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TOPIC:

**LYRICS TRAINING WEBSITE TO ENHANCE A2 STUDENTS' LISTENING
COMPREHENSION SKILL**

**Research project prior to obtaining the Master's degree in Pedagogy of English
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES, TEACHING METHODS

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RESUMEN

A pesar de que los estudiantes han estudiado el idioma inglés durante algunos años, todavía tienen problemas al momento de usar el idioma extranjero en circunstancias auditivas de la vida real. Por ende, es determinante contribuir con el área educativa a incorporar actividades musicales en el sitio web Lyrics Training ya que es fundamental una buena comprensión auditiva entre los estudiantes de nivel A2 de la Unidad Educativa Santa Rosa. El objetivo principal del presente proyecto de investigación es implementar el sitio web Lyrics Training como una herramienta educativa que mejore la habilidad de comprensión auditiva de los estudiantes de A2, por lo que este objetivo se logrará con la revisión del material bibliográfico relevante de la herramienta, la creación de una lista de canciones con palabras omitidas en la letra para que sea aplicado en el grupo experimental y los resultados obtenidos tras el análisis de los datos. El presente estudio pretende ser cuasi-experimental, el enfoque será cualitativo-cuantitativo y también será de nivel exploratorio ya que busca las razones probables de los hechos a partir del fundamento de las relaciones causa-efecto, por medio de la prueba de hipótesis. Asimismo, será descriptivo porque tiende a interpretar datos entre las variables relacionadas con el tema de investigación. Además, se aprovechará la modalidad socioeducativa y los instrumentos a emplear son una prueba pre y post. Finalmente, una vez que se complete este proyecto de investigación, se espera encontrar bases confiables con respecto al aumento de la habilidad de comprensión auditiva precisa.

Palabras clave: Lyrics Training, comprensión auditiva, herramienta educativa.

ABSTRACT

Even though students have studied the English language for a few years, they still have trouble using the target language in real-life listening circumstances. Therefore, it is crucial to contribute with the educational area by incorporating musical activities like the Lyrics Training website, since good listening comprehension is essential among A2 level students of the Santa Rosa Educational Unit. The main objective of this research project is to implement the Lyrics Training website as an educational tool that improves listening comprehension ability of A2 students, so this objective will be achieved with the review of the relevant bibliographic material. The creation of a list of songs with omitted words in the lyrics to be applied in the experimental group and the results obtained after the analysis of the data. The present study intends to be quasi-experimental, the approach will be qualitative-quantitative and it will also be of an exploratory level since it seeks the probable reasons for the events based on the cause-effect relationships, through hypothesis testing. Likewise, it will be descriptive because it tends to interpret data between the variables related to the research topic. In addition, the socio-educational modality will be used and the instruments to be used are a pre and post-test. Finally, once this research project is completed, it is expected to find reliable bases regarding the increase of accurate listening comprehension skill.

Keywords: Lyrics Training, listening comprehension, educational tool.

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INTRODUCTION

From the continental viewpoint, Morgan (2016) states that the English language permits humans to be in touch worldwide since its handling has a perceptible effect in accomplishing the replacement of alternative languages. Nevertheless, learning a language demands absolute constancy, attempt, commitment, along with desire from the students' side as well as the teacher's participation through teamwork or performing lesson plans through technology besides, it'll be not only favorable but also amusement and meaningful for learners. Sadly, it is why a high level of English has not been gotten among learners in South America.

Based on what was previously mentioned, Leaton (2018) also sustains that continents need a new strategy for bilingual education based on mother tongue, from primary through high school because learning English is vital. Furthermore, Leaton (2018) claims that in South Korea, as well as Japan, China, Russia, Europe in addition to North America, children use their mother tongue in the classroom. Despite, people there also learn English which is somehow difficult to achieve; however, they can perform as well as communicate all over the world later on.

Moreover, educational institutions in Ecuador must utilize numerous virtual tools appropriately to practice in class a variety of topics for instance, vocabulary, verbs, and nouns, among others. Mariño (2016) sustains that this would be pretty achievable for students because English classes can be done in an enriching as well as fun in all possible ways; thus, empowering students to pay a lot of attention in class and feel motivated to increase their knowledge regarding the English language.

Furthermore, EF English Proficiency Index (2018) claims that Ecuador was ranked #65 out of eighty-eight (88) countries with a score of 48,52 out of hundred. However, 13 out of 17 Latin American countries tested got a low English proficiency. Then, Ecuador, a Latin American country, has seen by way of its ministry of education the requirement of

including English as a foreign language within the curriculum in various educational institutions.

As a consequence, at “Unidad Educativa Santa Rosa”, the situation is evidence of such difficulties too so, the role of the English language needs to raise its function again in high schools considering the syllabus, its context owns no connection regarding neither the national identity nor real-life circumstances. Furthermore, there is a lack of knowledge concerning current teaching approaches and easiness which unquestionably interfere in the learning process in addition to the objectives the institution possesses regarding English language learning.

The earlier points allowed the next research issue: How will the listening comprehension skill be enhanced to use the language in a more productive way? Based on this state of affairs, the following hypothesis has been generated: Lyrics Training Website Enhances A2 Students’ Listening Comprehension Skill. Besides, a null hypothesis has also been stated as follows: Lyrics Training Website Does Not Enhance A2 Students’ Listening Comprehension Skill.

With all of this in mind, the general objective in this research is to implement Lyrics Training as an educational tool to enhance A2 Students’ Listening Comprehension Skill. Apart from that, some specific goals have also been generated: a) To look over relevant bibliographic material regarding the application of Lyrics Training as an educational tool in listening comprehension skill; b) To establish the factors that impede a precise comprehension skill; c) To create a playlist exercises aimed at better listening comprehension; d) To determine the outcomes found after the data analysis within the educational community.

In addition, meeting the proposed objectives, such a study intends to be quasi-experimental, its approach will be qualitative-quantitative. First, the qualitative approach because it determines how often the website is used and comprehended the issues in the

educational field. Second, the quantitative approach because real research aims to yield results consistent with reality.

Moreover, this research will be of exploratory level since it seeks probable reasons for facts owing to the foundation of cause-effect relationships through hypothesis testing. Plus, it will be descriptive because it tends to interpret data among the variables regarding the research topic. Lastly, it will also tap into the socio-educational modality. Furthermore, the measurement of the dependent variable will have the instruments such as pre-test and post-test as the data collection instrument.

Additionally, it is important to mention that despite the students who studied the English language for a few years, they still have issues at the moment when using the target language in real-life listening circumstances. Subsequently, the requirement of this research project is too explicit to get over this issue. Thereby, it is meaningful to contribute to the educational area by incorporating musical activities applying the Lyrics Training website, good listening comprehension skill among A2 level students at “Unidad Educativa Santa Rosa” is crucial.

Then, it is clear that this research work is justified by virtue of the fact that it has relevant importance in society, given that a large number of issues have been identified in the area of listening comprehension skills.

In addition, listening comprehension is a laborious process since students must understand the text as they listen to it, along with remembering information, and connecting it with what comes next, and adjusting the comprehending of what they hear based on earlier knowledge and later information. Azhari and Adnan (2018) assumed that students find the listening skill tough to master for two reasons.

First, listening is usually done orally, and as students do not have the text in front of them to look at, they are not able to realize the information said. Second, the accent, stress, and intonation of a native English speaker is most of the time hard to comprehend due to

each country has its dialects and regional accents which can easily disconcert the listener.

Apart from this, Harmer (2007) points out several teachers' roles in teaching listening:

- (1) First, organizer; Students may be told clearly what their listening goal is and given clear guidance on how to achieve it.
- (2) Second, machine operator; Teachers must be able to use the video or audio player to make the lessons as efficient as feasible. They must also know when to pause, when to ask a specific question or exercise, and when to respond once the player has finished.
- (3) Third, feedback Organizer; when the student has finished the task, the teacher ought to conduct a feedback session to ensure that he/she has done it correctly when organizing feedback, it is critical to be encouraging so that students' motivation can be maintained.
- (4) Last, prompter when a student has finished listening to a recording for comprehension, the teacher should ask them to listen to it again with the purpose to notice different linguistic and spoken aspects.

CHAPTER I. STATE OF THE ART AND PRACTICE

1.1. Songs and Music in Language Learning and Teaching

Song as media to improve listening skills.

According to Baills, Shang, Cheng, Bu, and Prieto (2021), listening is a great ability that allows students to better comprehend the English language. Nevertheless, it must be taken into consideration that students who haven't mastered this skill will have a harder time comprehending the substance of any text.

As a result, it is critical to perfect this skill, which can be accomplished in a variety of methods, the most notable of which include doing listening comprehension activities, pronouncing new vocabulary words, plus listening to English music. The latter provides rapid improvement in listening comprehension, although it is necessary to make this a daily habit to achieve it. Furthermore, Baills et al. (2021) claim that it has also been proven that kids who listen to English songs basis regularly are better able to grasp, understand, and communicate with others more easily.

The employment of songs assists in the development of human capacities and intelligence. Songs, according to Devrage (2019), enable the development of musical intelligence, which itself is defined as an individual's ability to express themselves via music, allowing them to lessen anxiety and despair. According to Dolena (2016), this is vital when studying a foreign language because it has been established that uneasiness, anxiety, and dread about learning a new language can influence a student's academic performance.

On the other hand, Listiyaningsih and Surakarta (2017) claim that there are additional ways to enhance listening skills, such as watching movies as well as videos in another language. Because the content that is currently exhibited on the various online platforms is eye-catching and provides entertainment to those who use it, it is feasible to find an interesting way to learn the English language using these audiovisual media. Furthermore, a person interested in studying the English language might benefit from the fact that each platform's setting includes the opportunity to change the language.

In short, music, films, and movies can help in improving, and enhancing particular skills, including pronunciation, grammar, speech and vocabulary, and most importantly, listening comprehension (Listiyaningsih & Surakarta, 2017). So, students will be able to explore as well as discover a new language with a sense of wonder.

Regarding the previous analysis of the different aforementioned authors and the topic of this research investigation, music is the best way to enhance the students' listening skill owing to its great impact of interactivity and the easy and fast way it is broadcasted to the audience.

Listening to English songs

Devrage (2019) claims that songs can help students remember words or phrases more easily when employing songs in the classroom. Also, according to this author, individuals who listened to a song tale scored higher on a multiple-choice vocabulary activity than those who listened to just a spoken story.

In addition to the aforementioned, Dolena (2016) found that when foreign language vocabulary terms are sung, they are retained more effectively than when they are spoken in a rhythmical manner. Then, when music and images were combined to teach second language vocabulary terms, the vocabulary was significantly higher than in non-music classes, music classes, or picture-based activities only.

Furthermore, listening to English songs on a regular basis expands the listener's vocabulary, which guides the listener to focus on the song and grasping its meaning. In their seminal search, Listiyaningsih and Surakarta (2017) found that language learnt in context, that is, explicitly in the song lyrics, will foster a high level of understanding of the idea, making it easier for listeners to fulfill other subsequent listening tasks.

Moreover, Chen (2016) investigated the impact of combining English pronunciation with music engagement. It has been assumed that the use of YouTube music videos, including list of distinctive vocabulary within the lyrics, and phonetic symbols, help with accurate pronunciation. As a result, the pupils were asked to take exams on the preceding lyrical vocabulary and complete the task using their memory.

Closing, the results were optimistic due to almost each and every student loved listening to diverse English songs since they got familiar with some new words shown in the lyrics of the video, they practiced the pronunciation of a variety of words by singing as well as using lyrics memorization.

Lastly, Listiyaningsih and Surakarta (2017) state that mastering new vocabulary it is possible to achieve by listening to a variety of English songs as a consequence of all the new words obtained from the song. Thus, it allows to quickly comprehend what a song expresses in its lyrics.

After a brief analysis of the different authors and their interesting points of view, we conclude that songs are a great resource to provide the students a wide content in English, not only in vocabulary, but also in the correct pronunciation of the words that contributes to a proper learning of the language.

Songs as a practical pedagogic musical resource.

According to Devrage (2019), researchers can now physically examine if background music may increase talent and which precise processes are influenced, and owing to new imaging technologies. Plus, in his view, the neurological process, in the time of decoding a spoken memory test when background music was performed, was studied with this goal in mind. So, the dorsolateral prefrontal cortex, an important region in the time of memory encoding process, was inhibited during word encoding in the musical environment, suggesting that music aids verbal encoding by enhancing hierarchical and associative processes.

Furthermore, music is an important aspect of school-based learning activities, and its application is indeed a creative and methodical endeavor to develop learning experiences for pupils (Azhari & Adnan, 2018). Plus, a teaching-learning medium is an object that a teacher uses or provides to a student to use it to achieve specified teaching and learning objectives. It includes many different learning experiences, not just instruments or graphics but singing songs, which for listening is a positive initiative in teaching and learning.

Subsequently, people may have a lot of fun with music in their daily lives, which can also help to break up the monotony of traditional classrooms. As a result, Chen (2016) claims that music is unquestionably an important instrument in EFL classrooms that departs from typical classrooms, and its advantages must be used. For instance, Azhari and Adnan (2018) state that listening to a hip-hop tune with lyrics is an excellent practice for students to learn about reduced form due to knowing how to convert shortened sentences into grammatically proper word combinations will help pupils understand what they are listening to.

Indeed, it is better to take advantage of the songs of the Hispanic world by exploiting them didactically. After all, Fernández (2013) identifies that the positive effects of music in language teaching are well known, of which the following can be highlighted:

1. Contribute to growing in the student a learning style of their own, more visible, auditory, kinetic or tactile.
2. Allow the development of both cerebral hemispheres. The left specializes in language, and the right, in melody, which facilitates concentration. Also, integrate the development of multiple intelligences, especially interpersonal, intrapersonal, musical, and verbal.
3. Create a playful, safe and relaxed environment in the classroom that not only allows students to gain confidence but also to know each other well enough to lose the fear of making mistakes.
4. Help to unite the group of students and create signs of common identity, which, of course, serves to motivate them to learn the language.

Furthermore, Mustafa (2012) suggested that, while educating through songs, a word of warning is required. Therefore, language instructors ought to constantly remember that teaching the target language is the first role. They should not get disturbed by the melody and rhythm of songs, no matter how engaging and entertaining song activities are for learners. Their primary job is to teach the target language, not singing potential. As a result, if songs are employed inadequately, they can easily turn into simple amusement and delightful pauses in the school day, leading to boredom and a loss of interest in the long run. Later, they should have a thorough understanding of why and how to implement a song.

It has been assumed that only when songs are adequately incorporated into a lesson plan and preselected for the linguistic and cognitive demands of learners, music can be an effective technique for enhancing children's language abilities (Mustafa, 2012). Then, listening tasks ought to be based on relevant, suitable, together with authentic materials (e.g., a tale, song, or poetry) that aid in listening as well as retaining processes, being appropriate for the learners' language and level. Thus, teachers should select songs that:

1. Have straightforward and easy-to-understand lyrics
2. Relate to a topic either terminology that students are learning in class.
3. Include recurrent lines
4. Make it simple for kids to complete tasks which could help drawing attention to meaning.

In conclusion, taking into account the different points of view of the authors, the use of songs allows teachers to create an interactive environment of learning where students learn the language not only in a funny way but also with songs that are trend in that moment and that students love a lot. As a result, songs become a great and innovative pedagogical resource in teaching English.

Lyrics training website.

Firstly, in the hands of the instructor, using websites and applications throughout the classroom will become a useful tool for students to develop their abilities. This refers to the use of communication and information technologies in the classroom as a complement to practice in order to improve students' academic achievements. Azhari and Adnan (2018) provide additional evidence regarding employing technology, particularly virtual tools like social networks, platforms, and websites; these must be kept up to date, provide accurate or valuable material for learning, and have a justification or purpose for being utilized in class.

Next, Web 2.0, as seen by Mills (2010), are tools similar to desktop software but do not require storage on the hard disk drive to run; instead, the user simply requires a browser plus access to the internet. Thus, Web 2.0 can also include tools such as blogs (websites where individuals post their thoughts and/or links to other web pages or pictures), wikis (websites that allow cooperative content editing), podcasts (digital data, most often audio and video, readily available online for downloading to something like a compact device), photos and video sharing.

On the other hand, according to Borromeo (2015), the usage of Lyrics Training is supported by the CALL (Computer Assisted Language Learning) approach in teaching English. Secondly, multimedia has been found to assist CALL learners with additional help by delivering paralinguistic and extralinguistic input. Then, students may have unrestricted access to materials, select the tasks that they find more appealing or necessary, and work at their own pace. Further, CALL helps the teacher devote more time to non-independent tasks, such as teaching pupils a new grammar lesson. Additionally, CALL should be viewed as a supplement to the instructor rather than a substitution.

Subsequently, Mills (2010) affirms that Lyrics Training is a remarkable website that supplies language learners with real, up-to-date, and engaging content. Besides, it is a website that blends video and audio from YouTube plus music lyrics. In addition, this website provides users with song lyrics where learners have to listen to the song and type its missing words in the lyrics. As well as Borromeo (2015) states that Lyrics Training appears to accomplish this goal for many students due to the broad range of songs, performers, and genres offered, particularly for English language learners, besides the enjoyment factor of music videos.

Furthermore, the Lyrics Training website facilitates the learner in grasping correct pronunciation, and they may identify terms when they are transcribed or visible, however, it is more difficult to recognize them all through hearing only. Therefore, Azhari and Adnan (2018) identify that watching a music video or listening to a song will assist the learner in recognizing how words are thoroughly spoken.

Moreover, this tool lets users watch music videos uploaded to YouTube, as well as the ones other Lyrics Training members input. According to Cuenca (2017), YouTube is a platform for people to view and exchange originally-created videos. It is also listed under the category of resource sharing in the Online Tools for Language Learning area. In this regard, language learners can adjust the complexity of their listening activities using a mixture of video and text.

On the other hand, the Lyrics Training website's emotive design appears to place a greater emphasis on the motivating part of music due to the goal of emotional design is to create learning environments that are engaging, motivating, and delightful. In Garib's (2021) interesting analysis of music effects, language learners like to learn in low-anxiety, high-motivation environments. As a result, the usage of music by this website can help students to create a calmer and motivating learning atmosphere, in which users are more responsive to the target language information they receive.

It has been conclusively shown, Lyrics Training is a fun as well as a costless educational technological resource which includes music videos in a wide range of languages, together with lyrics and innovative technology to follow each line. According to Quisnia (2019), the lyrics are time-stamped into the music video clip, which means that one and all users may locate specific words of the lyrics on their smartphone or laptop's screen as the video plays, and individuals engage with the music videos in 2 directions which are game mode (Multiple Choice Style) as well as karaoke mode.

Game mode.

Participants can train their skills by practicing in four different levels at this game time regarding their individual abilities. For instance:

1. **Beginner:** All participants who do not possess a good vocab level can choose the beginner level in order to complete 39 absent words out of three hundred eighty-five words regarding the totality of any musical video's lyrics.
2. **Intermediate:** If participants have a satisfactory vocab level with listening comprehension, they can select the intermediate level to start completing the 75 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.

3. **Advanced:** All participants who have sufficiency vocab together with abilities in listening comprehension, and writing can choose the advanced level in order to start completing 148 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.
4. **Expert:** If participants have an outstanding dominion viewing the foreign language and magnificent listening abilities, they can select the expert level to complete 385 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.

Furthermore, it is important to mention that there are random words removed from the lyrics where users will have to choose the missing word from a list of four words, which are to be found at the bottom of the device screen. Plus, users can return to the previous verse or go on to the next line to rapidly verify if they failed in selecting the correct word. In addition, there are four phases that reflect success: the score, the amount of missing words (based on the difficulty setting), hits, fails, as well as points for speed and precision.

In addition, Cuenca (2017) conducted another study about Lyrics Training educational application in the success of listening competence, in A2 students of parallels A and B at Technological University Indoamérica, during the period 2016, which validated the impact in regarding the e-learning platform Lyrics Training in the improvement of the listening skill in A2 students.

With all of this in mind, Lyrics Training is a website that assists in the strengthening of listening skills via music videos, and the simplicity of acquiring or unconscious understanding of each language word's pronunciation. Based on what has been mentioned before, Elasthink (2018) further mentions that, by utilizing the webpages or apps, those that do participate, whether collectively or individually, would be able to achieve the main goal of learning other languages through the instructional and current information. Same website that establishes to be an available and accessible tool to all

individuals who seek to acquire a new language and perhaps even the possibility to study and enjoy songs from successful songwriters.

It is possible to have entrance to this website freely by creating an account, entering an email address, and a username besides a password.

Figure 1. Creating an account

Source: https://es.lyricstraining.com/en/sign_up

After creating the account, any song can be chosen regarding the students' necessities or tastes. Next, it is demanded to choose a game mode which can be seen in the graphic below.

Figure 2. Choosing a mode



Source: <https://es.lyricstraining.com/en/play/maneskin/beggin-audio/HNA9pBOBhN#>

Once the game mode was chosen, there are two entertaining option modes, which are the write and choice modes. Students' skills are going to be trained depending on the teacher's instructions as well as the student's needs.

Figure 3. Write or choice mode



Source: <https://es.lyricstraining.com/en/play/maneskin/beggin-audio/HNA9pBOBhN#b7c>

After selecting the mode, the game starts by showing four random words on the right side in which students must choose any of them in relation to what they carefully were listening to.

In this regard, music may be utilized to establish a learning atmosphere, broaden cultural knowledge, develop vocabulary, and improve listening comprehension. Cuenca (2017) mentions that the Lyrics Training website has a significant impact on the success of listening abilities due to it allows users to sample their favorite songs in order to improve learner's understanding, certain words or phrases from the song are removed, and the participant must fill in the blanks with what they heard while music plays in the website.

Summing up, Medina (2019) assumed that Lyrics Training is a fun, interesting, simple, as well as a modern approach to learning the language by viewing and trying to sing tunes from music videos of many genres, including pop, hip-hop, lyrical, and rock. This website is a wonderful tool for instructors to use or support their daily schedule plans and perhaps use the songs to teach vocabulary or syntax. Students would not be bored, and lessons would be more participatory and enjoyable, allowing long-term learning to actually happen in the classroom.

In conclusion, Lyrics Training is a well-designed website that encourages students to learn new vocabulary as a game, allowing them to try the different levels, from beginners to experts. In this research project, the website works properly as a means of treatment to train the brain of the students and develop their way of catching new vocabulary.

1.2. Listening Comprehension

Song-based listening activities for language learning.

All possible activities regarding the songs are considered useful for teachers who teach English as a second language. Although music is especially accepted by both teachers and students, there are limitations that are related to some of the students since they consider the activities are not fun or they find them difficult because they could even be beginners. It is clear that songs in the classroom are an ideal way to motivate and promote meaningful learning. Furthermore, Baills et al. (2021) say that it is evident that teaching a new language using songs can eradicate anxiety and foster students' motivation, and attention in the classroom, as well as allowing them to learn more vocabulary and also improve their pronunciation.

Furthermore, Listiyaningsih and Surakarta (2017) conclusively show that when students listen to their favorite song, they try to grasp all of the words that appear in the song, but if any of the words are unfamiliar, they are curious to learn the meaning of that word. As a result, students will have a greater understanding of song's content besides listening to the native singer accurately pronounce each word. This will positively empower the students to emulate their pronunciation anytime the song plays, and the ears are then honed to enhance the effectiveness to listen, fully understand, and thus fill in the song lyrics.

Indeed, Devrage (2019) mentions that a variety of rhythmic activities are an essential pedagogic resource in teaching any foreign language because they can help students enhance their personalities and improve their performance. Consequently, teachers now employ music as both a motivator and a methodological tool since, through musical rhythm, they may practice speech production with their pupils in order to achieve smooth and clear language. Thus, the majority of the time, teachers do this out of habit in most of the cases.

On the other hand, clapping is an example regarding music that is used in order to indicate accent placement, as in a soundtrack, or when blending the rhythms regarding spoken American English along with jazz rhythm. The latter is fairly widespread besides is known as Jazz chants due to this highlighting the accent along with natural intonation in American English.

Moreover, Listiyaningsih and Surakarta (2017) found that medium or high-speed music is an excellent option for students who want to be not just enthusiastic, or aware but also focused on learning the song. Surely, the ear plays a very important role in developing listening activities that may be effortlessly created and grasped by students who have been exposed to English songs regularly. Consequently, listening comprehension, pronunciation, and even vocabulary improve as a result of this experience.

Based on what has been mentioned before, Devrage (2019) claims that song-based exercises would be equally successful as traditional listening exercises in increasing listening comprehension in a regular listening test. Indeed, the capacity to divide speech into words is also another crucial listening skill in the L2 acquisition process.

Teaching through songs and listening comprehension skill.

Teaching a foreign language has progressed over time, so currently there are a variety of didactic methods for reaching students, one of which is through songs. According to

Devrage (2019), these resources have been shown to improve listening abilities, which are crucial while learning a foreign language. As a result, teachers have planned to create various approaches to foreign language teaching including music. Within this framework, teachers can use context from the lyrics' song to create a more inclusive room where students can learn freely and actively participate in their own learning.

Certainly, one of the various methods for improving listening comprehension is using songs because many people enjoy listening to music, which can be required to enhance listening skills. In this regard, Listiyaningsih and Surakarta (2017) conclude that, when people listen to a song as a habit, particularly an English song, they unconsciously learn to listen carefully; thus, when they are in an English class listening to an English song, they will understand the text's significance and consequently complete the activity regarding listening.

As previously said, listening is crucial since it is one of the skills that must be perfected in terms of learning the English language. Accordingly, to Listiyaningsih and Surakarta (2017), learners who have perfected the art of listening will be able to communicate fluently in English. Through these findings, learners who want to study the English language, particularly learners who want to enhance their listening skills, may find a suitable technique to do so it is not difficult. Thus, learners can easily learn the English language as well as mainly develop their listening skills. Hence, English songs can be a wonderful way to enhance listening skills because most learners enjoy listening to music, and music is a widely available medium.

Briefly, these findings imply that music can help with language learning by enhancing cognitive functions (Dolean, 2016). Therefore, listening to music can influence mood valence by influencing the affective qualities that govern human behavior by invoking intense emotions such as negative or positive emotions. In accordance with Garib (2021), since music provides low anxiety as well as self - motivation in learning through its lyrics, rhythm, speed or intonation, it can be better by supplying users in the company of

pronunciation-based activities, proper corrective reinforcement, real-life international interactive learning situations, plus meaning negotiation learned by them from songs.

How to develop listening comprehension skill.

In accordance with Thi Hue (2019), listening skill acts as a relevant role in the progress of English language learning, so this ability to listening skillfully as well as effectively plays a vital part in the completion of the learners along with teachers. Some teachers find difficult to enhance their students' listening skills, and according to the results found by previous researchers, they have no positive attitudes at the moment of facing any type of listening activity. Nevertheless, the teacher's desire, vocation, and attitude are crucial when teaching the listening skill he/she has to take into account all the proper theories, steps, or ways to teach it effectively with the goal of contributing to the successful enhancement of the learners' listening skill.

Furthermore, when it comes to communication, listening plays a vital skill. Yet, it is habitually considered to be an issue since it often brings about frustration as well as anxiety among foreign and second language learners. Also, communication can be hindered without the right understanding of any spoken message, lectures, or songs. According to Hasan (2017), what was previously mentioned, it is an issue that can be overcome by using podcasts-materials when it comes to developing listening comprehension. By doing it, there is hope to enhance the effectiveness of comprehension as well as help motivating learners at learning in English classes. In order to have a successful listening skills besides being an expert at comprehending Thi Hue, (2019), shows up two important listening process types.

1. **Bottom-up processing:** it is the text-based process in which what the listeners hear has to make sense by being centered on the vocabulary, grammar, or even functional phrases sounds. Bottom-up is also a process of decoding the variety of sounds that someone hears from the smallest meaningful phonemes to absolute

texts, i.e. listeners' knowledge of words, syntax, besides grammar is used to labor on the form.

2. **Top-down processing:** it is the process in which listeners make the most of background knowledge or textual schemata to make sense of what they previously heard. Either life experiences, previous learning, or the knowledge of language and content used in any specific circumstance, might provide general knowledge.

Entirely, humans are the only ones who need to communicate, whether through sound or signals transmitted using writing, images, or signs. Communication, according to Genc (2017), aids people in developing their cognitive and communicative capacities to grasp what they desire through some diversity of expressions that are undoubtedly learned throughout knowledge. Furthermore, due to the convenience with which people communicate in order to get what they need to be heard by others, communication can be as vital as complex. In this regard, it is worth noting here that communication entails thoughts, feelings, ideas, experiences, opinions, and so on, all of which create motivations for people to interact with one another.

Based on what has been mentioned before, Maldonado (1998) identifies two types of communication that usually go hand in hand, but one always takes precedence over the other.

1. **The informative element** gives information or data, such as in a lecture, a broadcast, a commercial, a class session, etc.
2. **The emotional aspect** expresses emotions and feelings, such as love letters, greeting cards for birthdays, wedding or Christmas, and other instances.

Moreover, Maldonado (1998) also shows that verbal, non-verbal, and graphic are three types of communication:

1. **Verbal communication** refers to expression through the mouth's noises, such as discussions, dialogues, etc. Despite the written form, which is supplied when people express thoughts in a concrete manner, such as through different letters or other written texts, this interaction is the most commonly employed by individuals in their daily lives.
2. **Non-verbal communication** can be expressed by body movements such as facial emotions, postures, as well as gestures, among other things. There is no use of word pronunciation, and the mouth produces no noises.
3. **Graphic communication** is concerned with the use of visuals or pictures to convey the full meaning of a message. In this case, the person communicates with other human beings via visual materials.

There is, without a doubt, a difference between how communication happened in the past and how it does nowadays mainly attribute to technological improvements and media evolution. When trying to acquire a response to a request, for example, communicating with people who settled in remote geographic areas seemed arduous in the past. Besides this, as the number of inhabitants increase, so does the opportunity to quickly engage across media. As a result, online social networks form, allowing for more effective and rapid communication.

Interestingly, Dominguez (2008) notes that the term "skill" translates to "destreza," which is educationally identical since it contains plenty of common practices within the learning process. It is not just about hearing but also about knowing how to listen. Aside from that, skills are important components of foreign language acquisition and are classified into two groups.

1. One of those is the receptive, often known as interpretative. This competence mainly involves reading and listening ability.

2. The latter is the creative or expressive skill, which belongs mostly to written and spoken language.

Furthermore, according to Richards (1983), skills are linked to behaviorist theories that view learning as a process of traditional formation within "know-how" rather than "knowing" is the most significant factor. Consequently, it takes a lot of rehearsing and continual exposure to a language in order to become an expert at it. So, without consistent practice, there is no alternative manner or plan to acquire a second language. For example, using podcasts, recordings, and even music videos to educate the ears so that the pronunciation of the second language's words is simpler to detect, understand, and interpret.

It has been assumed that listening and reading exercises assist students get ready and communicate effectively; however, it is critical to acquire knowledge before producing words. In accordance with Spezzapria (2009), to communicate effectively, it is necessary to have listening skills enhanced at one hundred percent in order to create an engaging dialogue otherwise, the messages to be conveyed may be misconstrued. Thus, if people do not have this talent worked out, as a consequence of a lack of experience, the messages they want to transmit may be misunderstood or in vain, and it would cause frustration for the receiver.

Furthermore, four processes occur in the brain when individuals hear, according to Brown (2004), simultaneous sound recognition, which determines the character of speech in concern, the exact message, asserting from the explicit, and filtering information, which only keeps the most significant or valuable data (long-term memory process). Furthermore, the aforementioned author recognizes different types of hearing, notably intensive listening, which is concerned with the recognition of minimal units; responsive listening, which itself is focused on brief extensions; selective listening, which involves the selection of particular information; and comprehensive listening, which could be referred as to the overall understanding of aural information.

Certainly, in González's (2000) interesting analysis, consistent practice is the only way to improve good listening skills since this is true not just for listening abilities, but also for reading and speaking ones. Within this framework, several listening exercises may be done in the school setting to build listening skills, particularly by using informal teacher-talk, which is the finest source for practicing it in the classroom. Besides, the class activities, for example, may be produced in a variety of settings such as at home, classroom, library, or even online. The aim must be for pupils to exercise each subject timely presented by the teacher, in class, on a regular basis in order to boost their listening skills.

Similarly, Haroun (2001) distinguishes three sub-skills in listening: **Listening for gist** which regards the process of extracting a significant or general idea from a listening session by employing listening exercises. It is not required to understand each word. **Listening for specific information** entails gathering exact details after listening to expose a particular content. Finally, when a listener repeats the act of hearing, paying considerable interest to all of the utterances and seeking to absorb all the information, this is known as **detailed listening**.

According to Wilson (2008), in order to prepare different listening activities, it is vital to identify the subsequent 4 strategy skills:

1. **Listen to the general idea.** In this, it is intended to grasp the general idea after listening to the audio regarding aspects such as theme or purpose.
2. **Listen to specific information.** In this, it should be reviewed that the listening skill will be accomplished at gathering specific information. For instance: numbers, shapes, colors, and specific words.
3. **Listen in detail.** In this, it is aimed at finding any possible error, establishing differences as well as similarities linking one audio and another, that's why all the information is vital in order to delimit details.

4. **Listen selectively.** In this, it is meant to focus the learner's attention on particular aspects after listening. That is, some of the elements won't be part of heed at the moment.
5. **Listen and infer.** In this, it requires the skill to search for information that is missing, ambiguous or unclear. So, it's necessary for students to support them with their previous knowledge, the speaker's tone as well as visual aids.

In this regard, Wilson (2008) points out that inferring is a mental skill necessary to make deductions that permit us to go beyond what is brought up. Then, it is in this instant that the listener looks to creating logical mental representations of what is not explicitly said.

Furthermore, according to Chighizola (2006), the listening comprehension skill is a remarkable gift or linguistic aptitude that everyone may master. For starters, in some circumstances, a message delivered verbally may not be fully understood. As a result, listening comprehension skill is regarded as an extraordinary talent that completely analyzes the content delivered and results in a coherent response. In addition, there are five sub-competences in this talent such as grammatical, sociolinguistic, sociocultural, discursive, and strategic are the five ones. These are complementary to one another, and contribute to perfecting listening skills, even though perfection requires a lot of discipline.

Spezzapria (2009) affirms that listening comprehension is so important for language learning, so a greater emphasis should be placed on attaining its effectiveness. In this regard, a good understanding is extremely important. It has even been declared a fundamental characteristic that every human being must acquire and employ in any contact or connection with others. Furthermore, discussing or expressing thoughts without first listening carefully to them might cause the message to be misconstrued by the receiver, resulting in an anticipated response. Regrettably, according to Cordero, Cabrera, Sarmiento, & Martinez (2014), not everyone possesses such ability because some individuals are impaired or have no auditory senses.

Additionally, there are three listening comprehension components. According to Ahmadi (2016), these are distinguishing intonation patterns, besides language sounds intonation along with voice from natural sounds to expose spoken English. The second one, it is about understanding the entire messages delivered by a speaker as well as the major and supporting concepts offered through listening tools. Third, remember the idea and how to communicate it so that we can put it to good use. It has been conclusively shown that listening is linked to auditory memory in order to appreciate its significance it is important to train the ears daily.

Evidently, in a listening lesson there is the necessity of a lesson plan and its organization, as well as three stages to assist students in their listening progress which has to be significant. Huston (2016) established the following phases: pre-listening refers to a brief topic's introduction that is shared with the learners via photos, audios, or diagrams; while-listening, the teacher gives the student actual information to read, and they listen as well as get the assignment to do; post-listening, there are questions, besides feedback and error correction to ensure that the acquisition and understanding are progressing correctly.

We conclude that applying both listening sub-skills and the three stages of learning in this investigation allows students to train and develop this skill with the purpose of becoming familiar with the language little by little.

Benefits of listening to songs.

Teaching through songs in the classroom appears to offer various benefits, including boosting students' emotional well-being and academic achievement. For example, Dolena (2016) discovered that the sensations elicited during songs increase learners' overall well-being, resulting in decreased anxiety when working with songs. Besides, when a song is utilized as a teaching tool, it best motivates and convinces to advance learners' communication as well as their effective academic achievement. Finally, songs

aid learners in improving their speaking grammar skills, as well as their reading comprehension fluency and written assessments in a second-language.

As previously said, the employment of music assists in the development of human talents and intelligences. According to Devrage (2019), songs enable for the construction of musical intelligence, defined as an individual's capacity to express themselves via music, allowing them to lessen anxiety and despair. Songs are vital while studying a foreign language, according to the author, because it has been established that tension, anxiety, and panic when learning a new language can impact a learners' performance.

Based on what has been mentioned, listening to music in the classroom enhances motivation, supports the stimulating element for learning, and sustains attention, focus, and participation rather than listening to a spoken tale (Baills et al., 2021). Consequently, if music and songs are used in the classroom, it provides cultural information regarding the target language, such as the background, culture, performer profile, style of music, and so on, all of which are culturally abundant assets for EFL classrooms.

Moreover, song-based tasks would be just as successful as traditional listening assignments in increasing listening comprehension in a normal listening testing. The capacity to divide speech into words is another crucial listening skill in foreign language acquisition (Devrage, 2019). Furthermore, this author claims that songs might help students remember language and phrases more rapidly when it comes to employing songs in the classroom. Also, according to this author, individuals who heard a musical tale performed better on a multiple choice vocab assignment than those who paid attention to a spoken narrative.

In addition to the previous findings, Dolena (2016) found that when learners' vocabulary terms are sung, they are recalled more effectively than when spoken rhythmically. In this regard, when music and images were integrated to teach a foreign language vocab, terms, the vocabulary was significantly higher than in non-music classes, music classes, or picture-based activities.

According to Mustafa (2012), the rhythmic and repeating aspects of songs that promote language acquisition, and the pleasure that melody-content relationship brings to the learning process, are the most noticeable elements of songs that encourage language acquisition. With this in mind, students are aware of rhythms and have not encountered the fear that comes with learning a foreign language. However, several benefits exist to employing music in ESL/EFL schools, the most noticeable of which are:

1. **Songs are significant in elementary practice:** Most elementary school instructors utilize songs as a teaching strategy, including the use of rhymes, and songs in foreign language classes that are thus crucial. Teaching through songs to learners is the most efficient technique to enhance their listening comprehension, dictation, and pronunciation.
2. **Songs create a safe and natural classroom.** Songs are important teaching tools in a classroom since most instructors believe students like listening to songs and have strong opinions about them. Because of this passion for music, songs are essential instruments for establishing comfortable and spontaneous classroom methods, and overcoming learners' emotions of reluctance and hesitancy. Besides, learners require a wide range of activities due to their short attention span because they're frequently shy, so they must participate in various classroom tasks whenever they are prepared, rather than when the educator forces them to do so.
3. **Songs offer possibilities for practice and repetition.** Songs offer fantastic chances for practicing along with repetition that are often monotonous. Repeating choruses, either singing repetitive songs in which each verse takes phrases from the prior line, e.g., "The Twelve Days of Christmas", is enjoyable. The repetition aids learning and, as a result, allows learners to feel at ease with the foreign language. Furthermore, according to Baills et al. (2021), singing songs helps students absorb the foreign idiomatic structures and patterns but also the proper language components that the instructor wants them to acquire.

4. **Songs allow for the use of natural language.** Singing songs, according to Degraeve (2019), give an engaging and enjoyable setting for genuine language usage since singing is an important aspect of a learner's life inside and outside of the classroom, so introducing a new language into this basic singing activity is another approach to go for it. Additionally, from an early age, young children are able to reproduce sounds and frequently connect singing and playing to tempos and rhyme.

According to Mustafa (2012), the study as to why songs are helpful in the ESL/EFL education reveals three patterns:

1. **Affective reasons:** Language acquisition is aided by a good attitude and surroundings because songs are fun exercises that help to create a welcoming, non-threatening environment with confident and engaged students.
2. **Cognitive reasons:** Fluency and the spontaneous usage of meaningful linguistic structures are aided by songs.
3. **Linguistic reasons:** Songs expose kids to a wide range of actual language that they will encounter in non-academic situations, in addition to increasing fluency.

To sum up, songs offer a great variety of benefits to students starting from the affection they can show about learning the language, their cognitive development about linguistics structures, and finally, the exposure they have to a real language and its increase of words in English. In the current research, the authors expect that the students can take advantage of these benefits and learn the language in a trendy way.

CHAPTER II. METHODOLOGY

2.1. Research Design and Approach

Research approach

According to Hernández and Mendoza (2018), the research approach is quantitative since it aims to yield results consistent with reality and follows a sequential route that starts from an idea, which generates a research question that leads to a bibliographic analysis, then the variables and the research hypothesis. By the same token, the approach is qualitative because it determines how frequently the website is used and comprehends the educational field's issues. Based on what has been mentioned before, the methodology for the development of this research is established. Afterward, the field information is collected, processed and then conclusions are drawn. This entire process includes the analysis of quantified information, obtained from a test.

Research design

According to Arias (2012), the research design is quasi-experimental because two groups are formed, one experimental and one for control (these groups are not randomly selected). Initially, the listening comprehension skill of students that make up both groups is evaluated. Then, the lyrics training website as a remarkable teaching tool is applied in the experimental group. Finally, both groups are tested in order to evidence the significant differences that may exist in the level of listening comprehension in students of the experimental group with respect to the control group.

Research modality

The modality of this research is socio-educational since it enables the analysis of data when it comes to education. Hernández and Mendoza (2018) states that this socio-

educational modality encompasses the social aspects of human interaction with the intention of achieving meaningful learning.

Research depth level

Besides, this research will be of exploratory level since it seeks probable reasons of facts owing to the foundation of cause-effect relationship, by means of hypothesis testing. Arias (2012) claims that exploratory level brings into existence a hypothesis as well as identifies variables regarding educational interests. Then, this establishes a connection between the dependent and the independent variable to explain how they are related.

Plus, it will be descriptive because it tends to interpret data as well as cause and effects among the mentioned variables regarding the research topic. Furthermore, Hernández and Mendoza (2018) claims that descriptive research go in search of characteristics, specify profiles as well as profiles regarding the variables either concepts pointed to the research. It also details how the problem manifests itself in the institution and how it takes place where the study is carried out.

Research type

According to Bunge (2000), field research permits collecting information exactly from reality wherever it happens. That information came first and basically, the study develops in field research due to it will be carried out face to face in the place facts at “Unidad Educativa Santa Rosa”. In addition to that, this research aims to acquire relevant information regarding the problem besides to achieve the research objectives.

In accordance with William (2011), bibliographical research is the one centered on bringing to light new facts found by different authors in regard to their experiments, criteria, and concepts. By the same token, this study is bibliographical by reason of facts taken from papers, books, journals, hand-books, among others. Furthermore, this

research is based on concepts and criteria from distinct authors regarding the Lyrics Training website and the listening comprehension skill.

Population

The population of interest for the present investigation was made up of 65 students legally enrolled in the afternoon shift at “Unidad Educativa Santa Rosa”, who are in the 10th year, during the period 2021 - 2022. The participants were into two groups, 32 ones belong to the control group and 33 ones belong to the experimental group.

Table 1
Sample

Sample	Number of Students	Percentage
Control group: B classroom- A2 students	32	49.23%
Experimental group:A2 C classroom - A2 students	33	50.77%
Total:	65	100%

Source: Population
Elaborated by: Medina, T. (2022)

2.2. Research Techniques and Instruments

The information gathered corresponds to information that can be used to assess a student's listening comprehension skills. Observation is the technique used to obtain information. Besides, it is also vital to use instruments that allow for such collection of data. The Cambridge English Language Assessment A2 Key English Test (KET) was chosen at the “Unidad Educativa Santa Rosa”. This test was taken two times which means the pre-test was conducted at the start of the website implementation, and the post-test was taken one month after the website had been implemented.

Additionally, the A2 KET test measures the four skills of reading, writing, speaking, and listening. In this case, the auditory part of the test is taken into account in a time limit of about 30 minutes. The listening paper has five parts: Part 1 regarding pictures and multiple choice questions. Part 2 with fill in a form. Part 3, with multiple choice questions. Part 4, regarding to listen to five short texts. And, part 5 with a longer conversation and matching.

It has been conclusively shown that, the facts obtained correlate to recordings, dialogues as well as conversations, which was listened by both groups control and experimental.

Processing and analysis of information.

To carry out this research, the following was done:

1. The bibliographical inquiry concerning the content of the study is collected, and, consecutively, a detailed study of the information is made.
2. The instrument for the study research variables was chosen.
3. The quasi-experimental methodology was applied, and subsequently, the data was tabulated and interpreted through the Statistical Package for the Social Sciences (SPSS), which is a statistical software whose function is to analyze data and make graphic illustrations of the statistical interpretations.
4. After detailing all the information of the socio-demographic file and reagents applied in the SPSS, a statistical analysis, Pair Sample T-test, is carried out.
5. Findings allow conclusions and recommendations.

Briefly, the Pair Sample T-test is applied for the comparison of independent samples (hypothesis test). This method was chosen because the normality test yielded non-parametric data. In addition, this test allows verifying the existence of significant differences between the study and control groups before and after the application of the teaching model based on technological tools a comparison of dependent or related samples is also carried out, in order to demonstrate if there is a significant change regarding the development of listening comprehension skill.

2.3. Research Proposal

Background of the proposal

Teachers in an ESL language classroom are most concerned with creating a successful learning environment for every single student, and they seek to capture all students' attention and make them want to study. It has been assumed that students who are disengaged in the teaching-learning process for a variety of reasons, including a lack of motivation, a lack of vocabulary that makes every class frustrating, resources such as a track that they listen to from books that are not particularly appealing, and outdated methodology.

In terms of academic data, a survey conducted in 2015 with different public high schools by EF (Education First) revealed that Ecuador's English proficiency was low, placing our country in 9th place out of 14 countries evaluated in South America. So there you have it, Nation. To better this situation, the government decided to enact legislation making obligatory English learning in order to understand better what our country and the rest of the world require.

Furthermore, songs evolved as a good alternative to attract students' attention and an amazing approach to deliver relevant vocabulary, spelling, pronunciation, and more in the ongoing hunt to strengthen the teaching-learning process, making it a revolutionary

technique to achieve goals. In this regard, learning a language used to be subject of the behaviorism domain, therefore, it was learnt by repetition with the instructor as the major character; vocabulary and grammar were limited, and the only way to teach was to make the process mechanical.

Justification

This innovative research goes even farther because it includes a collection of songs that serve as a resource for beginner students. This is beneficial to both teachers and students. It is a great method to generate a positive atmosphere while also prepping them for a cognitive process. Songs are an excellent resource for learning a language in real-life situations and help to build receptive and productive linguistic abilities. Furthermore, songs contain a wealth of language such as contractions, phrasal verbs and idioms that are often employed in English speakers' daily lives.

Moreover, a wide range of vocabulary aids both educators and students in making each session accessible and interesting by utilizing the listening process, which yields favorable results. As a result, there are numerous advantages to using songs in the classroom, including improving pronunciation, increasing vocabulary, increasing interest in the subject, reinforcing vocabulary, and learning socio-cultural, contextual, and discursive factors.

Additionally, illustrative videos have been identified as a viable method in this creative proposal since they include valuable information for learning well about vocabulary, grammar, and pronunciation, all characteristics of the English language. Therefore, students are encouraged to anticipate the teacher's class and accurate data after playing the musical videos created by the teacher. This has the enormous advantage of allowing each learner to learn at their own pace. As a result, students are expected to be active participants in building their own knowledge, as suggested by constructivist theory.

1. **Beneficiaries:** A2 students
2. **Name of the institution:** Unidad Educativa Santa Rosa
3. **Level:** Tenth B and C
4. **Modality:** In person
5. **Skill:** Listening.
6. **Dimensions:** Pictures with multiple choice questions, listen to five short texts, longer conversation and matching.
7. **Time:** 1month
8. **Project's responsables:** Lcda. Judith Medina; Mg. Jairo Sánchez.

Proposal methodology

Once Pre Test was applied, results showed a low development of listening competence in both the control and experimental groups. For this work, what is its main concern is to design a guide that can help experimental group students strengthen this skill. From this starting, a proposal is created to back a teaching-learning process up, with its didactics, pedagogical and motivational issues.

It has been conclusively shown that songs almost always contain authentic and natural language. This often contrasts the contrived or stilted language found in many student texts. That is why a careful screening and an extensive library of usable songs for language learning can be compiled with teaching-learning purposes.

Components of the proposal

This proposal was applied from March 17th to April 13th 2022. For the selection of songs, it was necessary to take into account some criteria such as students' preferences, gender and age of participants. Hence, it was perfect for them to listen to songs from tiktok. Besides, songs had a large amount of new vocabulary words to be taught and applied.

First, they went to Lyrics Training Website. Next, they had to choose the English language besides, in the searching box, it is possible to type any favorite song. After, selecting “beginner game mode” they chose the “selective mode”, which provides four words to fill the gaps in the lyrics after choosing the right option besides, fault and right answers are taken into account. Then, they pressed “Start the game”. Additionally, the scores were given in the website and the end of the game.

2.4. Objectives

General objective.

1. To provide teachers with this pedagogic guide called hobby based on Lyrics Training website to gradually enhance students' listening skills.

Specific objectives.

1. To give teachers a guide that includes steps, exercises and a list of songs regarding the incorporation of music into their daily lesson plans.
2. To encourage students to increase their knowledge regarding new vocabulary words and perfectly understand contexts by engaging them in a fun way.

Students on the 10th level, at “Unidad Educativa Santa Rosa”, are the main beneficiaries of this proposal. They are young students between 15 and 16 years old who belong to A2 level conforming to Common European Framework of Reference for Languages and will acquire new vocabulary, contractions, and idioms used in everyday life as a bridge of efficient communication as students and teachers. Teachers will also benefit from this because they will have access to a collection of songs along with their accompanying planning, activities, exercises, and procedures.

Certainly, this research and proposal potentially help with the teaching-learning process for A2 students anywhere at educational institution. The use of English songs in a

classroom has been supported by research from different authors around the world, with the major points focusing on motivational, pedagogical, and didactic concerns.

Planning proposal.

The lesson plans were designed by using different songs as didactic procedures for every single topic.



List of songs

Table 2
Songs' information

	Date	Singer	Origin	Song	Content	Time	Vocab
1	march 17	Major Lazer, DJ Snake, MØ	United States	Lean on	Countable, uncountable nouns	2:58	Sidewalk, night, wind, gun, kiss, road, waves, nights.
2	march 21	Nickelback	Canadian	What are you waiting for?	Present continuous	3:38	Waiting, lightening, living, aiming, going, taking.
3	march 23	Maneskin	Italian	Beggin	Gerunds	3:31	Loving, begging, riding, hanging, doing, chasing, walking, browsing, holding.
4	march2 4	Ed Sheeran	England	Perfect	Present tense	4:40	Dive, follow, give up, kiss, is, look, share, carry, love, hold, see, deserve.
5	march2 8	<u>LSD, Sia, Diplo, Labrinth</u>	Australia	Thunderclouds	Present tense, plural nouns	3:16	Need, turn, love, trust, hate, stay, ashes, thunderclouds, hands, verbs, words.
6	march 30	Tones and I	Australia	Dance Monkey	Personal/Possessive pronouns	3:57	They, I, You, It, My, Your.
7	march 31	Tiesto, Karol G	Colombia	Don't be shy	Negatives: can't, don't, is/are not gonna	3:08	Am not gonna, am not, don't, can't.
8	april 4	Lewis Capaldi	England	Someone you Loved	Indefinite pronouns- coneccting words	3:53	Nothing, somebody, no one, someone, and, then.
9	abril 6	Doja Cat	United States	Say So	Adverbs of manner, frequency, time, and place	3:56	Moment, morning, there, since, luckily, known.
10	abril 7	Imagine Dragons	United States	Believer	Ordinal numbers- prepositions of time place an direction	3:37	First, second, third, of, from, through, up, above, to, last, in.
11	april 11	Demi Lovato	Mexico	Cool for the summer	Adjectives, personal Pronouns	3:48	Curious, right, cool, scared, you, I, it, fun, We.
12	april 13	Alan Walker	England	Faded	Was-were questions, Singular nouns	3:33	Was it all in my fantasy? Were you only imaginary? sea, dream, monster, bright.

Elaborated by: Medina, T. (2022)

Weekly lesson Plan 1

WEEK: 1

DATE: March 17th – 23rd

LEVEL: A2

TEACHER: Tania Medina

SKILLS:

- Learn the meaning of some countable and uncountable nouns.
- Identify verbs ending in -ing.
- Recognize verbs in gerund form.

Table 3
Weekly lesson plan 1

<p>March 17</p> <p>Skill: Learn the meaning of some countable and uncountable nouns.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students the hangman on the board. Ss guess the hidden word, which is sidewalk. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some countable and uncountable nouns such as sidewalk, night, wind, gun, kiss, road, waves, and nights by using pictures on PPT. • Play a matching game relating the pictures and the words in order to find their meaning. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Lean on</i>. • For the first time, listen to the song and ask Ss to write down some words heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting nouns previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. What are countable and uncountable nouns?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
<p>March 21</p> <p>Skill: Identify verbs ending in -ing.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students the hangman on the board. Ss guess the hidden question, which is what are you waiting for? <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some present continuous verbs such as waiting, lightening, living, aiming, going, taking by using pictures on PPT. • Play a bingo game regarding the verbs mentioned above. 	<p>WRAP UP</p> <p>T. What is the ending in present continuous verbs?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers

	<p>Consolidation 20 min:</p> <ul style="list-style-type: none"> Elicit Ss to brainstorm some words on the board from the song <i>What are you waiting for?</i> For the first time, listen to the song and ask Ss to write down some words heard from the song. Tell Ss to go to Lyrics Training to complete the song by selecting verbs previously taught. Finally, Ss reflect about the experience after completing the song. 	<ul style="list-style-type: none"> Internet
<p>March 23 Skill: Recognize verbs in gerund form. ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> Greetings Weather Big and small chant 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> Play with the students the hangman on the board. Ss guess the hidden word, which is sidewalk. <p>Construction 15 min:</p> <ul style="list-style-type: none"> Present some gerunds such as loving, begging, riding, hanging, doing, chasing, walking, browsing, holding by using pictures on PPT. Play a matching game relating the pictures and the words in order to find their meaning. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> Elicit Ss to brainstorm some words on the board from the song <i>Beggin</i>. For the first time, listen to the song and ask Ss to write down some words heard from the song. Tell Ss to go to Lyrics Training to complete the song by selecting verbs previously taught. Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. How do you relate the ending -ing with Spanish?</p> <p>Materials</p> <ul style="list-style-type: none"> PPT Markers Lyrics Training website Computers Internet
MADE BY:	OBSERVATIONS AND SUGGESTIONS:	APPROVED BY:
Lic. Tania Medina		Mg. Jairo Sánchez
Approval date:	March 15, 2022	

Elaborated by: Medina, T. (2022)

March 17 – Lean On - DJ Snake, Major Lazer y MØ

Do you recall, not long ago
We would walk on the

Innocent, remember?
All we did was care for each
other
But the _____ was warm
We were bold and young
All around the _____ blows
We would only hold on to let c



Blow a _____, fire a gun
We all need someone to lean on
Blow a kiss, fire a gun
All we need is somebody to lean
on
Blow a kiss, fire a gun
We all need someone to lean on
Blow a kiss, fire a gun
All we need is somebody to lean
on

What will we do when we get
old?
Will we walk down the same
_____?
Will you be there by my side?
Standing strong as the _____
roll over
When the _____ are long
Longing for you to come home
All around the wind blows
We would only hold on to let go

Blow a kiss, fire a gun
We all need someone to lean on
Blow a _____, fire a gun
All we need is somebody to lean
on (hey)
Blow a kiss, fire a gun
We all need someone to lean on
Blow a kiss, fire a _____
All we need is somebody to lean
on
All we need is somebody to lean
on

Blow a kiss, fire a gun
We all need someone to lean on
Blow a _____, fire a gun
All we need is somebody to lean
on
Blow a kiss, fire a gun
We all need someone to lean on
Blow a kiss, fire a _____
All we need is somebody to lean
on

March 21 - What Are You Waiting For? - Nickelback

What are you waiting for?
What _____ you _____ for?
Are you waiting on a
lightening strike
Are you waiting for the perfect
night
Are you _____ till the time
is right?
What are you waiting for?

Don't you wanna learn to deal
with fear
Don't you wanna take the
wheel and steer
Don't you wait another minute
here
What are you waiting for?
What are you _____ for?
You gotta go and reach for the
top
Believe in every dream that
you've got

You' _____ only living once
so tell me
What are you, what are you
_____ for?
You know you've gotta give it
your all
And don't you be afraid if you
fall
You're only _____ once so
tell me
What are you, what are you
waiting for?
Are you waiting for the right
excuse?
Are you waiting for a sign to
choose

While your waiting it's the time
you lose
What _____ you _____ for?
(what are you waiting for?)
Don't you want to spread your
wings and fly?
Don't you wanna really live
your life?
Don't you want to love before
you die?
What are you waiting for?
What are you waiting for?
You gotta go and reach for the
top

Believe in every dream that
you've got
You're only _____ once so
tell me

What are you, what _____
you waiting for?
You know you've gotta give it
your all
And don't you be afraid if you
fall
You're only living once so tell
me
What are you, what are you
_____ for?

Tell me what you're waiting for
(Tell me what you're waiting
for)
Show me what you're aiming
for
(Show me what you're aiming
for)
Whatcha going to save it for?
(Whatcha going to save it
for?)
So what you really waiting for?
(So what you really waiting
for?)

Tell me what you're waiting for
(Tell me what you're waiting
for)
Show me what you're aiming
for
(Show me what you're aiming
for)
Whatcha going to save it for?
(Whatcha going to save it
for?)
So what you really waiting for?
(So what you really waiting
for?)

Everybody's gonna make
mistakes
But everybody's got a choice
to make
Everybody needs a leap of
faith
When _____ you _____
yours?
What are you waiting for?
You gotta go and reach for the
top
Believe in every dream that
you've got
You're only _____ once so
tell me

What are you, what are you
waiting for?
You know you've gotta give it
your all
And don't you be afraid if you
fall
You' _____ only _____ once

so tell me

What are you, what are you
waiting for?

You gotta go and reach for the
top

What are you, what are you
_____ for?

Believe in every dream that
you got

What are you, what are you
_____ for?

You know you've gotta give it
your all

(What are you) What are you
waiting for?

You'_____ only _____ once
so tell me

What are you, what are you
waiting for?

What are you, what are you
What are you, what are you
waiting for?

What are you, what are you

March 23 - Beggin' - Måneskin

Put your loving hand out, baby
'Cause I'm _____,
I'm beggin', beggin' you
So put your _____ hand out
baby

I'm beggin', beggin' you
So put your loving hand out
darlin'

_____ ' high, when I was king

I played it hard and fast, 'cause I
had everything
I walked away, but you warned
me then

But easy come and easy go
And it would end
So, any time I need ya, let me go
Yah, any time I feed you, get
me? No

Any time I see you, let me know
But I planted that seed, just let
me grow

I'm on my knees while I' _____
'Cause I don't want to lose you
(Hey yeah, ratatata)

I'm beggin', beggin' you
And put your _____ hand out
baby

I'm beggin', beggin' you
And put your loving hand out
darlin'

I need you to understand

Tried so hard to be your man
The kind of man you want in the
end
Only then can I begin to live
again

An empty shell
I used to be
The shadow of my life
Was _____ over me
A broken man
But I don't know
Won't even stand the devil's
dance
To win my soul

What we _____? What we
_____?

What about 'em, why the
basement?
Why we got good ****, don't
embrace it?
Why the feel for the need to
replace me?

You on a runway track from the
good

I want to paint in the pictures any
way we could, react
Like the heart in a trash where
you should
You done gave it away, ya had it
'til you took it back

But I keep _____ on
Keep _____dawns
Keep walking forward
Now the court is yours
Keep _____ halls
'Cause I don't wanna live in a
broken home
Girl I'm beggin'
(Mhh ye-e-e-ah)

I'm beggin', beggin' you
So put your loving hand out baby
I'm beggin', _____ you
So put your loving hand out
darlin'
I'm _____ hard
To hold my own
Just can't make it all alone
I'm holdin' on

I can't fall back
I'm just a con about to fade to
black
I'm beggin', beggin' you
Put your loving hand out baby
I'm beggin', beggin' you
So put your loving hand out
darlin'
I'm beggin', beggin' you

So put your loving hand out baby
I' _____, beggin' you
So put your loving hand out
darlin'
I'm beggin', beggin' you
So put your loving hand out baby
I'm beggin', beggin' you
So put your loving hand out



Weekly lesson Plan 2

WEEK: 2

DATE: March 24th – 30th

LEVEL: A2

TEACHER: Tania Medina

SKILLS:

- Recognize verbs in present tense.
- Distinguish plural nouns from singular ones.
- Differentiate personal pronouns from possessive ones.

Table 4
Weekly lesson plan 2

<p>March 24</p> <p>Skill: Recognize verbs in present tense.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students a story creation where they have to say a story by looking at pictures shown by the T', regarding the vocab they will check. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some verbs in present tense such as dive, follow, give up, kiss, is, look, share, carry, love, hold, see, deserve by using pictures on the wheel of names. • Play a matching game, in groups of four, regarding the verbs in order to find their halves. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Perfect</i>. • For the first time, listen to the song and ask Ss to write down some words heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting words previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. What is the difference between present and past tense?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
<p>March 28</p> <p>Skill: Distinguish plural nouns from singular ones.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students a game in which they have to write on the board (4 volunteers) nouns that start with the letter given by the teacher. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some plural nouns such as ashes, thunderclouds, hands, verbs, words, etc. by using pictures on PPT. • Play a bingo game regarding the verbs mentioned above. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Thunderclouds</i>. • For the first time, listen to the song and ask Ss 	<p>WRAP UP</p> <p>T. What is the ending in plural nouns?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet

	<p>to write down some words heard from the song.</p> <ul style="list-style-type: none"> • Tell Ss to go to Lyrics Training to complete the song by selecting nouns previously taught. • Finally, Ss reflect about the experience after completing the song. 	
<p>March 30</p> <p>Skill: Differentiate personal pronouns from possessive ones.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Big and small chant 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students the hangman on the board. Ss guess the hidden word, which is pronouns. Then, elicit them to say the personal/possessive pronouns. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • List on the board the personal pronouns such as I, You, He, She, It, We, They as well as the possessive ones such as my, your, hers, his, its, our, their. • Play a matching game on the board regarding the personal and possessive pronouns in order to find their pairs. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Dance Monkey</i>. • For the first time, listen to the song and ask Ss to write down some words they heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting pronouns previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. How do you relate the ending -ing with Spanish?</p> <p>Materials</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
MADE BY:	OBSERVATIONS AND SUGGESTIONS:	APPROVED BY:
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Approval date:	March 15, 2022	

Elaborated by: Medina, T. (2022)

March 24- Perfect- Edsheeran

I found a love, for me
Darling, just _____ right in
And _____ my lead
Well, I found a girl
Beautiful and sweet
Oh, I never knew you were the
someone
Waiting for me

'Cause we were just kids when
we fell in love
Not knowing what it was
I will not _____ you _____
This time
But darling, just _____ me slow
Your heart is all I own
And in your eyes, you're holding
mine

Baby, I' _____ dancing in the
dark
With you between my arms
Barefoot on the grass
Listening to our favorite song
When you said you looked a
mess
I whispered underneath my
breath
But you heard it

Darling, you _____ perfect,
tonight

Well I found a woman
Stronger than anyone I _____
She _____ my dreams
I _____ that someday
I'll share her home
I found a love
To _____ more than just my
secrets
To carry love
To carry children of our own

We _____ still kids, but we're so
in love
Fighting against all odds
I _____ we'll be alright
This time
Darling, just hold my hand
Be my girl, I'll be your man
I _____ my future in your eyes

Darling, you _____ perfect,
tonight

Baby, I'm dancing in the dark
With you between my arms
Barefoot on the grass
Listening to our favorite song



I _____ faith in what I see
Now I know I have met an angel
in person
And she _____ perfect
I don't deserve this
You look perfect tonight

**March 28 - Thunderclouds -
LSD, Sia, Diplo, Labrinth**

All I need is one
One old _____ is enough
Babe, you got it wrong
Please turn your fears into trust
To trust
Where'd the _____ go
When all is said and done
Hey now I got your _____ in the
air
I'mma go through your stuff

Where'd the love go
You put the running into run
You asking me to _____
But I never met a girl I could trust
You're sayin' those _____
Like you _____ me now
Our house is burning
When you're raised in hell

Here in the _____
Your soul cries out
But don't be afraid of these

These thunderclouds oh no
These _____ oh no no
All I need is love
...
All I need is a word
All I need is us

...
You turned nouns into _____
To verbs
Where'd the love go
When all _____ said and...
Hey now put your _____ in the
air
I'mma go through your stuff
Where'd the love go
You _____ the running into run
You're asking me to stay

But I never met a man I could
trust
You're sayin' those _____
Like you hate me now
Our house _____ burning
When you're raising hell
Here in the _____
Your soul cries out
But don't be afraid of these
thunderclouds

These thunderclouds
Oh no, these _____

**March 30 - Dance Monkey -
Tones And I**

They say, oh my god, _____ see
the way you shine
Take your hand, _____ dear,
and place them both in mine
You know you stopped me dead
while I was passing by
And now I beg to see _____
dance just one more time. (Ooh)
I see you, see _____, see you
every time

And oh my, I, I like your style,
you
You make me, make me, make
me wanna cry
And now _____ beg to see you
dance just one more time, so
they say

Dance for me, dance for me,
dance for me (oh-oh-oh)
I've never seen anybody do the
things _____ do before, they say
Move for me, move for me, move
for me (ayy-ayy-ayy)
And when you're done I'll make
you do _____ all again

I said, oh my god, _____ see
you walking by
Take my hands, my dear, and
look me in _____ eyes
Just like a monkey, I've been
dancing my whole life
But you just beg to see me
dance just one more time. (oh)
I see you, see you, see you
every time

And oh my, I, I like _____ style,
you
You make me, make me, make
me wanna cry
And now I beg to see you dance
just one more time, so _____
say

Dance for me, dance for me,
dance for me (oh-oh-oh) ...
I've never seen anybody do the
things _____ do before, they say
Move for me, move for me, move
for me (ayy-ayy-ayy)
And when you're done I'll make
you do _____ all again, they
say



Weekly lesson Plan 3

WEEK: 3

DATE: March 31st – April 6th

LEVEL: A2

TEACHER: Tania Medina

SKILLS:

- Identify some negatives.
- Learn some indefinite Pronouns and connecting words.
- Recognize verbs in gerund form.

Table 5
Weekly lesson plan 3

<p>March 31</p> <p>Skill: Identify some negatives.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students the hangman on the board. Ss guess the hidden sentence which is I can't jump. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some negatives such as can't, don't, is/are not going to by using pictures on PPT. • Ask Ss to say sentences regarding the negatives presented. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Don't be shy</i>. • For the first time, listen to the song and ask Ss to write down some words heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting negatives previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. What is the contraction in negatives?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
<p>April 4</p> <p>Skill: Learn some indefinite pronouns and connecting words.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students the hangman on the board. Ss guess the hidden sentence which is someone you loved. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some indefinite pronouns and connecting words such as nothing, somebody, no one, someone, and, then by using pictures on PPT. • Play a bingo game regarding the words mentioned above. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Someone you loved</i>. 	<p>WRAP UP</p> <p>T. When do we use connecting words?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet

	<ul style="list-style-type: none"> • For the first time, listen to the song and ask Ss to write down some words heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting the indefinite pronouns and connecting words previously taught. • Finally, Ss reflect about the experience after completing the song. 	
<p>April 6 Skill: Recognize adverbs of manner, frequency, time, and place. ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Big and small chant 	<p>ACTIVITIES Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students a game in which they have to classify on the board (4 volunteers) adverbs of manner, frequency, time and place. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Use some of the different adverbs presented on the board such as moment, morning, there, since, luckily, known to make sentences regarding their lives. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Say So</i>. • For the first time, listen to the song and ask Ss to write down some words heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting adverbs previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP T. Can you differentiate the different types of manner?</p> <p>Materials</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
MADE BY:	OBSERVATIONS AND SUGGESTIONS:	APPROVED BY:
Lic. Tania Medina		Mg. Jairo Sánchez
Approval date:	March 15, 2022	

Elaborated by: Medina, T. (2022)

March 31- Don't be shy – Karol G

(La-la-la-la-la
 La-la-la-la-la
 La-la-la-la-la
 Da-ra-ta-ta-ta)
 People say I'____ gonna
 change, not gonna change
 I know that you like that, you
 know where my mind's at
 _____ be tamed, I'm not gonna
 play, not gonna play
 Oh no, I ain't like that, **** 'em, I'm
 a wild cat
 Baby, break my heart
 Give me all you got
 _____ ask "Why, why, why?"
 _____ be shy, shy, shy
 Is it love or lust?
 I can't get enough
 _____ ask "Why, why, why?"
 Don't be shy, shy, shy
 (La-la-la-la-la
 La-la-la-la-la
 La-la-la-la-la
 Da-ra-ta-ta-ta
 Ta-ta-da-ra-ra
 La-la-la-la-la (2)
 Da-ra-ta-ta-ta)
 People say I'____ gonna
 change, not gonna change
 I know that you like that, you
 know where my mind's at
 Can't be tamed, I'____
 gonna play, not gonna play
 Oh no, I ain't like that, **** 'em, I'm
 a wild cat
 Baby, break my heart
 Give me all you got
 _____ ask "Why, why, why?"
 _____ be shy, shy, shy
 Is it love or lust?
 I _____ get enough
 Don't ask "Why, why, why?"
 _____ be shy, shy, shy
 (La-la-la-la-la
 La-la-la-la-la
 La-la-la-la-la
 Da-ra-ta-ta-ta
 Ta-ta-da-ra-ra
 La-la-la-la-la (2)
 Da-ra-ta-ta-ta)
 Show yourself, beautiful
 Wanna get emotional (oh, mhm)
 Follow me, easy now



We could work a miracle (oh,
 hmm-yeah)
 Baby, break my heart
 Give me all you got
 _____ ask "Why, why, why?"
 Don't be shy, shy, shy
 Is it love or lust?
 I _____ get enough
 Don't ask "Why, why, why?"
 _____ be shy, shy, shy

April 4 – Someone you loved – Lewis Capaldi

I'm going under and this time I
 fear there's _____ to save
 me
 This all or _____ really got a
 way of driving me crazy
 I need somebody to heal
 _____ to know
 Somebody to have
 _____ to hold
 It's easy to say
 But it's never the same
 I guess I kinda liked the way you
 numbed all the pain
 Now the day bleeds
 Into nightfall
 _____ you're not here
 To get me through it all
 I let my guard down
 And then you pulled the rug
 I was getting kinda used to being
 _____ you loved
 I'm going under and this time I
 fear there's _____ to turn to
 This all or _____ way of loving
 got me sleeping without you
 Now, I need somebody to know
 _____ to heal
 Somebody to have
 Just to know how it feels
 It's easy to say but it's never the
 same
 I guess I kinda liked the way you
 helped me escape
 _____ the day bleeds
 Into nightfall
 And you're not here
 To get me through it all
 I let my guard down
 And _____ you pulled the rug
 I was getting kinda used to being
 _____ you loved

And I tend to close my eyes when
 it hurts sometimes
 I fall into your arms
 I'll be safe in your sound 'til I come
 back around
 For now the day bleeds
 Into nightfall
 _____ you're not here
 To get me through it all
 I let my guard down
 And _____ you pulled the rug
 I was getting kinda used to being
 _____ you loved
 But now the day bleeds
 Into nightfall
 And you're not here
 To get me through it all
 I let my guard down
 And _____ you pulled the rug
 I was getting kinda used to being
 _____ you loved
 I let my guard down
 And then you pulled the rug
 I was getting kinda used to being
 _____ you loved

April 6 – Say So – Doja Cat

Day to night to morning, keep with
 me in the _____
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 _____ to roll with
 You got to keep me focused, you
 want it? Say so
 Day to night to _____, keep
 with me in the moment
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 _____ to roll with
 You got to keep me focused, you
 want it? Say so
 It's been a long time _____ you
 fell in love
 You ain't coming out your shell,
 you ain't really been yourself
 Tell me, what must I do? (Do tell,
 my love)
 'Cause _____ I'm good at
 reading
 I wouldn't bug him, but he won't
 stop cheesin'

And we can dance all day around
 it
 If you frontin', I'll be bouncing
 If you want it, scream it, shout it,
 babe
 Before I leave you dry
 Day to night to _____, keep
 with me in the moment
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no
 punches _____ to roll with
 You got to keep me focused, you
 want it? Say so
 Day to night to _____, keep
 with me in the _____
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 _____ to roll with
 You got to keep me focused, you
 want it? Say so (Yeah)
 Let me check my chest, my
 breath _____ quick (Ha)
 He ain't ever seen it in a dress like
 this (Ah)
 He ain't ever even been
 impressed like this
 Prolly why I got him _____ on
 the set like zip
 Like it, love it, need it, bad
 Take it, own it, steal it, _____
 Boy, stop playing, grab my ass
 Why you actin' like you shy?
 Shut it, save it, keep it pushin'
 Why you beating 'round the
 bush?
 Knowin' you want all this woman
 _____ knock it 'til you try (Yah,
 yah)
 All of them bitches hating I have
 you with me
 All of my niggas sayin' you mad
 committed
 Realer than anybody you had,
 and _____
 All of the body-ody, the ass and
 titties
 Day to _____ to _____, keep
 with me in the moment
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 _____ to roll with
 You got to keep me focused, you
 want it? Say so

_____ to night to _____, keep
 with me in the moment
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 there to roll with
 You got to keep me focused, you
 want it? Say so
 ...
 _____ to night to morning, keep
 with me in the _____
 I'd let you had I known it, why
 don't you say so?
 Didn't even notice, no punches
 _____ to roll with
 You got to keep me focused, you
 want it? Say so



Weekly lesson Plan 4

WEEK: 4

DATE: April 7th –13th

LEVEL: A2

TEACHER: Tania Medina

SKILLS:

- Recognize ordinal numbers-prepositions of time place and direction.
- Learn some adjectives.
- Learn was-were questions structure.

Table 6
Weekly lesson plan 4

<p>April 7</p> <p>Skill: Recognize ordinal numbers-prepositions of time place and direction.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather • Feelings 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students a story creation where they have to say a story by looking at pictures shown by the T', mainly using the ordinal numbers. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some prepositions of place, time and direction such as of, from, through, up, above, to, last, and in by using pictures on the wheel of names. • Show Ss some pictures for them to say sentences which they have to use the prepositions and ordinal numbers presented. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> • Elicit Ss to brainstorm some words on the board from the song <i>Believer</i>. • For the first time, listen to the song and ask Ss to write down some ordinal numbers and prepositions heard from the song. • Tell Ss to go to Lyrics Training to complete the song by selecting words previously taught. • Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. What is the function of ordinal numbers?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website • Computers • Internet
<p>April 11</p> <p>Skill: Learn some adjectives.</p> <p>ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> • Greetings • Weather 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> • Play with the students a game in which they have to write on the board (4 volunteers) adjectives told by the teacher. <p>Construction 15 min:</p> <ul style="list-style-type: none"> • Present some adjectives such as curious, right, cool, scared, fun, by using pictures on PPT. 	<p>WRAP UP</p> <p>T. What is adjective's function in a sentence?</p> <p>Materials:</p> <ul style="list-style-type: none"> • PPT • Markers • Lyrics Training website

<ul style="list-style-type: none"> Feelings 	<ul style="list-style-type: none"> Remember and elicit them to say the personal pronouns. Play a bingo game regarding the adjectives and personal pronouns mentioned above. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> Elicit Ss to brainstorm some words on the board from the song <i>Cool for the summer</i>. For the first time, listen to the song and ask Ss to write down some words heard from the song. Tell Ss to go to Lyrics Training to complete the song by selecting adjectives previously taught. Finally, Ss reflect about the experience after completing the song. 	<ul style="list-style-type: none"> Computers Internet
<p>April 13 Skill: Learn was-were questions structure. ROUTINARY ACTIVITIES</p> <ul style="list-style-type: none"> Greetings Weather Big and small chant 	<p>ACTIVITIES</p> <p>Presentation 5 min:</p> <ul style="list-style-type: none"> Play with the students Tingo-Tango in order to guess the hidden question which is Were you at the Mall? Then, elicit them to say more examples. <p>Construction 15 min:</p> <ul style="list-style-type: none"> List on the some incomplete sentences regardin was/were. Ask Ss to complete the questions in teams. The best will win. <p>Consolidation 20 min:</p> <ul style="list-style-type: none"> Elicit Ss to brainstorm some words on the board from the song <i>Faded</i>. For the first time, listen to the song and ask Ss to write down some words they heard from the song. Tell Ss to go to Lyrics Training to complete the song by selecting was/were previously taught. Finally, Ss reflect about the experience after completing the song. 	<p>WRAP UP</p> <p>T. What is the structure of a was-were sentence?</p> <p>Materials</p> <ul style="list-style-type: none"> PPT Markers Lyrics Training website Computers Internet
<p>MADE BY:</p>	<p>OBSERVATIONS AND SUGGESTIONS:</p>	<p>APPROVED BY:</p>
<p>Lic. Tania Medina</p>		<p>Mg. Jairo Sánchez</p>
<p>Approval date:</p>	<p>March 15, 2022</p>	

Elaborated by: Medina, T. (2022)

April 7 – Believer – Imagine Dragons

First things _____

I'ma say all the words inside my head

I'm fired up and tired of the way that things have been

(Oh ooh)

The way that things have been (Oh ooh)

Second thing _____

Don't you tell me what you think that I can be

I'm the one _____ the sail

I'm the master of my sea

(Oh ooh)

The master _____ my sea

(Oh ooh)

I was broken _____ a young age

Taking my sulking to the masses

Writing down my poems _____ the

few that looked _____ me

Took _____ me, shook to me,

feeling me

Singing from heart ache _____ the

pain

Taking my message

_____ the veins

Speaking my lesson

From the brain

Seeing the beauty _____ the...

Pain!

Corus...

_____ things third

Send a prayer to the ones _____

All the hate that you've heard

Has turned your spirit to a dove

(Oh ooh)

Your spirit up _____

(Oh ooh)

I was choking _____ the crowd

Building my rain up in the cloud

Falling like ashes to the ground

Hoping my feelings, they would

drown

But they never did, ever lived,

ebbing and flowing

Inhibited, limited

Till it broke _____ and it rained down

You rained _____

Like

Pain!

You made me a, you made me a

believer

Believer

Corus...

_____ things last

By the grace of the fire and the flame

You're the face _____ the future,

the blood _____ my veins

(Oh ooh)

The blood _____ my veins

(Oh ooh)

But they never did, ever lived,

ebbing and flowing

Inhibited, limited

Till it broke up and it rained

_____ It rained down. Like

I want to stop

We can't...Pain!

You made me a, you made me a

believer

Corus...

April 11- Cool for the summer- Demi Lovato

Tell me what you want, what you like, it's okay

I'm a little curious too

Tell me if it's wrong, if it's right, I

don't care

I can keep a secret, can you?

Got my mind on your body and

your body on my mind

Got a taste for the cherry, I just

need to take a bite

Don't tell your mother

Kiss one another

Die for each other

We're cool for the summer

Take me down into your paradise

Don't be scared, 'cause I'm your

body type

Just something that we wanna try

'Cause you and I, we're cool for

the summer

Tell me if I won, if I did, what's my prize?

I just wanna play with you too

Even if they judge, fuck it, I'll do

the time

I just wanna have some fun with

you

Corus...

Take me down into your paradise

Don't be scared, 'cause I'm your

body type

Just something that we wanna try

'Cause you and I, we're cool for

the summer

We're cool for the summer

We're cool for the summer

Shh, don't tell your mother

Corus...

We're cool for the summer

(Don't be scared)

'Cause I'm your body type (Just

something)

Just something that we wanna try

'Cause you and I (You and I)

We're cool for the summer

We're cool for the summer

April 13-Faded – Alan Walker

You were the shadow to my light

Did you feel us

Another start

You fade away

Afraid our aim is out of sight

Wanna see us

Alive

Where are you now(x3)

Was it all in my fantasy

Where are you now

Were you only imaginary

Where are you now

Atlantis

Under the sea (x2)

Where are you now

Another dream

The monsters running wild inside of me

I'm faded(x2)

So lost

I'm faded

These shallow waters, never met

What I needed

I'm letting go

A deeper dive

Eternal silence of the sea

I'm breathing

Alive

Where are you now (x2)

Where are you now...

In closing, all the grammar as well as the songs used in each class are possible to be found on the Lyrics Training website. First, go to the website and click on sign in. Then, write the username, which is “ulastname@gmail.com” and the password, which is “freesongs”. Finally, click on sign in again and there are all the nice songs to be applied in an English class by teachers.

Figure 4.

List of songs

The screenshot shows the Lyrics Training website interface. At the top, there is a search bar with the text "Géneros" and "Buscar". To the right, it says "Aprendiendo Inglés" with a flag icon, and "Hola TaniaJMM!". Below the search bar, the page is titled "Mis Ejercicios" and has filters for "Nivel: Todos" and "Ordenar: Más Nuevos". The main content is a grid of 12 song exercises, each with a song title, artist, a grammar topic, and a play button. The exercises are:

Faded Alan Walker Was-were Questions, Singula... 1 mes 0 jugadas	Cool For The Summer Demi Lovato Adjectives, personal pronouns 1 mes 0 jugadas	Believer Imagine Dragons Ordinal numbers-preposition... 1 mes 0 jugadas	Say So Doja Cat Adverbs of manner, frequenc... 1 mes 0 jugadas
Someone You Loved Lewis Capaldi Indefinite pronouns-conecti... 1 mes 0 jugadas	Don't Be Shy Tiësto, Karol G Negatives- can't, don't, be not ... 1 mes 0 jugadas	Dance Monkey Tones And I Personal pronouns/possessi... 1 mes 0 jugadas	Thunderclouds LSD, Sia, Diplo, Labrinth Present tense verbs-plural no... 2 meses 0 jugadas
Perfect	Beggin' (Audio)	What Are You Waiting For? (Au...)	Lean On

Source: <https://es.lyricstraining.com/en>

CHAPTER III. ANALYSIS AND INTERPRETATION

3.1. Analysis of Results

The current research project collected data by applying a pretest and a posttest to both different groups, the control, and the experimental groups, at “Unidad Educativa Santa Rosa”. The study participants were students in the 10th year of basic education, groups B (control) and C (experimental). Students of the control group received traditional lessons according to the course book; it means, following the lesson plans, and without applying any kind of strategy or methodology, especially on the listening skill the main point of this research. In contrast, students of the experimental group received different sessions focused on Lyrics Training on a website to improve their listening skill.

Pretest and posttest.

The pretest and posttest were focused on the listening skill, taken from the standardized KET test of Cambridge. Originally these tests had five parts; however, one part was taken away in order to have 20 items and to be graded over 10 points. The first part of the test contained five short recordings and options with pictures. The second part contained a long recording conversation with multiple choice options. The third part had five short recordings with multiple choice short texts. Finally, the last part consisted on longer conversations and a matching task. Each part had five items and was graded over 2,5 points, having a standard score of 10.

Based on the results of the pretest and posttest of the control and experimental groups, an analysis was carried out individually on each group.

Control group scores.

Table 7 shows the scores of each control group participant in the first and second measures, detailed in columns 2 and 3. Column 4 shows the standard score of both tests. Column 5 represents the difference between the first and second scores (Posttest – Pretest). At the end of this column, there is the sum of these differences amounts represented with the symbol $\sum D$. The last column (6) shows the squares of the differences with the symbol $\sum D^2$.

Table 7
Before and after scores of 32 students in the control group.

Before and after scores of 32 students in the Control Group					
(1) Subject number	(2) Pretest	(3) Posttest	(4) Pretest and Posttest Standard score	(5) D	(6) D^2
1	2,5	4	10	1,5	2,25
2	4,5	1,5	10	-3	9
3	3,5	4	10	0,5	0,25
4	2	2	10	0	0
5	3,5	1,5	10	-2	4
6	2,5	2,5	10	0	0
7	3	2,5	10	-0,5	0,25
8	2,5	2,5	10	0	0
9	4,5	4,5	10	0	0
10	2,5	3,5	10	1	1
11	2,5	2,5	10	0	0
12	3,5	3	10	-0,5	0,25
13	3	3,5	10	0,5	0,25
14	3	3	10	0	0
15	2,5	2	10	-0,5	0,25
16	4	4	10	0	0
17	2,5	2,5	10	0	0
18	3	3	10	0	0
19	2	2,5	10	0,5	0,25
20	3,5	4	10	0,5	0,25
21	3,5	4	10	0,5	0,25
22	4	3	10	-1	1
23	3	3,5	10	0,5	0,25

24	2	3	10	1	1
25	3,5	5,5	10	2	4
26	3,5	4	10	0,5	0,25
27	4	4	10	0	0
28	3	3	10	0	0
29	2,5	2	10	-0,5	0,25
30	3,5	4	10	0,5	0,25
31	3	3,5	10	0,5	0,25
32	4	2	10	-2	4
				$\sum D = 0$	$\sum D^2 = 29,5$

Elaborated by: Medina, T. (2022)

The author used the Statistical Package for the Social Sciences (SPSS) software to compute the mean, the standard deviation, the degrees of freedom, the two-factor P-value, and finally, the Dependent T-test of the pretest and posttest scores. Table 8 illustrates the values obtained.

Table 8
Paired sample statistics of the control group.

		Paired Sample Test						Significance		
		Paired differences				95% confidence interval of the difference				
		Mean	Standard deviation	Mean standard error	Inferior	Superior	t	df	One-factor P	Two-factor P
Control group	Posttest – Pretest	,00000	,97551	,17245	-,35171	,35171	,000	31	,500	1,000

Elaborated by: Medina, T. (2022)

To verify that the data obtained from the SPSS software was correct, the author calculated the different values by applying the following formulas.

Mean

The mean of the pretest and posttest was calculated by getting the differences of the Posttest – Pretests per each student. The next step was to sum all the difference amounts, having a result of 0, expressed with $\sum D = 0$.

Standard deviation

The formula to get the standard deviation of the difference scores is detailed below.

$$s_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

s_D = Standard deviation

$\sum D^2$ = Different scores squared, then summed

$(\sum D)^2$ = Difference scores summed then squared

N = The number of pairs

Procedure:

$$s_D = \sqrt{\frac{29.5 - \frac{(0)^2}{32}}{32 - 1}} = \sqrt{\frac{29.5 - 0}{31}} = \sqrt{\frac{29.5}{31}} = \sqrt{0.9516} = 0.9755$$

Degrees of freedom

The degrees of freedom were calculated using the formula $(N - 1)$ where N represents the amount of pairs (students). Therefore, the degrees of freedom is $N - 1 = 32 - 1 = 31$.

Paired sample T-test

Finally, the Dependent T-test was applied, having the following formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t ratio
 \bar{D} = average difference
 $\sum D^2$ = different scores squared, then summed
 $(\sum D)^2$ = difference scores summed then squared
 N = number of pairs

Procedure:

$$t = \frac{0}{\sqrt{\frac{29.5 - \frac{(0)^2}{32}}{32(32-1)}}$$

$$t = \frac{0}{\sqrt{\frac{29.5 - 0}{32(31)}}$$

$$t = \frac{0}{\sqrt{\frac{29.5}{992}}$$

$$t = \frac{0}{\sqrt{0.0297}}$$

$$t = \frac{0}{0.1723}$$

$$t = 0$$

Experimental group scores.

Table 9 illustrates the scores of each experimental group participant in the first and second measures detailed in columns 2 and 3. Column 4 shows the standard score of

both tests. Column 5 represents the difference between the first and second scores (Posttest – Pretest), and at the end, the sum of these differences amounts 33,50 represented with the symbol $\sum D$. The last column (6) shows the squares of the differences represented with the symbol $\sum D^2$.

Table 9
Before and after scores of 33 students in the experimental group.

Before and after scores of 33 students in the Experimental Group					
(1) Subject number	(2) Pretest	(3) Posttest	(4) Pretest and Posttest Standard score	(5) D	(6) D^2
1	4	4,5	10	0,5	0,25
2	4	5	10	1	1
3	1,5	4,5	10	3	9
4	2,5	5,5	10	3	9
5	3	3,5	10	0,5	0,25
6	4,5	2,5	10	-2	4
7	4	4,5	10	0,5	0,25
8	2	5	10	3	9
9	2,5	4,5	10	2	4
10	3,5	4,5	10	1	1
11	3	4	10	1	1
12	6	4,5	10	-1,5	2,25
13	4	5	10	1	1
14	0,5	3	10	2,5	6,25
15	5	6,5	10	1,5	2,25
16	3	5	10	2	4
17	3,5	5,5	10	2	4
18	4	4	10	0	0
19	3,5	4	10	0,5	0,25
20	3	5	10	2	4
21	3,5	1,5	10	-2	4
22	4	4	10	0	0
23	4	5	10	1	1
24	3	4,5	10	1,5	2,25
25	2	4,5	10	2,5	6,25
26	3	5	10	2	4
27	5,5	4,5	10	-1	1

28	1,5	6,5	10	5	25
29	4,5	3	10	-1,5	2,25
30	2	2	10	0	0
31	3	3,5	10	0,5	0,25
32	4	5,5	10	1,5	2,25
33	4	4,5	10	0,5	0,25
				$\sum D = 33,5$	$\sum D^2 = 111,25$

Elaborated by: Medina, T. (2022)

Table 10 illustrates the data obtained with the SPSS software of the experimental group, having the following values for the mean, standard deviation, degrees of freedom, two-factor P-value, and finally the *t* ratio.

Table 10
Paired sample statistics of the experimental group.

		Paired Sample Test						Significance	
		Paired differences				t	df	One-factor P	Two-factor P
		Mean	Standard deviation	Mean standard error	95% confidence interval of the difference				
					Inferior	Superior			
Experimental group	Posttest– Pretest	1,015 15	1,55365	,27046	,46425	1,5660 5	3,75 32	<,001	<,001

Elaborated by: Medina, T. (2022)

Mean

The mean was got by having the difference amounts of the Posttest – Pretest of each students that is 33,50. The next steps was to divide $\sum D = 33,50$ by the number of pairs (students) that is 33. Therefore, the mean is $\sum D / N = 33,50 / 33 = 1,01515$.

It was not necessary to verify the other values of the experimental group, since all the calculated values in the control group matched correctly between the formulas and the SPSS software.

3.2. Hypothesis Verification

The current project aimed to determine how listening comprehension skill will be enhanced to use the language in a productive way. Considering this research question, the Lyrics Training website was applied to enhance the listening skill of 33 participants of A2 English level to contrast the result with a group that was never exposed to the aforementioned website. Once the results were analyzed independently before, by control and experimental groups, the researcher established two hypotheses focused on the following variables.

Variables

1. **Independent variable:** Lyrics Training Website
2. **Dependent variable:** Listening comprehension skill

Hypotheses.

1. **Null Hypothesis (Ho):** Lyrics Training Website does not enhance A2 students' listening comprehension skill.
2. **Alternative Hypothesis (H1):** Lyrics Training Website enhances A2 students' listening comprehension skill.

The statistical test applied in this investigation was the Paired Sample T-test to determine whether the means of the posttest in the experimental group was higher than the pretest after being exposed to the tool on Lyrics Training. Besides, the experimental group's scores must be better than those of the control group. Table 11 illustrates a comparison between the results of both groups focused on the mean, the number of pairs, and standard deviation/ error of the mean.

Table 11
Paired sample statistics by groups.

Paired Sample Statistics					
Group	Test	Mean	N	Standard deviation	Standard error of the mean
Control group	Posttest - Pretest	,00000	32	,97551	,17245
	Differences (Posttest – Pretest)	,00000			
Experimental group	Posttest - Pretest	1,01515	33	1,55365	,27046
	Differences (Posttest – Pretest)	33,50			

Elaborated by: Medina, T. (2022)

Finally, Table 12 shows a summary of the Paired Sample T-test statistics by groups taken from Table 2 and Table 4 where the author detailed the calculated t value, the degrees of freedom, and finally, the unilateral significance known as P-value.

Table 12
Summary of paired sample statistics by groups.

Paired Sample Statistics				
Group	Test	Calculated T-value	df	Significance (unilateral)
Control group	Posttest - Pretest	,000	31	,500
Experimental group	Posttest - Pretest	3,753	32	<,001

Elaborated by: Medina, T. (2022)

The unilateral significance level of the experimental group $P = <,001$ (0,1%) was lower than the standard significance value provided by the Student T-test $\alpha = 0,05$ (5%) with 32 degrees of freedom. In addition, the calculated t value was 3,753 was higher than the calculated t value ,000 of the control group. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted: Lyrics Training website enhances A2 students listening comprehension skill.

3.3. Interpretation

After a brief analysis of the statistics between the control and experimental groups, the results showed that both groups enhanced their scores after taking the posttest. Some students of the control group got similar and a little bit better scores comparing their pretest with the posttest. However, the scores of the posttest in the experimental group were significantly better than the ones of the posttest in the control group due to the application of the Lyrics Training website. Undoubtedly, this tool allowed students to enhance their listening comprehension skill.

CONCLUSIONS

- Taking into account the positive results obtained by the experimental group based on a Lyrics Training website, it is concluded that students learn better when they are exposed to useful tools that help them to train their brains in acquiring a new language; therefore, students could develop their listening comprehension skill.

- Songs as pedagogical as well as motivational and didactic resource are a wonderful teaching tool to acquire a second language in a positive and delightful environment.

- Students fully fill the activities designed easily on the website because they felt motivated while listening to and watching popular music videos.

RECOMMENDATIONS

- Students could raise their scores significantly in the posttest; however, any of them got a score of 6 or upper, considering that the standard score of the tests was 10 points. Thus, it is recommended to use the Lyrics Training website to enhance students' listening comprehension skill. It means, making students be exposed to this tool in all sessions so that they can increase their scores little by little until getting a 10 score.

- Students' preferences have to take into account at the moment of creating an activity based on songs.

- Lyrics Training website should be used to enhance listening comprehension skills together with creating a rapport.

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ANNEXES

Annex 1. Pre-Post Tests

PRE/POST TEST

A2 Key (KET) Listening Comprehension Test

The Cambridge English: Key Listening paper has five parts. Each part has a recorded text, which has to be listened, and then answer some questions. You'll hear each recording only twice.

PART 1

There are five short recordings and for each recording you have to select the correct option from the three pictures. You can listen to the audio twice.

What time will the train arrive?



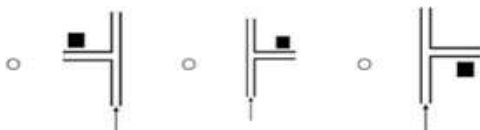
What will they buy?



What does the man want to buy?



Where is the post office?



How long will the man stay at the hotel in total?

- 2 nights 3 nights 1 night

PART 2

You'll hear a longer recording about Adam and Rebecca planning a night together. Then, answer 5 multiple choice questions. You can listen to the audio twice.

1

Rebecca and Alan decide to meet on

- Wednesday
 Thursday
 Friday

2

They decide to

- Go out for dinner.
 Go out for a drink.
 Stay in and watch a DVD.

PART 3

3

The Orange Tree is on

- Church Road.
 Love Lane.
 Potter Street.

4

They will meet at

- Ten past seven.
 Twenty to seven.
 Seven twenty.

5

Rebecca met Charlie

- at a party.
 on a skiing holiday.
 at the sports centre.

In this part, there are five short recordings for the main idea and you have to choose the right option. You can listen to the audio twice.

1. You will hear two people talking at home. Which room are the people in?

- bedroom kitchen living room

2. You will hear two people talking at a clothes shop. What is the woman going to buy from this store?

- a skirt and shirt a shirt and trousers just a shirt

3. You will hear two people talking at a bookshop. Why is the man, Tom, there?

- A to buy a book to meet someone to return a book

4. You will hear two people talking in a computer shop. How much does the laptop cost?

- £400 £300 £200

5. You will hear a woman talking to her friend. Why is she excited?

- She is going to be on television. She has got a new job. She has won a competition.

PART 4

In this part, you'll listen to Sam talking about his holiday. What did he do on each day? and then, do a matching exercise. You can listen to the conversation twice.

1. Monday

2. Tuesday

3. Wednesday

4. Thursday

5. Friday

- a. read on the beach
b. went canoeing
c. went shopping
d. climbed a mountain
e. went for a long walk
f. visited museums
g. went swimming
h. returned home

Annex 2. Authorization Form

Ambato, 16 de Marzo de 2022

Magister

Byron Llerena

Rector de la Unidad Educativa Santa Rosa

Presente

De mi consideración:

Yo, Tania Judith Medina Martínez, con C.I. 1804666830 estudiante de la Maestría en Pedagogía del Inglés como Lengua Extranjera de la Pontificia Universidad Católica del Ecuador, solicito a usted comedidamente se me autorice la ejecución de mi proyecto de titulación, en la institución que usted dignamente dirige. El tema del proyecto de titulación es: "Lyrics Training Website to Enhance A2 Students' Listening Comprehension Skill", el cual va a ser desarrollado en la modalidad de aplicada y/o desarrollo.

Para la favorable atención que se sirva dar al presente, anticipo mi agradecimiento.

Atentamente,

Lic. Tania Medina
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tanita18medina@gmail.com

UNIDAD EDUC. SANTA ROSA
Santa Rosa 16-03-2022
RECIBO Y AUTORIZO
RECTORADO