

## **CHAPTER 4**

### **RESULTS**

#### **4.0 Introduction**

This chapter reports the results of feedback from students' journals. Section 4.1 reports the results of questionnaire on listening to songs. Section 4.2 reports the results of questionnaire on listening to passages. Section 4.3 describes the students' introspection of the open-ended questions. Section 4.4 states the conclusions.

#### **4.1 The Results of Questionnaire on Listening to Songs**

English songs are tools used for improving listening ability because they contain vocabulary, idiomatic phrases, syntactic structures, and provide a meaningful context (Griffey, 1992). For low-achievers such as the subjects at the present study, playing one kind of song type (e.g. popular songs, theme songs for movies or advertising songs that PE students are familiar with) in each class is useful to motivate them.

The main concern in this section is to analyze introspection of students' journals on activities in the three stages of listening - (1) pre-listening, (2) while-listening, and (3) post-listening. The results of questionnaires are summarized in Table 8.

**Table 8 Means of questionnaire on listening to songs**

Categories	Level 0 (N=5)				Level 1 (N=5)				Level 2 (N=4)			
	w1	w6	w12	olrts	w1	w6	w12	olrts	w1	w6	w12	olrts
<b>A. Pre-listening</b>												
Q1: How much do I understand lexis, idioms, and syntactic structures in the lyrics?	2.8	3.2	3.6	3.2	3.6	3.8	4	3.8	4	4.3	5	4.4
Q2: How much do I understand the background of songs?	3.4	3.4	3.6	3.5	3.6	4	4.2	3.9	3.8	4.5	5	4.4
<b>B. While-listening</b>												
Q1: How much can I comprehend listening to songs along with lyrics?	3	3.6	3.8	3.5	3.4	4	4.2	3.9	4.3	4.5	5	4.6
Q2: How much can I involve myself in the classroom activities?	3.4	3.6	3.8	3.6	3.6	4.4	4.6	4.2	4	4.5	5	4.5
<b>C. Post-listening</b>												
Q1: How much does listening to English songs help me review vocabulary, idiomatic phrases, and syntactic structures?	3.2	3.6	3.8	3.5	3.6	4	4.4	4	3.8	4.5	5	4.4
Q2: How much does listening to English songs motivate my English learning?	3.2	3.4	4	3.5	3.8	4.2	4.4	4.1	4.3	4.5	5	4.6
Q3: How much does listening to English songs improve my English listening ability?	4	4.2	4.4	4.2	4	4.4	4.8	4.4	4.3	4.8	5	4.7

Note: 5 = 100%; 4 = 75%; 3 = 50%; 2 = 25%; 1 = 0%

w1= week 1, w6= week 6, w12= week 12

olrts = overall results represent the means of week 1, week 6, and week 12

### **A. Pre-listening**

At the pre-listening stage what the instructor gave the low-achievers were meant to help them with listening comprehension. As Underwood (1989) claimed, “Handouts made

students feel secure before they started to listen to texts and improved their spelling.” For this reason, pre-listening activities in the present study provide low-achievers with vocabulary, idioms, or grammar which would appear in the lyrics at the while-listening stage.

Section A presents means of pre-listening activities, including “Look new words up in a dictionary. Write out phonetic symbols and Chinese,” and “Make sentences with vocabulary or with sentence patterns.” The questions concerning pre-listening activities are (1) How much do I understand lexis, idioms, and syntactic structures in the lyrics? (2) How much do I understand the background of songs? The means of all three groups (Level 0-Level 2) for both questions showed a tendency to increase over the twelve-week period. As shown in Table 8, means of both questions of the 3 groups are higher than 3 (more than 50%) at the last week (week12) and so do the overall results.

Such results suggest that students at all 3 levels are improving in pre-listening activities. Level 0 students were making progress from only recognizing 26 alphabets to understanding vocabulary, phrases, and simple grammar. Level 1 students were obviously making progress from knowing few lexis or phrases to making simple sentences with vocabulary, idioms or grammar. Level 2 students made good progress not only in spelling and speaking but also in reading and writing, especially making complicated sentences with lexis, phrases or grammar. Such findings suggest that PE students at 3 levels have a better comprehension of vocabulary, idioms, or grammar in the lyrics as well as background knowledge of songs and singers after getting involved in the pre-listening activities.

## **B. While-listening**

While-listening activities were meant to help PE students to listen to texts and to carry out the classroom activities. As Underwood (1989) pointed out “Good while-listening activities help learners find their way through the listening text and build upon expectations raised by pre-listening activities.”

For low-achievers such as the subjects at the present study, proper classroom activities such as “listening cloze”, “drawing the song”, “strip song” “structure review”, “collocation”, and additional assistance from the instructor can help them comprehend English songs at the while-listening stage.

Table 8, section B shows the means of while-listening on listening to songs along with lyrics and on classroom activities. The questions concerning while-listening activities are (1) How much can I comprehend listening to songs along with lyrics? (2) How much can I involve myself in the classroom activities? The means of all 3 groups (Level 0-Level 2) for both questions increased over the period studied. The means of both questions of the 3 groups show that the tendency becomes bigger in number ( $M > 3$ ) at the last week ( week 12) and so do the overall results. Such results indicate that students at all 3 levels were improved in while-listening activities.

Level 0 students are making progress in listening for specific information and in spelling out the vocabulary or phrases by taking up references from pre-listening handouts. Level 1 students are making good progress with listening for the main idea besides listening for specific information. They are able to spell out vocabulary or phrases without frequently referring to the pre-listening handouts. Level 2 students have made much progress with both listening for the main idea and listening for specific information. They can complete word cloze without turning to reference materials for aid after listening to the tapes twice. Such findings suggest that PE students at all 3 levels were involved in various classroom activities and could have a better comprehension of listening to songs along with lyrics at the while-listening stage.

### **C. Post-listening**

Post-listening activities such as “peer correction”, “oral test”, and “journal writing” provide the PE students with opportunities to express their opinions. As Underwood (1989) emphasized, “The purpose of post-listening work is to reflect on why some students have failed to understand or missed parts of the message.”

Table 8, section C displays the means of post-listening on reviewing vocabulary, idiomatic phrases, and grammar motivating autonomous learning, and improving listening ability. The questions concerning post-listening activities are (1) How much does listening to English songs help me review vocabulary, idiomatic phrases, and syntactic structures? (2) How much does listening to English songs motivate my English learning? (3) How much does listening to English songs improve my English listening ability? The means of all 3 groups (Level 0 – Level 2) for three questions increased over the period studied. The means of three questions of the 3 groups are higher than 3.5 at the last week (week12) and so do the overall results. Such results suggest that students at all 3 levels improved in listening comprehension competence.

Level 0 students improved from only recognizing 26 alphabets to understanding lexis, idioms, and simple grammar. Level 1 students improved from understanding few vocabulary, phrases, and simple grammar to listening for specific information. Level 2 students improved from understanding some vocabulary, phrases, and grammar to listening for specific information and to listening for the main idea. Those improvements suggest that listening to English songs not only improves PE students' listening ability but also motivates their autonomous learning.

### **Summary of listening to songs**

As discussed above, although PE students from different levels are poor in listening comprehension competence at the first week of training, they finally claim that their English listening abilities were progressing steadily, especially listening for specific information at the end of the twelfth week. Besides, listening to English songs motivated their English learning and helped them review language elements (i.e. lexis, phrases, grammar) they previously learned.

## 4.2 The Results of Questionnaire on Listening to Passages

To build up low-achievers' confidence and sense of achievement, listening to passages focuses on intensive listening (i.e. referring to listening for precise words, phrases, grammatical units) (Rost, 2002). As Rost (2002) pointed out "Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency." For this reason, listening to passages is designed to accompany various classroom activities such as "Listen to tape and circle the word," "Listen to tape and select the picture," "Listen to tape. Fill in the blank with a proper word," and "Dictation." at the while-listening stage in order to trigger low-achievers in the present study to become intrinsic listeners.

This section analyzes students' journals on activities in the three stages of listening - (1) pre-listening, (2) while-listening, and (3) post-listening. The results of questionnaires are summarized in Table 9.

**Table 9 Means of Questionnaire on Listening to Passages**

<b>Categories</b>	<b>Level 0 (N=5)</b>				<b>Level 1 (N=5)</b>				<b>Level 2 (N=4)</b>			
	w1	w6	w12	olrts	w1	w6	w12	olrts	w1	w6	w12	olrts
<b>A. Pre-listening</b>												
Q1: How much do I understand lexis, phrases, and syntactic structures in the text?	3	3.2	3.4	3.2	3.8	4	4.2	4	4.3	4.5	4.8	4.5
Q2: How much do I understand the background knowledge about theme of the text and its context?	3.4	3.6	3.8	3.6	3.8	4	4.2	4	4.3	4.5	4.8	4.5
<b>B. While-listening</b>												
Q1: How much can I follow the activity "Listen to tape and circle the word." ?	3.4	3.6	3.8	3.6	3.8	4	4.2	4	4	4.8	5	4.6
Q2: How much can I follow the activity "Listen to tape and select the picture."?	3.2	3.4	3.6	3.4	3.4	3.6	3.8	3.6	4	4.6	5	4.5

<b>Categories</b>	<b>Level 0 (N=5)</b>				<b>Level 1 (N=5)</b>				<b>Level 2 (N=4)</b>				
	w1	w6	w12	olrts	w1	w6	w12	olrts	w1	w6	w12	olrts	
Q3: How much can I follow the activity “Listen to the statement. Write T on the picture related to it. Write F on the picture irrelevant to it.”?	3.4	3.6	3.8	3.6	3.4	4	4.2	3.9	3.8	4.2	4.4	4.1	
Q4: How much can I follow the activity “Listen to the dialogue. Select suitable answers according to the pictures.”?	3	3.2	3.4	3.2	3.2	3.4	3.8	3.5	4	4.2	4.5	4.2	
Q5: How much can I follow the activity “Listen to the dialogue. Choose the correct answers.”?	3.2	3.4	3.6	3.4	3.6	3.8	4	3.8	4	4.2	4.6	4.3	
Q6: How much can I follow the activity “Listen to tape. Fill in the blank with a proper word.”?	3.4	3.6	3.8	3.6	3.6	3.8	4	3.8	3.8	4	4.8	4.2	
Q7: How much can I follow the activity “Dictation”?	2.6	3	3.4	3	3	3.4	3.6	3.3	3.5	4	4.6	4	
<b>C. Post-listening</b>	<b>Q1: How much does listening to passages help me review lexis, idioms, and grammar?</b>				2.8	3.4	3.6	3.3	3.8	4	4.8	5	4.6
<b>Q2: How much does listening to passages motivate my English learning?</b>	2.4				3.6	3.8	4.6	4	4	4.5	5	4.5	
<b>Q3: How much does listening to passages improve my English listening ability?</b>	2.6				3	4	4.4	3.8	3.5	4.8	5	4.4	

Note: 5 = 100%; 4 = 75%; 3 = 50%; 2 = 25%; 1 = 0%

w1=week 1, w6= week 6, w12= week 12

olrts = overall results represent the means of week 1, week 6, and week 12

### A. Pre-listening

The purpose of pre-listening activities is to activate students' lexical, grammatical background knowledge (Helgesen & Brown, 1995). Besides, for low-achievers such as the subjects at the present study, pre-listening activities such as "Look new words up in a dictionary, write out phonetic symbols and Chinese," "Make sentences with vocabulary, phrases, and sentence patterns." are needed to focus their attention on the themes of listening texts and contexts they are about to listen.

As shown in Table 9, section A presents means of pre-listening on comprehending language elements (i.e. lexis, phrases, and syntactic structures in the listening texts) and background information about theme of the text and its context. The questions concerning pre-listening activities are (1) How much do I understand lexis, phrases, and syntactic structures in the text? (2) How much do I understand the background knowledge about theme of the text and its context? The means of all 3 groups (Level 0- Level 2) for both questions showed a tendency to increase over the twelve-week period. Means of both questions of the 3 levels are higher than 3.2 at the last week (week12) and so do the overall results. Such results suggest that students at all 3 levels were improved in pre-listening activities.

Level 0 students are making progress from only recognizing 26 alphabets to comprehending vocabulary, phrases, and basic simple syntactic structures. In addition, they understand the themes of texts and topics before listening to tapes. Level 1 students are obviously making progress from knowing few lexis or phrases to making simple sentences with vocabulary, idioms or grammar. Level 2 students are making progress not only in spelling and speaking but also in reading and writing, especially making sentences with vocabulary, idioms, or grammar they previously learned.

Such findings suggest that after getting involved in the pre-listening activities the PE students at all 3 levels had a better comprehension of both lexis, phrases, grammar in the texts and background information about the themes of the texts and contexts.

## B. While-listening

According to Rost (2002), “Learning materials should include a range of genres and discourse types that learners are likely to encounter in their contact with the target language”. For this reason, low-achievers such as the subjects at the present study should be exposed to certain oral genres (i.e. narrative and descriptive in terms of the affective factors) in order to develop their listening ability. At the while-listening stage listening activities are selected based on a purely cognitive perspective, e.g., simplified narrative and descriptive listening texts are useful to activate listening orientation of the PE students and to improve their listening ability.

Table 9, section B shows the means of responses to questions related to while-listening on listening to passages. The questions concerning while-listening activities are (1) How much can I follow the activity “Listen to tape and circle the word.”? (2) How much can I follow the activity “Listen to tape and select the picture.”? (3) How much can I follow the activity “Listen to the statement. Write T on the picture related to it. Write F on the picture irrelevant to it.”? (4) How much can I follow the activity “Listen to the dialogue. Select suitable answers according to the pictures.”? (5) How much can I follow the activity “Listen to the dialogue. Choose the correct answers.”? (6) How much can I follow the activity “Listen to tape. Fill in the blank with a proper word.”? (7) How much can I follow the activity “Dictation.”? The means of all 3 groups (Level 0-Level 2) for seven questions increased over the period studied. The means of seven questions of the 3 groups are higher than 3 at the last week (week12) and so do the overall results. Such results suggest that PE students at all 3 levels were improved slowly but surely at the while-listening stage.

Level 0 students are making progress in listening for specific information (i.e. lexis, phrases, verbs) by the help of pictures entailed the listening materials , and in listening to word cloze through the assistance of taking up references from pre-listening handouts. Level 1 students are making progress with listening for the main idea and for specific information under the help of the pictures entailed the listening texts or looking at

pre-listening handouts for spelling. Level 2 students are making much progress with listening for the main idea and for specific information. They are good at intensive listening (i.e. listening for lexis, phrases, grammar, word cloze), especially dictation through the assistance of tape repetition or taking up reference from pre-listening handouts. Such findings suggest that the PE students at all 3 groups benefit from the while-listening activities which help them to improve their English listening ability.

### **C. Post-listening**

There are two purposes of post-listening activities. One is to give the PE students the opportunity to express their own views whether the pre-listening and while-listening activities are suitable for them or not, and what their listening barriers are; the other is problem-solving and decision-making for the instructor.

As shown in Table 9, section C displays the means of post-listening on reviewing lexis, phrases, grammar, listening to passages motivating autonomous learning, and improving listening ability. The questions concerning post-listening activities are (1) How much does listening to passages help me review lexis, idioms, and grammar? (2) How much does listening to passages motivate my English learning? (3) How much does listening to passages improve my English listening ability? The means of all 3 groups (Level 0-Level 2) for three questions increased over the period studied. The means of three questions of the 3 groups are higher than 3.2 at the last week (week12) and so do the overall results. Such results suggest that students at all 3 levels were improved in English listening ability.

Level 0 students improve from only recognizing 26 alphabets to have a better comprehension of vocabulary, phrases, basic grammar of simple sentences. Level 1 students improve from knowing few basic lexis, idioms, or grammar to listening for specific information (i.e. vocabulary, phrases, or grammar equivalent to that of the third graders in junior high school). Level 2 students improve from knowing some lexis, phrases or grammar to listening for the main idea and to listening for specific information

(i.e. lexis, idioms, or grammar equivalent to that of the third graders in junior high school). Such findings suggest that the PE students at all 3 levels make sure that listening to passages not only motivates their English learning but also improves their English listening ability in terms of reviewing lexis, phrases, and grammar.

### **Summary of listening to passages**

As shown in Table 9 and as discussed above, the PE students at 3 levels are poor at listening to passages at the beginning of listening treatment, but they are progressing steadily in this project. After they have been trained, they master listening for the main idea and listening for precise words, phrases, grammar with pictures provided in the listening texts.

### **4.3 Introspection on Open-Ended Questions**

This section reports the results of open-ended questions which include two parts: part I reports introspection on listening to songs (see Table 9); part II reports introspection on listening to passages (see Table 10). Part I listening to songs include 10 questions: (1) How much do I like melody of the song? (2) How much do I like the classroom activities? Write out three of my favorite activities. (3) Write out three song types I like most. (4) Write down the benefit of group work. (5) How much do I like the curriculum? (6) Do I have a sense of achievement while listening to songs? (7) How do I feel about the classroom atmosphere? (8) Which is easier for me to comprehend, “listening to songs” or “listening to passages”? (9) How much do English songs influence me? (10) How do I think about the singers’ pronunciation? Part II listening to passages include 8 questions: (1) How do I feel about classroom atmosphere? (2) What do I think of teacher-student interaction? (3) What do I think of interaction among the peers? (4) How much does listening to passages increase my motivation in English learning? (5) Does listening to passages improve my English listening ability? (6) How do I think of topics of the passages? (7) Evaluate involvement in the classroom activities. (8) Write out my

comments on listening activities. provided inside the second part of the journal, pertaining to the feedback on the listening problems and on listening curriculum.

#### **4.3.1 Introspection on Listening to Songs**

As indicated in Table 10, although the response rates of the 10 questions for students of the three levels were different, the results of most students' responses were very consistent. However, the remaining responses were also explained briefly in the following questions. Basically, Level 0 students had the lower response rate than the other two Levels. To save the space, the most important results were reported here.

Students' introspection on open-ended questions regarding to listening to songs is tabulated in Table 10 below according to its frequencies, which are classified into ten categories based on the frequency of the categories the students responded.

**Table 10 Introspection on Open-Ended Questions of Listening to Songs**

Categories	Level 0 (N = 5)			Level 1 (N = 5)			Level 2 (N = 4)			Olrts (N = 14)		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
<b>A. How much do I like melody of the song?</b> The song melodies are so familiar and cheerful that I am motivated to enjoy them in class.	4	80	1	5	100	1	4	100	1	13	93	1
<b>B. How much do I like the classroom activities? Write out three of my favorite activities.</b> My favorite classroom activities are as below: (1) Drawing the song. (2) Strip song. (3) Structure review. (4) Word Cloze with a list of hints. (5) Making connection.	4	80	1	5	100	1	4	100	1	13	93	1
	3	60	2	5	100	1	4	100	1	12	86	2
	3	60	2	5	100	1	4	100	1	12	86	2
	3	60	2	5	100	1	4	100	1	12	86	2
<b>C Write out three song types I like most.</b> My favorite song types are: (1) Popular songs (Top 10) (2) Commercial songs on TV (3) Theme songs for movies.	4	80	1	5	100	1	4	100	1	13	93	1
	3	60	2	4	80	2	4	100	1	11	79	3
	3	60	2	4	80	2	4	100	1	11	79	3
<b>D. Write down the benefit of group work.</b> I do review vocabulary, phrases, and grammar through classroom activities with the help of group work.	3	60	2	3	60	3	4	100	1	10	71	4
<b>E. How much do I like the curriculum?</b> I like the systematic and well-organized curriculum which improve my listening ability.	2	40	3	4	80	2	4	100	1	10	71	4

(continued)

<b>Categories</b>	<b>Level 0 (N = 5)</b>			<b>Level 1 (N = 5)</b>			<b>Level 2 (N = 4)</b>			<b>Olrts (N = 14)</b>		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
<b>F. Do I have a sense of achievement while listening to songs?</b>  At the first two weeks in English class, I don't understand the lyrics at all; but from week 3 to week 12 I can listen for specific information both in group work and on my own.	2	40	3	4	80	2	4	100	1	10	71	4
<b>G. How do I feel about the classroom atmosphere?</b>  The warm and relaxing classroom atmosphere encourages me to complete listening tasks intrinsically.	2	40	3	3	60	3	4	100	1	9	64	5
<b>H. Which is easier for me to comprehend, 'listening to songs' or 'listening to passages'?</b>  Listening to English songs is easier than listening to passages because of less lexis and simpler grammar.	0	0		4	80	2	4	100	1	8	57	6
<b>I. How much do English songs influence me?</b>  After listening training, I make it a rule to listen to English songs almost everyday.	0	0		3	60	3	4	100	1	7	50	7
<b>J. How do I think about the singers' pronunciation?</b>  The singers' pronunciation of authentic songs is clear but we still have to listen to songs three times in order to comprehend the meaning of lyrics.	0	0		3	60	3	3	75	2	6	43	8

Note: olrts=overall results represent 14 students' results

To ensure students can completely express their views, this part of questionnaires was answered in Chinese. The researcher translated Chinese into English.

**A. How much do I like melody of the song?**

As Table 10 shows, 93 percent of students responded to the question of category A, “How much do I like melody of the song?” These students reported that “The song melodies are so familiar and cheerful that I am motivated to enjoy them in class.” However, few students’ responses were as follows: “The song melodies are too old for me, but the lyrics are easy to understand.”, “Few song melodies make me sleepy.”, “The song melodies motivate me to appreciate other melodies of my favorite bands.”

**B. How much do I like the classroom activities? Write out three of my favorite classroom activities.**

As Table 10 shows, 86 percent of students responded to the question of category B, “How much do I like the classroom activities? Write out three of my favorite classroom activities.” These students reported that “My favorite classroom activities are (1) drawing the pictures based on the songs, (2) strip song, (3) structure review.” As mentioned above, more alternatives were as follows: (4) word cloze with a list of hints, (5) making connection.

**C. Write out three song types I like most.**

As Table 10 shows, most students responded to the question of category C, “Write out three song types I like most.” The students ranked popular songs (93 percent) first, commercial songs on TV (79 percent) second, theme songs for movies (79 percent) third. Yet, few students’ responses are as follows: some ranked commercial songs on TV first, popular songs second, theme songs for movies third; others ranked theme songs for movies first, commercial songs on TV second, popular songs third.

**D. Write down the benefit of group work.**

As Table 10 shows, 71 percent of students responded to the question of category D, “Write down the benefit of group work.” These students reported that “I do review vocabulary, phrases, and grammar through classroom activities with the help of group work.” However, still few students reported that “I learn the spirits of group work so I like the way I learn English.” Only one student reported that “I can’t accept the way of group

work because of my shyness.”

#### **E. How much do I like the curriculum?**

As Table 10 shows, 71 percent of students responded to the question of category E, “How much do I like the curriculum?” These students reported that “I like the systematic and well-organized curriculum which improves my listening ability.” Nevertheless, the responses of the minority to the question were as follows: “I only understand some vocabulary through the curriculum.”, “I can understand few phrases by the curriculum.”, “I can grasp the general meaning of the lyrics but not all of it through the curriculum.”

#### **F. Do I have a sense of achievement while listening to English songs?**

As Table 10 reveals, 71 percent of students responded to the question of category F, “Do I have a sense of achievement while listening to English songs?” These students reported that “At the first two weeks in English class, I don’t understand the lyrics at all; but from week 3 to week 12 I can listen for specific information both in group work and on my own.” Yet, a few students reported that “After the listening treatment, I am encouraged to listen to easy English songs other than the songs played in class.”, “I find listening to English songs can be fun because I can overcome the fright of learning English.”

#### **G. How do I feel about the classroom atmosphere?**

As Table 10 shows, 64 percent of students responded to the question of category G, “How do I feel about the classroom atmosphere?” These students stated that “The warm and relaxing classroom atmosphere encourages me to complete listening tasks intrinsically.” However, the remaining students stated that “I feel the classroom atmosphere is very happy but a little noisy.”, “The classroom atmosphere differs from that of conventional learning because I am totally involved in this harmonious atmosphere.”

#### **H. Which is easier for me to comprehend, “listening to songs” or “listening to passages”?**

As Table 10 indicates, 57 percent of students replied to the question of category H, “Which is easier for me to comprehend, “listening to songs” or “listening to passages”?

These students reported that “Listening to English songs is easier than listening to passages because of less lexis and simpler grammar.” Yet, few students reported that “listening to passages is more difficult and boring.” Still few students didn’t express their opinions.

### **I. How much do English songs influence me?**

As Table 10 shows, 50 percent of students replied to the question of category I, “How much do English songs influence me?” These students reported that “After listening treatment, I make it a rule to listen to English songs almost every day.” Nevertheless, few students stated that “I used to hate English. But now I get accustomed to studying English every day.”, “I would be scared of speaking English, but now I can read the sentences aloud in public.” Still few students didn’t express their opinions.

### **J. How do I think about the singer’s pronunciation?**

As Table 10 shows, 43 percent of students replied to the question of category J, “How do I think about the singer’s pronunciation?” These students reported that “The singer’s pronunciation of authentic songs is clear but I still have to listen to songs three times in order to comprehend the meaning of lyrics.” Yet, some students stated that “I feel the singer’s pronunciation unclear because I don’t understand some vocabulary.” Some students reported that “I have no comment on the singer’s pronunciation.” Still others didn’t express any opinion about it.

## **Summary of Introspection on Listening to Songs**

As shown in Table 10, it is obvious that most of the PE students triggered by familiar and cheerful English songs are motivated to actively get involved in the classroom activities. As a result, listening to English songs helped them review vocabulary, phrases, and grammar with the help of group work under the warm and relaxing classroom atmosphere.

### 4.3.2 Introspection on Listening to Passages

As indicated in Table 11, although the response rates of the eight questions for students of the three levels were different, the results of most students' responses, like the results of listening to songs, were very consistent. Yet, the remaining responses were also explained briefly in the following questions. Basically, Level 0 students had the lower response rate than the other two Levels of students. To save the space, only the most important results were stated here.

Students' introspection on open-ended questions regarding to listening to passages is tabulated in Table 11 below according to its frequencies responded by the students, which are classified into eight categories such as (1) How do I feel about classroom atmosphere? (2) What do I think of teacher-student interaction? (3) What do I think of interaction among the peers? (4) How much does listening to passages increase my motivation in English learning? (5) Does listening to passages improve my English listening ability? (6) How do I think of topics of the passages? (7) Evaluate involvement in the classroom activities. (8) Write out my comments on listening activities.

**Table 11 Introspection on Open-Ended Questions on Listening to Passages**

<b>Categories</b>	<b>Level 0 (N = 5)</b>			<b>Level 1 (N = 5)</b>			<b>Level 2 (N = 4)</b>			<b>Olrts (N = 14)</b>		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
<b>A. How do I feel about classroom atmosphere?</b> A pleasant and supportive classroom atmosphere builds my confidence to get involved in the classroom activities and to complete listening tasks.	4	80	1	5	100	1	4	100	1	13	93	1
<b>B. What do I think of teacher-student interaction?</b> Through teacher-student frequent interaction I learn best and expect success.	3	60	2	5	100	1	4	100	1	12	86	2
<b>C. What do I think of interaction among the peers ?</b> I have more positive attitudes toward listening activities through interaction among the peers to protect my self-esteem and to increase my self-confidence.	3	60	2	5	100	1	4	100	1	12	86	2
<b>D. How much does listening to passages increase my motivation in English learning?</b> Listening to passages does motivate my English learning.	2	40	3	4	80	2	4	100	1	10	71	3
<b>E. Does listening to passages improve my English listening ability?</b> Before listening training, I don't understand English at all, especially when listening to English. After listening treatment, my listening and spelling ability are improved a lot.	2	40	3	4	80	2	4	100	1	10	71	3

<b>Categories</b>	<b>Level 0 (N = 5)</b>			<b>Level 1 (N = 5)</b>			<b>Level 2 (N = 4)</b>			<b>Olrts (N = 14)</b>		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank
<b>F. How do I think of topics of the passages?</b> I prefer topics of the passages which are relevant to my life and practical in daily life.	1	20		4	80	2	4	100	1	9	64	4
<b>G. Evaluate involvement in the classroom activities.</b> I actively get involved in both individual and group activities.	1	20		4	80	2	4	100	1	9	64	4
<b>H. Write out my comments on listening activities.</b> The limited vocabulary items (10 or fewer than 10) in each class reduce the load of listening and help me understand passages better while listening. The number of activities limited within 4 in each class is suitable for me to achieve listening tasks. Replay the tapes 3 times for each activity, which helps me have a better comprehension of the passages.	0	0		4	80	2	4	100	1	8	57	5

Note: olrts=overall results represent 14 students' results

To ensure students can completely express their views, this part of questionnaires was answered in Chinese. The researcher translated Chinese into English.

#### A. How do I feel about the classroom atmosphere?

As Table 11 shows, 93 percent of students responded to the question of category A, "How do I feel the classroom atmosphere?" These students reported that "A pleasant and supportive classroom atmosphere builds my confidence to get involved in the classroom activities and to complete listening tasks." Yet, only one student reported that "although the classroom atmosphere is comfortable, I prefer to listen to passages on my own."

## **B. What do I think of teacher-student interaction?**

As Table 11 shows, 86 percent of students responded to the question of category B, “What do I think of teacher-student interaction?” These students reported that “Through teacher-student frequent interaction I learn best and expect success.” However, few students stated that “My teacher is like a counselor providing me with immediate help.”, “The teacher is ready to offer help in class.”

## **C. What do I think of interaction among the peers?**

As Table 11 shows, 86 percent of students responded to the question of category C, “What do I think of interaction among the peers?” These students reported that “I have more positive attitudes toward listening activities through interaction among the peers to protect my self-esteem and to increase my self-confidence.” Yet, some students stated that “I can do brainstorming with the peers.” One student stated that “I don’t like interaction among the peers because I like independent learning.”

## **D. How much does listening to passages increase my motivation in English learning?**

As Table 11 shows, 71 percent of students responded to the question of category D, “How much does listening to passages increase my motivation in English learning?” These students reported that “Listening to passages does motivate my English learning.” Nevertheless, some students reported that “I feel it too difficult to listen to passages.” Others stated that “listening to passages motivate my English learning to some extent.”

## **E. Does listening to passages improve my English listening ability?**

As Table 11 shows, 71 percent of students responded to the question of category E, “Does listening to passages improve my English listening ability?” These students stated that “Before listening treatment, I don’t understand English at all, especially when listening to English. After listening treatment, my listening and spelling abilities are improved through the help of pre-listening handouts.” However, few students reported that “I can comprehend the vocabulary section of the task; as for other sections I am incapable of accomplishing the task.”, “Listening to passages doesn’t improve my listening ability much but I am confident of some matching activities.”

#### **F. How do I think of topics of the passages?**

As Table 11 shows, 64 percent of students responded to the question of category F, “How do I think of topics of the passages?” These students reported that “I prefer topics of the passages which are relevant to my life and practical in my daily life.” Yet, some students reported that “The topics are easy, coming from my common sense.” Some students didn’t express their opinions.

#### **G. Evaluate involvement in the classroom activities.**

As Table 11 shows, 64 percent of students replied to the question of category G, “Evaluate involvement in the classroom activities.” These students reported that “I actively get involved in both individual and group activities.” Nevertheless, few students stated that “through cooperation of the peers I complete the task easily.” Only one student reported that “I get involved in the activities individually.”

#### **H. Write out my comments on listening activities.**

As Table 11 shows, 57 percent of students responded to the question of category H, “Write out my comments on listening activities.” These students reported that “The limited vocabulary items (10 or fewer than 10) in each class reduce the load of listening and help me understand passages better while listening. The number of activities limited within 4 in each class is suitable for me to achieve listening tasks. Replay the tapes 3 times for each activity, which helps me have a better comprehension of the passages.” However, few students reported that “the activities I am good at are as follows: “Listen to tape and circle the word.”, “Listen to tape and select the picture.” Still few students didn’t express their opinions.

#### **Summary of introspection on listening to passages**

As shown in Table 11, most of the PE students build their self-confidence under a pleasant and supportive classroom atmosphere while getting involved in the classroom activities through teacher-student interaction and interaction among the peers. As a result, they are motivated to achieve listening tasks as much as they can.

#### 4.4 Conclusion

The purpose of both listening to English songs and listening to passages is to review vocabulary, phrases, and grammar that PE students previously learned.

The results reveal that students prefer ‘Listening to songs’ to ‘Listening to passages’ because English songs contain simple lyrics (i.e., each song includes 10 vocabulary items and 5 phrases at most) and basic grammar (i.e., each song includes 3 sentence patterns at most) (see Table 9). Besides, unlike ‘Listening to passages’ which provides seven activities, ‘Listening to songs’ provides students with only one classroom activity in each English class. For low-achievers in the present study, they are able to achieve the task through pair work or individual work.

Although PE students feel ‘Listening to passages’ a little more difficult, they also acknowledge that they have better comprehension of vocabulary, phrases, and grammar through repetition of any part of the passages by replaying the tapes and with the help of teacher-student interaction or interaction among the peers in each class. Most importantly, a pleasant and supportive classroom atmosphere plays a vital role in English class because it reduces students’ anxiety and inhibition so that they are motivated to achieve listening tasks.

In summary, listening to English songs focuses students’ attention on listening for specific information, but listening to passages concentrates on both listening for the main idea and listening for precise information, which forces them to go through repetitious review of key sentence patterns, phrases, or lexis by various listening activities in each class. After treatment, students’ English proficiency levels are improved as indicated in Table 12.

**Table 12 Students' English Proficiency Levels**

Levels	After 12 weeks' treatment	Number of participants
0	-understand lexis, idioms, grammar or simple sentences equivalent to the level of the first graders in junior high school	5
1	-listen for the main idea -listen for specific information -comprehend vocabulary, phrases, and grammar equivalent to the level of the second graders in junior high school	5
2	-listen for the main idea -listen for specific information -comprehend vocabulary, phrases, and grammar equivalent to the level of the third graders in junior high school	4

Before listening training students at all 3 levels took a pre-test (i.e., listening materials are equivalent to the levels of the first graders and those of the second graders in junior high school) to assess their entry levels. After 12 weeks' treatment, students took a post-test to assess whether they have made progress in listening.

Table 12 indicates that students at all 3 levels are improved in listening ability. Level 0 students (no proficiency) improve from recognizing 26 alphabets, knowing nothing about phonetic symbols or grammar to listening for specific information (i.e., understand vocabulary, idioms, grammar, and simple sentences equivalent to the level of the first graders in junior high school). Level 1 students (elementary proficiency equivalent to the level of the first graders in junior high school) improve from knowing few vocabulary, phrases, or grammar to listening for specific information (i.e., comprehend lexis, phrases, and grammar equivalent to the level of the second graders in

junior high school). Level 2 students ( intermediate proficiency equivalent to the level of the second graders in junior high school) improve from knowing some vocabulary, phrases, and grammar to listening for both the main idea and specific information (i.e., understand vocabulary, phrases, and grammar equivalent to the level of the third graders in junior high school). In conclusion, students, regardless of their language proficiency level, make significant progress after the treatment.