasts are not important in EFL classrooms	Songs and podcast are not important	Students' perception of ineffectiveness of songs and podcasts in language teaching
The most of students	Non effective method	Students' perception of

consider this method as a noneffective one		ineffectiveness of songs and podcasts in language teaching
Like in oral session we need it to improve our pronunciation	Improving pronunciation during oral sessions	Using songs and podcasts in oral sessions Pronunciation improvement
Using them in oral sessions or add another session entirely	Proposal to incorporate songs and podcasts into oral sessions or introduce separate sessions for them	Using songs and podcasts in oral sessions adding a specified session for them for songs and podcasts
Learning alphabets for beginners through songs for example	Using songs to teach alphabets to beginners	Enhancing language learning through interactive activities using songs
Any kind of understandable exposure to English is helping	Recognition of any form of exposure to English as beneficial	Recommendation of some media resources
Educational historical, fiction, scientific...)	Mentioning educational podcasts covering historical, fiction, and scientific topics ,etc	Recommendation of some media resources
Pronunciation practice / speaking and discussion	Focus on pronunciation practice, speaking, and discussion in language learning	Pronunciation improvement Fostering discussions
Classical English songs, old songs, Interviews	Preference for some songs and podcast types	Recommendation of some media resources
You can't incorporate songs in class.	Songs cannot be incorporated in the class	Rejection of using songs in EFL classrooms
Using Islamic podcasts for awareness	Using Islamic podcast for awareness	Recommendation of some media resources
It will help the learning process	Learning process aids	Enhancing language learning through songs and podcasts
Help us to learn new vocabulary	Learning new vocabulary	Vocabulary expansion
Especially in oral expression	Integration of songs and podcasts in oral sessions	Using songs and podcasts in oral sessions
For podcasts yes but songs no	Preference for podcast over songs	Podcasts preference and songs rejection
Especially in oral sessions	Oral sessions	Using songs and podcasts in oral sessions
History of big characters	Suggestion of historical themes	Recommendation of some media resources
Podcasts in oral sessions	Integration of podcasts in oral session	Using podcasts in oral sessions
Friends, mother's love	Emotional themes	Recommendation of some media resources
I do not t have examples	/	/

Encourage discussions	Promoting discussions	Fostering discussions
Podcasts are better	Incorporating podcasts	Podcasts preference
I do not have one	/	/
In session of oral	Using songs and podcasts in oral sessions	Integrating songs and podcasts in oral sessions
I don't have one	/	/
I don't have	/	/
I have no ex	/	/
Calm music	Calm music preference	Recommendation of some media resources
Like movie	/	/
Searching	/	/
No idea	/	/
Podcast	Incorporating podcasts	Podcasts preference
Yes	/	/
No	/	/

Table 4.3: Generating Codes and Themes for the Thematic Analysis ‘Providing Illustrations’

Thematic analysis is a qualitative research method used to identify, analyze, and report patterns or themes within qualitative data. In this report, the researchers aim to use thematic analysis to explore responses gathered from the open-ended question “Illustrate /give examples” which examines the incorporation of songs and podcasts in EFL classrooms. Through thematic analysis the researchers seek to identify recurring themes in the participants’ responses to gain insights into the effectiveness, preferences, and perceptions regarding the use these media resources in EFL settings. The thematic analysis of the question revealed several recurring themes to the incorporation of songs and podcasts.

Firstly, “Enhancing language learning through songs and podcasts” emerged as a theme, illustrating how most respondents support the integration of songs and podcasts into EFL classrooms acknowledging their effectiveness as instructional aides. For example, one participant said “Absolutely! Incorporating songs and podcasts in EFL classrooms can be a fantastic way to engage students and enhance their language skills. It adds a fun and interactive element to the learning process”.

Another prominent theme is “Entertainment”, indicating that participants view songs and podcasts as entertaining as asserted by a participant "To keep the classroom entertained” this theme highlights the enjoyable and engaging nature of using songs and podcasts in language learning. Songs and podcasts offer a break from traditional classroom activities, infusing lessons with elements of fun, creativity, and personal expression. “Podcasts preference over songs” emerged as a third theme indicating participants’ preference for podcasts over songs in

language learning contexts. Participants cited podcasts as more academic and useful compared to songs. For instance, one participant stated, “Using podcasts in EFL classrooms is more academic and useful because in songs we find dialects and slangs so it is not effective”.

Another participant said “Podcasts, not songs. Podcasts related to the topics tackled in the classrooms can be useful to enrich the students' vocabulary as well as make them think in English, starting discussions and expressing opinions in English. Not to mention, they are listening to native speakers speak in detail, and since interacting with a language leads one to improve in it, podcasts are a good tool for that as they are both interesting, informative and entertaining. However, songs often use simple language and lyrics that are drowned out by the music, it also encourages people to just sit back and enjoy rather than actively interact with the lyrics and the language used. Songs are mostly used for entertainment purposes and since people deal with them in a passive way by just listening, they are not interacting and dealing with the language used, at least not enough to get better at it”.

The fourth theme was “Interactive language learning activities using songs and podcasts”. This theme means that through the incorporation of songs and podcasts, educators can create engaging environments that address various aspects of language learning. Participants suggested a variety of activities such as fill-in-the blank activities for song lyrics, discussion of the ideas presented in podcasts, and critical thinking development through podcasts analysis, as stated by a participant “For the songs: teacher can choose a song with clear lyrics and teach vocabulary words from the lyrics. And the students listen to the song and fill in the missing words in the lyrics. For the podcast: teacher can select a podcast episode at an appropriate difficulty level then he provides students with comprehension questions or a listening guide to complete while listening to the podcast. After listening, they discuss the ideas”.

Another participant claimed “Incorporating songs and podcasts in EFL classrooms is very effective and especially for students who face difficulties in pronunciation. For instance, the teacher lets his students listen to a song and tell them to guess what the song is about. Another way is to let the students listen to podcasts, then answering first questions. After, they will listen again in order to answer more questions. This can develop their listening skill by concentration. They will be more focusing with the speech”. Another participant asserted “I suggest incorporating songs and podcasts in EFL classrooms. Both mediums offer an engaging and authentic language input that can enhance students' listening skills, vocabulary acquisition, and cultural understanding. Songs: Songs can be used to teach

various aspects of language such as vocabulary, grammar, pronunciation, and cultural context. Podcasts: Podcasts offer authentic, real-world language input and cover a wide range of topics and genres suitable for different interests and proficiency levels”.

Moreover, the fifth theme was “Vocabulary expansion”, though repeated exposure to a diverse range of words and expressions in songs and podcasts students enhance their retention and expand their vocabulary. This theme recurred several times across the responses of the students, as they mentioned “Help us to learn new vocabulary” and “Choose some songs or podcasts that are full of vocabulary and knowledgeable then try to know the meaning of every single word”. “Pronunciation improvement”, emerged as the sixth theme indicating that songs and podcasts provide audio models of native speakers, allowing students to practice pronunciation in a natural and engaging way as highlighted by a participant “I think that listening to podcast is very effective in EFL classrooms due to improvement of our pronunciation skills...”.

The seventh theme was “Listening skills improvement”. It highlights the significant role that songs and podcasts play in enhancing students’ ability to understand the spoken language. “Comprehension enhancement”, emerged as the eighth theme. This theme underscores the multicoated benefits of incorporating songs and podcasts in EFL classrooms in improving students’ ability to understand. For instance, a participant said “Students need it especially on oral session for more comprehension”. The ninth theme was “Cross-cultural understanding”. Songs and podcasts often reflect cultural themes, narratives, and perspectives, providing a window into the cultural contexts where the target language is spoken. A participant said “Do a podcast or an interview with an American or British teachers and talking about their culture or any subjects”. By exploring songs and podcasts from the target language culture, students gain insights cultivating cross-cultural understanding.

The tenth theme was “fostering discussions”, highlighting how the integration of songs and podcasts can stimulate engaging conversations. “Incorporating songs and podcasts in oral sessions”, emerged as the eleventh theme. It emphasizes the role of songs and podcasts as valuable tools for oral communication practice and skill development. Oral sessions provide opportunities for students to listen to authentic spoken language, engage in discussions, and express their ideas orally. For instance, one participant asserted “Especially in oral sessions”.

Additionally, the twelfth theme is “Recommendations of some media types for language learning”. The theme covers a variety of suggestions. These suggestions are centered on the use of diverse educational media resources to enhance the language learning experiences,

including suggestions for incorporating educational songs, recommendation of some language learning podcasts, and suggestions for exploring emotional and historical themes through the integration of these media tools. Participants mentioned a variety of examples “Some poetic lyrics with very advanced vocabulary can be found in songs of artists such as Lorde and Taylor Swift”, ““TED” is a very effective podcast, and it can add information and nice points of view to the subjects and the topics during classrooms”. The theme underscores the importance of incorporating diverse multimedia resources to create a dynamic and effective language environment.

“Promoting autonomous language learning habits through listening to songs and podcasts” emerged as the thirteenth theme, underscoring the role of songs and podcasts in encouraging self-directed learning among students. For instance, one participant said “I suggest that it is something that the students do on their own, it is better if a student makes it into a habit to listen to songs/podcasts when they're playing video games, for example, so that they would learn something new when they feel like they're wasting their times with other means of entertainment”. By incorporating songs and podcasts into their daily routines such as listening during leisure time, students can create continuous learning opportunities outside the classroom. The fourteenth theme was “Combining both songs and podcasts in EFL classrooms” as asserted by a participant “I think songs and podcasts should not be combined in EFL classrooms”. Through the integration of both song and podcasts educators can take advantage of both mediums to address the different aspects of language learning.

Lastly, “Students perception of ineffectiveness of songs and podcasts in language teaching”, as a number of students show disagreement with incorporating songs and podcasts in EFL classrooms. One participant stated that “The most of students consider this method as a noneffective one”, another one expressed “For me the songs and podcasts are not important in EFL classrooms”. This theme captures the views of students who believe that songs and podcasts are not effective tools for language learning and teaching.

In conclusion, thematic analysis of responses regarding the incorporation of songs and podcasts in EFL classrooms reveals recurring themes that underscores the effectiveness and diverse benefits of these multimedia resources in language learning. These themes provide insights into the incorporation of songs and podcasts in EFL classroom, from the enhancement of language skills to the promotion of autonomous learning. Overall, songs and podcasts have a lot of potential in language learning but teachers should consider the students’ opinions and find the best ways and strategies to use them in the classroom.

4.4 Conclusion

In the current chapter the researchers provided a description of the data collection tool used in this study, which is a questionnaire. Then, they analyzed the data gathered using both descriptive and thematic analysis. The descriptive analysis provided valuable insights into the students' preferences regarding their songs and podcasts listening habits. Pie charts were used to represent the distribution of responses. The thematic analysis delved deeper into the underlying reasons behind the students' preferences and their suggestions for incorporating songs and podcasts in EFL classrooms. These insights will be discussed in the coming chapter.

Chapter Five

Conclusion

5.1 Introduction

This final chapter synthesizes the research findings, highlighting the effectiveness of songs and podcasts in improving EFL learners' language skills while also admitting limitations that impacted the research outcomes. Additionally, future research suggestions are provided which can help in exploring the long-term effects of multimedia resources on language learning outcomes and the integration of these resources in the educational contexts. This study adds important insights to the field of language learning and emphasizes the role of multimedia resources in promoting language proficiency and student autonomy.

5.2 General Discussion

This section is about the discussion of the main points retrieved from the descriptive and thematic analyses of the data obtained from the questionnaire. The questionnaire aimed to investigate third year bachelor students in the Department at the university of Ain Temouchent listening habits regarding songs and podcasts and their implications for developing listening abilities, vocabulary acquisition, and pronunciation skills. Through the descriptive and thematic analysis, notable insights emerge regarding the preferences and effectiveness of these two media in EFL context.

The quantitative data, using closed-ended questions that have been given in a form of questionnaire to third year Bachelor students, answers the first research question and have revealed the following:

- First, 80% of the students listen frequently to English songs whereas 9% listen to English podcasts. This explains that students prefer listening to English songs more than English podcasts and demonstrates how songs can help improve language learning by keeping students interested and improving their memory of vocabulary and pronunciation patterns.
- The students show a strong preference for popular English songs over educational and traditional songs with a percentage of 85%. For podcasts, preferences vary across different types including interviews, conversational podcasts, narrative podcasts, and solo podcasts. This implies that although songs are picked primarily for enjoyment, podcasts are chosen depending on their content kind and purpose.

- Additionally, participants cite different reasons for listening to English songs and podcasts. For English songs, the main reasons include entertainment with a proportion of 29%, vocabulary acquisition, and refining pronunciation, while for podcasts, the participants listen to be informed with a percentage of 37,3%, improve their listening skills, and learn new vocabulary. This suggests that songs are mostly utilized for entertainment and language practice, however podcasts are more instructional and informative.
- Majority of the students prefer listening to English songs with lyrics and English podcasts with transcripts. This demonstrates that textual accompaniment, such as lyrics and transcripts, is essential for comprehension and improves the learning process.
- 9,3% of the respondents identified the speed of speech as a challenge during listening to English songs in addition to the inability to identify different accents and pronunciation. Similarly, 28,4% of the students reported the speed of speech as a challenge while listening to podcasts followed by unfamiliar or insufficient vocabulary. This shows that these obstacles can hinder comprehension and make it hard for learners to follow along.
- The students predominantly employ the strategy of utilizing lyrics or transcripts to aid comprehension when faced with challenges in listening to English songs and podcasts. Additionally, a significant number of participants mentioned listening to the content multiple times for better understanding. Other strategies include actively seeking unfamiliar vocabulary and occasionally relying on dictionaries or translation tools. Overall, these findings underscore the prevalent methods participants use to improve their listening experiences with English songs and podcasts.
- Moreover, students believe that both English songs and podcasts are valuable for enhancing listening comprehension, vocabulary acquisition, and pronunciation skills. When it comes to improving listening comprehension, the students find both songs and podcasts effective to varying degrees. Similarly, for expanding vocabulary, both mediums are considered useful. In terms of pronunciation improvement, students

perceive both songs and podcasts as effective. However, a minority of students think that neither songs nor podcasts are effective for these language learning objectives.

- The students prefer songs for improving their listening skills, podcasts are preferred when it comes to expanding vocabulary, demonstrating their perceived effectiveness in this area. Regarding improving English pronunciation, students are almost equally divided between songs and podcasts, indicating that both are considered effective for pronunciation practice. Overall, while songs are favoured for enhancing listening skills, podcasts are favoured for vocabulary expansion, showcasing the varied approaches participants take in utilizing different mediums for language learning

However, the qualitative data that have been collected through open-ended questions that have been given to the designated students, answers the second research question about the students' experiences and preferences. The main results are as follows:

- First, the students' answers revealed that entertainment is the most cited reason behind the students' listening preference to English songs with lyrics. For instance, many students said that they find it easier to enjoy studying when they listen to songs. Additionally, they seek to expand their vocabulary, which supports the hypothesis and the goal of this study, which is to highlight the significance of listening in the process of vocabulary development. This suggests that having fun while learning might improve motivation and aid in vocabulary knowledge.
- The students listen to English podcasts with transcripts to achieve their language learning objectives. Listening to podcasts enhances their comprehension and listening skills, and using transcripts helps them learn and remember new words. This is consistent with the goal of the study, which is to demonstrate the value of multimedia tools in vocabulary development.
- The majority of the students support the integration of songs and podcasts into EFL classrooms, acknowledging their effectiveness as instructional aides. Reasons for incorporating both mediums lie in their unique contributions to language learning, including facilitating vocabulary expansion, pronunciation improvement, and cultural appreciation. Teachers can optimize language instruction by selecting suitable songs

with clear lyrics for vocabulary teaching or relevant podcast episodes for comprehension activities for example, Taylor Swift songs as suggested by some respondents. This supports the study of Anggren, et, al.(2023) which revealed that using Taylor Swift's songs in teaching improved students' vocabulary mastery and listening skills. The students also suggest podcasts like “TED TALKS” can be effective in enhancing language learning. This goes in line with Tran & Nguyen’ study. Their study determined that EFL learners used TED Talks videos to improve speaking and listening abilities, gain lexical resources, learn effective speech delivery, and hear various accents. Additionally, they found that incorporating TED Talks in speaking classes boosted perceptual skills and cultural awareness (Tran & Nguyen, 2024). Both songs and podcasts offer benefits, podcasts are favoured for their applicability to classroom discussions, vocabulary development, and fostering critical thinking in English. Some students advocate for the combined use of songs and podcasts to provide dynamic and authentic language learning experiences, enhancing listening skills, vocabulary acquisition, and cultural comprehension in EFL classrooms.

In conclusion, the combination of quantitative and qualitative evidence emphasizes the need of incorporating songs and podcasts into EFL learning contexts. Both songs and podcasts are effective for EEL learning. While songs are preferred for improving listening skills, podcasts are favoured for vocabulary expansion. Pronunciation improvement shows a balanced preference between the two. These findings show the significance of using multimedia resources to promote language proficiency and learner autonomy, while also accommodating individual preferences and learning styles.

5.3 Limitations of the Study

When conducting this research, the researchers faced certain constraints namely:

- The students were not responsive; it took almost three months to collect the data. Despite utilizing different media such as email and Facebook groups, students were not interested in answering the questionnaire. This lack of engagement significantly delayed the data collection process and impacted the overall timeline of the study.

- Some answers were out of context and some questions were left unanswered, which obstructed the process of analysis. Since the work entirely depended on the students' responses, not receiving complete and relevant answers was stressful. This situation fluctuated the researchers' focus, diverting their attention from data analysis to repeatedly attempting to gather sufficient data.

5.4 Recommendations for Future Research

Based on the analysis of the students' questionnaire several key recommendations can be made regarding this topic.

- Conducting an experimental study about the use of songs and podcasts in EFL classrooms especially in oral sessions.
- The use of other quantitative and qualitative data collection methods like observation, interviews, etc.
- Exploring the training needs required for educators to integrate songs and podcasts into their language teaching practices. This could involve developing guidelines, training programs, and resources to support teachers in implementing media-based instruction.
- Investigating how technology integration can enhance the incorporation of the media resources in EFL classrooms.

5.5 Concluding Remarks

This study is beneficial because it combines two different media tools; songs and podcasts, to investigate their use by third year bachelor students at the Department of English in University of Ain Temouchent, Algeria. By comparing these two media tools, the study provides a comprehensive understanding of how each media tool contributes to language learning. The findings confirm that listening to songs and podcasts is beneficial for the students because it enables them to improve their listening skills, enrich their vocabulary, and refine their pronunciation. The study also examined the students' experience with these media, offering a real-world perspective on their preferences and challenges. Moreover, the study provides practical suggestions for integrating English songs and podcasts in EFL classrooms. These recommendations can help educators create more dynamic and effective language learning experiences.

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Appendix

Appendix

Students' questionnaire

Songs or Podcasts? Understanding EFL Learners' Listening Habits in Developing Listening Abilities, Vocabulary Acquisition and Pronunciation Skills.

Introduction

Hello there! This questionnaire is about English language learners' listening habits and preferences, specifically comparing songs and podcasts. Your answers will help us understand how these media types can be used to improve listening abilities, vocabulary acquisition and pronunciation skills for EFL learners.

Section 01 :Personal Information

1-Gender

Male

Female

Section 02:Listening habits

2-How often do you listen to English songs?

Always

Usually

Often

Sometimes

Rarely

Never

3-How often do you listen to English podcasts?

Always

Usually

Often

Sometimes

Rarely

Never

4-What types of English songs do you usually listen to?

Pedagogical songs

Traditional songs

Popular songs

5-What types of English podcasts do you usually listen to ?

Solo

Interviews

Pannels

Conversational

Instructional

Narrative

6-Why do you listen to English songs ?

To be entertained

To improve listening skills

To learn new vocabulary

To improve pronunciation

Others

7-Why do you listen to English podcasts ?

- To be informed
- Improve listening skills
- To learn new vocabulary
- To improve pronunciation
- Others

Section 03: Listening Preferences

8-When listening to English songs, do you prefer to listen

- With lyrics
- Without lyrics

9-Why?

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10-When listening to English podcasts, do you prefer to listen

- With transcripts
- Without transcripts

11-Why?

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.....

12-What challenges do you encounter when listening to English songs ?

- Inability to identify different accents and pronunciations
- The speed of speech
- Insufficient or unfamiliar vocabulary
- Lack of concentration
- Cultural differences
- Others

13-What challenges do you encounter when listening to English podcasts?

- Inability to identify different accents and pronunciations
- The speed of speech
- Insufficient or unfamiliar vocabulary
- Lack of concentration
- Cultural differences
- Others

14-What strategies do you use to overcome any challenges while listening to songs and podcasts in English?

- Listening to the song/podcast multiple times
- Using lyrics/transcripts
- Looking for unfamiliar vocabulary
- Using the dictionary
- Using translation
- Others

Section 04: : Effectiveness of Songs and Podcasts in English Language Learning

15-How effective do you find English songs in improving your listening comprehension?

Not at all

Somehow effective

Very effective

16-How effective do you find English podcasts in improving your listening comprehension ?

Not at all

Somehow effective

Very effective

17-How effective do you find English songs in expanding your vocabulary ?

Not at all

Somehow effective

Very effective

18-How effective do you find English podcasts in expanding your vocabulary ?

Not at all

Somehow effective

Very effective

19-How effective do you find English songs in improving your pronunciation ?

Not at all

Somehow effective

Very effective

20-How effective do you find English podcasts in improving your pronunciation ?

Not at all

Somehow effective

Very effective

Section 05: Overall Preferences

21-Which one do you prefer to improve your English listening skills?

Songs

Podcasts

22-Which one do you prefer to expand your vocabulary?

Songs

Podcasts

23-Which one do you prefer for improve your English pronunciation?

Songs

Podcasts

24-Do you suggest incorporating songs and podcasts in EFL classrooms?

YES

NO

25-Illustrate/give examples

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Conclusion

Thank you for your participation in this questionnaire. Your responses will help us to better understand the listening habits of EFL learners and the effectiveness of these audio materials in developing listening abilities, vocabulary acquisition, and pronunciation skills.

ملخص

تتحرى الدراسة الحالية تأثير الأغاني والبودكاست باللغة الإنجليزية على قدرات الاستماع، واكتساب المفردات، ومهارات النطق لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تهدف الدراسة إلى مقارنة تفضيلات وإدراكات متعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالأغاني والبودكاست. تم استخدام استبيان يتألف من أسئلة ذات إجابة محدودة وأسئلة ذات إجابة مفتوحة كأداة بحثية لجمع البيانات الكمية والنوعية اللازمة للإجابة على أسئلة البحث واختبار الفرضيات. عينة الدراسة هي طلاب السنة الثالثة ليسانس في قسم اللغة الإنجليزية بجامعة عين تيموشنت - بلحاج بوشعيب، الجزائر. كشفت النتائج التي تم الحصول عليها من تحليل البيانات المجمعة باستخدام التحليل الوصفي والموضوعي أن الأغاني والبودكاست الإنجليزية فعالة في تعلم اللغة الإنجليزية كلغة أجنبية. في حين تُفضّل الأغاني لتحسين مهارات الاستماع، تُفضل البودكاست لتوسيع المفردات. أظهر تحسين النطق تفضيلاً متوازناً بين الاثنين. تُبرز هذه النتائج أهمية دمج هذه الأدوات الإعلامية في صفوف تعليم اللغة الإنجليزية كلغة أجنبية لتعزيز الكفاءة اللغوية واستقلالية المتعلم.

الكلمات المفتاحية: الأغاني، البودكاست، مهارات الاستماع، اكتساب المفردات، مهارات النطق، صفوف تعليم الإنجليزية كلغة أجنبية، استقلالية المتعلم.