The Effect of Taylor Swift Songs on Students' Listening Skills in Vocabulary Learning

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Abstract

Listening comprehension is a fundamental skill in English language learning, yet it remains one of the most challenging aspects for students, particularly in vocational high schools where motivation and engagement are often low. This study aimed to investigate the effectiveness of using Taylor Swift's *1989* album as a medium to improve students' listening comprehension. Employing a mixed-methods experimental design, the research was conducted with one class of tenth-grade students at SMK NU 1 Karanggeneng. Data were collected through a pre-test and post-test using a gap-filling listening test consisting of 40 items, as well as a post-treatment questionnaire to capture students' perceptions. The quantitative data were analyzed through descriptive statistics, normality and homogeneity tests, and a paired-sample t-test, while the qualitative responses were analyzed thematically. The findings revealed a significant improvement in students' listening scores, with the mean increasing by 24 points, moving the class from the sufficient to the good excellent category, and the effect size was very large. Questionnaire results further showed that students responded positively to the integration of songs, particularly in terms of motivation, vocabulary enrichment, and teacher support. These results demonstrate that structured use of popular music can provide authentic input, reduce listening anxiety, and enhance phonological awareness. The study concludes that integrating songs into listening instruction can make English learning more engaging and effective for vocational students. While limited by its small sample size and short intervention, this research suggests that future studies should explore different genres, long term effects, and broader student populations.

Keywords: listening skills, Taylor Swift songs, vocabulary, music based learning, English education

Introduction

Listening is one of the essential skills in English learning alongside speaking, reading, and writing. However, it is often considered the most challenging skill to master because it requires not only the ability to hear but also to comprehend and interpret spoken messages. Students who listen well are able to follow directions and complete tasks effectively, yet many learners struggle when this skill is underemphasized (Naisali & Kamlasi, 2021). Within the *Merdeka Curriculum*, listening is emphasized as a core competence that supports project based learning, critical thinking, and communication through various sources such as discussions, media, and presentations. Despite this importance, listening instruction in Indonesian high schools often receives less attention, resulting in limited student motivation and engagement (Mubarak et al., 2020; Widyaningtyas & Pratolo, 2024).

Music has long been acknowledged as an effective pedagogical tool in language education. It stimulates the brain, enhances memory retention, and creates an enjoyable atmosphere for learners (Saldiraner & Cinkara, 2021). Songs in particular provide authentic input that includes natural pronunciation, rhythm, and

intonation, while also making the learning process more engaging (Salisah et al., 2023; Linh, 2024). Furthermore, music enables learners to absorb phonological aspects such as intonation, rhythm, and word stress more naturally, which supports comprehension and pronunciation (Yelnim & Kartawijaya, 2021). Songs are also a form of meaningful communication, carrying messages and emotions that enhance comprehension and make learning more relevant (Yuwono et al., 2024). This is consistent with research on extensive listening, which emphasizes that authentic materials such as songs and multimedia provide meaningful input that improves comprehension and motivation (Irmayani, Rozak, Amrullah, & Maslakhatin, 2023)

Several studies have examined the role of music in language learning with varying results. Widyaningtyas and Pratolo (2024), for instance, explored the impact of English song listening habits on listening proficiency and found no significant correlation, suggesting that passive exposure to music alone does not necessarily improve listening comprehension. Conversely, Naisali and Kamlasi (2021) demonstrated that 83% of senior high school students improved their listening skills when taught with English songs, proving that structured song based instruction can be highly effective. Similarly, Ridhayatullah et al. (2020) highlighted that using songs in English classrooms increases students' engagement and reduces boredom, while Yelnim and Kartawijaya (2021) emphasized that music fosters comprehension in meaningful contexts. Collectively, these findings show that while songs can improve listening, their effectiveness depends on how systematically they are integrated into the learning process.

In this regard, Taylor Swift's *1989* album provides a unique medium for structured listening instruction. The album features songs with clear lyrics, authentic pronunciation, and engaging rhythms, making it suitable for listening comprehension practice. Its popularity among teenagers also provides motivational benefits that can enhance student engagement in English learning. Moreover, music's ability to aid long term memory retention further supports its use as a teaching medium (Sadiqzade, 2024). Although English songs have been widely studied as a learning tool, limited research has specifically focused on the use of a single contemporary album in a vocational high school setting.

Therefore, this study aims to analyze the influence of Taylor Swift's *1989* album in improving listening skills among tenth graders at SMK NU 1 Karanggeneng. It evaluates how the songs in the album help students practice aspects of pronunciation such as intonation, word stress, and articulation, while also increasing their interest and motivation in learning English. By addressing the research gap identified in previous studies, this study contributes to developing innovative strategies in English language teaching, highlighting the use of popular music as a practical and engaging medium for enhancing listening instruction

Literature Review

Theories of Language Pedagogy and Listening

Listening has long been recognized as a fundamental skill in language learning. Brown (2001) emphasized that effective language pedagogy requires interactive and meaningful approaches, in which listening plays a central role. Similarly, Richards and Rodgers (2001) underlined the importance of appropriate teaching methods that integrate both comprehension and communication to strengthen listening as part of overall language proficiency. Field (2009) argued that listening comprehension involves both bottom up processes, such as decoding sounds and words, and top down processes, such as using context and prior knowledge to interpret meaning. This theoretical framework highlights the complexity of listening, which requires not only linguistic skills but also strategic awareness and practice. Rost (2002) further reinforced this idea by framing listening as an active process of constructing meaning, while Vandergrift (2007) emphasized the role of metacognitive strategies in listening comprehension. These perspectives provide the theoretical foundation for exploring innovative strategies, including the use of songs, in teaching listening.

Songs in Language Learning

The integration of songs in language education has been widely supported by scholars. Murphey (1992) noted that songs provide authentic, repetitive, and enjoyable language input, which makes them highly effective for language acquisition. Fonseca Mora (2012) found that melody and rhythm can enhance learners' memory and support vocabulary retention. Similarly, Sadiqzade (2024) described music as a "harmonious path" to language mastery, highlighting its cognitive, motivational, and affective benefits. In addition, songs can create positive learning environments that lower anxiety and increase engagement (Krashen, 1982). Richards and Rodgers (2001) also argued that communicative approaches incorporating songs can enrich the authenticity of classroom practice. These perspectives align with Vandergrift's (2007) view that enjoyable and meaningful input enhances comprehension and long term retention. In a similar vein, multimedia resources such as animated movies have also been shown to provide symbolic and emotional contexts that enrich students' language learning (Sabillah & Irmayani, 2025

Previous Studies on Songs and Listening Skills

A growing number of empirical studies have demonstrated the positive influence of songs on listening comprehension. Naisali and Kamlasi (2021) reported that English songs significantly improved high school students' listening ability, particularly in understanding vocabulary in context. Mubarak, Darwis, and Suaib

(2020) found that Disney songs enhanced students' listening comprehension through familiar melodies and engaging lyrics. Similarly, Yelnim and Kartawijaya (2021) showed that songs provided authentic input that improved students' recognition of words and expressions. Widyaningtyas and Pratolo (2024) highlighted that students who frequently listened to English songs developed stronger listening proficiency, suggesting that consistent exposure to musical input is beneficial. These findings are consistent with the results of Ridhayatullah et al. (2020), who emphasized that music based instruction fosters listening comprehension through engagement and repetition.

Songs and Pronunciation

Songs have also been proven to improve learners' pronunciation. Saldıraner and Cinkara (2021) found that incorporating songs into instruction helped young EFL learners acquire correct pronunciation and intonation patterns. Linh (2024) similarly demonstrated that English pop songs positively affected adolescents' pronunciation learning and communicative competence. Salisah, Suryadi, and Pahamzah (2023) also revealed that children's songs significantly enhanced students' pronunciation accuracy, showing that rhythm and melody support the acquisition of phonological features. These studies collectively emphasize that songs contribute not only to comprehension but also to oral accuracy and fluency.

Songs, Motivation, and Affective Aspects

Motivation and affective factors are essential in language learning. Oktaviani and Mandasari (2020) observed that the use of songs boosted students' motivation in listening classes, making the learning process more enjoyable. Apsari (2019) similarly reported that popular songs encouraged learners to engage more actively in listening activities. Indrayanti (2021) found that songs improved vocabulary mastery, which in turn increased learners' confidence and interest. Syafitri (2014) also confirmed that songs raised listening achievement in junior high school students. Furthermore, Salsabila Huwaidah (2024) investigated the relationship between listening anxiety and comprehension skills, indicating that reducing anxiety is critical to improving performance. This resonates with Krashen's (1982) affective filter hypothesis, which stresses that lower anxiety and higher motivation result in better acquisition.

Cultural and Broader Perspectives of Songs

Beyond linguistic benefits, songs also contribute to cultural understanding. Yuwono, Sebastian, and Clumpers (2024) analyzed Suwardi Suryaningrat's version of *L'Internationale*, showing how songs serve as cultural artifacts that carry historical and interpretive meaning. This perspective implies that using songs in the

classroom not only develops listening skills but also promotes intercultural competence and critical thinking.

Research Methods

This study employed an experimental method with a **mixed-method approach**, combining both quantitative and qualitative procedures. Quantitative data were used to measure the improvement of students' listening skill after treatment, while qualitative data were collected to support the interpretation of results through students' perceptions. The mixed-method design was chosen because it enables the researcher to obtain more valid and comprehensive findings (Sugiyono, 2021).

Research Design
The research applied a One Group Pre-test and Post-test Design, where the same group of participants was measured before and after treatment without a control group. The design can be illustrated as follows:

01	**X**	**02**

where O1 = pre-test, **X** = treatment (using Taylor Swift's *1989* album), and O2 = post-test. This design allowed for direct measurement of students' improvement in listening skills after the treatment.

Population and Sample
The population consisted of all tenth grade students of SMK NU 1 Karanggeneng in the academic year 2024/2025. The sample was selected using purposive sampling based on class accessibility and teacher recommendation. One class of 20 students from the Banking Services (LPB*)* major was chosen as the research sample.

Instruments and Data Collection
1. **Pre-test and Post-test**
   The pre-test and post-test were designed to measure students' listening comprehension before and after the treatment. Both tests used a gap filling format adapted from Taylor Swift's song *Blank Space.* Each test contained 40 missing words, with each correct answer worth 2.5 points, resulting in a maximum score of 100.
2. **Treatment**
   The treatment was carried out in six meetings, each using a different song from Taylor Swift's *1989* album (*All You Had to Do Was Stay, Bad Blood, Blank Space, I Wish You Would, Shake It Off, Welcome to New York*). During the sessions, students listened to the song, filled in the missing lyrics, discussed vocabulary, and answered comprehension questions related to the lyrics.

3. **Questionnaire**

   After the post-test, a Likert scale questionnaire was distributed via Google Forms to collect students' responses. The questionnaire consisted of five aspects: motivation, media quality, teacher role, learning environment, and familiarity with the songs.

Measurement and Operational Definition of Variables
- **Independent Variable (X):** The use of Taylor Swift's *1989* album as a medium in teaching listening.
- **Dependent Variable (Y):** Students' listening skill, measured by gap-filling tests and supported by questionnaire responses.

   The scoring of listening tests was based on Ardiyanto (2023), as shown below:

Table 1 Classification of Listening Scores

Score	Category
80-100	Excellent
66-79	Good
60-65	Sufficient
40-59	Low
<40	Poor

Data Analysis

The quantitative data obtained from pre-test and post-test were analyzed through several statistical procedures. First, descriptive statistics were calculated to summarize the overall performance of students, including the mean, minimum, maximum, and standard deviation. This provided an overview of students' listening ability before and after the treatment.

Second, a normality test was conducted to determine whether the data distribution of pre-test and post-test scores followed a normal curve. This step was important to ensure that the subsequent parametric test could be applied appropriately.

Third, a homogeneity test was applied to examine the equality of variances between the two sets of scores. The test verified whether the pre-test and post-test data were comparable in terms of variance, which is a necessary assumption for paired sample analysis.

Finally, a paired sample t test was carried out to compare students' mean scores before and after the treatment. This test was used to examine whether there was a statistically significant improvement in students' listening skill after the use of Taylor Swift's *1989* album.

In addition to the quantitative analysis, qualitative data from the questionnaires were analyzed using thematic analysis, where students' responses were categorized into recurring themes to highlight factors that supported or hindered their listening improvement.

Findings and Discussion

Findings

This study investigated the influence of Taylor Swift's *1989* album on students' listening skill. The findings are presented in four subsections: (1) descriptive statistics of pre-test and post-test, (2) classification of students' scores, (3) results of statistical tests, and (4) students' perceptions based on questionnaires.

Descriptive Statistics

Table 2 presents the descriptive statistics of students' listening test scores.

Table 2 Descriptive Statistics of Pre-test and Post-test Scores

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	40	75	58.25	10.33
Post-test	20	70	95	82.25	6.90

Before the treatment, students' scores ranged from 40 to 75, with a mean of 58.25. This result shows that most students had difficulty in listening comprehension. A score of 40 indicates that some students could only answer 16 out of 40 missing words correctly. The relatively high standard deviation of 10.33 suggests wide differences between the higher and lower achievers.

After six treatment sessions using selected songs from Taylor Swift's *1989* album, the score distribution shifted considerably. The lowest score increased to 70, and the highest score reached 95, with an overall mean of 82.25. The lower standard deviation (6.90) indicates that the scores became more consistent, with fewer extreme differences among students.

In terms of individual progress, every student experienced improvement. The lowest achiever, who initially scored 40, improved by 32 points to reach 72. The highest achiever, who initially scored 75, reached 95 after the treatment. The average gain across all students was 24 points, showing that the intervention benefitted all participants regardless of their initial performance level.

Classification of Students' Scores

To provide a clearer picture of the improvement, students' scores were classified into categories based on Ardiyanto (2023).

Table 3 Classification of Students' Scores

Category	Range	Pre-test (N/%)	Post-test (N/%)
Excellent	80–100	0 (0%)	12 (60%)
Good	66–79	5 (25%)	8 (40%)

Sufficient	60–65	4 (20%)	0 (0%)
Low	40–59	9 (45%)	0 (0%)
Poor	<40	2 (10%)	0 (0%)

Table 3 shows a striking shift. In the pre-test, nearly half of the students (45%) were in the low category, and two students (10%) were in the poor category. Only five students (25%) were in the good category, while none reached excellent. After the treatment, 12 students (60%) achieved excellent scores, and the remaining 8 (40%) were in the good category. No student remained in the sufficient, low, or poor categories.

This shift demonstrates not only an overall increase in average performance but also a complete elimination of underachievement. For example, nine students who previously fell in the low category improved to good or excellent. Two students who had been categorized as poor before treatment improved by more than 30 points each, moving directly into the good category.

In percentage terms, the proportion of students in the good–excellent categories rose from 25% to 100%, while those in sufficient–poor categories dropped from 75% to 0%. This indicates that the treatment had a transformative effect on the entire class.

Results of Statistical Tests

Prior to conducting the paired-sample t-test, normality and homogeneity assumptions were tested.

- **Normality Test:** The Shapiro-Wilk test showed that the pre-test scores were normally distributed ($p = 0.176 > 0.05$), and the post-test scores were also normally distributed ($p = 0.091 > 0.05$). Thus, the assumption of normality was met.
- **Homogeneity Test:** Levene's test of equality of variances indicated that the data were homogeneous, with a significance value of 0.236 (> 0.05).

Since both assumptions were satisfied, the paired-sample t-test was performed to test the hypothesis.

Table 4 Paired Samples t-test Result

Test Pair	Mean Difference	t-value	df	Sig. (2-tailed)
Pre–Post Test	-24.00	12.21	19	0.000

The paired-sample t-test result shows a mean difference of -24.00, with a t-value of 12.21, and a significance value of 0.000 ($p < 0.05$). This result confirms that there was a statistically significant difference between the pre test and post test.

To determine the magnitude of the effect, Cohen's d was calculated. The mean difference (24 points) divided by the pooled standard deviation (approximately 8.8) yielded an effect size of 2.72, which is considered a very large effect. This indicates that the treatment was not only statistically significant but also had a substantial practical impact on students' listening skill.

Students' Perceptions

The questionnaire was administered after the post test to capture students' perceptions of using Taylor Swift's songs in learning listening. The instrument included five aspects: motivation, media quality, teacher's role, learning environment, and familiarity with songs.

Table 5 Summary of Questionnaire Results

Aspect	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Category
Motivation	60%	35%	5%	0%	0%	4.3	Strongly Agree
Media Quality	55%	40%	5%	0%	0%	4.2	Strongly Agree
Teacher's Role	70%	25%	5%	0%	0%	4.4	Strongly Agree
Learning Environment	50%	40%	10%	0%	0%	4.1	Agree
Familiarity with Songs	45%	40%	15%	0%	0%	4.0	Agree

Motivation

Motivation achieved a mean of 4.3, with 95% of students agreeing or strongly agreeing that the use of songs increased their motivation. Many students commented that listening activities felt more enjoyable and less stressful compared to traditional exercises. One student mentioned, *"I feel more excited to do listening activities when using songs, because I like music and it helps me concentrate."*

Media Quality

Media quality received a mean score of 4.2, with 95% of students responding positively. Students found the songs clear and engaging. Several students noted that the rhythm and melody helped them recall vocabulary. One remarked, *"The lyrics are easier to remember because of the music, not just from reading a text."*

Teacher's Role

Teacher's role was rated the highest, with a mean of 4.4. Students strongly agreed that the teacher's explanation of difficult vocabulary, pronunciation, and grammar patterns was essential for understanding the songs. The supportive role of the teacher also boosted students' confidence. As one student explained, *"The teacher explains the difficult words in the lyrics, so I understand better and I am not afraid to make mistakes."*

Learning Environment

The learning environment scored a mean of 4.1. Students described the class as more interactive and less tense. The majority agreed that group discussions and sharing answers after listening to the songs made the lesson more collaborative. One student shared, *"I feel more comfortable when we discuss the lyrics together with friends."*

Familiarity with Songs

Familiarity with the songs received the lowest mean (4.0), but still within the positive category. Some students admitted they were not fans of Taylor Swift and had never listened to her *1989* album before. However, even those students acknowledged the usefulness of the songs for learning. A student wrote, *"I don't usually listen to Taylor Swift, but the songs are fun and I can still learn new words."*

Cross analysis of Test Scores and Questionnaire

The integration of quantitative and qualitative findings indicates a consistent pattern. Students who showed the greatest improvement in listening scores also expressed strong agreement in the motivation and teacher's role aspects. This suggests that both the appeal of the music and the teacher's guidance contributed significantly to learning outcomes.

Overall, the findings demonstrate that Taylor Swift's *1989* album not only improved students' listening test performance but also enhanced their learning experience by increasing motivation, providing enjoyable media, and fostering a supportive classroom atmosphere.

Discussion

The results of this study revealed that the use of Taylor Swift's *1989* album significantly improved students' listening comprehension. Students' mean scores increased by 24 points, moving from the sufficient to the good–excellent categories, and the paired sample t test confirmed that the improvement was statistically significant with a very large effect size. In addition, the questionnaire results showed that students responded positively to song based learning, especially in terms of motivation and teacher support. To better understand these findings, they can be interpreted in relation to previous studies and existing theories.

Motivation and Engagement

One of the strongest findings of this study was the significant increase in students' motivation. Students expressed that lessons with songs were more engaging, enjoyable, and less monotonous, with motivation rated highly in the questionnaire (M = 4.3). This finding aligns with Ridhayatullah et al. (2020), who reported that music based instruction encouraged student interest and participation. Similarly, Oktaviani and Mandasari (2020) emphasized that songs not only improved listening skills but also enhanced learners' overall motivation. Apsari (2019) likewise noted that popular songs increased students' enthusiasm in listening activities.

Naisali and Kamlasi (2021) also showed that songs made listening lessons more meaningful, which is consistent with the present study where vocational students

became more eager to participate. Fonseca Mora (2012) supports this by highlighting the role of melody in strengthening memory and engagement. Murphey (1992) further argued that songs create enjoyment and sustained motivation in language learning. These findings collectively indicate that the motivational impact of songs is not incidental but grounded in their unique combination of rhythm, repetition, and authenticity. his is consistent with classroom studies showing that teacher talk and scaffolding play a central role in shaping students' perceptions and engagement (Irmayani, 2023).

Authentic Input and Pronunciation

Another major contribution of songs is their provision of authentic input. Yelnim and Kartawijaya (2021) demonstrated that songs expose learners to natural pronunciation and intonation, thereby improving listening comprehension. This was reflected in the present study, as students developed better recognition of words in fast, continuous speech. Apsari (2019) also emphasized that popular songs can serve as authentic classroom materials, resonating with the findings here.

Rost (2002) and Vandergrift (2007) explained that listening requires both bottom up decoding and top down interpretation, and the repetitive lyrics of songs facilitate both processes. Field (2009) similarly argued that songs help learners practice phonological decoding while engaging higher level meaning making. Pronunciation benefits were also evident. Saldıraner and Cinkara (2021) found that songs improved EFL learners' accuracy and intonation, while Linh (2024) showed that English pop songs helped adolescents' communicative competence. Salisah et al. (2023) confirmed that children's songs enhanced pronunciation accuracy, reinforcing the claim that songs are a valuable phonological resource.

Anxiety Reduction and Vocabulary Development

The study also found that songs reduced students' anxiety in listening activities. Students reported feeling more relaxed and confident when learning through music. This aligns with Syafitri (2014), who showed that songs lowered learners' anxiety and improved achievement. Krashen's (1982) affective filter hypothesis also explains that reducing anxiety facilitates better acquisition. In addition, Salsabila Huwaidah (2024) demonstrated that listening anxiety strongly influences comprehension, a finding consistent with the positive responses in this study.

Regarding vocabulary, the findings echo Indrayanti (2021), who argued that songs enrich vocabulary knowledge and foster comprehension. Similarly, Yaqin (2022) found that auditory learners benefit significantly from repetitive exposure to lyrics. Brown (2001) also stressed the importance of meaningful, contextualized learning, which was evident as students acquired vocabulary from authentic lyrics. Richards and Rodgers (2001) added that methods integrating authentic input, like songs, can maximize language exposure.

Structured Instruction vs. Passive Listening

Interestingly, not all prior studies reported significant improvement. Widyaningtyas and Pratolo (2024) found no correlation between students' listening to songs outside the classroom and their proficiency. At first, this seems

contradictory, but the difference lies in methodology. Their study investigated unstructured, passive listening habits, whereas the present study applied systematic activities such as gap filling, teacher explanation, and guided practice. Mubarak et al. (2020) emphasized a similar point when using Disney songs: structured integration in teaching yields better outcomes. Thus, as Richards and Rodgers (2001) argued, successful pedagogy depends on methodical application, not merely exposure.

Broader Contributions and Cultural Perspectives

This study not only confirms existing findings but also extends them. Sadiqzade (2024) described music as a harmonious path to language mastery, which is supported here as students showed strong gains in listening. Yuwono et al. (2024) illustrated how songs also carry cultural meaning, suggesting that beyond linguistic benefits, songs help learners develop intercultural competence and critical awareness. Such cultural exposure adds value to the pedagogical use of music.

Contribution and Implications

Taken together, this study affirms the motivational, linguistic, and affective benefits of using songs (Murphey, 1992; Fonseca Mora, 2012; Ridhayatullah et al., 2020; Syafitri, 2014; Indrayanti, 2021) while addressing gaps in previous literature. Unlike many earlier studies focusing on younger learners, this research involved vocational high school students, who often struggle with low motivation. Additionally, instead of using random songs, it applied a structured sequence of tracks from a single contemporary album, demonstrating measurable improvements.

The implications are clear. Teachers should incorporate songs into listening lessons not as passive entertainment but as structured material tied to objectives. Activities such as vocabulary exercises, gap filling, and guided discussions can maximize learning. Teacher support is essential, as shown by high questionnaire ratings for teacher involvement (M = 4.4). Finally, integrating music into English lessons can foster not only comprehension but also enjoyment and cultural awareness, especially for learners who are less motivated.

Conclusion

This study concluded that the use of Taylor Swift's *1989* album significantly improved students' listening comprehension. The findings revealed a substantial increase in test scores and highly positive responses on the questionnaire, particularly regarding motivation and teacher support. These results demonstrate that integrating popular songs into classroom instruction not only enhances listening comprehension but also fosters a more engaging and enjoyable learning environment.

The contribution of this study lies in showing that structured use of contemporary music can be an effective pedagogical tool, especially for vocational high school students who often display low motivation in learning English. The implications for teaching are clear: songs should be incorporated as purposeful

instructional material, supported by activities such as gap filling, vocabulary exercises, and guided discussion. Nevertheless, the study was limited by its focus on a single class and the short duration of the intervention. Future research could explore the use of different music genres or albums, compare results across educational levels, and investigate the long term effects of song based instruction on listening skills.

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