



Ondokuzmayıs Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi

**SUGGESTED LISTENING ACTIVITIES BASED ON FILMS AND
SONGS IN EFL CLASSES FOR HIGH SCHOOL STUDENTS**

Hazırlayan:
Duygu AŞIK

Danışman:
Yrd. Doç. Dr. Gülay ER

Yüksek Lisans Tezi

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KABUL VE ONAY

Duygu AŐIK tarafından hazırlanan "Suggested Listening Activities Based on Films and Songs in EFL Classes for High School Students" baŐlıklı bu alıŐma, 30/01/2013 tarihinde yapılan savunma sınavı sonucunda oybirliĐi/oy okluĐuyla baŐarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiŐtir.

BaŐkan: Do.Dr. Melek KALKAN

Üye : Yrd.Do.Dr. Gölaiy ER (DanıŐman)

Üye : Yrd.Do.Dr. Müfit ŐENEL

Yukarıdaki imzaların adı geen öĐretim üyelerine ait olduĐunu onaylarım.

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Prof.Dr. Mehmet AYDIN
Müdür

BİLİMSEL ETİK BİLDİRİMİ

Hazırladığım Yüksek Lisans tezinde, proje aşamasından sonuçlanmasına kadarki süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

30/01/2013

Duygu AŞIK

ÖZET

Öğrencinin Adı Soyadı	Duygu AŞIK
Anabilim Dalı	Yabancı Diller Eğitimi
Danışmanının Adı	Yrd.Doç.Dr. Gülay ER
Tezin Adı	Lise Düzeyindeki İngilizce Dersleri İçin Film ve Şarkılara Dayalı Önerilen Dinleme Etkinlikleri

Bu çalışmanın amacı, İngilizce şarkı ve filmlere dayalı, lise öğrencileri için tasarlanmış öğretim etkinlikleri önermek ve bu etkinliklerin 10. Sınıf öğrencilerinin İngilizce dinleme becerileri üzerindeki etkisini incelemektir. 2011-2012 akademik yılı içinde yürütülen bu araştırma için rastlantısal olarak 10. sınıfta okuyan 42 öğrenci seçilmiştir. Araştırmaya katılan öğrencilerin ön-test ve son-test uygulamaları arasındaki dinleme becerileri gelişimini test etmek amacıyla, araştırmacı tarafından hazırlanan “Öğrencilerin Dinleme Etkinliklerine Olan Yaklaşımlarını Belirleme Değerlendirme Ölçeği” kullanılmıştır. Araştırma kontrol grupsuz ön-test, son-test model yöntemiyle yürütülmüş; verilerin analizinde SPSS 11.0 paket programı kullanılmıştır. Araştırmacı tarafından belirlenen ve 8 hafta boyunca uygulanan İngilizce öğretim etkinlikleri öncesinde ve sonrasında yine araştırmacının kendisi tarafından geliştirilen ve uygulanan Değerlendirme Ölçeği sonuçları incelendiğinde, elde edilen bulgu şöyledir;

Film ve şarkılara dayalı olarak geliştirilmiş dinleme becerisine yönelik öğretim etkinliklerinin lise öğrencilerinin dinleme becerileri gelişiminin üzerinde anlamlı etkisi vardır.

ANAHTAR SÖZCÜKLER: İngilizce filmler, İngilizce şarkılar, Dinleme Etkinlikleri, Dinleme Becerileri Gelişimi, Lise Öğrencileri

ABSTRACT

Student's Name and Surname	Duygu AŞIK
Department's Name	Foreign Languages Education
Name of the Supervisor	Asst.Prof.Dr. Gülay ER
The Name of the Thesis	Suggested Listening Activities Based on Films and Songs in EFL Classes for High School Students

The purpose of this study is to suggest listening activities based on films and songs in EFL Classes for high school students and to examine the effect of these activities on the development of listening comprehension of 10th grade students. For the study carried out during the academic year of 2011-2012, 42 students studying at 10th grade have been chosen randomly. In order to test the development of listening comprehension between the pre-test and post-test applications of the students, who participated in the study, “The Evaluation Scale of the Students’ Approach to Listening Activities” is used that has been designed by the researcher. The research has been conducted with pre-test post-test model without a control group method; for the analysis of the findings SPSS 11.0 software programme has been used. When the results of the Evaluation Scale which has been designed by the researcher and conducted before and after the activities analyzed, the finding gathered is as follows; There is a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

KEY WORDS: English films, English songs, Listening Texts, Development of Listening Comprehension, High School Students

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CHAPTER 1 INTRODUCTION

In this part, problem, research question, sub-questions, aim of the study, significance of the study, hypotheses, assumptions, definitions and limitations of the study will be given as an introduction to the study.

1.1. PROBLEM

In globalizing world, it is essential that most people learn and use the common languages in order to follow the developments. English is one of the languages widely spoken in the world, and has become an international language of communications, science, business, entertainment and diplomacy.

In Turkey, teaching and learning English has gained importance in recent years. So, English has become a compulsory lesson at schools. The students at public schools begin to have English courses at the fourth grade and at private schools English courses are given at pre-school education. As it can be understood, English lesson seems significant for the Turkish education system, at least at the curriculum level.

While teaching English the language skills (speaking, listening, reading, writing) should be developed. However, of the four major areas of language skills the one that is the most neglected is the listening skill although it has a significant role in the lives of people. Listening is the ability to identify and understand what others are saying. The importance of listening in communication is enormous. So listening is an essential skill in language learning. Brown (2007:299) also states that; “the importance of listening in language learning can hardly overestimated”. As Paulston and Bruder (1976:127) agrees;

“Understanding the spoken form of the target language is one of the most difficult tasks for the language learner, yet it is probably the most neglected skill in language teaching. This neglect generally stems from the objectives of much language teaching in situations where the students are not likely to be exposed to native speakers, but the neglect is sometimes due to the teachers’ ignorance about the nature of the process of listening comprehension.”

In Turkey, until recently much attention in formal education was given to reading and writing skills, little was given to the speaking skill and almost none was given to the listening skill. Now, however, educators recognize listening as an essential skill in language teaching and learning. At schools, listening activities have always become a problematic case for both teachers and students. Even though a student can learn every grammatical structure, he/she can understand what he/she reads, he/she can write what he/she wants, s/he may not understand what he/she listens. So it can be said that listening skill is the skill that requires much attention for EFL students. Since EFL students are studying English language in their countries where English is not the native language, they hear the target language only in their English lessons. This situation creates some difficulties for learners while studying English. So, the teachers should create some opportunities for the EFL students to practice English language. EFL students should be encouraged and motivated by materials that are useful and interesting for them. The old fashioned listening activities may be boring for students and when they are bored their motivation reduces and they do not understand the listening text. The high school students generally have negative attitudes toward listening activities since they think that they will not understand anything. The students especially high school students need some interesting and authentic-like listening texts while practicing listening activities.

Songs can be one of the effective tools to use in listening courses at high schools since songs have an important role in teenagers lives. Songs also have relaxing effect. It reduces stress and anxiety. The learners' respond to songs can be positive and songs can be useful tools to develop their listening skills.

Films chosen according to learners' needs and interests can be very useful for practicing listening. The students become fascinated by the idea of watching films and they become encouraged. While watching a film the learners see the actions and hear the sounds and they can understand what they listen better. As Heinich (2002:176) states; "video materials combine motion, colour, and sounds in ways that can dramatize ideas better than any other tool."

Visuals can also motivate learners by attracting their attention and simplifying the information that is difficult to understand. Visuals may give learners a chance to comprehend visually what they might miss verbally. A listening activity designed through visuals can be very useful for learners to develop their listening skills and to have positive attitude toward listening activities.

Finally, since EFL high school students have negative attitudes towards listening courses, some listening activities designed by songs, visuals and videos can be much more useful than classical listening activities.

Problem Statement: The problem with the Turkish high school students is that they do not have positive attitudes towards listening courses. They have difficulties in comprehending the utterances while they are exposed to any listening text. However, if they are exposed to some listening activities that are suitable for their needs, interests and ages, they can love listening activities and they can be motivated to understand what they hear.

In this study, our aim is to investigate if the use of listening activities designed through video materials and songs in EFL classes for high school students will make any improvement in learning listening skills.

1.2. RESEARCH QUESTION

1. Is there a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students?

1.3. AIM OF THE STUDY

The EFL students generally do not want to participate in the listening activities since they think that they will not understand anything. They feel stressed. However the songs, films and some other visual materials may be interesting for them. The

students like listening to music and watching films, also some other visual materials like interesting pictures may be useful for them. These tools may be very motivating for the students and they reduce their stress. So the students want to learn and listen carefully in order to understand the listening text.

With this study we are going to introduce how listening activities designed through films and songs can be applied for effective learning and development of listening comprehension; and present some activities that may be useful for teachers while they are developing their students listening skills.

1.4. IMPORTANCE OF THE STUDY

While learning a language a student should be exposed to many aspects of language skills such as speaking, listening, reading, and writing. Among these, the listening skill is vital. Without understanding what someone says, it is very difficult to respond someone's questions. However, the students in Turkey do not have the opportunities to hear real language and this situation causes some problems for both students and teachers. Listening activities generally cause stress for learners and when the learners are under stress they have difficulties in understanding the listening comprehensions.

The present study is important since the result of the study will show how the listening activities based on films and songs can be applied for effective learning and development of listening comprehension. Furthermore, this study can be a guide for foreign language teachers to see and use some useful activities for developing their students' listening skills.

1.5. HYPOTHESIS

1. There is a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

1.6. ASSUMPTIONS

1. The levels of English knowledge of the experimental group are assumed to be similar.
2. The materials provided for the students during the instruction process are assumed to be in conformity with the level of the students.
3. The students in experimental group are assumed to participate in the tasks with their full concentration.
4. The students in experimental group are assumed to answer the pre and post-tests sincerely and with their full concentration.

1.7 LIMITATIONS

1. This study is limited with the effect of listening activities based on songs and films on the development of listening abilities.
2. This study is limited to 10-L students in the experimental group attending the Zühtü Kurtulmuş Lisesi which is a High School in İstanbul /Zeytinburnu.
3. For this study, as song materials four old songs which were popular between 1960s and 1990s have been chosen since it is not very likely that students know these old songs. If the learners know the lyrics of the songs, it is possible for them to do the song activities without understanding what they listen.
4. The study is limited to an eight-week instruction.

1.8. DEFINITIONS

Allusion: A figure of speech that makes a reference to, or representation of, people, places, events, literary work, myths, or works of art, either directly or by implication.

Anxiety: A feeling of nervousness, apprehension, fear, or worry.

Authentic Material: Print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos.

Colloquial Language: Informal language that is not rude, but would not be used in formal situations.

Foreign Language: A language that is learned in addition to one's mother tongue in a classroom environment consciously.

Motivation: A desire to achieve a goal, combined with the energy to work towards that goal.

One –off: Something that is not repeated or reproduced.

Second Language: A language except mother tongue learned by a learner especially in an environment natively spoken.

Stress: The emotional and physical strain caused by our response to pressure from the outside world.

1.9. ABBREVIATIONS

ELT : English Language Teaching

EFL : English as a Foreign Language

CLL : Community Language Learning

TPR : Total Physical Response

SPSS : Statistical Package for the Social Sciences

CBI : Content-based Instruction

CHAPTER 2 REVIEW OF LITERATURE

In this part, teaching listening comprehension, the use of songs and films in ELT and brief information about the studies conducted both in Turkey and abroad in this specific field are presented. Under the teaching listening comprehension, the nature, importance, types, difficulties, principles and stages of listening comprehension are mentioned.

2.1 The History of Language Teaching

Foreign language teaching and learning have been essential matter for people throughout history because of several reasons such as knowing other cultures, trade, travelling, and education. According the needs of the people foreign language education has changed and finally English has the importance. Linguists, scientists and pedagogues have dealt with the question how people can learn another language. Therefore, many approaches, methods, and techniques have been developed for need of language teaching.

Grammar Translation Method is one of the traditional foreign language teaching methods dating back to mid-nineteenth century. As it can be understood from the name of the method, the method emphasizes reading, writing, translation and the conscious learning of grammatical rules. Memorization is the main learning strategy and the method requires the memorization of paradigms, patterns, and vocabulary with translation. Pronunciation and communicative skills were neglected while reading and writing skills were major points. In Grammar Translation Method there is not any learning goal related to the listening skill. However, this method was not very effective in preparing students to use the target language communicatively and in time the method began to lose its popularity (Larsen –Freeman 1986:4-10).

The Direct Method is another old method used in foreign language teaching. This method was developed as a response to the Grammar Translation Method. On the contrary to Grammar Translation Method, in Direct Method oral communication

skills are given importance and no translation is allowed. The target language is used in the classroom for all purposes. Second language learning must be an imitation of first language learning, as this is the natural way humans learn any language, so grammar was taught inductively. Since the Direct Method focused on speaking and listening, correct pronunciation was emphasized. Although the target language was used in the classroom, there was no systematic attempt at developing the listening skill in the learners. The students are assumed to hear what was being said by the teacher and everything that was being said by the teacher could be seen as listening materials for learners. The Direct Method had popularity at the beginning of the twentieth century; however, far less time and opportunity in schools caused to lose its popularity and look for a new method named Audio-lingual Method (Flowerdew and Miller 2005:5).

As it is mentioned before, people learn languages for many purposes. When U.S entered to World War II, the Audio-lingual Method came into being. The Audio-lingual Method, once called The Army Method, developed for people to learn languages for military needs was similar to direct method with the aspect of advising that learners were taught the target language directly, without using the learners' native language to explain the new words or grammar rules in the target language. The audio-lingual approach to listening emphasizes first listening to pronunciation and grammatical forms and then imitating those forms by way of drills and exercises. (Richards & Rogers 2001:50). This method based on the belief that the development of language skills is a matter of habit formation. Audio-lingual Method's learning goals related to listening are to pattern match; to listen, imitate, and memorize. Learners practice particular patterns of language through memorization of set phrases, structure dialogue, and drill until response is automatic. Therefore, the Audio-lingual method began to decline its effectiveness for its failure of producing long-term communicative ability.

1970s was a significant decade for researching new methods for language teaching. The Silent Way, developed by Caleb Gattegno, is one of these approaches of the decade. The use of the word "silent" is also significant, as Silent Way is based on

the principle that the teacher should be as silent as possible in the classroom in order to encourage the learners to produce language (Brown 2007:29). Learners use the language for self-expression; they should be able to express their thoughts, feelings, and needs in the target language and the teacher help learners when it is necessary. In Silent Way there is not any learning goal related to the listening skill.

Desuggestopedia was originally developed in the 1970s by the Bulgarian psychologist Georgi Lozanov. Desuggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how the learners learn most effectively. One of the most unique characteristics of the method was the use of soft music during the learning process. According to Lozanov, in order to lower psychological barriers learning should be facilitated in a relaxed, comfortable environment (Larsen –Freeman 1986:72).

In 1972, Charles A. Curran, who studied adult learning for many years, discovered Community Language Learning. It is a method based on language for communication and is extremely learner focused. In this method it is aimed to remove the anxiety from learning by changing the relationship between the teacher and student. In CLL, that relationship the teacher is known not as the teacher but as the counselor, the learner is known not as the learner but as the client. The counselor's role is not to tell the client what to do, but to help him or her explore and resolve the problem and support them. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions. (Richards & Rogers 2001:90).

The Total Physical Response Method developed by James Asher is a method built around the coordination of speech and action. Total Physical Response is based on the theory that a second language can be learned in the same way as the first language – through the same natural processes and the memory is enhanced through association with physical movement. Thus, in TPR, learners learn the language by reacting to commands given either by the teacher or their fellow students. Asher sees TPR as a stress-free way of learning where the learners would not feel self-

conscious and stressful (Brown 2007:30). According to one of the learning theories of TPR, listening comprehension should be emphasized over language production since in a natural order listening comes before speaking. So, in TPR, listening comprehension is given to learners and listening and reading skills are associated with comprehension.

The Communicative Approach is based on the theory that language is a communication. In Communicative Approach, learners learn through having to communicate real meaning. The Communicative Approach initially prioritizes communicative competence over accurate grammar. The teacher's responsibility is to create situations to promote communication, and provide an authentic material (Larsen –Freeman 1986:123). Since students' motivation to learn the language comes from their desire to communicate in meaningful ways about meaningful topics, the Communicative Approach is generally successful at developing communicative competence; however it has been criticized for ignoring the grammar rules. The learning goals of the Communicative Approach related to the listening are to process spoken discourse for functional purposes, to listen and interact with the speaker or complete a task.

The Natural Approach was developed by Tracy Terrell and Stephen Krashen. The Natural Approach defines the language as a set of messages that can be understood. This method was designed to build the basic personal communication skills (Brown 2007:30). It acquires the communication skills not by learning grammatical rules, but step by step listening and understanding. Therefore, it focuses on input, comprehension, and meaningful communication and gives less importance to grammar, teacher monologues, direct repetition and accuracy. In the form of listening or reading tasks, the learners may order pictures, fill in grids, follow maps, and so on. In the Natural Approach the learners should be relaxed in the classroom and they should make their own decisions on when to speak, what to speak about, and what linguistic expressions to use while speaking.

In recent years, some new methods and approaches have become popular in ELT. Task-based Approach is one of them. The main idea behind a Task-based Approach to developing listening is that students become active listeners. The goals of Task-based Approach related to listening are to process listening for functional purposes; to listen and carry out real tasks using the information. It is a strong communicative approach where students spend a lot of time communicating. With this approach, students are asked to listen to some situations and to do something with the information. For example, completing a diagram, or chart, filling in a table, or drawing a picture. Since the situations given to the students are authentic situations, the students deal with the language features such as accents, hesitations, fillers and ellipses (Flowerdew and Miller 2005:14).

Content-based Instruction has also become increasingly popular. CBI is a teaching method that emphasizes learning about something rather than learning about language. During the lesson learners are focused on subject matter that is important to their lives. In CBI, an integrated skills approach is used to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously. (Brown 2007:56). There is no set sequence of skills to be taught in CBI. A lesson may begin with any skill. Listening skill is used as the other skills.

The Lexical Approach to second language teaching has received interest in recent years as an alternative to grammar-based approaches. The Lexical Approach focuses on developing learners' proficiency with lexis, words and word combinations. Intensive and extensive listening activities can be used to develop learners' knowledge of lexical chains. For example, songs are a rich source of lexical items, particularly commonly used semi fixed expressions. When gapping song lyrics for use as a listening exercise, gap lyrics to get students to focus on useful lexical chunks rather than individual words (Moudraia 2001).

Today, it is sure that there is no best way of teaching foreign languages. A language teacher should not limit himself to one method only, ignoring the others. A method

which is appropriate with one class may not be suit the same class at another time. Since no method has been proven to be more effective than another, teachers should use an eclectic method according to levels and needs of learners.

2.2. The Nature of Listening Skill

Recent research has shown that listening is not a passive process. Littlewood (1981:66) points out that calling the listening as a passive skill is misleading since listening requires active involvement from the hearer. In addition, he states that in order to get the message that the speaker intends, the hearer must actively contribute knowledge both linguistic and non linguistic sources. Vandergrift (1999:168) supports this idea and states:

“Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support”.

Clearly, listening is not merely hearing. It is related to comprehension. On the basis of concentration listening can be divided into two as casual listening and focused listening. Lehman and Dufrene (2010:52) define casual listening as the listening for pleasure, recreation, amusement and relaxation. Listening music at the time of reading newspaper, cooking or watching movie are examples of casual listening. Casual listening provides relaxing breaks from more serious tasks and supports our emotional health. It also illustrates that people are selective listeners. You listen to what you want to hear. Means (2010:80) states that casual listening does not require much emotional or physical effort.

On the other hand, listening something with particular purpose or for the search of data or material is known focused listening. For example, listening to teachers’ speech or instruction or listening to the news of TV. Since deep concentration is

needed for having information and message for focused listening, classroom listening can also be given as an example of focused listening. (cited in Lehman and Dufrene, 2010:52). Classroom listening is not real-life listening and listening in the classroom is usually very artificial activity since the learners overhear a conversation or listen to a monologue without any active participation. So it is very important to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom. Activities should give learners practice in coping with at least some of the features of real-life-situations.

2.3. Teaching Listening Comprehension

Listening is considered to be the one of the most important part of the oral communication. Listening skills allow one to make sense of and understand what another person is saying. In other words, listening skills allow you to understand what someone is "talking about". The importance of listening in language learning can hardly be overestimated. In recent years listening comprehension has begun to be taken seriously. However, teaching listening skills is the one of the most problematical tasks, since most of the learners have a negative attitude about listening courses.

2.3.1. Importance of Listening

It is well known that there are four basic language skills none of which should be ignored. However, of the four skills listening is the most important. All language learning begins with listening. A human language is learnt first by listening not speaking or writing. If a child is born deaf it is impossible for him to speak because he can neither receive messages through sound nor adjust and control his speaking sound to communicate. (Liyong, 2006).

Rivers and Temperley (1978:62) elaborate the importance of listening as, "Yet it has been estimated that of the time adults spend in communication activities 45 percent is devoted to listening, only 30 percent to speaking, 16 percent to reading, and a mere 9

percent to writing (p.62). Rost (1994:141-142) points out, “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.” Nunan emphasizes that although over 50 percent of the time that learners spend functioning in a foreign language will be devoted to listening, it is the least understood and most overlooked of the four skills. (cited in Nation and Newton, 2009:37). Listening has a significant role on the lives of people. On the other hand, as Nunan states that listening has been the most neglected skill. Miller (2003) believes that one of the reasons of this neglect comes from the fact that speaking was always considered as a more valuable skill to focus on in the classroom; that researchers and teachers have often considered that listening was something which could just be picked up.

It is clear that beside its important role on communication in daily life, listening has an important role on language learning. However, listening is not yet fully integrated into the curriculum and needs to be given more time in classroom.

2.3.2. Types of Classroom Listening

Different purposes and objectives require different types of listening. Both in the classroom and in the daily life people may listen to obtain information, improve a relationship, make discriminations, or engage in a critical evaluation. The types of listening have become varied according to their purposes and objectives. Reactive listening, intensive listening, responsive listening, selective listening, extensive listening, and reactive listening are the types of classroom listening skills.

1- Reactive listening

This kind of listening focuses on surface aspects of the language, not necessarily understanding. It requires little meaningful processing. Choral response listening where learners directly mimic or perform simple transformations on what a teacher says can be an example of reactive listening. (Meskill, 2002:174).

2-Intensive listening

Intensive learning can be defined as listening for details. Learners focus on components; phonemes, words, intonation, a sound, etc. instead of whole of the text. (Brown, 2007:309). The goal is for students to understand every sentence. Remembering specific words, filling gaps with missing words, replacing words, finding stress or intonation are good examples of intensive listening practice.

3- Responsive listening

This type of listening requires learners to listen to a teacher's question or cue and respond immediately and appropriately. Meskill (2002:175) gives the examples of responsive listening:

- asking questions: “What did you do yesterday?” “Where were you last night?”
- giving command: “Please close the door.”
- seeking clarification: “What did she say?”
- checking comprehension: “Do you mean she was sick?”

4-Selective listening

As it can be understood from its name selective listening involves listening to selected part of a text. It requires learners to listen to longer stretches of discourse for the purpose of getting specific information from the text. Brown (2007:310) emphasizes that selective listening differs from intensive listening in terms of long lengths of discourse. Documentaries, stories, anecdotes, conversation cues are examples of selective listening.

5- Extensive listening

“Extensive listening involves comprehending the general idea and gaining an overall picture of what is being said.” (Savarimuthu, 2009:31). Extensive listening does not require students to understand every sentence, and every word; instead, students are encouraged to get the general meaning of the passage. According to Baruah (2006:201), texts for this type of language can be fairly long; since the aim is to

gather information or enjoy the story, play, poem, etc. Most of real life listening is extensive listening.

6- Interactive listening

Brown explains interactive listening as a listening performance that can include all five of the other types; since learners actively participate in discussions, conversations, role plays, pair and group work. In interactive listening learners' listening performance must be supported or integrated with speaking or other skills.

2.3.3. The Subskills of Listening

Brown (2007:308) offers a simplified list of micro-skills and macro-skills for conversational listening. The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

In micro listening skills we have to consider things like choice of vocabulary, how the message is delivered and why. It also includes things like intonation, attitude, deeper meaning and a whole lot more. The checklist of micro-skills is adapted by Brown (2007:308) as follows:

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Recognize cohesive devices in spoken discourse.
7. Process speech at different rates of delivery.
8. Process speech containing pauses, errors, corrections, and other performance variables.

9. Recognize grammatical word classes (noun, verbs, etc.) system (e.g., tense, agreement, pluralization) patterns, rules and elliptical forms.
10. Detect sentence constituents and distinguish between major and minor constituents.
11. Recognize that a particular meaning may be expressed in different grammatical forms.

Macro skills simply mean the understanding of what is being. Brown (2007:308) gives the checklist of micro-skills as follows:

1. Recognize the communicative functions of utterances, according to situations, participants, goals.
2. Infer situations, participants, goals using real-world knowledge.
3. From events, ideas, and so on, described, predict outcomes, infer links, and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meaning.
5. Use facial, kinesthetic, body language, and other nonverbal clues to decipher meanings.
6. Develop and use a variety of listening strategies, such as detecting key words, guessing the meaning from context, appealing for help, and signaling comprehension or lack thereof.

The micro and macro skills of listening cannot be really separated, as they actually work together. So, paying attention to both micro and macro skills are essential to improve the learners' listening skill.

2.3.4. The Bottom-up vs. Top-down Processes

In 'real life' listening the listeners will have to use a combination of the two processes, with more emphasis on top-down or bottom-up listening depending on

their reasons for listening. According to Field, “These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole” (cited in Nation and Newton, 2009:40).

“According to bottom-up model, listeners build understanding by starting with the smallest unit of the acoustic message, individual sounds, or phonemes. These are then combined into words, which, in turn together make up phrase, clauses and sentences. Finally, individual sentences combine together to create ideas and concepts and relationships between them.” (Wolvin, 2010:167).

Richards (1990:50) gives some examples of bottom-up process in listening:

- Scanning the input to identify familiar lexical items
- Segmenting the stream of speech into constituents-for example, in order to recognize that ‘abookofmine’ consists of four words.
- Using phonological cues to identify the information focus in an utterance
- Using grammatical cues to organize the input into constituents-for example, in order to recognize that in ‘the book which I lent you’ [the book] and [which I lent you] are the major constituents rather than [the book which I] and [lent you].

Top down strategies are listener based. According to Nation and Newton (2009:40), the listener taps into prior knowledge of the topic, the situation or context, the type of text, and the language. This prior knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. The key process here is inferencing. According to Richards (1990:52), examples of top down processing in listening include:

- Assigning a n interaction to part of a particular event, such as storytelling, joking, praying, complaining;
- Assigning places, persons, or things to categories;
- Inferring cause- and – effect relationships;
- Anticipating outcomes;
- Inferring the topic of a discourse;

- Inferring the sequence between events;
- Inferring missing details.

Successful listening depends on the ability to work bottom-up and top-down processing together. Activities in listening processes should help students to combine both these processes to become more effective listeners.

2.3.5. Listening Difficulties

Listening is as difficult and important as any other skills. In fact, learners find it difficult to understand the native speakers and listening texts designed for them. There are many possible reasons for this. Learner difficulties in listening skills can be classified into several categories:

- Learners have trouble catching the actual sounds of the foreign language. Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception. (Ur, 1999:43)
- Learners force themselves to understand every word. The effort to understand everything in the speech often results in ineffective comprehension, as well as feelings of fatigue and failure. (Ur, 1999:43)
- Learners have difficulties in listening because of the uncertainties deriving from the presentation of speech. In spoken language we can see repetitions, pauses, incomplete sentences, and corrections. Spoken languages also contain reduced forms such as ‘we’re’, ‘I’ll’. Brown (2007:305) emphasizes that these reductions cause significant difficulties, especially for classroom learners who may have been exposed to the full forms of the English language.

“Your aunt came over at the weekend...well, on Sunday, actually. We...she came with her brother and sister-in-law. I thought they were... well, I liked them, you know. We sat.... after lunch, you see, we sat in the garden. It was pleasant. We’re going to get together again sometime.” (Hedge, 2000:238).

- Learners understand people when they talk slowly and clearly. Brown and Yule (1983:54) supports this reason :“the teacher generally addresses the class in a public style (sometimes in a caricature ‘speaking to foreigners, the stupid or the deaf’ style) which is also slow and clear.” However native speakers do not speak in this way. Since students get used to hear slow and clear speech, they have difficulties understanding the native speakers’ speech.
- Learners’ experience of the language is very limited; especially in early stages they are learning basic phonological and grammatical patterns and also vocabulary. This situation also causes problems in understanding the native speakers or listening texts. (Byrne,1986:14)
- Learners need to hear things more than once in order to understand. While listening a designed text teachers can allow them to listen more than one but in real life, they are often going to have to cope with ‘one-off’ listening. (Ur, 1999:43).
- Learners cannot have contextual clues if video is not being used; they cannot see the speakers, their faces and gestures and they have to understand and remember who is speaking, or the setting. (Byrne,1986:14).
- Learners get tired and find it more difficult to concentrate. (Ur, 1999:43). Thus, teachers should take into consideration that listening comprehension passages are not too long, and for breaking them up into short ‘chunks’
- Learners are generally exposed to standard written English and textbook language, so they find difficult to understand colloquial language. Idioms, slang, and shared cultural knowledge may cause problems for learners. (Brown 2007:306).

In order to help learners to overcome these difficulties, as teachers we should design listening courses supported by songs and films. They will help learners to have enjoyable lessons, enhance confidence and prepare learners to get used to colloquial language. Films also help learners to have idea about what is the speech is about, where it takes place and what is happening thanks to its visuality.

2.3.6. The Principles of Teaching Listening

Effective listening requires effort, preparation and a clear mind; since it is a difficult skill and learners have various problems while listening. Harmer (1998:99) proposes the following six statements as principles behind the teaching of listening:

- a) The listening material is just as important as the listening device. The teacher need to be sure that the listening material can be heard all round the classroom and if it is a visual material such as films, documentaries, cartoons, etc., it should be seen by all the students.
- b) Preparation for listening is vital. Teachers and students need to be prepared for listening. Teachers should listen to the tape or the listening text before they take it into class. Students should be ready to listen. They need to look at pictures, discuss the topic, or read the questions first.
- c) Listening once is not enough. It may be difficult for listeners to pick up the things at first time. First listening is often used to give students an idea about the listening material. Thus, the teachers should give a chance to listeners to listen to the things they missed first time.
- d) Students should be encouraged to respond to the content of a listening, not just to the language.
- e) Different listening stages demand different listening tasks.
- f) Good teachers exploit listening texts to the full. If teachers ask students to invest time and emotional energy in a listening task, then it makes sense to use the tape for as many different applications as possible.
- g) The listening activity should not be simply a memory test.

In other words, teaching listening should be planned according to learners' level, needs, and pleasures, the physical atmosphere of the classroom, and the principles of teaching listening skills. These principles should help teachers to create their own techniques and activities.

2.3.7. Stages of Listening

In EFL classes learners should be prepared for the listening task. They should have an objective, an aim to achieve and then they should have tasks to fulfill. Listening process is divided into three stages: pre-listening, while-listening and post- listening. It is certain that all stages of a listening lesson are important and should be designed carefully.

2.3.7.1. The Pre-listening Stage

“This stage is to prepare the learners for what they are going to hear, just as we hear usually prepared in real life.”(Davies, 2000:77). In real life situations a listener almost always knows in advance something which is going to be said, who is speaking or what the subject is going to be about. A teacher should not tell the learners to listen and then start the listening text.

The activities done during pre-listening stage aim at helping student to activate their schemata. According to Hedge (2000:249) predicting content from the title of a talk; talking about a picture which relates to the text; discussing the topic; answering a set of questions about the topic can be some suggestions for pre-listening stage. Finocchiaro (1989:96) also outlines some activities to be used in pre-listening stage:

1. Explain difficult vocabulary and cultural allusions in the passage before listening.
2. Give simple, clear explanations of what to listen for through one or two pre-listening questions. What do the learners know about the topic?
3. Discuss the pragmatic elements in the situation.
4. Have learners make notes about what they expect to hear. (based on title)
5. Make learners aware of redundancy clues; the multiple signals in sentences for plurality, possession, gender, verb aspect.

Peachey (2003) points out that it is also important to motivate students to listen before listening, so he suggests selecting a text that appeal to students' tastes and designing tasks that will awaken students' interests and curiosity. Sariçoban and Metin (2000) suggests as a pre-listening activity the theme, the title, or the history of the listening text can be discussed. They also remark that by directing the students toward specific areas, problem vocabulary items can be solved. Before listening, it is also beneficial to let the students know which grammar points should be studied and at pre-listening stage, pictures can also be used to introduce the theme of the song.

Further activities can be suggested for this stage of listening. However, it should not be regarded that main pre-listening objectives are motivating and arousing interest in the learner, triggering off learners' background knowledge, creating purpose for the listener and providing or preparing a suitable situation for the listening task

2.3.7.2. The While Listening Stage

The while –listening stage is to help the learners to understand the text. However Davies (2000:77) emphasizes that the teachers should not expect learners to understand every word. While-listening activities are the activities that students are asked to do during the time of listening to the text. Hedge emphasizes that while the students listen, they need to be involved in a purpose for listening and encouraged to attend to text more intensively and extensively. He also gives the main aim of the while-listening stage as confirming learners' expectations and helping them to get the gist of the content. (2000:252). Finocchiaro (1989:96) gives a number of suggestions such as; giving learners a list of facts and items they can check as they are listening, giving them maps on which they can chart a route being discussed, telling them to taking notes only the key words as they listen or having them draw something simple which the passage suggests.

Peachey (2003) recommends getting the students to listen three or four times as the students need time to tune into accents and the speed which the people are speaking. According to Sariçoban and Metin (2000) in the while-listening stage, gap filling is

the most widely used technique and through such gaps, the vocabulary, grammar, or pronunciation are highlighted. Further activities can be developed for this period of listening. Ticking multiple-choice items, filling in a chart, matching pictures with the text are also some activities that can be suggested for this stage. While exposing songs to students, as while-listening activities Peachey (2003) gives some possible suggestions: students may listen and decide if the song is happy or sad, they listen again and order the lines or verses of the song, and they listen again to check their answers or read a summary of the song with errors in and correct them. It is certain that the choice of activity will depend on the level of response which is appropriate, not only to the type of text but also to the level of the learners. Hedge (2000:252) thinks that “it is always a good idea, for teachers to try a while-listening task for themselves before introducing it in class in order to check how manageable it is.”

2.3.7.3. The Post Listening Stage

The post-listening stage is where the teacher can determine how well the students have understood what they listened to. This stage includes all the exercises which are done after listening to the text. Well-planned post- listening activities are just as important as those before and during.

Peachey (2003) suggests that post-listening tasks can take two common forms including reactions to the content of the text and analysis of the linguistic features used to express the content. A reaction could be discussion as a response to what the students have heard or it could be some kind of reuse of information they have heard. Analysis of language involves focusing students on linguistic features of the text, which will be easier to deal with after developing an understanding of the text. Finocchiaro (1989:97) recommends some activities to be used in this stage such as depending on their ability, the learners may be asked to these activities;

- taking a dictation of the passage,
- filling in a cloze test,
- answering multiple choice questions,

- answering open ended questions,
- writing a two-or three-line summary,
- telling whether the language they hear is formal or informal, appropriate or inappropriate,
- telling who the speakers are, what their attitudes are, what their roles are, where they are, what they are speaking about,
- telling what they can infer from what X has said.

Peachey suggests some activities while exposing songs for post-listening activities such as discussing what they liked or did not like about song, writing a review of the song for a newspaper or website, writing another verse for the song or singing the song.

Hedge (2000:252) emphasizes that post-listening stage should also involve integration with other skills through development of the topic into reading, speaking, or writing activities. Post-listening exercises should be interesting and motivating for learners. Before a teacher chooses a certain activity he/she must consider how much language work they wish to do with the particular listening passage.

2.4. The Use of Authentic Materials

Today English teachers have a lot of choices in terms of teaching materials. While choosing them it is significant to keep in mind that the material should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication. The use of authentic materials can be helpful to solve this problem. The definitions of authentic material are different in literature. According to Rogers it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication. Harmer explains authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Jordan emphasizes that authentic texts are texts that are not written for language teaching purposes. (cited in Kılıçkaya, 2004). Bacon and Finnemann (1990) define

authentic materials as texts produced by native speakers for non-pedagogical purposes. Gardner and Miller (2005:101) explain authentic materials as any printed or digital text or tape which was produced for a purpose other than teaching the target language. Ianiro (2007) states that authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. The definitions of authentic material are slightly different but the common definition is that authentic material is the material used in the target culture for actual communicative needs.

According to Ianiro (2007) there are two main categories of authentic materials; print and auditory. Utility bills, order forms, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers can be good examples for authentic print material. Examples of authentic auditory materials include phone messages, radio broadcasts, podcasts, movies, songs, videos and DVDs, television programmes.

Authentic materials enable learners to hear, read and produce language as they are used in the target language.

The sources of authentic materials that can be used in the classroom are various, but the most common are newspapers, magazines, TV programs, movies, internet, songs, menus, brochures and literature (novels, poem and short stories). Using authentic material in classroom is advantageous for many aspects. The most important advantage is that by using authentic materials teacher presents students with actual everyday language, just as it appears in real life. According to Hyland (2003:94) there are number of good reasons to use authentic materials in the classrooms:

- Authentic materials expose learners to real language.
- Authentic materials encourage learners to process real text.
- Authentic materials provide models relevant to learners' target needs.

- Authentic materials provide information about target culture.
- Authentic materials increase learner motivation and strategies.
- Authentic materials facilitate creative teaching to exploit texts.
- Authentic materials maintain natural coherence and cohesion of text.

Richards and Renandya (2002:244) also advise to use authentic materials in language courses because of the naturalness of language and real-life listening experience. They also believe that the type of listening activity that occurs in real life is very different from the type that occurs with a scripted passage. Thus, the advantages of authentic materials are indisputable.

As it is concluded many researchers support the use of authentic material and they have in common one idea: exposure to “real language and real life”. Anything can be used as an authentic material in a classroom but it is certain that the authentic materials should be carefully selected and controlled, and used in accordance with the learners’ level.

2.5. The Use of Songs in ELT

Songs which have been the part of human life in every known human society became to have a significant role on learning a language. Language teachers can use songs as part of their classroom activities as they contain authentic language, provide vocabulary, grammar and cultural aspects and they are enjoyable for the students.

As it is known, the use of music in ELT gained importance with the development of Desuggestopedia. According to Lazanov, in order to make better use of mental reserves, the limitations that we have need to be desuggested. Using music in the lessons is one of the way of relaxing the learners and eliminating their feeling that they cannot be successful (Larsen –Freeman 1986:123). In Desuggestopedia, the material is presented in a melodic way. By activating the right side of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out

long-term memory. This relaxing approach to language pedagogy helps to develop the learners' natural holistic talents.

Research by Lozanov has shown that there is a positive effect when classical music is used during efforts to memorize, even without suggestion. Before the concert session the student is told by an authoritative figure that after the session the material will be memorized. The students notice that their memorization has improved. The result is a huge increase in memorization power. (cited in Adamson, 2012).

As in Desuggestopedia, the theory of Steven Krashen named Affective Filter Hypothesis claims that the learners of language must have a low level of anxiety to enhance the language acquisition. When learners have low affective filter which includes a lower anxiety level, optimal language acquisition will occur. The learners will have a positive attitude towards the language acquisition. (Smiley and Salsberry 2007:28). If the affective filter become stronger, the learner will be haunted with low motivation and high anxiety. In that case, they will not be open to language acquisition. Affective Filter Hypothesis suggests that an ideal teacher should be capable of providing a classroom atmosphere to motivate and encourage the learners. Songs have the magical effect of getting rid of negative emotions and high anxiety. Thus, songs are one method for achieving a weak affective filter and promoting language learning.

The theory of Multiple Intelligences proposed by Howard Gardner is another theory that encourages the use of music and song in the classroom. Gardner proposes that each person has eight different intelligences that work together but exist with different strengths in different individuals. Gardner (1993:41) defined eight intelligences in his book, *Frames of Mind: The Theory of Multiple Intelligences*: verbal-linguistic, mathematical-logical, visual spatial, bodily kinesthetic, musical-rhythmic, naturalistic, interpersonal and intrapersonal. As teachers we should accept that our learners have different skills and during the courses we should give our learners a chance to use the different intelligences. Using songs will be very helpful

to increase the attention and motivation of the learners who have musical-rhythmic intelligence.

Many authentic songs can be used as a good classroom material, and, if they are used in coordination with the lesson they can be beneficial for learners in many aspects. Eken (1996:46) states that songs can be used:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way
- To encourage extensive and intensive listening
- To stimulate discussion of attitudes and feelings
- To encourage creativity and use of imagination
- To provide a relaxed classroom atmosphere
- To bring variety and fun to learning

Songs can be used in ELT for different purposes. As teachers we usually use the songs for developing learners' listening activities but they are also ideal for practising reading skills, vocabulary, grammar and pronunciation. There are many ways of presenting songs to learners and creating activities useful for them. Scrivener (1994:176-177) identified the basic ideas for using songs:

Reading or listening comprehension: The song is used as a normal reading or listening text.

Listen and discuss: The teacher gets learners to listen to whole song once or twice, or to a shorter section. Learners discuss what happened, reactions, interpretations, and predictions.

Gapped text: The teacher gives learners the lyrics with certain words blanked out. Learners have to listen carefully and fill in the missing words. The gaps can also be used as pre-listening exercise with students predicting what the missing words are.

Song jumble: The teacher cut the lyrics up into separate lines. In small groups learners try to work out the original order. When ready, they listen and compare their guess with actual song.

Sing along: In this activity, the aim is to learn the tune and get the rhythm well enough to sing along with the original tape. This activity can be difficult for learners and requires some careful preparation work on practicing stress and rhythm. This activity can be performed both individual and choral.

Matching pictures: The teacher gives some pictures connected with the song to learners. Learners listen to the song and put the pictures in order in which they hear them in the song.

Action movements: Learners listen to one line at a time. For each line learners invent a mimed action, which they teach each other, and then all perform. The teacher replays the song from the beginning in order to recall and do the actions. After the learners have done one or two verses, the teacher hands out the complete lyrics; in small groups and the learners try to find movements for the rest of the song. Finally the learners come together to watch a performance of the different versions.

Dictation: The teacher dictates the chorus or the whole song and checks and compares with the tape.

Picture dictation: The teacher dictates a picture of something that happens in the song and dictates the information about this picture, a line at a time, to the students who draw their interpretation. For example: The sun is shining in the sky, There are a lot of people in the street, There is a dark cloud overhead, It is just starting to rain. After this activity, a lot of vocabulary and phrases from the song have been learnt and the song should be easy to follow.

Sarıçoban and Metin (2000) emphasize that a teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom and after deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan.

As it can be seen, a language teacher can create countless activities with the help of the songs. The significant point is to decide which activity is appropriate for the song that the teacher will present and the learners' need.

2.5.1. Selection of Songs for Classroom Use

As stated before, songs' role in learning or teaching a foreign language is undeniable. However selections of the songs for classroom use is a significant point; the choice of which songs to use in the classroom involves some considerations such as the language of the song, the level and the age of the learners and the interests of the learners and the teachers.

Griffiee (1992:6-7) explains some factors to be taken into consideration while selecting a song. He lists them under four headings:

1. The class (number of the students, their age, the time of the day, the students' musical interests)
2. The teacher (teacher's age and musical interests, purpose, classroom support)
3. Classroom opportunities (freedom to determine curriculum, free class time, a lesson supplement)
4. The music (the volume, music sources, support such as copy machine, board, etc. and lesson plan)

The text must fit the students' level; the songs should not be too challenging. The singer's diction must be clear, so that students can easily understand the lyrics. Otherwise, the learners may hate to have music on while they work and it would be difficult for them to benefit from it.

Curtain and Pesola (1988: 246-265) also identifies some criteria in song selection for classroom use which are as follows.

1. The song should contain limited vocabulary.
2. The song should contain language compatible with that being used in the classroom.
3. The song should present a limited musical challenge.
4. The rhythm should be straightforward and repetitive.
5. Song topics should be within the experiences of learners.
6. It is also helpful if the words of the songs are highly repetitive and if they have a refrain: a repeated stanza, between verses of the song.

Sarıçoban and Metin (2000) suggest using more meaningful or popular songs that reflect the cultural themes for teenagers or adults in the intermediate or advanced level. For primary students they suggest using the songs that are familiar to the children or the ones internationally recognized, such as Old MacDonald.

As a consequence, if it is prepared in an appropriate way, using songs in language classes provides many advantages. The songs help to entertain and relax the learners while they are learning or practicing a foreign language and songs also eliminate the learner's negative attitude towards learning. As language teachers, we can allow time to songs in our classes, since our main concern is to motivate the learners and draw their attention on the subject during teaching.

2.6. The Use of Films in ELT

Many learners feel stressful when they are exposed to a listening situation both in the classroom and real life. In fact, there is also a huge difference between listening activities in classroom and real life since most listening materials presented in the lessons, including dialogues in the course books, are very grammar based and controlled by few speakers. The speakers read the text in a controlled voice, tone,

and accent and grammar. However, in real life conversation, it is possible to see grammar mistakes, redundancy, incomplete sentences and different accent and voice tones. Therefore, it is significant for language learners to hear daily speech. Films are very useful materials for this aim. By the films learners can see how the language is used in real life and the learners' information is not stayed only in their notebooks and books.

According to Knee (2001:144) one of the reasons for using films in the foreign language classroom is that films provide an opportunity for learners to get to watch the target language realistically and in a regional dialect with culturally specific nonverbal cues as well as some true-to-life interferences such as unclear speech, overlapping speech external sounds and so on.

Another reason for using films in ELT is that since films both have moving pictures and sound, learners can hear and see, that is, words are heard visually as well as audibly. (Scrivener 1994:178). This advantage of films also maintains to have a long term memory. Since learners will both hear and see their memorization will be powerful. Gardner's theory of Multiple Intelligences also encourages the use of films in the classroom since the films increase the attention and motivation of the learners who have musical-rhythmic and visual spatial intelligence.

Knee (2001:145) also remarks the effectiveness of films on reducing learners' affective filter. Boredom is less likely with films and films help to draw attention and capture the interest of learners, since films are the kinds of things people enjoy in real life. Films can be called as 'motivators'. Learning English through films provides a non-threatening atmosphere in the classroom. Films help to motivate learners and keep their attention during the lesson; learners would be more eager to try to understand the new language and remember them for long time.

Films also have the advantage that they are a cultural form. As it is known, each culture has its own cultural values and aspects and these values change from one culture to another. The cultural differences sometimes lead to communication

problems among speakers and learners who do not know the features of other culture. Stern (1983:191) believes that, “We cannot teach a language for long without coming face to face with cultural context factors which have bearing on language and language learning”. It is clear that there is a strong relationship between culture and language. Using films in EFL classes is one of the best ways to teach learners the culture of the language, since learners have the opportunity to see the customs such as wedding and funerals, holidays, celebrations and language features such as idioms, proverbs, acronyms and etc.

There are various teaching techniques which can be used while having film-based lessons. Harmer (2001:286-287) presents the basic techniques for using films or video materials:

Fast forward: The teacher plays the film and fast forwards the films so that sequences pass silently and quickly. When it is over the teacher asks learners what the film is about and who the characters are and what they are saying.

Silent viewing: The teacher switches off the sound and plays the film. Learners try to guess what the characters are saying. When they have finished it, the teacher plays the film with sound and the learners can check their guesses.

Freeze frame: Any sequence of the film is frozen by the teacher and the teacher asks what will happen next. Then they watch and compare their answers.

Pictureless listening: the teacher covers the screen, turns the monitor away from the learners, or turns the brightness control right down. The listen listens to the dialogues without scene and they try to guess where the scene takes place, who the speakers are, or what they look like.

Picture or speech: The teacher divides the class in two, on separate sides of the classroom. One half can see the screen and the other half faces away. The learners

who see the screen tell what is going to happen to the learners who cannot see the screen.

Films are colorful and amusing materials for learners. Watching a film does not feel like lesson; it feels like fun and they help learners to hear real life speech and culture of the language. In brief, films would be a useful authentic material for learners to learn a foreign language, improve their language, and mostly improve their listening skills.

2.6.1. Selection of Films for Classroom Use

Teachers can create excellent lessons by giving the chance their learners to watch films in EFL classes. However, finding an appropriate film for learners is one of the most significant and useful things that a teacher can do. Otherwise, the wrong film in the wrong way can lead to create a chaotic atmosphere in the classroom.

King (2002) points out the three criteria to be taken into consideration while selecting the films. The first criterion is the appropriateness of content and the comfort level of students. Films with explicit sex, violence and profanity should not be presented in the classroom. However, films with minor scenes of sex, violence and profanity should be skipped and fast forwarded past.

Another criterion is the topic and the genre of the film. As far as student motivation and interest are concerned, entertaining films are sometimes enjoyable and relevant to learners' appreciation of popular culture. Dramatic scenes and good acting will make students forget about language and focus more closely on the plot. Thus, while selecting a film, instead of a dramatic film, an enjoyable film should be chosen. Choosing films that are age- and culture-appropriate and suitable for both genders is also important. Romances, romantic comedies, and less-violent action movies with relatively simple plots and subplots may be good choices for high school and college students.

According to King, the duration of film is also an important aspect to be taken into account. When a longer video is used, the learners may lose their attention. For more proficient students, it is better to show a two-hour movie in two class periods. It serves as good intensive listening training. When students are attracted and deeply absorbed by the story, they do appreciate the continuity their teacher allows. For low-level learners, usually one class period is recommended since intensive concentration is required while watching a movie.

As it is known many learners are anxious about listening to a foreign language. Eastman suggests that “the reasons for this tendency include anxiety, the expectation that the listener needs to understand every word, transfer from a word-by-word reading comprehension strategy.....” (cited in Wang,2009:4) So we should consider that the language used in films should be clear and the speed of the speech should be appropriate for learners’ level.

As much as deciding what film is best for classroom, how to use the film is very important to create an effective lesson. Allan (cited in Goodwin, 2005:2-3) offers a suggested plan for selecting films and using them.

1. View the material before you teach it.
2. View it without sound the first time through. (If it’s too long to do this right through, view the first few minutes without sound.)
3. Note your thoughts about what you’ve seen. (Who are the characters? What is the setting? What is the film about?)
4. View it again without sound.
5. If you think you might use the film, try to list your reasons:
 - What will you use it for and with which students?
 - What part of your syllabus could it link in to?
 - Are there any other materials you could use with it?
 - Why will your students like it?
 - What do you expect them to understand from it?
6. Note the ideas about how you will use it:

- What techniques might work?
- How much time will it need?
- What preparatory work is needed?

It is certain if a language teacher tries to follow these steps before presenting the film to the learners, the lesson prepared by the help of films will be errorless. As it can be understood, presenting the film without any selection criteria and preparation is not enough to have a powerful lesson. Scrivener (1994:177) clarifies this point by saying that: “Sit students in front of the TV/video. Switch it on. Let them watch the programme through. This is the classic ‘lazy’ teacher’s lesson. It works fine and most teachers who have access to the equipment will have done this at some time. But there must be more to video than this! By simply playing around with this basic scenario a little we can create some excellent lessons”.

2.7. Relevant Studies

In this part some experimental studies aiming at investigating the effectiveness of songs and films in teaching listening field have been given and studies are divided into two divisions as relevant studies conducted in Turkey and abroad (foreign studies).

2.7.1. Foreign Studies

Bramasto (2009) carried out a study to find out the students’ perceptions towards the use of songs in developing their listening ability. There were two problems formulated in the research problem formulation. The first question was to find the students’ perceptions towards the use of songs in developing their listening ability. The second question was to find out what kinds of songs which may help students of English Language Education Study Program at Sanata Dharma University to develop their listening ability. In order to answer these two questions, Bramasto carried out a questionnaire and he compared the answers from each participants and tried to classify the answers which had the same idea. As a result of his research, it is seen

that the participants were interested in the use of songs in developing their listening ability. Song was relaxing, fun and entertaining. While they were listening to a song, indirectly they could learn new vocabularies, pronunciation, grammar and the implementation of a word in a phrase or sentence.

Shen (2009) carried out a study to investigate the effect of using English song on developing the learners' language skills. Two different classes of the same year in the same college were chosen. Class 1 had 68 hours English lessons without song; Class 2 had the same hours of English courses supported by songs. After the practice the researcher compared the students' total score for the college English course, which is mainly comprised of self-listening tests, final oral test and final written exam. The data showed that there was a difference between the scores of the classes. It meant that using English song in college in English classes will not weaken but reinforce the effect of teaching.

In another study, Oktavialinna (2008) aimed to describe the procedure of teaching English listening skill to the fifth year students of Elementary School using English children songs and to identify the advantages and disadvantages of using the English children songs as a teaching media in teaching foreign language listening skill. To achieve the objectives of the study, the writer conducted an action research. The subject of the study was thirty four grade 5 students. The writer carried out three steps in this research: the pretest, the action and the post-test. The analysis of the data showed that there was a significant difference of students' achievement in the pre-test and post-test. The students' achievement in the post-test (90.1%) was higher than that of pre-test (44.51%) Based on this data, the writer concluded that teaching English children songs is very beneficial for the students in order to facilitate them in learning English children songs.

Apriyanti (2011) made a research to find out how effective the use of Barbie films in improving the eight grade students' achievement in listening. There were three steps in this research, they are; the pre-test, the treatment, and the post-test. As treatment the teacher used three Barbie films. Based on the findings of the research, there was a

significant improvement in students' achievements. Thus, Apriyanti suggests that Barbie films can be used as an alternative material in teaching listening because of their effectiveness proven in the study.

Saeed (2010) conducted a research to explore new effective methods of teaching and to adopt the kind of material which is different from the traditional teaching material and which give maximum output on part of the learners. The study aimed to explore new ways of arousing the interest of the students and to motivate the students to learn English in an easier and effective way. He used four English films for his research. According to comparison of pre-test and post-test results, it can be said that English movies can be used for developing listening skills.

2.7.2. Domestic Studies

Hisar (2006) aimed to examine the effect of the songs, videos, and some authentic materials on the achievements in 4th and 5th grade English lessons in primary schools. The research has been carried out at Zübeyde Hanım Primary School with the participation of 80 students. She taught English lesson to control group using traditional methods. However, she used songs, tape-recorder, DVD, etc. while teaching to her experimental group. At the end of the semester, she applied four achievement tests to each group. As the result of these achievements test, the achievement average of the experimental group was higher than the control group's achievement average. Hisar concludes that instead of traditional methods, songs, visuals, DVDs, tape recorder, etc. should be used in language teaching.

Demirkol (2009) conducted a study at Gazi University, School of Foreign Languages, with the participation of 295 students from three different proficiency levels. The purpose of this study was to investigate students' L2 listening comprehension problems. As the research instruments, two questionnaires were used in this study. As the results of these questionnaires, Demirkol reaches the reasons of some problems of listening comprehension. One of the problems was feeling nervous and worried as a result of not understanding the spoken text and having concentration

problems after missing a few words. Demirkol states that this result highlights the fact that teachers should not force their students to understand every word in the text, but they should lead them to have specific purposes for listening to specific information. The other frequently reported problem under was of not understanding the uninteresting texts. Another problem was having difficulty in understanding due to fast speech. Finally, the problem of not understanding due to unknown words under the message scale appeared among the most frequently reported problems. At the end of the study Demirkol concludes that students are not sufficiently aware of how to employ listening comprehension strategies effectively and she suggests that students should be trained about how to improve their listening comprehension by employing different listening strategies.

It has been determined that the use of video in EFL classrooms is found to be useful and the learners develop positive attitudes towards the lessons if they are carefully chosen and the instruction is carefully organized (Taşçı, 1994; Tolon, 1991; Dursun, 1990; Duygan, 1990; Kayaoğlu, 1990; Serdaroğlu, 1988). Furthermore, when it is used with listening activities, the language becomes more real and the subject becomes easier to understand. (Cited in Gürses, 2009:59)

CHAPTER 3 METHODOLOGY

In this part, information about the population and sampling, data collection, data analysis, procedure and application process conducted under this thesis are presented.

3.1. Population and Sampling

In this study, 450 students studying at 10th classes in Zeytinburnu Zühtü Kurtulmuş High School in 2011-2012 academic year have constituted the population of the study.

The sample of the study is composed of the class, 10-L with 42 students attending Zeytinburnu Zühtü Kurtulmuş High School in 2011-2012 academic year.

3.2. Data Collection

The Evaluation Scale of the Students' Approach to Listening Activities has been designed by the researcher. (See Appendix I) The scale is prepared with five options. Validity and reliability of the test were established beforehand. At first the scale included 26 items, but after the measurement of its validity and reliability 6 items were removed and the scale has included 20 items.

The experimental group was given the scale in their mother tongue, Turkish, because it might be possible for them to miscomprehend the statements because of the proficiency level of the students. The scale scores has been evaluated within the development of listening comprehension by activities based on films and songs.

3.3. Data Analysis

In this study, in order to examine the hypothesis, necessary data has been gathered by the Evaluation Scale designed by the researcher. The results of Pre- and Post Tests of Evaluation Scale that have been applied to the experimental group before

and after activities based on films and songs have been practiced. Statistical techniques such as mean, standard deviation, frequencies, percentage, and T-tests were used to analyze the statistical data. “SPSS 11.0” data analysis program was used to make the calculations. While conducting statistical analyses, the threshold for significance was accepted as $p < 0.001$ and discussions and comments on the findings of the study were shaped in accordance with this significance threshold.

3.4. Procedure

In this study, Pre-Test Post-Test Model without a Control Group has been preferred. The researcher has applied the listening activities based on films and songs to develop the listening comprehension of students in the experimental group. The teaching process has lasted 8 weeks and has been carried on at Main Course lessons and during this period 4 songs and 4 films designed regarding the curriculum regulated by the Ministry of National Education have been studied.

Table 1 Design of the Research

Group	Pre-Test	Process	Post-Test
Experimental Group	Application of Evaluation Scale as Pre-Test	8Weeks, 20 hours, Teaching listening activities based on songs and films to develop the listening comprehension of the experimental group	Application of Evaluation Scale as Post-Test

3.5. Application Process

As it has been mentioned in the previous section, the activities have been applied for 8 weeks at Main Course lessons and during this period listening activities of 4 English songs and 4 English films designed regarding the curriculum regulated by the Ministry of National Education have been studied to examine the development of listening comprehension of the experimental group.

The songs and films have been selected according to criteria that have been mentioned in chapter II, 2.5.1. and 2.6.1 and also unit titles from the 10th grade Student Book named 'Unique'. The activities have been designed in parallel with the listening principles, ideas and techniques that have been mentioned in chapter II, 2.5 and 2.6 and by taking the National Educational Curriculum regarding to the foreign language teaching into account.

Week 1

In the first week, we have decided to study the song Pretty Woman. (appendix 2).The activities have been designed as pre-, while-, and post listening activities. In the pre-listening stage the picture of Julia Roberts and Richard Gere was shown to the learners. The teacher asked who they were and asked about some questions about the film. As while listening activity, hand-outs were given to the learners and they were expected to listen to the song and complete the songs with the right word. At first, they were anxious since they were not accustomed to this kind of activities. But during the lesson, all the students were active and they all enjoyed their own learning process. In the post-listening stage, a crossword about the song was given to learners. The learners voluntarily joined the activities and try to learn the songs.

Week 2

The second week went on a different song but the same target activity. In this week learners listened to the song La Isla Bonita. (appendix 3) The activities have been designed as pre-, while-, and post listening activities. In the pre-listening stage, some

pictures and sentences were given to the learners and the teacher wanted learners to match the pictures with the sentences. In while-listening stage the learners tried to complete the song with the correct words. In the post-listening stage, the title of the song was discussed. This week was easier than the first week for learners since they broke the ice in the first week.

Week 3

In the third week the students listened to the song Dancing Queen (appendix 4) designed as pre-, while-, and post listening activities. In the pre-listening stage, the teachers asked students some general questions. As while-listening stage activity the teacher gave learners the hand-outs in which some of the words of the songs were wrong and the learners tried to decide and correct the wrong words. It was different activity for learners and they enjoyed it very much. In the post-listening stage, the teacher asks learners some questions about Abba.

Week 4

The fourth week activity was the last song activity. The learners studied the song Waterloo Sunset (appendix 5). In the pre-listening stage, the teacher gave the students vocabulary activity. As pre-listening activity the learners tried to complete the song with the correct word. In the post-listening stage, the teacher asked some questions about London. The fourth week activity was the easiest activity for learners since they had studied listening activities for four weeks.

Week 5

After four-week listening songs and having the activities of the songs, learners began to have listening activities with films. As the first film the learners watched the film named 'Pursuit of Happyness'. The film is about a struggling salesman who takes custody of his son and how he coped with the difficulties during this period. Before watching the film learners discussed some general questions asked by the teacher. It

aimed at helping learners to have some idea about the film. As while listening activity the learners were asked to answer some multiple choice questions about the film details. During watching the film, the teacher sometimes played the some scenes of the film without sound and the learners predicted what they were talking about. It aimed to make the learners curious about the scene. After watching and predicting the scene, the learners checked their answers. As after watching activity the teacher asked some questions required the learners' opinion. The learners answered the questions by sharing their opinions. The learners enjoyed the film activity very much since they had not been exposed to such kind of listening activity before.

Week 6

In the sixth week, the learners watched the film 'The Corpse Bride'. In the film a shy groom practices his wedding vows in the inadvertent presence of a deceased young woman and she rises from the grave assuming he has married her. It was an interesting film and the learners enjoyed it a lot. Before watching the film the teachers asked some general questions in order to draw their attention to the content of the film. Later, the teacher handed out some sentences said by the characters of the film and asked the learners to decide who said the sentences while watching the movie. After this activity, that time the teacher gave the learners the marriage vow said by many times by the main character of the film. In the given vow, some of the words are missing and the teacher asked learners to complete the sentences with the given words. As after watching activity, the teacher gave the characters of the film and some adjectives and she asked learners to write a short description of each of the characters.

Week 7

As seventh week activity the learners watched the film called 'Mamma Mia'. The film is about the story of a bride-to-be trying to find her real father and the story is told using hit songs by the popular group ABBA. As before watching activity, the learners answered some questions asked by their teacher. After answering the

questions the learners started to watch the films and they answered some multiple choice questions during watching. During watching the film, the teacher sometimes played the some scenes of the film without sound and the learners predicted what they were talking about. As an after watching activity, learners discussed the some questions which were not answered in the film and they shared their ideas about the real message of the movie.

Week 8

Eight week activity was the last activity for the study. As last week activity the learners watched the film 'You've Got A Mail' which tells the story of two business rivals hate each other at the office but fall in love over the internet. Before watching the film the teacher asked learners some questions about internet. The teacher also gives learners some emoticons and their meaning in mixed way and wanted learners to match them. While watching the film the learners answered some questions about the film given by the teacher. As an after watching activity the teacher asked learners to write an e-mail in which they introduced themselves.

CHAPTER 4 FINDINGS AND DISCUSSIONS

In this part of the thesis, findings gathered from the data and discussion part are presented together. Findings cover the statistical data about pre-test and post-test scores of the experimental and the hypothesis emphasized at the very beginning of the research.

Hypothesis “There is a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

The comparison of the Pre- and Post- Test scores of “Evaluation Questionnaire” of the experimental group is given as follows:

Table 2. The comparison of the Pre- and Post- Test scores of “Evaluation Scale of the Students’ Approach to Listening Activities” of the experimental group

		N	Mean	St. Deviation	T	significance
	Pre-test	42	39.66	7.49	6.309	,000*
	Post-test	42	50.50	7.07		

* $p < .001$

The results of the t-test applied for the pre and post-test scores of the experimental group show that the significance level is ,000 ($p < .001$). As it appears within the significance threshold, it can be said that there is a statistically significant difference between the pre-test and post-test scores of the students.

Relating to the test result, it can be said that there is a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

The results can be explained with the highlighting features of songs and films. First of all, the activities designed by songs and films reduce the anxiety level of students because there is a stress free environment in the classroom. The use of songs and films in EFL classes is very enjoyable experience for both teachers and students. They have a motivating function for students to continue to learning language. The students feel secure because they feel as if they are not having a lesson.

The listening activities based on songs and films are very enjoyable and different for students. Most of the students took part in this research have not studied the listening comprehension with songs and films so far. They claimed that they generally had old-fashioned listening activities. However, most of the students of this age group have tendency to show interest in songs and films. Thus, with this study, the points of view of the students have changed towards listening texts.

Films and songs enable students to gain a better understanding of culture and language. They are great sources to learn about the target language. They also have great value to the students by providing them authentic language. Since the students see some expressions, idioms, sentence patterns that are used daily in the target language, they gain confidence about their capability in English.

The songs and films in this study were chosen according to language level of the students and the activities were also designed according to them. So the students could do the activities willingly and successfully. This situation maintained them to feel successful and helped them to get warmer to the listening comprehension activities.

Briefly, considering the test results and the feedback by the students, it can be said that the process had a positive effect on the attitudes and approaches of students towards listening texts and materials

CHAPTER V CONCLUSION AND SUGGESTIONS

In this study, the effect of listening activities based on songs and films on students in high schools have been examined.

At the beginning of the study, an experimental group with 42 students studying Zühtü Kurtulmuş High School has been formed to conduct our study. Throughout the application process, the development of listening comprehension of the students' in experimental group has been observed. At the beginning of 8 week of study, Evaluation Scale has been applied to the students, the experimental group as Pre-Test and at the beginning of application period; and then the same Evaluation Scale has been applied to the students, the experimental group as Post-Test. Afterwards, the findings regarding to the development of listening skill of students have been analyzed by "SPSS 11.0 data analysis program". After the statistical analysis of the pre-test and post test, the significance level appeared as ,000 ($p < .001$) which shows that listening activities based on songs and films and materials designed and applied through listening texts which applied with experimental group have been efficient at a significant level in development of students' listening comprehension. According to the result, it can be said that, there is a significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

To sum up, the results of the pre- test and post test have showed that there is a statistically significant effect of the suggested listening activities based on songs and films on the development of listening comprehension of high school students.

The following suggestions are given according to the results of this research:

1. The results prove that use of listening activities based on films and songs help them gain positive attitude towards listening activities and increase the listening comprehension of the students.

2. The students should be encouraged to listen more both in the classroom and outside. They should be motivated to take part in the communicative activities. They should be given chances to develop their own listening skills that could be gained by song and film activities, and can be used as communication tools in real life situations in the target language.
3. The listening materials such as films and songs are appropriate for the learners' needs and our objectives and support them while listening. Therefore, they should be used to create effective language lessons for learners.
4. In this research 4 songs and 4 films have been studied by the learners in 8 weeks. In the following studies, since the teachers in state schools have some difficulties about time, the number of these songs and films can be decreased. The teachers who works at private school or researchers who have a flexible operation time may have a chance to make an elaborate study.
5. In this research, 4 songs which are popular between 1960s and 1990s have been preferred since most of the students do not know these songs. Also the language level of the songs and films has been taken into consideration before choosing. However, in the following studies the teachers may determine the songs and films applying for a need analysis to the students.
6. For this research, a tenth grade class has been chosen and the activities are designed according to level of this class. If the activities are suitable for the level of the students, these activities can be used for the other grades of the high schools. Also, this kind of study can be used for young learners. To develop young learners' listening comprehension nursery rhymes and cartoons can be prepared instead of songs and films.

In brief, this study is considered to guide to the prospective studies related to listening skill and its development. The findings gathered at the end of this study are evaluated to reflect the usefulness and effectiveness of songs and films on the development of listening comprehension of EFL students.

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APPENDICES

APPENDIX 1

Evaluation Scale of the Students' Approach to Listening Activities

Değerli Öğrenciler,

Cevaplayacağınız bu anket, İngilizce dinleme etkinliklerine dayalı yabancı dil becerilerinizin gelişimini gözlemlemek amacıyla düzenlenmiştir. Bu doğrultuda, aşağıdaki cümleleri dikkatlice okuyun. Daha sonra, cümlede ifade edilen özellik size ne ölçüde uyuyor ise aşağıda verilen cevaplama örneğine göre cevabınızı işaretleyiniz.

0 = Bana Hiç Uygun Değil

2 = Bana kısmen uygun

4 = Bana Tamamen Uygun

1 = Bana Çok Az Uygun

3 = Bana Oldukça Uygun

1. İngilizce şarkı dinlemeyi severim.	0	1	2	3	4
2. Bir dinleme metninde geçen hemen hemen bütün sözcükleri anlayabilirim.	0	1	2	3	4
3. Dinleme esnasında tablo ya da grafik doldurmakta zorlanırım.	0	1	2	3	4
4. Bilmediğim sözcükler dinlerken metni anlamamı engeller.	0	1	2	3	4
5. Dinleme esnasında not almakta zorlanırım.	0	1	2	3	4
6. Dinleme esnasında birkaç sözcüğü kaçırdığım, anlamadığım zaman parçanın geri kalanına yoğunlaşmakta zorlanırım.	0	1	2	3	4
7. Görsel ipuçları (resimler, diyagramlar, tablolar, vs.) sözlü bir metni anlamamda yardımcı olur.	0	1	2	3	4

8. Bir dinleme metnini anlamak için çok fazla çaba sarf ederim ve bu beni yorar.	0	1	2	3	4
9. Dinleme esnasında dinlemekte olduğum metinde geçen sözcükleri çabucak unuturum.	0	1	2	3	4
10. Konusu ilgimi çekmeyen dinleme metinlerini anlamakta zorlanırım.	0	1	2	3	4
11. İngilizce şarkı dinlediğimde şarkının sözlerini anlamak isterim.	0	1	2	3	4
12. Bir dinleme metnini dinlerken her sözcüğü anlamaya çalışırım.	0	1	2	3	4
13. Dinlediğim metinle ilgili Doğru-Yanlış alıştırmalarını cevaplayabilirim.	0	1	2	3	4
14. Dinlediğim metinle ilgili soruları cevaplayabilirim.	0	1	2	3	4
15. Dinlediğim bir metni verilen resimlerle eşleştirebilirim.	0	1	2	3	4
16. Dinleme esnasında boşlukları doldurmakta zorlanırım.	0	1	2	3	4
17. Sınıf içinde yapılan dinleme etkinliklerinden memnunum.	0	1	2	3	4
18. İngilizce film izlerim.	0	1	2	3	4
19. Bir film izlerken filmde geçen konuşmaları filmi anlayacak kadar anlayabilirim.	0	1	2	3	4
20. İngilizce bir filmde geçen bütün konuşmaları anlayabilirim.	0	1	2	3	4

APPENDIX 2.

PRETTY WOMAN

by Roy ORBISON

Pretty woman, walking down the street
Pretty woman, the kind I like to meet
Pretty woman
I don't believe you, you're not the truth
No one could look as good as you
Mercy

Pretty woman, won't you pardon me
Pretty woman, I couldn't help see
Pretty woman
That you look lovely as can be
Are you lonely just like me
Wow

Pretty woman, stop a while
Pretty woman, talk a while
Pretty woman, gave your smile to me

Pretty woman, yeah yeah yeah
Pretty woman, look my way
Pretty woman, say you'll stay with me

'Cause I need you, I'll treat you right
Come with me baby, be mine tonight

Pretty woman, don't walk on by
Pretty woman, make me cry

Pretty woman, don't walk away, hey...okay

If that's the way it must be, okay

I guess I'll go on home, it's late

There'll be tomorrow nigh, but wait

What do I see

Is she walking back to me

Yeah, she's walking back to me

Oh, oh, Pretty woman

APPENDIX 3

LA ISLA BONITA

by Madonna

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young girl with eyes like the desert
It all seems like yesterday, not far away
Tropical the island breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby
I fell in love with San Pedro
Warm wind carried on the sea, he called to me
Te dijo te amo
I want to be where the sun warms the sky
When it's time for siesta you can watch them go by
Beautiful faces, no cares in this world
Where a girl loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away
Tropical the island breeze.etc.

APPENDIX 4

DANCING QUEEN

By Abba

You can dance, you can jive
Having the time of your life
See that girl, watch that scene
Dig in the dancing queen

Friday night and the lights are low
Looking out for a place to go
Where they play the right music
Getting in the swing
You come to look for a king

Anybody could be that guy
Night is young and the music's high
With a bit of rock music, everything is fine
You're in the mood for a dance

And when you get the chance
You are the dancing queen
Young and sweet, only seventeen
Dancing queen, feel the beat from the tambourine
You can dance, you can jive
Having the time of your life
See that girl, watch that scene
Dig in the dancing queen

You're a teaser, you turn them on
Leave them burning and then you're gone
Looking out for another, anyone will do

You're in the mood for a dance

And when you get the chance, etc.

APPENDIX 5

WATERLOO SUNSET

By Kinks

Dirty old river, must you keep rolling, rolling into the night
People so busy, make me feel dizzy,
Taxi light shines so bright
But I don't, need no friends
As long as I gaze on Waterloo Sunset, I am in paradise

Every day I look at the world from my window
But chilly chilly is the evening time,
Waterloo sunset's fine

Terry meets Julie, Waterloo Station, every Friday night
But I am so lazy, don't want to wander,
I stay at home at night
But I don't, feel afraid
As long as I gaze on Waterloo Sunset, I am in paradise

Every day, etc.

Millions of people swarming like flies round Waterloo underground
Terry and Julie cross over the river, where they feel safe and sound
And they don't, need no friends
As long as they gaze on Waterloo Sunset, they are in paradise
Waterloo sunset's fine.

APPENDIX 6

LESSON PLAN 1

Level: Pre-Intermediate

Topic: Song 'Pretty Woman'

Estimated Time: 40+40

Skill: Listening, speaking, reading, vocabulary

Activity Type: Answering the questions, choosing the correct answer, filling in gaps, solving the crosswords

Materials: a CD, a CD player, picture, worksheet of while listening activity, crossword.

Aims: The students are expected to improve their listening skills by listening to a song and filling the gaps and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) PRE-LISTENING ACTIVITY

Through pre-listening activities the students are prepared for the song by answering the pre-listening questions. Here, the teacher shows the picture of Julia Roberts and Richard Gere taken from the film 'Pretty Woman'. The teacher asks the students who they are. Then she asks whether they know the film or not.



B) WHILE LISTENING ACTIVITIES

First Listening:

The teacher wants students to listen to the song and wants them to say what the song is about. The teacher gives students three alternatives.

The song is about:

a) missing b)love c)separation

Second Listening:

The teacher gives each student a sheet and wants them to fill the gaps with the words given above.

stay me street wait by tonight see right late wait way cry

Listen and complete the song with the right word

Oh Pretty Woman

Pretty woman, walking down the ¹ _____
Pretty woman, the kind I like to ² _____
Pretty woman
I don't believe you, you're not the truth
No one could look as good as you
Mercy
Pretty woman, won't you pardon ³ _____
Pretty woman, I couldn't help but ⁴ _____
Pretty woman
That you look lovely as can be
Are you lonely just like me?
Pretty woman, stop a while
Pretty woman, talk a while
Pretty woman, give your smile to me
Pretty woman, yeah yeah yeah
Pretty woman, look my ⁵ _____
Pretty woman, say you'll ⁶ _____ with me
'Cause I need you, I'll treat you ⁷ _____
Come with me baby, be mine ⁸ _____



Pretty woman, don't walk on ⁹ _____
Pretty woman, don't make me ¹⁰ _____
Pretty woman, don't walk away, hey ... okay
If that's the way it must be, okay
I guess I'll go on home, it's ¹¹ _____
There'll be tomorrow night, but ¹² _____
What do I see?
Is she walking back to me?
Yeah, she's walking back to me



Oh, oh, Pretty woman

(Song taken from New English File Elementary Teachers Book 2004:224).

Third Listening:

If the students would like to hear the song again, the teacher plays the song one more time.

C) POST LISTENING ACTIVITY

The teacher gives a crossword and wants students to solve the crossword using verbs from the song.

Solve the crossword using verbs from the song.

DOWN:

1. To express something in words.
2. To be sure that something is true.
3. To see someone or something.
4. To see and talk to someone for the first time.
5. To leave.
6. Sorry.
7. To delay

ACROSS:

8. To move along the street.
9. To look at someone or something.
10. To supply someone of something.
11. To deal with someone respectfully.
12. To make it possible
13. To say...

Answers:

1-say 2-believe 3-look 4-meet 5-walkaway 6-pardon 7-wait 8-to walk down 9-see
10-give 11- treat 12-help 13-talk

(the crossword taken from "<http://www.englishexercises.org>.")

Evaluation of the Lesson:

At the beginning of the lesson the students were anxious since they had negative attitude towards listening activities. When they understood that they would listen to a song, their anxiety level became lower. However, when they learnt that they would listen to the song and fill in the blanks again they became anxious. Since they were not accustomed to this kind of activity, they believed that they could not be successful. Although they had some difficulties in understanding the words, they made a great effort. All the students were active and they all enjoyed the activity. After the activity they wanted to listen to the song again and again. This was a different listening activity for them and this activity helped students to warm up to the listening lessons.

APPENDIX 7

LESSON PLAN 2

Level: Pre- Intermediate

Topic: Song 'La Isla Bonita'

Estimated Time: 40+40

Skill: Listening, speaking, reading, vocabulary

Activity Type: Matching pictures with the sentences, answering the questions, filling in gaps.

Materials: a CD, a CD player, pictures, worksheet of while listening activity

Aims: The students are expected to improve their listening skills by listening to a song and filling the gaps and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) PRE-LISTENING ACTIVITY

The teacher gives the pictures and the sentences below and asks students to match the pictures with the sentences.

Match the pictures with the sentences below



- 1- He told her he loved her. ()
- 2- She went home. ()
- 3- A girl went to tropical island on holiday. ()
- 4- Every night a band played the samba. ()
- 5- She met a boy. ()
- 6- The days went very fast. ()
- 7- She had a dream about her holiday. ()
- 8- Every afternoon she watched the people go by. ()

B) WHILE LISTENING ACTIVITIES

First Listening:

The teacher wants students to listen to the song and try to understand what it is about.

Second Listening:

Then the teacher gives each student a worksheet and wants them to fill the gaps with the given words while listening to the song.

Listen and complete the song with the right word

boy samba days sea fast girl island(x3) siesta sky sun

La Isla Bonita

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young ¹ _____ with eyes like the desert
It all seems like yesterday, not far away

Tropical the ² _____ breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the ³ _____ played
The ⁴ _____ would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby

I fell in love with San Pedro
Warm wind carried on the ⁵ _____, he called to me
'Te dijo te amo'
I prayed that the ⁶ _____ would last
They went so ⁷ _____

Tropical the ⁸ _____ breeze, etc.

I want to be where the sun warms the ⁸ _____
When it's time for ¹⁰ _____ you can watch them go by
Beautiful faces, no cares in this world
Where a ¹¹ _____ loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away

Tropical the ¹² _____ breeze, etc.

(adapted from New English File Elementary Teachers Book 2004:227).

C) POST LISTENING ACTIVITY

The teacher asks the students what can be the meaning of the name the song 'La Isla Bonita'.

And the teacher asks students whether they have watched a film like this or not.

Evaluation of the Lesson:

This week was easier than the first week for students since they broke the ice in the previous week. Instructions were clear and easily understood by the students. An effective learning environment was established like the previous week. Since they got familiar to listening and filling in the blanks activity in the first week, they did not feel nervous. They enjoyed the song very much and they started to accompany to the singer.

APPENDIX 8

LESSON PLAN 3

Level: Pre-Intermediate

Topic: Song 'Dancing Queen'

Estimated Time: 40+40

Skill: Listening, speaking, reading, vocabulary

Activity Type: Answering the questions, correcting the wrong words.

Materials: a CD, a CD player, picture, worksheet of while listening activity

Aims: The students are expected to improve their listening skills by listening to a song and filling the gaps and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) PRE LISTENING ACTIVITY

The teacher asks students some general questions:

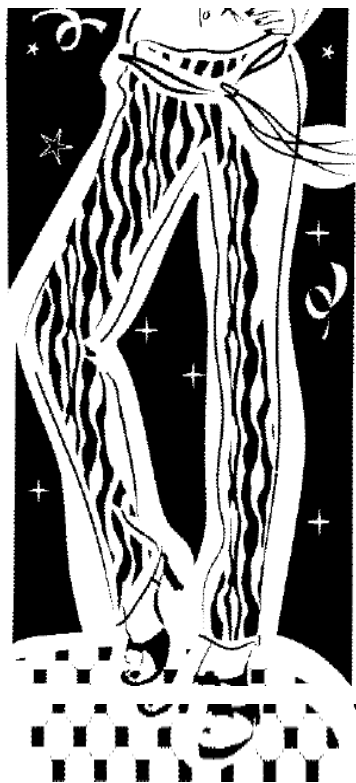
- What do you usually do when you are with your friends?
- Where do you go?
- Do you sometimes go birthday parties?
- Do you have good time?
- Do you dance? /Do you like dancing?

Then the teacher gives each student a worksheet and asks where the girl is. They look at the picture and tell what they think.



Dancing Queen

You can **sing**, you can jive, 1 _____
 Having the **time** of your life 2 _____
Watch that girl, watch that scene, 3 _____
 Dig in the Dancing Queen
Monday night and the lights are low 4 _____
 Looking out for the **place** to go 5 _____
 Where they play the right **songs**, 6 _____
 Getting in the **swing** 7 _____
 You come to look for a **boyfriend** 8 _____
 Anybody could be **that** guy 9 _____
 The night is young and the music's **low** 10 _____
 With a bit of rock music, everything is **great** 11 _____



You're in the mood for a **beer** 12 _____
 And when you get the **chance** 13 _____
 You are the Dancing Queen, **young** and sweet, 14 _____
 only **sixteen** 15 _____
 Dancing Queen, feel the **beat** 16 _____
 from the **tambourine**, oh yeah 17 _____
 You can **sing**, you can jive, 18 _____
 Having the **time** of your life 19 _____
Watch that girl, watch that scene 20 _____
 Dig in the Dancing Queen
 You're a teaser, you turn them **off** 21 _____
 Leave them burning and **then** you're gone 22 _____
 Looking out for another, anyone will **do** 23 _____
 You're in the mood for a **coffee** 24 _____
 And when you get the **chance**, etc. 25 _____

(Song taken from New English File Elementary Teachers Book 2004:225).

B) WHILE LISTENING ACTIVITIES

First Listening:

The teacher tells students that some of the words are right and some of the words are wrong. The first time they listen they will just decide whether they are right or wrong.

Second Listening:

The teacher tells students that they are going to try to correct all the wrong words.

C) POST LISTENING

The teacher asks students who the singer is or who the group is. If they do not know, the teacher gives information about Abba and if they know, the teacher asks about the other songs of Abba.

Evaluation of the Lesson:

As while-listening stage activity the students tried to decide and correct the wrong words. Since this activity was different from filling in the blanks activity, it took their attraction. A high level of student participation was achieved. However, they did not have the chance to choose the correct words since these words were not given to them. Deciding what the singer was saying instead of the given wrong words forced some of the students. Despite of having some difficulties, all the students were interested and self disciplined during the lesson.

APPENDIX 9

LESSON PLAN 4

Level: Pre-Intermediate

Topic: Song 'Waterloo Sunset'

Estimated Time: 40+40

Skill: Listening, speaking, reading, vocabulary

Activity Type: filling the gaps.

Materials: a CD, a CD player, pictures, worksheet

Aims: The students are expected to improve their listening skills by listening to a song and filling the gaps and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) PRE LISTENING ACTIVITY

The teacher gives the students vocabulary activity and wants them to complete sentences with adjectives from the list. (These adjectives are the missing words in the song)

Complete sentences 1–9 with adjectives from the list.

afraid bright busy chilly dirty dizzy fine lazy safe

- 1 The opposite of dangerous is _____.
- 2 When you feel _____, everything is going round in circles.
- 3 How are you? I'm _____ thanks.
- 4 Some people never travel by plane because they are _____ of flying.
- 5 Somebody who doesn't like working is _____.
- 6 The opposite of clean is _____.
- 7 The lights in a TV studio are always very _____.
- 8 When you have a lot of things you need to do, you are very _____.
- 9 Another way of saying quite cold is _____.

B) WHILE LISTENING ACTIVITIES

First Listening:

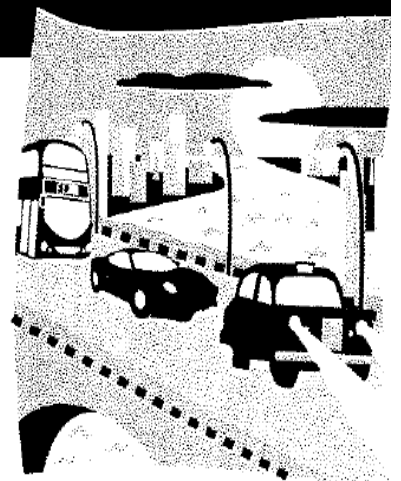
The teacher wants students to listen to the song and wants them to try to understand the mood of the singer.

Second Listening:

The teacher gives each student a sheet and wants them to fill the gaps.

Waterloo Sunset

¹ _____ old river, must you keep rolling, flowing into the night
People so ² _____, make me feel ³ _____,
Taxi light shines so ⁴ _____
But I don't need no friends
As long as I gaze on Waterloo sunset I am in paradise
Every day I look at the world from my window,
But ⁵ _____, ⁶ _____ is the evening time
Waterloo sunset's ⁷ _____





Terry meets Julie, Waterloo station, every Friday night
But I am so ⁸ _____, don't want to wander,
I stay at home at night
But I don't feel ⁹ _____
As long as I gaze on Waterloo sunset I am in paradise
Every day, etc.

Millions of people, swarming like flies round Waterloo underground,
But Terry and July cross over the river, where they feel ¹⁰ _____ and sound
And they don't need no friends
As long as they gaze on Waterloo sunset, they are in paradise
Waterloo sunset's fine



(adapted from New English File Elementary Teachers Book 2004:226).

C) POST LISTENING

The teacher asks students what impression they get of London after listening to this song.

Evaluation of the Lesson:

This lesson was more effective than the previous three weeks since the students got accustomed to listening to the English songs. It was the easiest song according to them and they easily did the activities. This song was slower than the other three songs. It also made easier the students' job. Again they tried to do the activities with sustained concentration.

APPENDIX 10

LESSON PLAN 5

Level: Pre-Intermediate

Topic: Film 'Pursuit of Happiness'



Estimated Time: 40+40+40

Skill: Listening, speaking, reading,

Activity Type: Answering the questions, choosing the correct answer,

Materials: DVD, a computer, pictures, worksheet

Aims: The students are expected to improve their listening skills by watching a film and answering the questions and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) BEFORE WATCHING ACTIVITY

The teacher asks some general questions to the learners in order to help them to have an idea about the film:

1-What is your dream job?

2- What is most important for you in a job: make good money, have good benefits, work close to home, have job security, do something you like, have a nice boss and co-workers, or other?

3-How should people dress for a job interview?

4- What is the most important test or exam you ever had to take? How did you prepare? What was the result?

B) DURING WATCHING ACTIVITY

The teacher hands out some multiple choice questions for learners to answer while they are watching the film.

Let's watch the movie "The Pursuit of Happyness." While you watch, answer the questions that follow:

1-In what decade did this story happen?

- a) 1960s
- b) 1970s
- c) 1980s
- d) 1990s

2-Where did Chris live?

- a) San Diego
- b) New York
- c) Los Angeles
- d) San Francisco

3-What did Chris sell?

- a) medicine
- b) computer scanners
- c) clothing
- d) bone density scanners

4-What did Chris give his son for his birthday?

- a) tickets to a professional football game
- b) a basketball
- c) a new jacket
- d) a toy

5-What was Chris's wife's reaction when he told her that he wanted to apply for a job as a stock broker?

- a) She was happy.
- b) She was supportive.
- c) She was sad.
- d) She was not supportive.

6-What mistake did Chris make when he went to apply for the job?

- a) He incorrectly filled out the application.
- b) He paid a hippy girl to watch his scanner.
- c) He forgot to shake hands.
- d) He didn't wear a shirt, suit, and tie.

7-How was the internship?

- a) good-paying
- b) easy
- c) competitive
- d) boring

8-How did Chris hide his homelessness from the employees and other interns at work?

- a) He told them that he was traveling for business.
- b) He told them he was moving.
- c) He told them he was going to the dry cleaners.
- d) He told them that he went shopping.

9-Where did Chris' wife go?

- a) to Los Angeles
- b) to New York
- c) to San Diego
- d) to the Bay area

10-What happened when Chris shared the taxi ride with Mr. Twistle?

- a) He ran away from the taxi driver.
- b) He solved the Rubik's cube.
- c) He almost forgot his scanner in the taxi.
- d) All of the above.

11- Where did Chris and his son go to live after they were evicted from their apartment?

- a) subway station
- b) motel
- c) homeless shelter
- d) his family's house

12-How did Chris lose the second scanner?

- a) A hippy girl stole it
- b) A crazy homeless man stole it
- c) He dropped it at the subway station
- d) He forgot it at the hospital

13-How did Chris become completely broke?

- a) He lost his scanner
- b) He gave his money to the president of the company
- c) He paid his parking tickets
- d) The IRS took his money

14-Why did Chris need to finish his work quickly?

- a) to meet his wife
- b) to pressure his co-workers
- c) to show he was the best worker
- d) to get in line for the homeless shelter

15) How did Chris get money to repair the last scanner?

- a) He sold his car
- b) He borrowed money
- c) He donated blood
- d) He got a new job

C) AFTER WATCHING ACTIVITY

After students watch the film the teacher asks some questions in order to learn the students' ideas about the film.

1- Do you think Chris' wife was correct to leave him? Why or why not?

2- Is Chris a lucky or unlucky person?

3-What words describe Chris personality?

4- What is the message of the story?

Evaluation of the Lesson:

The students were very excited when they heard that they would watch a film. The length of the film made me think about the concentration of the learners, but we did not have any problem with the length of the film. All students watched the film with sustained concentration. Before watching the film the students discussed the discussion questions willingly. They did not have difficulties in answering the multiple choice questions while watching the film. After they had watched the activities, they shared their opinions about the film. Since the students had not been exposed to such kind of listening activity before, they both enjoyed the film and the lesson.

APPENDIX 11

LESSON PLAN 6

Level: Pre-Intermediate

Topic: Film 'Corpse Bride'



Estimated Time: 40+40+40

Skill: Listening, speaking, reading, writing

Activity Type: Answering the questions, deciding who says the sentences, filling in the gaps, writing a description

Materials: DVD, a computer, pictures, worksheet

Aims: The students are expected to improve their listening skills by watching a film and answering the questions and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) BEFORE WATCHING ACTIVITY

The teacher asks some general questions to give an idea about the content of the film.

- 1-What do you think about marriage? Should two people get married with love or without love?
- 2- What is the most important thing in a marriage? Love, money, respect, or others...?

B) DURING WATCHING ACTIVITIES

The teacher gives some sentences said in the film to the learners and wants them to watch the movie and decide who says the sentences.

1- Let's watch the movie "The Corpse Bride" While you watch,

A) Decide who says the sentences that follow:

1- 'It is a beautiful day.'

_____.

2- 'It is a terrible day for wedding.'

_____.

3- 'I always hoped to find someone I was deeply in love with.'

_____.

4- 'In the woods, you said your vows so perfectly.'

_____.

5- 'Look, I'm sorry but this just can't work.'

_____.

6- 'If I touch a burning candle, I can feel no pain.'

_____.

7- 'You have only to suffer this union until death do us part.'

_____.

8- 'Perhaps in disappointment we are perfectly matches.'

_____.

9- 'I was a bride. My dreams were taken from me. Now, I've taken them from someone else.'

_____.

10- 'Always the bridesmaid, never the bride.'

_____.

B) This is what Victor says during the ceremony:

Complete the sentences with the right word from the box then put them in the correct order.

Candle – hand – ring - cup

With this _____ I will lift your sorrows

With this _____ I will light your way in darkness

Your _____ will never empty for I will be your wine

With this _____ I ask you to be mine

C) AFTER WATCHING ACTIVITY

The teacher gives some of the characters and some words about the characters. The teacher asks students to write a short description of each of them.

These are some of the characters:

Mr. Everglot

Mrs. Everglot

Mr. Van Dort

Mrs. Van Dort

Victor

Victoria

Emily

Lord Barkis

Write a short description of each of them. Describe them physically; say something about their job or social status; describe their personality. Here is a list of words that can help you:

Old – young – middle-aged – poor – rich – destitute – friendly – unfriendly – snobbish – outgoing – generous – kind – rude – greedy – evil – good – clumsy – shy – brave – coward – scary – frightened – thin – fat – tall – short - aristocrats – fishmongers – alive – dead

(adapted from www.busyteacher.org.)

Evaluation of the Lesson:

The film named ‘The Corpse Bride’ was different and interesting film for the students since it is an animated feature film. It is also an absurd film. The language of the film was understandable and clear for the learners. So, they did not have any difficulties in understanding the film. The duration of the film was also an advantage for learners; it was not too long and the students watched it with full concentration. They easily did the filling in the blanks activity (missing words in the vow) since they were accustomed to listening and filling in the blanks activities from the songs. During the activities all the students were interested and self disciplined.

APPENDIX 12

LESSON PLAN 7

Level: Pre-Intermediate

Topic: Film 'Mamma Mia'



Estimated Time: 40+40+40

Skill: Listening, speaking, reading,

Activity Type: Answering the questions, choosing the correct answer

Materials: DVD, a computer, pictures, worksheet

Aims: The students are expected to improve their listening skills by watching a film and answering the questions and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear
- understand the significance of listening

A) BEFORE WATCHING ACTIVITY

The teacher asks some general questions to the students about family and the teacher also asks whether they know the group Abba and their songs or not? Since the students have listened a song from Abba as a third week activity, they should answer these questions as ‘Yes’.

1. What does “family” mean to you? Is it only those related to you by blood? How about beyond your relatives? Do you have friends or someone else you might consider “family” members?
2. What do you know about Abba? Have you ever listened to the songs of Abba group?
3. Have you ever gone to musical?

B) DURING WATCHING ACTIVITY

The teacher hands out some multiple choice questions about the film and asks students to choose the correct answer while watching to the film.

Watch the movie and answer the following questions.

1-What is the movie about?

- a) a woman who wants to find out her daughter’s father.

- b) a wedding of a girl who doesn't know who her father is.
- c) lives of the people who lives on an island.

2- What is the name of the bride?

- a) Donna
- b) Rosie
- c) Sophie

3- What is the name of the Sophie's mother?

- a) Donna
- b) Rosie
- c) Sophie

4- Sophie has just one wish. What is it?

- a) to live with his mother and father
- b) to have a perfect wedding
- c) to have a perfect honeymoon.

5- What does she want to know ?

- a) She wants to know which one is her father.
- b) She wants to know whether Sky loves her or not.
- c) She wants to know her mother's real lover?

6- How did Sophie find out about the three possible fathers?

- a) She read her mother's diary.
- b) Her mother told her.
- c) Her mother's friend told her.

7- How long did she wait to meet her father?

- a) twelve years
- b) twenty years
- c) ten years

8- The men told Donna that they.....

- a) were invited to a wedding.
- b) are on a holiday together.
- c) don't know one another.

9- Donna is upset because.....

- a) Sophie invited the three men to her wedding.
- b) she doesn't want Sophie to find out the truth.
- c) her friends have discovered the truth.

10- The name of the trio is.....

- a) Dynamics
- b) Dynamites
- c) Dynamos

11- What famous singing group the songs in the movie are from?

- a) Queen
- b) Deep Purple
- c) Abba

C) AFTER WATCHING ACTIVITY

The teacher asks some questions which are not answered at the end of the film. They discuss these unknown questions.

1-What do you think about Sophie's father? Who is her real father? Why? What are your clues?

2-What do you think the real message of this movie is?

Evaluation of the Lesson:

The film 'Mamma Mia' was a different film for students. It was a musical film. Some of the students enjoyed the songs in the film very much but some of the students were dissatisfied with the songs in the film. They thought that in a film there should not be so many songs. But when the students hear the song 'Dancing Queen' in the film, all of them got excited and started to sing the song since they have known the song (They studied the song before as third week activity). They answered the multiple choice questions successfully. Like previous weeks a high level of student participation was achieved. At the end of the film there were some questions which were not answered; the students shared their ideas about the unanswered questions and different and interesting ideas and interpretations were created by the students.

APPENDIX 13

LESSON PLAN 8

Level: Pre-Intermediate

Topic: Film 'You've Got a Mail'



Estimated Time: 40+40+40

Skill: Listening, speaking, reading, writing

Activity Type: Answering the questions, matching activity, writing an e-mail

Materials: DVD, a computer, pictures, worksheet

Aims: The students are expected to improve their listening skills by watching a film and answering the questions and take one step to get accustomed to hearing and understanding what they hear.

Goals: At the end of the activity, the students will be able to;

- get accustomed to hearing what they hear

- understand the significance of listening

A) BEFORE WATCHING ACTIVITIES

The teacher asks some questions about internet.

- 1- Do you use internet?
- 2-Why do you use internet?
- 3- Do you ever use internet for communication?
- 4-Do you have friends that you chat with on internet?
- 5-Do you share your personal information on internet?

After the students answer the questions, the teacher gives some emoticons which are used on internet and their meanings. The students are asked to match the emoticons with their meanings

Match the emoticons with the correct meaning

- | | |
|---------|-------------------------|
| 1- :-) | a) very unhappy |
| 2- :-D | b) shouting |
| 3- :-o | c) happy(smiley) |
| 4 :-(| d) crying |
| 5- :-c | e) unhappy |
| 6- :’-(| f) kiss |
| 7- :-* | g) surprised |
| 8- :-V | h) laughing |

(taken from Unique 10 Workbook, Page:41)

Do you use these emoticons while you are talking on internet?

B) DURING WATCHING ACTIVITY

The teacher gives some questions to the students and wants them to find their meanings during the film.

Answer these questions while watching the film

- 1- What are their nicknames?
- 2- What do they know about each other?
- 3- What season is it now?
- 4- What kind of books does Kathleen's shop sell?
- 5- Was Kathleen upset when a new competitor appeared in her district? Why?

C) AFTER WATCHING ACTIVITY

As an after watching activity the teacher asks learners to write an e-mail and introduce themselves.

Write an e-mail and introduce yourself.

Evaluation of the Lesson:

This lesson was the easiest one among the other listening lessons designed by the films, since the students are very familiar to watching English film and having some activities with the films. The language of the film was very clear and it relaxes student. The subject of the film was internet, e-mails and love, which are very attractive for the students of these ages. So they watched the film carefully and answered the questions willingly and easily.