Listening to music for relaxation is common among students to counter the effects of stress or anxiety while completing difficult academic tasks. Some studies supporting this technique have shown that background music promotes cognitive performance while other studies have shown that listening to music while engaged in complex cognitive tasks can impair performance. Participants were given informed consent forms to fill out at the beginning of the experiment and a research participation credit sheet. A repeated-measure design was used in this study. All thirty-two participants were exposed to all five conditions. The effects of background music on primary school's pupils' task performance. Educational Studies, 28 (2), 111-122. Pool, M. M. (2002). Therefore, assisting ELT program students to improve their listening comprehension skills during the first year is of utmost importance for future academic success. Shiffrin and Schneider (1977), mention two types of cognitive processes in second or foreign language use. These are controlled and automatic processes. The effects of listening support on the listening. performance of EFL learners. TESOL Quarterly, 40, 375–397. Demirezen, M. (2005). An inquiry into the influence of taped books on the oral reading performance of struggling third-grade readers. Louisiana State University and Agricultural & Mechanical College). ProQuest Dissertations and Theses, Retrieved from http://search.proquest.com/docview/304700784?accountid=16935. Passive listening to music and active observation of dance accompanied by music were studied in relation to memory enhancement and relief of depressive symptoms in 100 elderly board and care residents. The Beck Depression Inventory and the Recognition Memory Test-Faces Inventory were administered to two groups (one group exposed to a live 30-min. session of musical dance observation, the other to 30 min. of pre-recorded music alone) before the intervention and measured again 3 and 10 days after the intervention. Scores improved for both groups on both measures following the interventions, but