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# Using LingoClip Artificial Intelligence to Enhance Listening Comprehension and Motivation of Iranian Intermediate EFL Learners

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**ABSTRACT**

The focus of the current study was to find out how LingoClip AI affected the motivation and listening comprehension of Iranian intermediate EFL learners. Twenty students each from the control and experimental groups made up the participants. LingoClip AI was given as treatment to the experimental group, while conventional teaching methods was used for the control group. Both groups received an online Oxford Listening Comprehension test and a motivation questionnaire as pre- and post-tests in Google Forms. Following data collection, the participating groups' listening comprehension levels were compared before and after the treatment using the Mann-Whitney U test. The results of the motivation questionnaire were examined using an independent sample t-test. The results of the data analyses demonstrated that incorporating LingoClip AI improved the motivation and listening comprehension of Iranian intermediate EFL learners.

***Keywords:*** English Songs, Listening, Motivation, Artificial Intelligence

## Introduction

In today's fast-paced world, we see most people wearing earphones while walking, driving, exercising, and conversing with one another. What they are listening to could be anything from the news to a book, but songs are an inextricable part of their ear food! "Just if you learned your lessons like you commit a song to your memory ..." may be the most repetitive speech we heard as a student from our parents. Songs can somehow motivate us, potentially affect our mood, reduce anxiety, and have favorable (psychological) health effects when we listen to them in a social setting [1]. Song's beneficial impact and importance to many people is becoming more widely recognized. Songs, which combine music and lyrics, have many inherent qualities that make them a valuable resource for language learning and teaching [2]. They also have the ability to influence memory formation and learning, including verbal learning. When native speakers are asked to participate in cognitive-psychological studies, they frequently find that songs are remembered better than spoken passages [3].

The four main skills in language teaching are divided into two categories: receptive (reading and listening skills), which are used to develop language skills and extract meaning, and productive (writing and speaking skills), which are used to produce language. People who are learning a foreign language usually want to engage in real communication with those who speak the target language; as a result, they have a desire to understand and be understood by others as well. Listening is the first mode of language acquisition for children. Listening skill, according to Steinberg [4], is "the ability of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message, and comprehending it." Listening is more complicated than hearing. "Sensing and attending, understanding and interpreting, remembering, and responding are the four



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stages of this process. The stages take place in order, but we are typically unaware of them." In his input hypothesis, Krashen [5] claims that the importance of listening for acquisition is absolutely undeniable. Despite its importance, it is referred to as a "Cinderella skill" [6] in EFL situations, with only a minor emphasis in instruction. Listening was once thought to be a "passive process, in which our ears served as listeners for information poured into them..." [7].

The importance of motivation in language learning success is widely acknowledged. It is proposed as the most common framework in defining a student's potential failure or success as the key to learning, which is based primarily on an individual's inner source, wants, needs, impulse, or purpose of action [8]. According to Gardner [8], students who are highly motivated outperform those who are not. "If someone is motivated," he says, "s/he has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, demonstrates desire to achieve the goal, enjoys the activities, and so on."

Technologies like Computer, Video Projector and Smart boards all were a game changer to both teachers and students by helping them to ease the process of teaching and learning. In this regard, Richards and Renandya [9] mentioned that language teachers are expected to understand how to integrate technology into their teaching. "Good teachers and good school leaders fight for new technologies and new practices [2]." The fighter teachers and those peacemakers, both found out the necessity of technology to teach listening skill. A device should be used like CD players or MP3 players to pull up the audio files of the listening activity.

Now the question is if songs can be useful to fill up the learners' proficiency in listening perception as well as their motivation to learn more.

As far as the researcher is concerned, due to the scarcity of information in this area, the present study aims to investigate the effect of English songs by the help of an artificial intelligence on Iranian intermediate EFL learners' listening comprehension and motivation.

**Litriture Of Review**

Lo and Li [10] assert that songs have the power to break up a dull classroom atmosphere and, thanks to music's calming influence, create a welcoming atmosphere that makes it easier for students to improve their language skills. In addition, singing in class makes students laugh, promotes relaxation, and helps them overcome their unfavorable attitudes toward learning a foreign language while teaching them a linguistic structure.

Orlova [11] listed the following benefits of using songs in the classroom:

- Acquiring proficiency in the English language's rhythm, stress, and intonation patterns.
- Vocabulary instruction, particularly during the vocabulary reinforcement phase.
- Grammar instruction. In this regard, songs are particularly preferred by teachers when they are examining the use of tenses.
- Imparting speaking instruction. Songs are used, and primarily their lyrics, as a starting point for class discussions.
- Instructing in listening. Listening to music can aid with comprehension.
- Enhancing composition abilities. A song can be used in many different ways for this purpose, such as speculating about possible outcomes for the characters in the future, writing a letter to the main character, etc.

Besides positive effects, there are of course difficulties encountered while using songs in language teaching [12]. Terhune as cited in Izzah [12] lines some difficulties of using songs in language teaching:

- Pop songs are not scientific, which makes some teachers and students believe that they are ineffective teaching tools.
- Because every student learns differently, some students may find it difficult to study through music.
- Ineffective sound systems in schools may cause problems when students listen to music.
- Students' favorite music genres may not match one another.
- Grammar-related songs or songs with complex sentence structures may confuse students.
- Some songs may contain embarrassing parts that are difficult for students to understand.
- Repetition of a small number of words may make the song seem dull or ineffective.

The language of the song, the students' ages and language proficiency, and the teacher's and the students' areas of interest should all be considered when using a song in the classroom. To make the most of songs, one must pay close attention to certain details. Sarıçoban [13] suggests incorporating songs with a lot of repetitions, narratives, or cultural allusions.

Griffe [14] outlines four factors to take into account when selecting a song for the classroom:

1. The classroom setting (student population, age, and interests; duration of lessons)
2. Teacher (age, musical taste, and intention to incorporate the song into the lesson)
3. Classroom amenities (equipment and lesson plan flexibility)
4.Music (lesson plan and tools, including board, copy machine, music sources, and volume)

Lowe [15] conducted research in order to figure out whether adding a music program would support learning a second language in addition to music. 53





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second-grade French Immersion program participants in Canada who were enrolled in interdisciplinary music and French lessons served as the study's subjects. Eight weekly units, consisting of five 15-minute music lessons, were assigned to the students. These units were integrated into the regular French secondary beginner music education program at the youngest age feasible. According to his curriculum, music should be taught as a core subject. According to his research, academic performance was higher in classes that received daily music instruction than in classes that received instruction less frequently. Despite the primary focus being on musical instruction, the results indicated that the group receiving the additional music lessons outperformed the control group in all music tests as well as the oral grammar and reading comprehension French tests. Her research leads her to the conclusion that learning foreign languages and music are complementary.

In order to ascertain whether songs can improve young L2 learners' listening comprehension and pronunciation, as well as whether male and female learners may differ in their ability to learn these skills more effectively through song, Ghanbari and Hashemian [16] conducted a study. 60 male and female elementary L2 learners, ages 8 to 11, were chosen at random from two language schools in Isfahan, Iran, for this purpose. They were divided into four groups: two experimental groups, one of which had 15 male students and the other 15 female students. There were also 2 control groups with one containing 15 males and the other 15 females. The findings showed that using songs in L2 classes improved the pronunciation and listening comprehension of the students. Additionally, it was discovered that there was no discernible difference between the performance of male and female students in terms of improving their listening comprehension and pronunciation.

The impact of English songs on students' listening comprehension at Universitas Tidar was examined by Khoirunnisa HS et al. [17] It employed a quantitative research design and gathered information via an online survey with ten statements that were Likert scale rated. Thirty students completed the questionnaire, and measures of variability (standard deviation) and central tendency (mean, mode, and median) were used to analyze the data. The findings demonstrated that most students thought English songs were accessible and easy to play, and they also had a positive attitude toward using them. There was some variation in the replies, with some statements having a higher standard deviation than others. This could indicate that different students felt differently about the value of English songs or were not as enthusiastic about them. Overall, the findings suggested that English songs might be a useful resource for raising listening comprehension levels and fostering a more laid-back learning environment for Universitas Tidar students.

Chou [18] looked into the extent to which games, songs, and stories promoted learning in an intensive English course and helped primary school students' vocabulary grow and increase their motivation. Seventy-two elementary school students took part in the research. The outcomes demonstrated that stories, games, and music helped students learn and expand their vocabulary in English as well as their motivation to learn English language.

The goal of Al-Smadi's [19] paper was to find out how well songs can motivate young students in Jordan. Two distinct groups from a Jerash private school participated. The researcher looked at their motivation both with and without music. Using songs to teach English to young learners was found to be significantly effective in increasing their motivation to learn the language, according to a t-test analysis of the data.

Yanti et al. [20] looked into how songs and games about the days of the week and body parts could increase students' motivation to learn English. The Peer Assisted Learning Strategies (PALS) approach was used in the study. Fifteen third-graders served as the study's subjects. The study's findings showed that students' motivation and vocabulary in English had improved. They were also more actively involved in their education and demonstrated a passion for learning the language. Given the beneficial effects of this study, it can be said that the use of English games and songs in the mentoring method has been successful in reaching its objectives, which include raising students' motivation to learn.

## Methods

*Participants*

The study involved 220 Iranian English language learners who were enrolled in Nasr English institute for the purpose of learning English as a foreign language. These students were chosen at random since conducting this research had certain limitations. Out of the 220 students, 40 males between the ages of 13 and 16 were selected at random from Nasr Language Institute in Ardabil. The participants' English proficiency level, as determined by the Oxford proficiency test that the students took for placement, was B1, or intermediate level. Each of them had been studying English as a foreign language for an average of three years.

They were divided into two equal groups at random: one was to receive instruction via English Songs as an experimental group, while the other served as a control group receiving instruction via conventional methods.





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*Instruments*

The following tools were employed to gather the necessary data:

- Oxford Online Listening Level Test
- Questionnaire on Motivation

*Oxford Online Listening Level Test*

The purpose of this test was to evaluate the students' listening comprehension. As seen in Figure. 1, there were six sections to the test, with four questions in each section. The recordings were available for the participants to listen to again if necessary. They should only listen to it three times, though. Every single participant received unlimited access to the internet by the researcher since the work was done online. It was entirely free to take, therefore there was no requirement for participants to register on the website. The researcher attached a 60-minute time limit to the test, which was not included in the original design, to provide a more realistic setting for testing.

Once all of the questions were answered, the results were displayed in one of the six levels of the Common European Framework of Reference for Languages (CEFR). This online test had the benefit of distributing the same sets of questions in unpredictability order to every student, which naturally prevented cheating. It also helped the researcher avoid wasting time using an outdated paper-based test and grading each question individually, as well as reducing costs by eliminating the need to copy test papers.

*Questionnaire on Motivation*

A questionnaire with an intrinsic and extrinsic scale suitable for intermediate level learners was required. Carreira's Motivation and Attitudes toward Learning English Scale for Children (MALESC) was one of the few studies that specifically addressed youngsters, as mentioned in Jamei and DavariBina [21].

A version of Jamei and Davaribina's [21] modified questionnaire was utilized by the researcher. Because the research was conducted online, Google Forms platform was used to run the questionnaire. It made it possible for the researcher to use Google Forms services to obtain free statistical data. The researcher posted the questionnaire to his own website and password-protected it to prevent unauthorized access. The password and access link were eventually sent to the participants.

*LingoClip Artificial Intelligence*

LingoClip, also known as LyricsTraining, enables users to enhance their listening comprehension and broaden their vocabulary by acquiring new words and idioms. Additionally, it facilitates the improvement of reading comprehension and the enhancement of grammar abilities.

It is an artificial intelligence platform available on mobile phones. Main features of this application are as below:

- Different game modes
- Bilingual dictionary and integrated translation
- Leveling up
- Expanding vocabulary
- Compete against other users
- Tracking progress

Prior to using the application, which is free to use, the user must sign up. The app is centered around incorporates lyrics-based music and music videos. There are three modes to choose from as seen in Figure. 2: KARAOKE, TYPE, and CHOICE

In every mode, users are required to consider the words they hear while the music is playing. In its most rudimentary form, multipole choice options are used to select the correct word. However, when the user is in TYPE mode, they are required to type down everything they hear while the music is playing. In the end, the KARAKOE mode requires the user to sing the lyrics' missing passages while attempting to pronounce the words correctly so that artificial intelligence (AI) can determine whether or not they are true.

*Procedure*

To begin with, 220 understudies of English as a foreign language in Nasr English Institute, all 13 to 16 years-old, were chosen randomly based on their proficiency level test. A new proficiency level test was used to select 40 randomly from the 220 learners to create a homogenous group of B1 learners. To have two equal study groups, out of the forty selected learners, 20 students were chosen. One group was named the control group and the other as the experimental one.

The purpose of the study was concealed from the students in both groups so as to maintain a high level of external validity through the control of the Hawthorne effect. While the researcher was in charge of the experimental group, a colleague was asked to instruct the people in the control group. There were two weekly classes of 18 ninety-minute sessions. First session of each group was held giving both listening and motivation pre-tests. While the control group had their normal traditional class learning methods, the researcher started to use LingoClip from the second session for 30 minutes so he would be able to cover the institute syllabus and keep the research more valid. Utilizing LingoClip required 14 sessions. Session 4, 8, and 12 were conducted without the use of the application in order to maintain a more natural





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classroom environment. The researcher employed conventional teaching techniques in its place.

Only two of the three modes—Choice and Type—were utilized. The researcher gave students access to a video projector and an Android PC simulator to stop them from being distracted by their phones. Every session began with two pieces of music playing on the projector. It was tried to select different singers both male and female to serve as accurate as to listening comprehension requirements. Moreover, all the music played were in POP genre as they are more cultured, up to dated and clean of taboo language that can be seen in other styles like RAP songs. Various students were then asked to finish the specified tasks on their desks using a wireless keyboard that had been pre-provided. In order to prevent pair work in answering the question, which could limit the thinking and answering process to the most intelligent student in each group, there was no pair-up grouping. The students have shown interest in using the app at home, so the researcher asked each to try getting the awards of the app by working at home then bringing the results back to him to be checked. The awards part consists of three main categories: Level, Lyrics and Words.

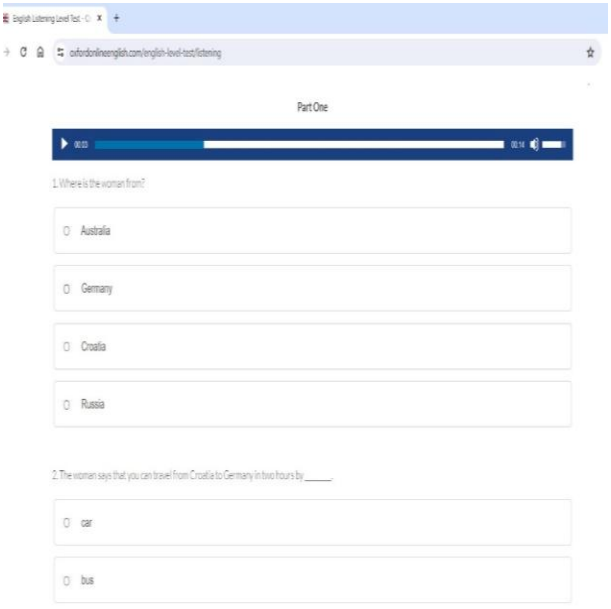


**Fig. 1.** Oxford Online Listening Level Test

Post-testing was done in Session 18. Similar to the pre-test, all students were required to complete the online questions on the Oxford website. Upon completion, the researcher documented every outcome to obtain all the data required. Apart from that, the researcher employed the identical pre-test questionnaire as the post-test to measure the learners' motivation. The students were instructed to connect to internet and gain access to the password-protected questionnaire on the researcher's website. They then had 30 minutes, similar to the pre-test period, to complete all 19 online questions and turn them in using Google Forms. The classes in the control group underwent the same procedures and tests.

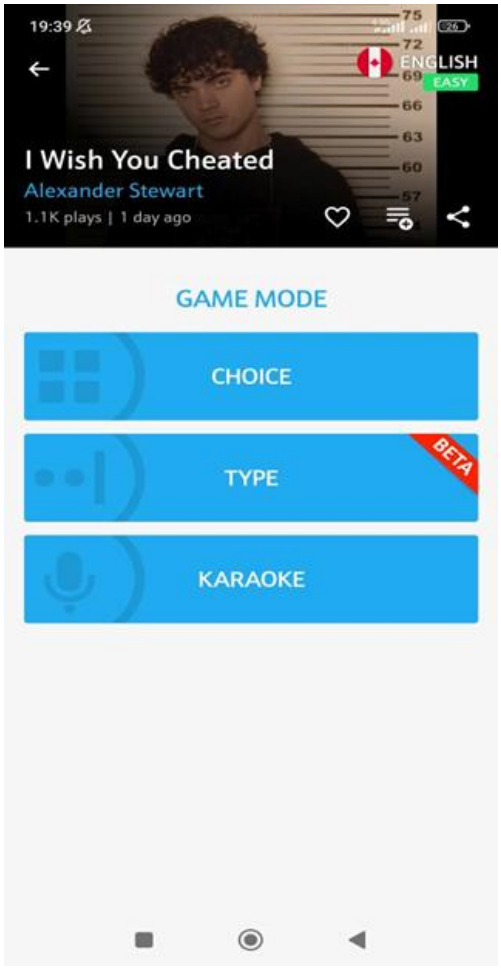


**Fig. 2.** Three Game Modes of LingoClip



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## Results

The statistical package for social sciences (SPSS version 27) was used to analyze the data, and tables summarizing the data based on their statistical and practical significance were created.

*Research Questions*

The purpose of this study was to examine the impact of LingoClip artificial intelligence on listening comprehension and motivation of Iranian intermediate EFL learners. For this purpose, two research questions were asked:

- Can using LinguClip enhance Iranian intermediate EFL learners' listening comprehension?
- Can using LinguClip enhance Iranian intermediate EFL learners' motivation?

*Null Hypotheses*

In order to deal with the main issue under investigation, the following research hypotheses were put forth based on research questions:
**$H_0$1:** Using LinguClip has no effect on Iranian intermediate EFL learners' listening comprehension
**$H_0$2:** Using LinguClip has no effect on Iranian intermediate EFL learners' motivation

*Testing Hypothesis 1*

In order to investigate the first research question, it was hypothesized that using LinguClip has no effect on Iranian intermediate EFL learners' listening comprehension. To test this hypothesis, the descriptive statistics of pre and post-test scores of the both experimental and control groups were calculated. Table 1 depicts the descriptive statistics of the pre-test.

**Table 1**. Descriptive Statistics for the Control and the Experimental Groups on listening comprehension Pre and post tests

| | | | | **Statistic** | **Std. Error** |
|---|---|---|---|---|---|
| Pre-Listening Comprehension Test | Control Group | Mean | | 1.60 | .134 |
| | | 95% Confidence Interval for Mean | Lower Bound | 1.32 | |
| | | | Upper Bound | 1.88 | |
| | | 5% Trimmed Mean | | 1.56 | |
| | | Median | | 2.00 | |
| | | Variance | | .358 | |
| | | Std. Deviation | | .598 | |
| | | Minimum | | 1 | |
| | | Maximum | | 3 | |
| | Experimental Group | Mean | | 1.45 | .135 |
| | | 95% Confidence Interval for Mean | Lower Bound | 1.17 | |
| | | | Upper Bound | 1.73 | |
| | | 5% Trimmed Mean | | 1.39 | |
| | | Median | | 1.00 | |
| | | Variance | | .366 | |
| | | Std. Deviation | | .605 | |
| | | Minimum | | 1 | |
| | | Maximum | | 3 | |



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| | | | | | |
|---|---|---|---|---|---|
| Post Listening Comprehension Test | Control Group | Mean | | 1.40 | .112 |
| | | 95% Confidence Interval for Mean | Lower Bound | 1.16 | |
| | | | Upper Bound | 1.64 | |
| | | 5% Trimmed Mean | | 1.39 | |
| | | Median | | 1.00 | |
| | | Variance | | .253 | |
| | | Std. Deviation | | .503 | |
| | | Minimum | | 1 | |
| | | Maximum | | 2 | |
| | Experimental Group | Mean | | 2.40 | .134 |
| | | 95% Confidence Interval for Mean | Lower Bound | 2.12 | |
| | | | Upper Bound | 2.68 | |
| | | 5% Trimmed Mean | | 2.33 | |
| | | Median | | 2.00 | |
| | | Variance | | .358 | |
| | | Std. Deviation | | .598 | |
| | | Minimum | | 2 | |
| | | Maximum | | 4 | |

Next, in order to determine whether the data were normally distributed or not, the normality test was conducted for the listening comprehension assessments on both the experimental and control groups. Table 2 illustrates how both tests' normality indicated that the data distribution is not normal because the p-value was less than 0.05 ($p=0.000 <0.05$). In order to compare differences between two independent groups when the dependent variable is either ordinal or continuous but not normally distributed, the researcher employed the Mann-Whitney U test.

**Table 2**. Normality Test of the pre- and post-Listening Comprehension Test

| | Control and Experimental Group | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-Listening Comprehension Test | Control Group | .298 | 20 | .000 | .744 | 20 | .000 |
| | Experimental Group | .372 | 20 | .000 | .701 | 20 | .000 |
| Post Listening Comprehension Test | Control Group | .387 | 20 | .000 | .626 | 20 | .000 |
| | Experimental Group | .398 | 20 | .000 | .671 | 20 | .000 |





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The statistical results of the pre- and post-listening comprehension tests using the Mann-Whitney U Test are shown in Table 3.

**Table 3**. Mann-Whitney U Test Results for the pre and post Listening Comprehension Test

| | Pre listening Level Test | Post listening Level Test |
|---|---|---|
| Mann-Whitney U | 171.500 | 52.000 |
| Wilcoxon W | 381.500 | 262.000 |
| Z | -.874 | -4.406 |
| Asymp. Sig. (2-tailed) | .382 | .000 |
| Exact Sig. [2*(1-tailed Sig.)] | .445[b] | .000[b] |

Table 4 demonstrated the tests mean ranks. The control group mean rank was 21.93 on the pre-test and 13.10 on the post one, while the same for the experimental group was 19.08 and 27.97.

**Table 4**. Ranks of the pre and post Listening Comprehension Tests

| | Control and Experimental Group | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Pre listening Level Test | Control Group | 20 | 21.93 | 438.50 |
| | Experimental Group | 20 | 19.08 | 381.50 |
| | Total | 40 | | |
| Post listening Level Test | Control Group | 20 | 13.10 | 262.00 |
| | Experimental Group | 20 | 27.90 | 558.00 |
| | Total | 40 | | |

When comparing the Mann-Whitney U Test results for the experimental and control groups, it was found that the post listening comprehension test had a lower Asymp. Sig. (2tailed) of 0.000 and the pre listening comprehension test had an Asymp. Sig. (2tailed) of 0.382, both of which were higher than 0.05. On the other hand, the mean rank of the control group that did not get any treatment shows an increase about 8.83 while for the experimental group the data promulgate the mean rank expansion from 19.08 in the pretest to 27.90 in the post test.

In order to figure out if LingoClip AI has any effect on learners' motivation, SPSS was used to analyze the data collected from pre- and post-questionnaires on the motivation of learners in both the control and experimental groups. Finding out how the learners' motivation levels had changed was the questionnaire's main goal. As was previously mentioned, before the treatment sessions, the motivation questionnaire was completed by the experimental and control groups as well as the last session. Table 5 shows the related descriptive statistics.

*Testing Hypothesis 1*

**Table 5**. Descriptive Statistics for the Control and the Experimental Groups on Motivation Pre and post tests

| | Control and Experimental Group | | Statistic | Std. Error |
|---|---|---|---|---|
| | Control Group | Mean | 40.15 | 1.966 |



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| | | | | | |
|---|---|---|---|---|---|
| Total Pre Motivation | | 95% Confidence Interval for Mean | Lower Bound | 36.04 | |
| | | | Upper Bound | 44.26 | |
| | | 5% Trimmed Mean | | 39.78 | |
| | | Median | | 40.50 | |
| | | Variance | | 77.292 | |
| | | Std. Deviation | | 8.792 | |
| | | Minimum | | 29 | |
| | | Maximum | | 58 | |
| | Experimental Group | Mean | | 42.40 | 1.164 |
| | | 95% Confidence Interval for Mean | Lower Bound | 39.96 | |
| | | | Upper Bound | 44.84 | |
| | | 5% Trimmed Mean | | 42.39 | |
| | | Median | | 42.00 | |
| | | Variance | | 27.095 | |
| | | Std. Deviation | | 5.205 | |
| | | Minimum | | 33 | |
| | | Maximum | | 52 | |
| Total Post Motivation | Control Group | Mean | | 39.70 | 1.750 |
| | | 95% Confidence Interval for Mean | Lower Bound | 36.04 | |
| | | | Upper Bound | 43.36 | |
| | | 5% Trimmed Mean | | 39.61 | |
| | | Median | | 39.50 | |
| | | Variance | | 61.274 | |
| | | Std. Deviation | | 7.828 | |
| | | Minimum | | 27 | |
| | | Maximum | | 54 | |
| | Experimental Group | Mean | | 53.00 | 2.017 |
| | | 95% Confidence Interval for Mean | Lower Bound | 48.78 | |
| | | | Upper Bound | 57.22 | |
| | | 5% Trimmed Mean | | 52.89 | |
| | | Median | | 51.50 | |





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| | | | |
|---|---|---|---|
| | | Variance | 81.368 |
| | | Std. Deviation | 9.020 |
| | | Minimum | 39 |
| | | Maximum | 69 |

The normality of the score distribution was examined in order to determine whether parametric or non-parametric tests should be used. Table 6 displays the outcome.

**Table 6**. Normality Test of the Motivation Questionnaire

| | Control and Experimental Group | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Total Pre-Motivation | Control Group | .142 | 20 | .200* | .916 | 20 | .182 |
| | Experimental Group | .122 | 20 | .200* | .972 | 20 | .795 |
| Total Post Motivation | Control Group | .117 | 20 | .200* | .966 | 20 | .664 |
| | Experimental Group | .144 | 20 | .200* | .957 | 20 | .495 |

As it can be seen, the p-value testis far above .05 indicating that the data distribution is normal (p=0.200 >0.05). As the data were normally distributed, an independent sample t-test was run to compare scores on pre motivation questionnaire.

**Table 7**. Independent Samples T Test of the pre and Post Motivation Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Total Pre-Motivation | Equal variances assumed | 5.063 | .030 | -.985 | 38 | .331 | -2.250 | 2.285 | -6.875 | 2.375 |
| | Equal variances not assumed | | | -.985 | 30.863 | .331 | -2.250 | 2.285 | -6.910 | 2.410 |



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| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Total Post Motivation | Equal variances assumed | .304 | .584 | -4.980 | 38 | .000 | -13.300 | 2.671 | -18.706 | -7.894 |
| | Equal variances not assumed | | | -4.980 | 37.261 | .000 | -13.300 | 2.671 | -18.710 | -7.890 |

As it can be seen in Table 7, the Sig (2-tailed) was 0.331 for the pre motivation test, which was greater than 0.05 denoting that there was no significance difference between the research groups in terms of their motivation status at the beginning of the research. On the other hand, the Sig (2-tailed) score was 0.000 (less than0.05) showing there was a statistically significance difference between the posttest scores of the groups.

According to statistics, the experimental group's mean score increased by 10.6 points when LingoClip was used as a treatment in their classes between the pre- and post-tests. The control group's pre- and post-test means, however, showed a slight decline (40.15 in the pre-test and 39.17 in the post-test). Furthermore, the hypothesis that there is no difference in learners' motivation before and after using LingoClip AI was rejected by the experimental group's p-value on the post-test (0.000), which was less than 0.05

**Conclusion**

The results of this study suggest that teaching English to Iranian EFL students with LingiClip AI had an advantageous effect. It was mentioned that students' listening comprehension improved after receiving LingoClip AI. The experimental group outperformed the control group in the post-test, according to the data. Similarly, LingoClip was found to have positive effects on learners' motivation. The independent sample t-test results, which were obtained by using SPSS to analyze the data, showed that using LingoClip had a positive effect on learners' motivation.

The result of this study approves what Rezaei and Ahour [22] have found about the effect of the music on learners listening comprehension in Iran. They used a quasi-experimental research design and ran a non-randomized pretest-posttest control group study. Forty male and female English language learners from two classes at an institute in Marand, Iran, made up the study's sample. In contrast to this study, they selected pre-intermediate students. The experimental and control groups were randomly assigned to the two classes. The experimental group was then exposed to fifteen English songs throughout the course of the treatment. A single song was played and practiced with the students for the duration of each 45-minute session. The control group, meanwhile, attended their regular teacher-led lesson without any musical interludes. Independent-Samples and Paired-Samples t-tests were used to examine the gathered data. The performance of the experimental group improved statistically significantly, according to the results. It is implied that songs are a useful teaching tool for enhancing listening comprehension in addition to being an enjoyable diversion.

The results, also were in line with Rahman and Mustofa [23]. They used YouTube as an innovative teaching media to play different songs in order to improve students' listening comprehension. Positive effects have been found by them with a population of 52 students on their listening skills. Unlike this work, the researcher used an innovative AI (LingoClip) to play music from the same source (YouTube) that Rahman and Mustafa [23] used. There was no specific English level in the study while the researcher used intermediate learners as his research population.

On similar research, Al-Mawaly and his colleague AL-Jamal [24] found beneficial effects of using artificial intelligence application on Jordanian EFL sixth-grade students' listening comprehension. The materials that are used in this study consist of All listening activities that have been extrapolated in the Student's Book and Activity Book of Action Pack 6 in units (8, 9, 10, 11,12,13and 14). Considering their claim on using AI, there were no specific Artificial Intelligence in their work. They just played students' book on a media player while the researcher, here, used LingoClip AI as an application.

Regarding motivation, Nadera [25] investigated the promoting student motivation in EFL classroom: through extended music education and claimed the effectiveness of music on learners' motivation. The present study, showed the same claim in a more scientific way using different research tools and analysis. The results of this study were in the same both with Chen and Chen [26]. They analyzed the effect of English popular songs on learning motivation and learning





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performance of a public elementary school in Tainan city learners. Four English popular songs selected as the teaching materials. A large number of students were interested in learning popular English songs, according to the study's findings, and after participating in this innovative teaching method, their motivation to learn also rose. Regarding their performance in the classroom, students reported that learning the songs had improved their English language skills, particularly their listening comprehension. Learning performance and motivation to learn were highly correlated.

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