The Effect of Using Songs and Lyrics on Iranian Pre-intermediate EFL Learners' Listening Comprehension

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The present study aims to investigate the effect of using songs and lyrics on Iranian pre-intermediate EFL learners' listening comprehension. The main question that this study tried to answer was whether using songs and lyrics might have any statistically significant effect on improving Iranian pre-intermediate EFL learners' listening comprehension. To answer this question, 48 pre-intermediate EFL learners Setareh Language Institute in Shaft, Iran, participated in this study. They were randomly ed among a population of 80 learners via an Oxford Quick Placement Test. They were then divided into three groups of 16 and were randomly assigned to one experimental and two control groups. A pretest of English listening comprehension was administered to all three groups: then, they were taught listening comprehension for eight sessions with different methodologies; the experimental group was treated by using both songs and lyrics while the two control groups received a placebo (one group was treated by using songs only and the other was treated by using lyrics). A posttest of English listening comprehension was then administered to all three groups. The data of the study were analyzed using SPSS software, and a one-way ANOVA along with Post-hoc Scheffe test were conducted to compare the means of one experimental and control groups (1 & 2) in the posttest, and the degree of progress the pretest to the posttest of the study in the experimental group was indicated by calculating the paired samples t-test. The results indicated that Iranian pre-intermediate EFL learners in the experimental group received higher score in listening comprehension after being treated with eight sessions of using both songs and lyrics in comparison with the two control groups.