



**UNIVERSIDAD
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TITLE

The use of songs to improve listening skills in A2 level students.

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF
MAGISTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

AUTHORS:

Jessica Patricia López Andrade

Jesica Estefania Allauca Pasmay

TUTOR

Ph. D. Fernando Intriago Cañizares

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DEDICATORY

To my greatest loves, Mia and Ares, my children, who with their tenderness, smiles, and hugs reminded me every day of the power of true love. You are my constant inspiration, the reason I never stopped moving forward, because you were my companions on this journey.

To my husband Henry, for being my unconditional support, my companion in every sleepless night, and for believing in me even when I doubted myself. Thank you for sustaining me with your love and patience.

To my mother Rocío, an example of dedication, struggle, and unwavering love. Everything I am, I owe to you, Mom. Thank you for taking care of me, for taking care of them, and for always pushing me forward.

To my family, for your company, your words of encouragement, and your understanding during this intense journey.

This thesis is the result of many sacrifices, but also of dreams fulfilled. To all of you, I dedicate this achievement with all my heart.

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Resumen

La tesis titulada "El uso de canciones para mejorar las habilidades auditivas en estudiantes de nivel A2" en adolescentes de la Unidad Educativa La Salle propuso la intervención de aplicar este método para mejorar las habilidades auditivas en 29 estudiantes de entre 14 y 15 años que cursan el primer grado de Bachillerato en la Unidad Educativa La Salle en la ciudad de Riobamba. El objetivo del estudio es determinar si el uso de canciones apropiadas para la edad podría mejorar las habilidades auditivas de los estudiantes.

Este modelo propone un proceso de aprendizaje diferente al de los métodos tradicionales, que se centran en el desarrollo del profesor. Este estudio incluyó una combinación de diferentes enfoques de investigación bibliográfica. Las bases de datos y la bibliografía disponibles para los estudiantes de la Escuela Secundaria La Salle ayudaron a enmarcar los temas y los instrumentos metodológicos.

Esta investigación se basó en instrumentos cualitativos y cuantitativos, incluyendo encuestas, pruebas previas y posteriores. Los planes de lecciones pedagógicas se diseñaron e implementaron durante el segundo trimestre de clases (2 meses), en el que los alumnos participaron en sesiones con canciones populares que se ajustaban a sus intereses como adolescentes, todo ello con el fin de mejorar sus habilidades auditivas.

El estudio demostró que el uso de canciones tuvo un impacto positivo en el desarrollo de las habilidades auditivas para mejorar el proceso de adquisición de una segunda lengua.

Al final del estudio y tras la aplicación de la propuesta, los investigadores concluyeron que este enfoque tiene el potencial necesario para ser implementado en futuros estudios o utilizado como metodología para las clases diarias. En cuanto a las recomendaciones, los investigadores sugieren implementar este modelo de aprendizaje en el programa de planificación ordinario debido a su alto nivel de impacto positivo tanto en el ámbito cognitivo como en el emocional. Este resultado fue posible gracias a la acogida que los estudiantes demostraron durante el proceso de aprendizaje del inglés para mejorar sus habilidades de comprensión auditiva.

Abstract

The thesis titled “The use of songs to improve listening skills in A2 level students” in teenagers from Unidad Educativa la Salle proposed the intervention to apply this method to improve listening skills in 29 students between 14 to 15 years old who attend the first grade of Bachillerato at Unidad Educativa La Salle in the city of Riobamba. The purpose of the study is to determine whether the use of age-appropriate songs could improve the students’ listening skills.

This model proposes a different learning process from the traditional methods, which are focused on the teacher’s development. This study included a combination of different approaches to literature research. The databases and literature available to students at La Salle High School helped frame methodological topics and instruments.

This research was based on qualitative-quantitative instruments, including surveys, pre-test and post-test. The pedagogical lesson plans were designed and implemented during the second term of classes (2 months) in which students participated in sessions with popular songs that catered to their interests as teenagers, all this to improve their listening skills.

The study demonstrated that the use of songs had a positive impact on the development of listening abilities to improve the process of acquisition of a Second language.

At the end of the study and the application of the proposal, the researchers concluded that this approach has the required potential to be implemented in future studies or used as a methodology for everyday classes. Regarding the recommendations, the researchers suggest implementing this learning model in the ordinary planning program due to its high level of positive impact in both the cognitive and the emotional areas. This result was made possible by the reception that students demonstrated during the process of learning English to improve their listening skills.

INTRODUCTION

Listening comprehension is a crucial skill in the teaching and learning process, as it facilitates communication and understanding. It is an essential part of the telecommunication process that should be mastered by the students. Additionally, listening is the act of focusing on the speaker and attempting to interpret what they are saying. By using this skill, students can learn new information and develop their understanding of what the speakers are saying because listening enables us to express our thoughts to others. Since students spend more time listening in class than speaking, listening is the primary component of language learning and instruction, according to Brown (2001). According to his research, listening is a crucial daily activity.

Listening is often viewed as the most challenging skill. This is due to the fact that English Language Teaching (ELT) instructors usually emphasize speaking, reading, and writing skills. When learners come to understand that grasping listening comprehension is challenging, they tend to neglect it, even though their language proficiency is significantly influenced by their listening skills. Wilt (1990) noted that individuals spend 45 percent of their communication time listening. Schwartz (2004) claims that adults dedicate half of their communication efforts to listening, while students acquire 90% of their information at school by attentively listening to teachers and others. Nevertheless, Adnan (2012) points out that the instruction of listening skills is not adequately balanced with the teaching of other language skills like speaking, reading, and writing.

Listiyaningsih (2017) suggests that one effective way to enhance listening abilities is through listening to English songs. Engaging with English songs can help develop listening skills. When students listen to these songs, they subconsciously become accustomed to hearing the lyrics and phonemes. As a result, in a listening class, those who have listened to songs often find it easier to grasp the meaning of what the speaker is conveying. In the process of learning English, particularly in honing clear listening skills, various media such as videos, movies, and songs can assist students in improving their listening proficiency. Simamora & Oktaviani (2020) assert that songs serve as a valuable medium for enhancing listening skills because they are readily accessible and help train our ears to listen attentively.

According to Ur (1996), there are a number of challenges that learners have when learning to listen, including issues with noises, the requirement to comprehend every word, the inability to comprehend rapid and natural native speech, the need to hear things more than once, difficulty keeping up, and fatigue. Regarding these issues, it is indisputable that learner motivation is a significant factor in the acquisition of listening comprehension. According to Brown (2006), listening comprehension is difficult, so educators should carefully consider how to make the exercises engaging and effective.

According to Lo and Fai Li (1998:8), learning English through songs can transform the tedious classroom environment, and this approach can provide a pleasant classroom interaction that facilitates the development of language skills more easily. Songs are one of the most charming and culturally rich resources that can be easily used in language classrooms. Maley (1987) stated that songs provide many things that can strengthen learners' memories, such as sounds, poems, and melodies. That is to say that songs can improve functionality in English language teaching (ELT). When a student listens to and memorizes a song that is used in class, the lyrics become embedded in his or her long-term memory. Songs are a type of listening activity that has broad potential; music and songs are crucial parts of growth and learning. Some of the significant characteristics of songs are that they are fun and can keep students excited. By using contemporary popular songs, which are already familiar to teenagers, the teacher can respond to the needs of teenagers in the classroom. The songs are very memorable and motivate the students.

The most important feature of the songs is repetition. Songs contain patterns of language that can help develop listening, pronunciation, and rhythm skills, and provide a fun environment for the development of different activities within the classroom. Ross (2006) says that an example of authentic auditory material is listening to a song to learn more about well-known groups singing in English. In general, songs always accompany us at home, at school, in the office, in the car, and so on. Therefore, we can directly listen to the song and be interested in learning the value of the language in it. Griffe (1992) recommends using short, slow songs for beginner-level students. In addition, these songs can be used for crossword puzzles, drawing pictures, or showing pictures. For learners with a higher language level, long, fast songs that tell a story should be used. The chosen song should have a clear sound and be

understandable; there should not be too many instruments played at a high volume in the song.

Most teachers have focused their attention on the four language skills (reading, writing, speaking, and listening) integrated development (Qutob & Madini, 2020). However, some skills have received more attention than others in the English teaching-learning process. This inequality has avoided a similar improvement of the other skills, especially in listening. Despite the remarkable evolution and importance of significant meetings and events to improve a second language, one of the neglected skills for years has been listening comprehension (Cakir, 2018). Thus, there is a requirement for teachers and researchers to discover new ways in which this skill can be taught in foreign language sessions.

The research will be developed in Ecuador, in the city of Riobamba in the La Salle Educational Unit with a group of 29 students of first-year high school students where the aim is to effectively improve the students' listening skills in the English language using songs. The problem arises because, despite the efforts made by educators, students often have difficulty in adequately grasping pronunciation, vocabulary, and comprehension in English. This hinders their overall language proficiency and limits their ability to communicate effectively in English-speaking environments.

Therefore, seeking to address this challenge, the implementation of songs as a pedagogical tool can significantly improve English language learners' listening skills. Because music is captivating and memorable, it is a very effective tool for language learning. Teachers can create an immersive learning environment that promotes student engagement and enjoyment by integrating songs into the curriculum. Having the advantages of engaging content where songs capture students' attention and make learning enjoyable, motivating them to actively participate in language activities, hearing native speakers in songs exposes students to authentic pronunciation, helping them develop better listening comprehension skills. This activity also helps them expand their vocabulary with song lyrics because they contain a wide variety of words and idiomatic expressions, allowing students to enrich their learning in more relevant universal contexts for language expression.

Seeking to improve students' listening skills by integrating songs into English language learning at the La Salle educational unit in Riobamba, Ecuador, offers a promising approach to improving students' listening skills. By leveraging the engaging and immersive nature of music, educators can create dynamic learning experiences that inspire students to actively engage with the English language, ultimately improving their overall proficiency and confidence in communication.

The general objective of this research is:

_ To improve listening skills through songs, in A2 level students from La Salle Riobamba.

The specific objectives are:

- Students will be able to identify and understand words from various songs in English, focusing on common A2-level vocabulary.
- Students will develop the ability to recognize the correct pronunciation in English songs.
- Students will improve their listening skills by integrating pre-listening, while listening, and post listening activities

Our research topic is” The use of songs to improve the listening skills in A2 level students”, the independent variable being the use of songs, while the dependent variable is the listening skill. In terms of listening skills, Russel (2006) says that listening skill is listening with comprehension, attention and appreciation. In terms of the independent variable, Li and Brand (2009) argue for an increased effectiveness in the ESL classroom when using song-based instructions as an educational tool.

This study included a combination of different approaches to literature research. The databases and literature available to students at La Salle High School helped frame methodological topics and instruments. Some sources have been found through other platforms as well, such as Google Scholar. At the beginning, a diagnostic listening test was developed to know the students’ ability to listen; then, students listened to songs and tried to complete missing words according to what they heard. At the end of this research, students were able to listen to a song and complete phrases to demonstrate if this implementation worked. Also, the teacher carried out an interview to understand the students' perceptions of songs inside the classroom. The research provided existing literature on the effectiveness of using songs for language learning to be reviewed, highlighting the main studies and theories with the starting

point being the objectives and the research questions guiding the study as a reference, as well as an overview of our Institution and students.

In Chapter 1, a comprehensive review of the pertinent literature will be presented. Studies and theories related to the development of listening skills, the role of music and songs in language learning, and previous research on the use of songs to improve listening comprehension will be included. The chapter will also explore theoretical frameworks that support the integration of songs into language teaching methodologies. In addition, the potential benefits and challenges associated with the use of songs as a teaching tool in the context of the La Salle Educational Unit will be discussed.

Chapter 2 will outline the methodology employed in the research. It will detail the research design, including the selection of participants, the data collection methods and instruments used for data analysis, and the criteria for song selection. The chapter will describe how the study was conducted within the context of the La Salle Educational Unit with first-year high school students, including any ethical considerations. It will also provide a clear explanation of the procedures followed to measure the effectiveness of using songs to improve students' listening skills.

Finally, the findings of the study can be presented in Chapter 3, including quantitative and qualitative data related to the impact of the use of songs on listening skills, where the results are analyzed about the research questions and the relevant literature, identifying patterns, themes, and correlations. The strengths and limitations of the study are discussed, including unexpected findings or difficulties encountered during the research process, offering interpretations of the results and their implications for language teaching practice, curriculum development, and future lines of research.

Chapter 1

This chapter includes the analysis of the main bibliographical sources related to the variables of the study (Independent and dependent). The researcher analyzes the different points of view and results of previous investigations (quantitative or qualitative). To write this chapter correctly, it was necessary to identify key terms to use in the literature search. It was also crucial to find literature about a topic by consulting several types of materials and databases, also to critically evaluate and select literature for review. By organizing the literature, it was easier to select sources by abstracting or taking notes on the literature and developing a visual diagram of it.

1.1 Research Background

The development of listening skills in English represents one of the greatest challenges in the foreign language teaching-learning process, especially in contexts where students have limited exposure to English outside the classroom. This skill requires not only identifying sounds, words, and grammatical structures, but also interpreting meanings and responding appropriately to spoken language, which involves a complex set of cognitive and linguistic competencies. Without consistent and meaningful listening practice, students tend to show difficulties in their overall communication development.

In recent years, research has explored innovative strategies to improve this skill, with the use of songs being one of the most effective and motivating. Songs provide real exposure to language, featuring colloquial language, idiomatic expressions, and authentic intonation patterns, which contribute to a deeper understanding of the language in use.

In addition, the emotional component of music promotes attention, memory, and personal connection to the content, which are essential elements for meaningful learning. (Hallam, 2010; Jensen, 2001). Music can arouse emotions, which helps to consolidate learning and create more lasting associations with linguistic content. (Koelsch, 2014; Moreno & Mayer, 2000).

This literature review gathers a set of previous studies that have analyzed the impact of songs on the improvement of listening in high school students, to establish a theoretical framework for the present research focused on first-year high school students of the La

Salle Riobamba Educational Unit. Given that at this educational level, students are preparing to face academic and professional contexts that require mastery of communicative competencies in English, it is essential to identify resources that enhance these skills.

Songs, as a didactic resource, have multiple benefits in foreign language learning. Not only do they present real linguistic structures and authentic vocabulary, but they also generate a positive atmosphere, reduce anxiety, and encourage active student participation (Murphey, 1992; Paquette & Rieg, 2008). In addition, their repetitive and melodic nature reinforces auditory memory and improves pronunciation, intonation, and overall language comprehension (Fonseca-Mora, 2000; Medina, 1990).

These factors contribute significantly to an improvement in the student's communicative competence by facilitating the development of active, sustained, and contextualized listening. Thus, the use of songs is positioned as a relevant and effective pedagogical strategy in the English as a foreign language classroom.

In order to analyze the research problem, other researches were analyzed, such as Fonseca Mora (2000) where the difficulties in the retention of vocabulary and grammatical structures in English as a foreign language was one of the problems found in his research; therefore, he hypothesized that the use of songs improves linguistic retention and listening comprehension, for which one of the effective procedures could be the collection of data through qualitative research using classroom observation during sessions with songs in English. In addition, he worked with high school students during a semester, using songs selected for their linguistic content and motivational potential, obtaining as results a greater motivation in class, better pronunciation, and effective retention of lexical and grammatical structures. Students showed greater interest in participating and made fewer errors in listening comprehension exercises. To be able to analyze the research problem, it can be said that songs promote meaningful learning and contribute to the development of listening in a relaxed and dynamic environment. The emotional component of music facilitates learning and memorization of linguistic content.

We can also refer to the study by Medina (2002) where the problem is described as limited significant auditory exposure in traditional English classes, where it can be described that songs allow improving auditory skills by integrating music and language, to obtain this hypothesis, a data collection was performed through a quantitative study with two groups

of students; one group worked with songs and the other with conventional methods. Pre and post-tests were applied, and performance was evaluated in specific listening comprehension tasks, obtaining as results that the group that used songs obtained better results in listening tests, especially in the identification of key words and global comprehension of oral texts. In addition, the students expressed greater liking for the activities with songs, with the result that music is an effective tool to strengthen listening comprehension and promote incidental learning. Its use in the classroom can facilitate exposure to multiple registers of language, improving the ability to interpret oral messages.

Thus, according to Alcívar and Bravo (2017) conclude that songs have a positive impact on students' listening performance and motivation. The implementation of this strategy favors both cognitive and affective learning development.

In addition to this, we can talk about the low performance in listening in Ecuadorian high school students and that is where the question arises: How does the use of songs influence the receptive skills of English? Being a very important point to determine the impact that songs in English would significantly help in the learning of the language, especially in the listening skills, that is why we proceeded to conduct mixed research in high school students with the application of musical activities during a trimester. Diagnostic tests, evaluation rubrics, and student perception surveys were used, obtaining satisfactory results such as a significant increase in the results of listening tests, as well as a positive attitude towards the class. Students were able to identify words and phrases in English and reported feeling more confident in listening to audio in English.

According to Murphey (1992), he refers to the low linguistic retention in foreign language students, where the emotional content of songs favors linguistic memory. To determine this problem, a data collection and a theoretical analysis of cases of students exposed to songs as a learning method were carried out. A documentary review and interviews with teachers who use music in teaching were carried out, obtaining some positive results, where it was possible to identify an emotional link with the songs that favored repetition and memorization. The musical lyrics provided a realistic and motivating context for language internalization, where music, being affectively and rhythmically charged, facilitates language acquisition through repetitive patterns. The listening experience with authentic songs enhances long-term memory and oral fluency.

We can also talk about the low level of listening comprehension in high school students in Quito, where Castillo and Vélez (2021) pose the research question Does the use of songs improve listening in the first year of high school? They conducted their data collection through a quasi-experimental study with a control group and an experimental group, where they applied tests before and after the eight-week intervention using songs selected according to CEFR A2 level, obtaining as results that the group that worked with songs improved on average 30% in their listening tests. They also demonstrated better contextual understanding, identification of common expressions, and overall enjoyment of the learning process. They concluded that songs are effective in improving active listening and understanding of real English structures. In addition, their constant use contributes to the development of critical listening skills and cultural sensitivity.

The studies reviewed show that the use of songs is an effective and motivating strategy to improve listening comprehension in English. This didactic tool contributes not only to the improvement of academic performance, but also to the development of positive attitudes towards language learning. Songs allow the creation of meaningful listening experiences, helping students to connect emotionally with the content and retain information more efficiently. Their ability to integrate vocabulary, grammatical structures, pronunciation and intonation into a single pedagogical resource stands out.

In the Ecuadorian context, where exposure to English can be limited due to the lack of natural immersion environments, integrating songs into the classroom represents a viable and beneficial pedagogical solution. This strategy compensates for the limited interaction with the language outside of the school environment by offering a rich and authentic communicative experience within the classroom. It also responds to the needs of a student population that values dynamic and interactive teaching methods.

Music also facilitates an emotionally positive learning environment, which is critical to reducing language anxiety and increasing students' willingness to listen and communicate. The positive emotions generated by music stimulate intrinsic motivation, a key aspect of foreign language learning. Songs also promote active participation, stimulate creativity, and offer real language models that contribute to the development of functional communicative competence.

In light of these findings, the present research seeks to analyze the impact of this strategy on first-year high school students at the Unidad Educativa La Salle Riobamba, thus

strengthening the process of teaching English as a foreign language and providing empirical evidence from a local educational context. It is hoped that this study will not only ratify the benefits observed in previous research but also provide practical recommendations for teachers and educational policy makers interested in improving the English proficiency of Ecuadorian students through innovative, inclusive, and culturally relevant approaches.

1.2 Independent variable

Conceptual definition of the variable.

The use of songs in English language teaching refers to the planned, systematic, and pedagogical implementation of musical pieces that contain linguistic expressions of the target language, in this case, English. This didactic strategy consists of integrating songs as part of the curriculum design and classroom activities, not only as a recreational element but also as a resource with specific learning objectives. The songs function as authentic materials, i.e., real-world texts not designed specifically for language teaching but offering genuine linguistic input (Nunan, 1989), they have not been created exclusively for language teaching, which allows students to confront real situations of language use in diverse cultural contexts.

The musical nature of the songs-which combine rhythm, melody, intonation, repetition, and frequent use of common linguistic structures-favors a natural and meaningful exposure to the language, which is essential for the development of communicative competence. This exposure helps students become familiar with pronunciation, intonation, speech rhythm, as well as grammatical structures, idioms, idiomatic expressions, and new vocabulary in a real and emotionally meaningful context.

From a pedagogical perspective, the use of songs is intended to stimulate students' intrinsic motivation, increase their level of attention, and facilitate more enjoyable, participatory, and long-lasting learning. The lyrics of the songs, when accompanied by music, generate a positive emotional environment that reduces the learner's anxiety about the foreign language and promotes a greater willingness to learn. In addition, songs make it possible to establish connections between the linguistic content and the learner's personal interests, which contributes to the development of meaningful learning (Ausubel, 1968).

Likewise, songs have a positive effect on long-term memory, since information presented with rhythm and repetition tends to be more easily fixed (Medina, 1993; Fonseca-Mora, 2000). This phenomenon is explained by neuroeducation, which emphasizes the influence of emotional and sensory components in the consolidation of learning (Jensen, 2005). Consequently, by listening to and working with songs, students not only improve their listening comprehension but also develop other skills such as pronunciation, phonological pattern recognition, and familiarization with different accents or registers of English (Paquette & Rieg, 2008).

In summary, the use of songs is an integral pedagogical tool that brings multiple benefits to the English teaching-learning process, especially in the development of listening skills, by providing authentic linguistic input, stimulating student interest, and allowing the practice of the language in a dynamic, emotional, and meaningful context.

According to Murphey (1992), songs represent a powerful didactic tool in teaching English as a foreign language due to several characteristics inherent to their structure and nature. First, their repetitive nature allows learners to hear and repeat words, phrases, and grammatical structures several times in a meaningful context, which facilitates the process of retention and consolidation in long-term memory. This type of repeated, but not monotonous, exposure promotes language automatization, a fundamental step in second language acquisition.

In addition, the emotional component of music generates a high degree of motivation and engagement among learners. Songs evoke feelings, create positive associations, and reduce the anxiety that many learners experience when faced with a new language. This makes learning more effective, and as several researchers (Duff, 2010; Wray & Smith, 1999) have pointed out, emotional factors play a key role in successful language learning.

From a communicative skills perspective, songs offer real opportunities for the development of listening comprehension, as they expose learners to a wide variety of accents, intonations, rhythms, and speeds of authentic speech. This allows learners to become familiar with real, contextualized language, something that is often not achieved with the artificial audios used in conventional teaching materials.

Therefore, the use of songs in the English classroom should not be considered only as a recreational or filler activity, but as a comprehensive methodological strategy that favors linguistic development in a holistic manner. Specifically, in listening comprehension,

songs improve students' ability to identify sounds, discriminate key words, grasp the general and specific meaning of the message, as well as acquire new vocabulary and grammatical structures in a contextualized manner. Their inclusion in the curriculum not only enriches the learning experience but also promotes a more positive and active attitude towards language study.

Description of the dimensions of the variable

As Murphey (1992) mentioned, the use of songs as a pedagogical tool can be broken down into the following dimensions:

(a) Selection of musical material.

This dimension covers the pedagogical and linguistic criteria that the teacher takes into account when choosing the songs to be used in the classroom. (Murphey, 1992). It is not only a matter of choosing pleasant or popular songs, but also of assessing whether their linguistic content is appropriate for the students' level: whether the vocabulary is comprehensible or presents new contextualized terms, whether the grammatical structures are consistent with the learning objectives, and whether the pronunciation is clear and adequately represents standard English or some relevant variant. Consideration is also given to the musical genre (e.g., children's songs for young children, pop for teenagers, or ballads for emotional work) and its cultural load, which can enrich students' intercultural competence (Brewster, Ellis, & Girard, 2002). Proper selection of material ensures that the songs not only entertain but are also effectively useful in the teaching-learning process. (Lake, 2003).

b) Didactic integration of the song

This dimension refers to how the teacher incorporates songs in the curricular planning and in the dynamics of the class. A song should not be used in isolation but as part of a structured didactic sequence that includes activities before, during, and after listening. (Murphey, 1992; Graham, 1992). Pre-listening activities may include activation of prior knowledge, prediction of content, or presentation of key vocabulary (Orlova, 2003). During listening, general and specific comprehension tasks, identification of linguistic structures, or auditory discrimination exercises can be performed (Brewster, Ellis & Girard, 2002). After listening, oral or written production activities, grammatical reflection, dramatizations, linguistic games or creative tasks related to the theme of the

song can be developed (Richards & Rodgers, 2024). This methodological integration favors more meaningful and student-centered learning.

c) Student-song interaction

This dimension evaluates the degree of affective and cognitive involvement of the students in front of the songs used in class. A positive interaction is reflected in students' motivation, active participation, and emotional response (Krashen, 1982; Medina, 1990). The use of songs can improve the classroom environment, reduce anxiety, and facilitate a more personal connection to the language (Murphey, 1992; Fonseca-Mora, 2000). It also promotes incidental learning, as learners can acquire new vocabulary, structures, and pronunciation naturally and enjoyably (Paquette & Rieg, 2008). This dimension also includes how learners interpret, analyze, or express ideas from musical content, which can foster critical, reflective, and creative skills (Orlova, 2003). Effective interaction depends on both the relevance of the material and the way it is presented and worked with in class (Richards & Rodgers, 2014).

d) Frequency and consistency of use

This dimension focuses on the regularity, planning, and systematization with which songs are used in the classroom. Occasional use, without connection to learning objectives or without follow-up, has limited impact (Richards, 2001). On the contrary, when the use of songs is part of a constant pedagogical strategy, a process of continuous exposure to auditory input is favored, which is key to the development of oral comprehension (Krashen, 1982; Fonseca-Mora, 2000). In addition, consistency makes it possible to establish work routines, reinforce content already taught, and evaluate students' progress in a variety of contexts (Murphey, 1992; Paquette & Rieg, 2008). This dimension can also include planning a progressive repertoire of songs that increases complexity as the course progresses (Brewster, Ellis, & Girard, 2002).

Description of the variable indicators

Each dimension can be operationalized through observable and measurable indicators, allowing an objective evaluation of the use of songs as a pedagogical tool.

Dimension: Selection of musical material

- Songs according to the student's level. Songs are selected that correspond to the students' level of linguistic competence, ensuring that the vocabulary and structures are neither too complex nor too simple, facilitating understanding and effective learning.
- Clarity of pronunciation. The chosen songs should present clear and understandable pronunciation, with adequate rhythm so that learners can pick up the sounds and intonations easily. This contributes to the improvement of auditory perception and phoneme discrimination.
- Relevant and motivating subject matter. The content of the songs should be attractive and relevant to the age, interests, and cultural context of the students, thus generating greater motivation and emotional connection with the material.
- Understandable vocabulary and structures. The material should include vocabulary and grammatical structures appropriate to the level of the group, allowing contextualized learning and the natural incorporation of new language elements.

Dimension: Didactic integration of the song.

- Prior knowledge activation activities. Before listening, activities are designed to prepare students, such as a discussion about the topic, a presentation of key vocabulary, or predictions about the content of the song. These activities facilitate comprehension and interest.
- Listening activities. Specific tasks during listening, such as filling in blanks, identifying keywords or phrases, ordering sentences, or answering questions, promote attention and active listening comprehension.
- Post-listening activities. After the song, consolidation, and production exercises are carried out, which may include summaries, discussions, grammatical analysis, or the creation of related texts, promoting the integration of what has been learned and oral or written expression.

Dimension: Student-song interaction

- Active participation in the activity. The degree to which students engage physically and cognitively, singing, moving, responding, or performing the proposed tasks is observed.
- Positive attitude towards the use of songs. The favorable disposition, enthusiasm, and openness of the students to the use of songs as an educational resource is evaluated.

- Level of concentration and enjoyment during class. Sustained attention and enjoyment during the activity are indicators of effective interaction that favors learning.
- Spontaneous feedback. Includes comments, questions, or expressions of interest that show the students' emotional and cognitive response to the song and the activity.

Dimension: Frequency and consistency

- Number of sessions that include songs. The regularity with which songs are integrated into classes is measured, as systematic use contributes to greater exposure to the language and progressive improvement.
- Relationship between topics covered and songs selected. Coherence between curricular content and musical material ensures that songs reinforce learning objectives in a meaningful way.
- Evidence of progression in difficulty and type of song used: It is analyzed if there is a plan that allows progression from simpler songs to more complex ones, favoring the gradual development of language and listening skills.

The theories on which the variable is based

The use of songs as a methodological strategy in the teaching of English as a foreign language is based on diverse pedagogical currents and psycholinguistic theories that support its effectiveness in favoring meaningful, motivating, and multisensory learning.

a) Communicative Approach (Hymes, D., 1972).

Hymes stated that the Communicative Approach to Language Learning holds that the main purpose of learning a language is to be able to communicate effectively in real situations. In this framework, the linguistic input must be authentic, functional, and contextualized.

Songs represent authentic texts that expose the learner to real language in use, including idiomatic expressions, grammatical structures in context, and sociolinguistic aspects such as accents or registers. In addition, the lyrics often reflect everyday situations or human emotions, facilitating a natural understanding of the language.

Example: Working with a song that tells a story in the past tense allows the introduction and reinforcing of past simple structures in a meaningful and contextualized way.

b) Theory of Meaningful Learning (David Ausubel, 1968)

Ausubel stated that learning is most effective when new knowledge can be anchored in previous concepts or experiences. Songs, with their melodic, repetitive and contextual elements, allow the learner to relate new vocabulary and structures to personal experiences, prior knowledge and emotions, which promotes greater retention.

In addition, many songs feature universal themes such as love, friendship, or nature, which facilitates emotional and cognitive connection.

Example: A song about the weather can activate a student's prior knowledge of weather vocabulary, integrating it in a meaningful way.

c) Multisensory approach (Howard Gardner, 1983)

This approach holds that learning is enhanced when several sensory channels are stimulated simultaneously. Songs activate the auditory channel (through music and lyrics), the visual channel (if the video or projected lyrics are included), and the kinesthetic channel (when movements, dramatizations, or body games are integrated).

This type of learning benefits diverse cognitive styles and allows for a richer and more memorable experience.

Example: By working on a song with gestures for each verse, students not only understand the meaning better but also link it with movements, which reinforces memorization.

d) Theory of Musical Intelligence (Howard Gardner, 1983)

Within the Multiple Intelligences model, Gardner recognizes musical intelligence as a specific capacity that some people must recognize, reproduce, create, and enjoy musical patterns. By using songs as a teaching resource, music-dominant students, who can process language more effectively through rhythm, melody, and repetition, are served.

Example: Students who do not respond well to traditional exercises can show greater engagement and comprehension by learning grammatical structures through song.

e) Theory of Intrinsic Motivation (Deci & Ryan, 1985)

Deci & Ryan hold that people are more motivated when they feel pleasure, autonomy, and relevance in the activity they perform. Songs generate positive emotions, make learning more enjoyable, and can be adapted to students' interests.

By feeling involved and enjoying the process, students develop an internal motivation to learn, which encourages perseverance and autonomous effort.

Example: Allowing students to choose a song from a repertoire guide increases their sense of ownership and commitment to the activity.

f) Affective Filter Theory (Stephen Krashen, 1982)

According to Krashen, language acquisition is most effective when the learner's affective filter (i.e., his or her level of anxiety, motivation, and self-esteem) is low. An affectively positive environment favors the reception and processing of linguistic input. Because of their playful and emotional character, songs help to reduce tension, create a more relaxed environment, and generate a receptive and open attitude to learning.

Example: Using a song at the beginning of the class can work as an “icebreaker”, helping students to feel more comfortable and willing to participate.

Conclusion

The use of songs as an independent variable in this research is consolidated as an integral methodological strategy, supported both from the theoretical level and from educational practice. This tool extends beyond its ludic dimension, as it serves as a pedagogical resource that promotes meaningful, motivating, and multisensory learning.

Songs, by incorporating elements such as rhythm, repetition, melody, and cultural content, allow students to access authentic and contextualized linguistic input, which is essential for the development of listening comprehension. In addition, because they are emotionally charged, they facilitate the retention of grammatical and lexical structures, as well as improved pronunciation and intonation.

The effectiveness of this strategy depends to a large extent on four key dimensions (Murphey, 1992; Fonseca-Mora, 2000).

1. The appropriate selection of the musical material, considering the linguistic level, interests, and learning objectives.
2. Its didactic integration through planned activities before, during, and after listening.
3. The active and positive interaction of the student with the musical content, increases motivation and emotional involvement.

4. The frequency and consistency with which this tool is incorporated into the teaching practice, guarantees continuous and progressive exposure to the language.

In summary, it can be affirmed that the systematic use of songs in the English classroom contributes significantly to the development of oral comprehension in first-year high school students. This approach not only improves linguistic performance but also favors a more dynamic, participatory, and emotionally enriching learning environment, in line with the principles of the communicative approach, meaningful learning, the affective approach and multiple intelligences.

1.3 Dependent variable

Listening skill refers to a person's ability to receive, understand, interpret, and respond appropriately to oral messages in a language. In foreign language learning, this skill involves not only hearing sounds, but also identifying words, phrases, intonations and meanings, within a specific context.

Authors such as Rost (2011) and Vandergrift (1999) agree that listening is an active process that requires attention, memory, prior knowledge and cognitive skills to construct meaning from auditory input.

Listening also is a creative skill because to understand the sound that we hear, we take the raw material of words, arrangements of words, and the rise and fall of the voice. Jalongo (1992) states that listening involves 3 things: 1) Hearing is a physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate among sounds, blend sounds, and retain sequences of sounds in memory). 2) Listening is an act of perception that includes concentrating, becoming aware of, and selecting environmental cues. 3) Listening is an act of comprehension that begins with hearing and listening, this includes getting meaning from what is heard, associating sounds with something already known, organizing, imagining, and appreciating.

According to Brown (2007), listening is not a passive activity, but an active process that involves:

- Selective attention

- Activation of prior knowledge
- Inference of meaning
- Verification of the message received

It is a receptive skill, but essential for verbal interaction, as it prepares the listener to produce appropriate responses. In school contexts, developing this skill is key to understanding instructions, songs, movies, oral classes, etc.

Variable dimensions

Vandergrift and Goh (2012) outline that, according to the literature on teaching English as a foreign language (EFL), listening skills can be divided into the following dimensions:

1. Auditory discrimination is the student's ability to recognize sounds, accents, rhythms, intonations, and phonemes of the English language, as well as to identify and differentiate sounds, words, phonemes, rhythms, and intonations of the English language. It is the perceptual basis for listening comprehension. If the student cannot distinguish between similar sounds (e.g., “ship” vs. “sheep”), the rest of the comprehension process is affected.
2. Literal comprehension is the ability to grasp the explicit meaning of the spoken message. It involves understanding the main ideas, specific details, data, names, places, and facts directly mentioned (Rost, 2016). It is the first level of comprehension. If a student cannot grasp literal information, it will be very difficult for him/her to advance to more complex levels of analysis.
3. Inferential comprehension is the ability to interpret information not directly stated, such as speaker intentions, implied meanings, emotions, cause-effect relationships, or figurative meanings. This comprehension allows for a deeper understanding of the message, developing analytical skills, and critical thinking. It is essential for interpreting songs, stories, or real conversations.
4. Critical comprehension is the listener's ability to make judgments about what he or she hears, evaluating credibility, communicative intent, the logic of the message, and its

personal or social relevance. It develops the learner's reflective thinking, fosters critical autonomy, and enables the learner to participate actively in complex communicative contexts.

Variable indicators

The indicators used to observe and measure the dimensions of listening skills—such as auditory discrimination, literal comprehension, inferential comprehension, and critical comprehension—are widely acknowledged in language teaching literature (Brown, 2007; Rost, 2016; Vandergrift & Goh, 2012).

Some relevant indicators are:

Dimension	Indicator
Auditory discrimination	<ul style="list-style-type: none"> - Recognizes similar sounds and phonemes - Distinguishes accents and rhythms of speech. - Example: Recognize the difference between “live” and “leave” in a stanza.
Literal comprehension	<ul style="list-style-type: none"> - Identifies main ideas - Recognizes explicit details (characters, places, actions). - Example: Understand that the song talks about a trip or a breakup.
Inferential comprehension	<ul style="list-style-type: none"> - Deduce the meaning of words by context - Interprets intentions or emotions of the speaker - Example: Deduce that the singer is sad even if he does not say so directly.
Critical comprehension	<ul style="list-style-type: none"> - Comment on the content

	<ul style="list-style-type: none"> - Question the truthfulness or intention of the message. - Example: Reflect on whether the message of the song is positive or negative.
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Elaborated by: Jessica Patricia López Andrade- Jesica Estefania Allauca Pasmay

Theories behind the variable

Second language acquisition theory (Krashen, 1982) suggests that listening comprehension is fundamental to language development. In his "input hypothesis," Krashen argues that learners need exposure to comprehensible input (messages that they can understand even if they do not know all the words), which facilitates the internalization of linguistic structures.

According to Krashen, language learning occurs effectively when learners receive comprehensible input, i.e., messages that they can understand even if they contain novel elements. This input should be slightly above their current level. English songs offer a type of comprehensible input because they have repetition, rhythm, and emotional context. By listening to comprehensible and contextualized songs, students naturally improve their vocabulary, grammar, and listening comprehension.

According to Larry Vandergrift's (1999, 2007) Processing Model of Listening Comprehension states that the listening process involves an interaction between cognitive and metacognitive processes.

Howard Gardner's (1983) Theory of Musical Intelligence proposes that some people have a more developed musical intelligence, which makes them more receptive to learning through sounds, rhythm, and melody. Listening to songs in English activates this intelligence. Students with musical affinity improve their auditory memory, linguistic rhythm, and intonation by listening to songs. Learning grammatical structures and vocabulary is facilitated through musicality.

The Communicative Language Teaching Model of Hymes, Canale and Swain (1970s-1980s) states that communicative language teaching proposes that language should be taught for its functional and actual use in social contexts. A person proficient in a language should be able to understand and respond to authentic situations:

- a. Listening is essential for effective communication.
- b. Songs present real contexts, idiomatic expressions, and authentic pronunciations.
- c. Listening to songs trains the ear for real conversations, improving overall communicative competence.

Lev Vygotsky's Sociocultural Theory of Learning (1978) argues that learning occurs through social interaction and cultural mediation. He introduces the concept of Zone of Proximal Development (ZDP). According with this theory the following can be set about the project proposal, listening to songs, analyzing them in groups, singing in chorus or discussing their content creates meaningful social interaction. Students can help each other understand the message (collaborative learning), which expands their ZDP. In addition, songs reflect cultural elements that enrich language learning and context.

These theories support the use of authentic strategies and materials (such as songs) to improve listening comprehension, as they present real language, rhythm, intonation, and vocabulary in context.

Conclusion

Listening skills constitute one of the key competencies in learning English as a foreign language, especially in adolescent learners. This skill is not limited to listening, but involves cognitive and metacognitive processes such as auditory discrimination, literal, inferential, and critical comprehension. Its development is supported by fundamental theories such as Krashen's Comprehensible Input, Vandergrift's Model, Vygotsky's Sociocultural Theory, and the Communicative Language Approach.

In this context, the use of songs is presented as an effective pedagogical tool to improve listening skills. Songs provide comprehensible input, activate musical intelligence, promote motivation, and facilitate exposure to authentic vocabulary, real grammatical structures, and contextualized pronunciation. In addition, they allow the learner to engage

emotionally and culturally with the language, which promotes listening comprehension at both literal and critical levels.

Thus, the integration of songs in English classes not only stimulates linguistic development but also responds to the learning styles of adolescents and creates a more meaningful, interactive and communicative environment. This relationship between the use of songs and the strengthening of listening skills supports the central hypothesis of this research.

Chapter 2

This Chapter refers to the conceptualization and operationalization of the main categories. The statement and justification of the research approach. Description of the research methods and their purposes in the context of the proposal, the instruments, the participants, and their characteristics.

Conceptualization and operationalization of the main categories (Independent and dependent variables)

Conceptualization:

Independent Variable (IV): Use of Songs: This refers to the implementation of songs as a teaching tool in the classroom. Songs will be chosen based on their relevance to the A2 level of language proficiency, clarity of lyrics, and alignment with the learning objectives.

Dependent Variable (DV): Listening Skill Improvement: This refers to the enhancement of students' ability to understand spoken language, which includes aspects like understand phrases and expressions related to areas of most immediate priority within the personal, educational, public and vocational domains (e.g. shopping, travel, services, workplaces, etc.), provided speech is clearly and slowly articulated.

Operationalization:

Independent Variable: The use of songs according to the age and the songs that they like will be operationalized by integrating them into the lesson plans. This will include activities such as listening to songs, completing gap-fill exercises, classifying words, identifying words, ordering the words to make sentences and checking the words that they hear.



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: The use of songs to improve listening skills in A2 level students

AUTHOR(S): Jessica López, Jesica Allauca

INDEPENDENT VARIABLE: The use of songs

N	VARIABLE & DIMENSION & Items	Relevance 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Context integration: <ul style="list-style-type: none"> Frequency of song usage in language lessons. Incorporation of songs across various language proficiency levels. 	X		X		X		
2	Instructional <ul style="list-style-type: none"> Variety of instructional strategies utilizing songs (e.g., listening comprehension exercises). 	X		X		X		
3	Strategies: <ul style="list-style-type: none"> Student participation rates during song-based activities. Student engagement and motivation levels during song-based lessons. 	X		X		X		
4	Learning technological tools: <ul style="list-style-type: none"> Efficiency in learning languages Use of free resources in the classroom 	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable** **Applicable after correction** **Not applicable**

Validator's full names: Dr/ MSc: Fernando Intriago Canizares
ID: 0914430756

Validator's area of expertise: Instructional design for EFL

Date: May 14th., 2024

¹**Relevance:** The item corresponds to the theoretical concept declared.
²**Relevance:** The item is appropriate to represent the concept declared in the specific dimensions of the variable.
³**Accuracy:** The item is understandable, concise, direct and clear.

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Dependent Variable: The improvement in listening skills will be measured using pre- and post-tests specifically designed for A2 level students. These tests will assess various listening competencies, such as identifying verbs, understand specific information, identify words and expressions used in a slower, yet natural colloquial style, by native speaker, understand phrases and expressions related to areas of most immediate priority within the personal, educational, public and vocational domains



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: The use of songs to improve listening skills in A2 level students **AUTHOR(S):**

Jessica López, Jesica Allauca

DEPENDENT VARIABLE: Listening skills

N	VARIABLE & DIMENSION 8 / Items	Performance 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Interpretation: • Distinguish the main ideas	X		X		X		
2	Comprehension of the message in context: • Recognize the information	X		X		X		
3	Perception from message: • Recognize the vocabulary used in specific topics	X		X		X		
4	Attitude: • Pay attention to the listening • Show interest in what they are listening	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: Applicable Applicable after correction Not applicable

Validator's full names: Dr/ MSc: Fernando Intriago Canizares
I.D: 0914430756

Validator's area of expertise: Instructional design for EFL

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- ¹**Performance:** The item corresponds to the theoretical concept declared.
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- ³**Accuracy:** The item is understandable, concise, direct and clear.

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Statement and Justification of the Research Approach

Statement of the Research Approach

The research will adopt a mixed-methods approach, combining quantitative and qualitative data collection and analysis methods. This approach will provide a

comprehensive understanding of the effectiveness of using songs to improve listening skills in A2 level students.

Justification:

The mixed-methods approach is justified as it enables triangulation of data, ensuring a more robust and comprehensive analysis. By combining quantitative and qualitative data, the research can capture both the measurable outcomes and the contextual factors influencing the learning process.

Quantitative Data: The pre- and post-tests will provide measurable data on students' listening skill improvements, allowing for statistical analysis of the impact of using songs.

Qualitative Data: Observations, interviews, and feedback from students will offer insights into their experiences and perceptions of using songs in the classroom. This will help in understanding the nuances of how and why songs may facilitate listening skill improvement.

Description of the Research Methods and Their Purposes in the Context of the Proposal

Research Methods:

The use of Pre- and Post-Tests to assess language skills and perceptions about learning is supported by several prominent authors in the field of education and language acquisition. Stephen Krashen, for instance, underscores the importance of understanding learners' starting points to provide appropriate input, which can be effectively gauged through Pre-Tests. Lev Vygotsky's Zone of Proximal Development (ZPD) suggests that assessing learners before and after instruction allows educators to measure growth and adjust teaching strategies accordingly. Jim Cummins' work on language proficiency highlights the value of Pre and Post-Tests in distinguishing between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), helping to track development in both areas. Additionally, Robert Gardner's research on motivation and attitudes in language learning suggests that Pre- and Post-Tests can reveal changes in learners' perceptions and motivation, offering insights into the effectiveness of instructional approaches. These authors collectively

affirm the benefits of using Pre- and Post-Tests to determine language skills and learner perceptions, ensuring more targeted and effective language instruction.

Surveys: Students will complete surveys designed to capture their attitudes towards learning through songs and their self-assessment of listening skill improvements.

Purposes:

Pre- and Post-Tests: To quantitatively assess the effectiveness of the intervention.

Surveys: To complement the survey data with broader quantitative insights into students' attitudes and self-perceived progress.

Description of the Instruments Based on the Selected Research Approach

Instruments:

Listening Comprehension Tests. These will be tailored to the A2 level and will include tasks such as ordering the words, checking verbs, and complete gaps, and using words listened to make sentences based on songs

Surveys are a valuable tool for assessing language skills and perceptions about learning, and this approach is supported by several key authors in the field, including Robert Gardner. For instance, emphasizes the importance of understanding learner attitudes and motivation, which can be effectively captured through surveys to enhance language learning outcomes (Gardner, 1985). Gardner's work highlights how surveys can provide insights into the affective factors influencing language acquisition. Stephen Krashen also supports the use of surveys to gauge learners' perceptions of their language experiences, which can inform the design of more effective instructional strategies. Additionally, Lev Vygotsky's theories suggest that understanding learners' perspectives, as gathered through surveys, can help educators align instruction with the learners' developmental needs. Diane Larsen-Freeman's work on complexity theory in language learning further supports the use of surveys to capture the dynamic and evolving nature of learners' language skills and perceptions (Larsen-Freeman, 1997; Larsen-Freeman & Cameron, 2008). These authors collectively confirm the benefits of using surveys to determine language skills and perceptions, offering a comprehensive understanding of the learning process and informing more personalized and effective language instruction.

In the surveys. These will include Likert-scale items and open-ended questions to gather quantitative and qualitative data on students' attitudes and self-assessments.

Monitoring Listening Process

The procedure of a listening lesson consists of three stages: pre – listening, while – listening and post-listening.

Pre–listening stage: It prepares students for listening tasks. This stage asks students to think about the topic they are going to listen to. In other words, this stage helps students “focus their minds on the topics” by narrowing down the things that the students expect to hear and activating relevant knowledge and already known language (Mary Underwood, 1989, p.31). When planning lessons, time must be allocated for pre–listening activities, and the activities should not be rushed.

Pre–listening work can be done in a variety of ways. Some of the activities are preparation for listening, while the others might be the setting up of the while listening activity. However, all different activities in pre pre-listening stage provide students“ opportunities to gain some knowledge that will help them to follow the listening section. In addition, in this pre–listening stage, students are likely to use the words that they will shortly hear in the text. This will assist them when they come to match what they hear with their store of knowledge.

While – listening stage: This is the stage in which students are asked to do tasks during the time that they are listening to the audio. This stage helps students listen better, more accurately, through a list of designed comprehension tasks. As Rixon (1986) pointed out that the purpose of while listening stage is to challenge and guide students to handle the information and the message from the listening text. However, to reach that goal, while listening activities should be interesting, so that students feel they want to listen and carry out the activities. In addition, the topics and the content of the listening texts plus the students' interest decide the success of while–listening activities. Therefore, choosing appropriate materials for while – listening stage is of great importance to the improvement of learners.

Post–listening stage: the stage in which all the work related to a particular listening text is done after listening is completed. Some post-listening activities are extensions of

the work done at the pre-listening and while-listening stage, and some relate only loosely to the listening itself (Mary Underwood, 1989, p. 74).

Some common forms of post-listening activities are answering multiple-choice questions or open questions based on the spoken text. Post-listening activities aim at checking whether the students have understood what they need to understand and whether they have completed whatever while – listening task has been set successfully.

Description of Participants and their Characteristics

Participants:

The study will include students who possess an A2 level of English, which typically means they have a basic grasp of common expressions and simple phrases used in everyday situations. These participants will be selected from Unidad Educativa La Salle, located in the city of Riobamba, where they are currently receiving instruction at this level from dedicated and innovative teachers.

The study also includes teachers who are currently teaching students at the A2 level and are registered under the corresponding English curriculum. These educators have expressed a willingness to incorporate songs into their lessons as a strategy to enhance listening skills. The role of the teacher is fundamental when it comes to delivering effective listening instruction. As Mary Underwood (1989, pp. 21–22) pointed out, teachers need to be imaginative and creative in their methods in order to foster a positive classroom environment and make English lessons more engaging. Therefore, listening teachers should be capable of designing interesting materials and know how to apply them effectively during instruction. The teaching resources and strategies used by the teacher play a key role in capturing students' interest, and the teacher's competence in delivering listening lessons has a direct impact on the students' learning outcomes.

Characteristics:

Students:

The students are generally between 15 and 16 years old, as they are in their first year of high school. While their backgrounds may vary, they all share a similar English proficiency level, which corresponds to A2.

Teachers:

The teachers involved have different levels of experience in teaching English as a second language, particularly at the A2 level. They have also undergone some training or professional development focused on using songs and other multimedia tools to support language learning.

Description of the Needs of the Participating (Strengths and Weaknesses of the Contexts)

Needs Assessment:

Strengths:

The students who take part in the project show a genuine interest in learning English and are eager to engage in interactive, dynamic activities. At La Salle High School, teachers are open to innovative approaches and help create a supportive and encouraging learning environment. Additionally, the school is equipped with the necessary audio-visual tools to implement activities that incorporate songs into the learning process.

Weaknesses:

The current curriculum places a stronger focus on reading and writing, leaving limited room for the development of listening skills. Beyond the classroom, students rarely have the chance to interact with authentic English listening materials, which affects their overall exposure to the language. Additionally, even though all students are at the A2 level, their English proficiency varies, which can influence the pace and consistency of their progress.

Description of the Initial Diagnosis for the Elaboration of the Methodological/Technological Proposal

Initial Diagnosis:

Assessment Methods:

A listening comprehension pre-test was administered to assess the existing listening abilities of students at the A2 level. This initial evaluation provided a baseline for

understanding their current skill level before implementing any new instructional strategies.

Surveys were carried out with both students and teachers to gather insights into their views on the current listening activities used in class. The surveys also aimed to explore their opinions on the possible inclusion of songs as a tool to enhance listening skills and overall engagement in the learning process.

Description of the Methodological/Technological Proposal

Proposal Overview:

Objective: To improve listening skills of A2 level students using songs as a primary tool in the first-year level at La Salle High School.

Methodology:

The researchers carefully selected songs that were suitable for A2 level students, prioritizing those with simple, repetitive structures and clear, easy-to-understand lyrics. The chosen songs focused on vocabulary and grammar appropriate for beginners, including the use of regular and irregular verbs in both the past and present tenses. Special attention was given to selecting content with clear pronunciation and relatable themes that support language development. Additionally, the songs were reviewed from cultural and religious perspectives to ensure they did not contain any offensive language or inappropriate content, such as sexual references.

The researchers designed a series of listening activities aimed at reinforcing language skills through music. These activities included gap-fill exercises, word-sorting tasks, identifying verbs within song lyrics, and sentence writing, all tailored to the students' language level. To ensure relevance and coherence, the song-based activities were integrated into the existing curriculum and aligned with the established learning objectives. Technological tools such as projectors, speakers, and laptops were used to support the implementation of these exercises in the classroom. Additionally, online platforms like YouTube and educational apps were incorporated to provide students with access to a broader range of songs and interactive learning experiences.

Description of the Evaluation and Validation of the Proposal

Formative Evaluation:

To monitor the effectiveness of the song-based activities, researchers gathered continuous feedback from students. This was done through surveys and informal discussions following each session, allowing students to share their opinions, experiences, and suggestions. This feedback played a key role in refining the activities and ensuring they remained engaging and aligned with the students' learning needs.

Summative Evaluation:

Post-Tests. Researchers administered listening comprehension tests at the end of the term to measure improvement.

Comparative Analysis. Researchers compared pre-test and post-test results to evaluate the effectiveness of the intervention.

Validation:

Expert Review. Seek input from language education experts on the design and implementation of the song-based activities.

Pilot Testing. Conduct a pilot phase to test the feasibility and impact of the proposal before the implementation.

Description of the Data Processing of the Diagnostic Stage

Data Processing:

Quantitative Data:

Utilizing sophisticated software, statistical analysis was performed to look at the pre-test and post-test outcomes. To assess the students' listening comprehension development, important metrics such as the mean, median, and standard deviation were computed. The overall development and efficacy of the song-based exercises in improving listening skills were visible from this data.

Students' and researchers' opinions about the usage of songs in the classroom were measured by analyzing the survey responses, which were based on a Likert scale. This analysis facilitated the identification of general trends, degrees of agreement or disagreement, and general opinions regarding the usefulness and engagement of using music in English language training.

Qualitative Data:

A thematic analysis was conducted on the open-ended survey responses to identify recurring themes and gain valuable insights into the use of song-based activities. This qualitative approach allowed researchers to explore participants' personal experiences, opinions, and reflections, shedding light on how these activities were perceived and how they contributed to the development of listening skills. Common themes like increased motivation, better comprehension, and greater classroom engagement emerged from the analysis.

Description and Analysis of the Results of the Diagnostic Stage

Listening Comprehension Pre-Test Results:

Baseline Proficiency. The initial results of the students show a moderate level of proficiency, with significant group diversity.

Survey and Findings:

Positive Attitudes: Both students and teachers show a positive attitude towards integrating songs into the curriculum, anticipating higher engagement and improved listening skills.

Identified Needs: The Need for more interactive and varied listening activities is clearly expressed.

Observation Insights:

The existing listening activities have shown limited success in fully capturing students' attention and interest. This lack of engagement suggests a need for more dynamic and interactive approaches. Incorporating songs into lessons presents a promising alternative, as music has the potential to create a more lively and stimulating learning environment that can better motivate students and enhance their listening experience.

The initial diagnostic stage reveals a strong foundation and enthusiasm for the proposed methodological change. The identified weaknesses and needs justify the implementation of the song-based approach, aiming to enhance the listening skills of A2-level students at La Salle High School.

Chapter 3

Presentation and Validation of the Proposal

The proposal to use songs to improve the listening skills of A2 level students at the La Salle school in the city of Riobamba is based on theoretical and empirical foundations. Theoretically, research in second language acquisition (SLA) supports the use of authentic and engaging materials, such as songs, to provide comprehensible input at a level slightly above the learners' current proficiency (Krashen's Input Hypothesis). Songs offer repetitive linguistic patterns, natural speech rhythms, and culturally rich content, making them ideal for improving listening skills. In addition, cognitive theories such as Dual Coding Theory suggest that combining auditory and visual stimuli, as is the case in our research that involves listening to song lyrics while reading, improves memory retention and facilitates language learning (Paivio, 1986). From an empirical point of view, studies have shown that the incorporation of music in language teaching increases student motivation, engagement, and retention, making it a powerful tool for developing listening skills.

So, we can also refer to the terms of feasibility, the proposal aligns well with the educational objectives and resources available at La Salle School. The integration of songs into classroom planning is a practical approach that can be easily implemented with minimal cost. Most schools, including La Salle, have the necessary technological infrastructure, such as audio playback devices and access to digital music libraries. Appropriate songs and activities can be selected to suit A2-level students. In addition, using songs is a well-accepted practice in language teaching, which further validates the proposal's feasibility in this educational setting.

The feasibility of the proposal is also sound, as it takes advantage of existing resources and requires only a modest investment in teacher training and song selection. The

proposal is adaptable to different classroom environments and can be integrated into a variety of teaching methods, from traditional lectures to more interactive task-based learning. Given the wide availability of music and the ease with which it can be incorporated into classrooms, the proposal is not only feasible but also scalable, allowing its application in different classes and levels within the High School.

The research conducted has some advantages to using songs to improve listening comprehension. First of all, songs naturally improve listening comprehension by exposing students to authentic language use in a memorable and enjoyable format. Songs also help students expand their vocabulary, improve pronunciation, and understand different accents and speech patterns. We can also talk about the cultural benefits because there are songs that provide learners with a broader understanding of the English-speaking world, which enriches their overall learning experience. Finally, the motivational aspect of music cannot be overlooked: students are more likely to be engaged and enjoy their lessons when they include music, which leads to a more positive attitude towards language learning and higher levels of participation, the simple fact of working with relaxing music makes them want to learn more English so they can sing the songs and is a great motivational source. Overall, the proposal offers important pedagogical advantages that are in line with the educational objectives at La Salle School.

To refer to the validation of the research it can be said that it is centered on the use of songs to improve the listening comprehension of A2 level students at Colegio La Salle, after having carried out the respective analysis and established the criteria of the teachers who analyzed the course where the evaluation was carried out with the use of songs, we carried out a systematic study based on the criteria established by professionals in the field and on the systematic analysis of previous experiences. Language acquisition experts, particularly those specializing in the integration of music into language learning, stress the importance of using authentic materials, such as songs, to improve listening comprehension. According to Medina (1993), music provides contextualized linguistic exposure, which can significantly aid in vocabulary acquisition and improve listening comprehension skills. The systematization of experiences, both from local educators at Colegio La Salle and from broader educational research, further supports the notion that music engages students in a meaningful way, making language learning more accessible

and enjoyable. This is consistent with the work of Krashen (1982), who argues that low-stress environments, which music naturally creates, contribute to better language acquisition outcomes.

The theoretical foundation of this research proposal is based on several key theories of language acquisition. One of the main frameworks is the input hypothesis, proposed by Stephen Krashen (1982), which stresses the importance of comprehensible input that is slightly above the learner's current proficiency level. Music, especially songs designed for A2 learners, is an ideal medium for providing such input. In addition, the proposal is based on the principles of Howard Gardner's (1983) theory of multiple intelligences, which recognizes that students learn in a variety of ways, and one of the main ways is auditory motivation that allows for the refinement of listening skills. The integration of music addresses auditory intelligence, allowing students to process language through rhythmic patterns and melodies.

The characteristics that we can analyze within the research proposal are its focus on contextualized learning and the use of songs specifically chosen to fit the A2 level of the Common European Framework of Reference for Languages (CEFR). The songs that are selected based on the A2 level of the students we have sampled for the research by selecting them not only for their linguistic content but also for their relevance to the cultural context which gives the opening to dive into the cultural domain as well and taking into account the interests of the students. By integrating songs into the English language learning process, the proposal aims to create an immersive and engaging learning environment that naturally enhances listening skills through songs. In addition, the proposal incorporates both individual and collaborative activities, allowing students to practice listening comprehension in a variety of social contexts.

The main objective based on the experiences we have as teachers at the institution is the use of songs to improve the listening skills of A2 level students at La Salle School. The specific objectives include increasing students' exposure to authentic language in context, improving their ability to recognize and interpret spoken English in various accents and speeds, and fostering a more engaging and motivating learning environment that generates in students a taste for learning the foreign language. In addition, the proposal aims to develop students' general language skills by integrating listening comprehension with other language modalities such as speaking, reading, and writing.

To determine the structure of the research proposal, it is organized into a series of tests and songs applied to the group of students, each one focused on topics related to the current time and containing grammatical information of the time being studied at that moment. Each song is focused on analyzing the development of the students and therefore includes pre-hearing activities, in which the students are introduced to the vocabulary and themes of the song; listening activities, which focus on comprehension and interpretation; and post-hearing activities, in which the students reflect on the content and perform linguistic production tasks related to the themes being worked on and analyzed in the development of the application of the song. The dynamics of the research proposal emphasize interaction, both between the students and the material, as well as among the students themselves. The group activities, such as the analysis and discussion of the lyrics, are designed to promote collaboration and learning among peers, thus allowing them to share and interact in a better way in the development of the activity, generating a more enjoyable time for learning the English language focused on the improvement of listening skills.

To be successful in the research proposal, it is necessary to pay close attention to all methodological and technological aspects now of developing the research. Analyzing it from the methodological point of view, the research proposal calls for a flexible and learner-centered approach to teaching, in which we as English language teacher facilitators must act as guides for students through the process of language discovery rather than merely imparting content. As teachers when applying this research proposal must work on our preparation to be the right guide in the procedure of our students, mainly knowing how to choose correctly the song that will be applied, the design of relevant activities, and the development of the learning process to ensure that students remain engaged and challenged at their level. Analyzing this from a technological point of view, the proposal requires access to audio equipment, such as speakers or headphones, so that students can hear the songs clearly and do not have distractions when listening to the songs. In addition, multimedia resources such as lyric videos or interactive listening exercises can enhance the learning experience by providing visual support and additional context for the songs. Access to digital platforms, where students can listen to songs and complete listening exercises at their own pace, can also be beneficial for individualized learning as platforms that provide unlimited access to listening enhancement and within the classroom have songs as the primary focus for application within a classroom.

Lyrics and Songs

Lyrics

The most evident shared denominator are romantic lyrics. The subjects of love, heartbreak, relationships, and the emotions that go along with them have all been extensively explored by these artists, and the type of songs that teenagers like. Each, nevertheless, has approached the task with a unique level of tact and consideration. These songs encourage introspection about one's own desires, anxieties, and insecurities. Some of these songs' themes, albeit to a lesser degree, touch on timely contemporary concerns like the fight for justice or gender equality.

Songs

For this research project, we selected songs by Adele, John Legend, Rihanna, and Dua Lipa. The primary genres associated with these artists include ballads, pop, and R&B, each offering valuable support for developing listening skills through music. Ballads, particularly those by Adele and John Legend, are characterized by a slow tempo, emotional depth, and clear articulation. These qualities make them ideal for A2 or B1 level learners, as the lyrics are easier to follow and often rich in vocabulary related to emotions and relationships. For example, Adele's "Someone Like You" and John Legend's "All of Me" feature expressive phrasing, repetition, and clear enunciation that aid both comprehension and pronunciation.

Rihanna and Dua Lipa represent a more modern pop and R&B style, with faster tempos, rhythmic variation, and catchy hooks. Songs like Rihanna's "Diamonds" and Dua Lipa's "Levitating" blend accessible language with dynamic musical structure, helping learners improve auditory discrimination and rhythm recognition. R&B elements—such as syncopated rhythms, smooth melodic lines, and expressive vocals—expose students to natural speech patterns and prosody in English.

This approach aligns with Krashen's Input Hypothesis, which emphasizes the importance of providing learners with comprehensible input slightly above their current level (Krashen, 1982). The use of songs, especially those with repetitive and emotionally charged content, increases learner engagement and facilitates better retention, consistent with Gardner's theory of Multiple Intelligences—particularly the musical and linguistic intelligences (Gardner, 1983). Furthermore, the integration of lyrics (verbal input) and

melody or video (visual input) reflects the principles of Paivio's Dual Coding Theory, which states that combining visual and verbal elements enhances understanding and memory (Paivio, 1986).

Methodology and pedagogic tools

Methodology

- a. Experimental design. Implement a structured plan incorporating English songs into listening lessons. This includes activities like:
- b. Listening for identification. Understand the verbs and identifying them.
- c. Listening for specific information. Identify key details and verbs.
- d. Writing. Get the meaning of verbs to write sentences
- e. Gap-filling exercises. Filling in missing words in song lyrics.

Tools

Pre-test and post-test. Standardized listening comprehension assessments for students at the A2 level are used for these tests.

Songs. A well-chosen collection of A2-level English songs that consider vocabulary, grammar, cultural significance, and student engagement.

Teaching Resources. Activities based on the selected songs, including worksheets and visual aids.

Surveys. Gather student feedback on their experiences with using songs in class.

Description of the budget or financial analysis

For this research study analyzing the use of songs to improve listening skills in A2 level students, the budget would typically focus on costs associated with materials, personnel, data collection, and dissemination. The resources used are:

1. Humans

Researchers who were responsible for designing, implementing, and analyzing the study. They define the research problem, first state the thesis question or hypothesis, and justify

the importance of the study. They also design the methodology, such as determining the approach (qualitative, quantitative, or mixed), selecting the data collection tools (surveys, interviews, experiments, etc.), and establishing analysis criteria. They supervise data collection and analysis, coordinate data collection, ensure that data are reliable and valid, and apply appropriate statistical or interpretation techniques. They write and present the findings

2. Material and Resource Costs

Learning Materials are the additional worksheets with the songs. The cost would include printing these resources.

Technology and Equipment, this includes audio players to listen to the songs, a laptop to

ITEM	DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Printed material	Worksheets and guides	145 copies (29 students x 5 weeks)	0.10	14.50
Evaluation material	Tests and surveys	87 copies (29 students x 3 evaluations)	0.10	8.7
Stationery	Pens, folders, paper.	1 set	2	2

show through the Infocus the videos of the songs, and internet that allows to use of YouTube. Supplies, we use general office supplies, printing costs for materials: during the project application process, printed worksheets were used with the different activities for each week, the pre-test, post-test, test, and surveys were also prepared and printed for application. We have prepared the material for each implemented class and have photocopied it for all students can work on an individual worksheet. All these expenses were self-financed by the researchers.

Elaborated by: Jessica Patricia López Andrade- Jesica Estefania Allauca Pasmay

Schedule itinerary. This intervention plan has been designed to improve students' listening comprehension skills through the use of selected English songs over a period of seven weeks. Each week focuses on a specific activity that gradually builds students' ability to understand spoken English, identify vocabulary in context, and follow natural speech patterns such as rhythm, intonation, and connected speech.

The schedule begins with a pre-test in Week 1 (May 17, 2024) to diagnose students' initial listening level. From Week 2 to Week 6, one activity is carried out each week, using songs from artists such as Adele, John Legend, Dua Lipa, and Rihanna. Each activity incorporates listening exercises, vocabulary practice, and guided discussions based on the lyrics and musical features of the songs. The sequence of the activities is structured to move from simpler to more complex listening tasks, in alignment with the principles of scaffolding and comprehensible input.

In Week 7 (June 28, 2024), the process concludes with a post-test to measure students' progress, followed by a survey to collect their perceptions and feedback regarding the use of songs as a learning tool. This systematic itinerary ensures that both linguistic and affective factors are addressed, fostering a meaningful and engaging learning experience.

ACTIVITIES	WEEK 1 26/04/2024	WEEK 2 09/05/2024	WEEK 3 16/05/2024	WEEK 4 23/05/2024	WEEK 5 30/05/2024	WEEK 6 06/06/2024	WEEK 7 13/06/2024
Pre-test	X						
Activity 1		X					
Activity 2			X				
Activity 3				X			
Activity 4					X		
Activity 5						X	
Post-test Survey							X

Elaborated by: Jessica Patricia López Andrade- Jesica Estefania Allauca Pasmay

LESSON PLAN

Our research topic is "The use of songs to improve the listening skills in A2 level students", the independent variable being the use of songs, where the aim of using songs is to improve listening skills in A2 students. So, listening comprehension tests will be tailored to the A2 level and will include tasks such as multiple-choice questions, choosing the correct word, ordering the words, unscrambling the words, filling in the blanks, and making sentences based on audio recordings. This lesson plan will help you to understand this process. We begin with a pre-teach process where the researcher practices introducing and explaining specific vocabulary, skills to students before they engage in the main task.

This helps students to be better prepared and more confident when encountering new words. This strategy enhances comprehension and helps learners focus on the main ideas rather than getting stuck on unknown terms. Second we apply listening scanning help to the process of quickly listening to the song to get a general sense of the content, the student's goal is not to understand every detail but to get an overview of the main idea of the song. Third step in our lesson plan is listening for scanning where students look for specific information. This technique involves listening carefully for particular details, such as verbs or specific words without needing to understand everything in the recording. Fourth step is listening for details which involves that students pay close attention to specific information provided in the lyrics. This includes students can identify certain words, phrases or sentences in the song, order sentences and make new sentences with words from the song.

LESSON PLAN MODEL

Week 1

DIDACTIC SEQUENCE PLANNING			
Name of the Institution:	"Riobamba - La Salle" High School		
Teacher's Name:	Lic. Jessica López	Email:	jessica.lopez@riobambalasallesalle.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-C
Purpose:	Week 1 PEDAGOGICAL INNOVATION WITH SONGS To listen a song and identify verbs	Methodology:	Content and Language Integrated Learning (ERCA)
		Competence:	Evaluative
		Macro-operator:	Define
		Specific Process (Operat	Contextualize
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Let's remember that we are in the holy presence of God. Let's worship, him! Cognitive dissonance: https://2.bp.blogspot.com/-Nc9YO_-F8jI/TcSIAB-nR-IAAAAAAAAAAGI/hPkuzqkqVcU/s1600/music-clipartMUSIC1.jpg Affective questions: What kind of songs do you like?	
	Framing:	Class Guidelines: •Listen and respect the opinions of each other. •Each activity or assignment must be checked or stamped by the teacher. •Keep your space clean and in order. •Be on time.	
DEVELOPMENT:	Enunciation	PRE TEACH: Watch a video about verbs: https://youtu.be/gUDQwatZTKk?t=49	
	Modeling:	LISTENING SKIMMING: Listen the song "Someone like you" and check the verbs that you identify in the song	
	Simulation:	LISTENING SCANNING: Listen the song and complete it with the verbs	
	Exercise:	LISTENING FOR DETAIL: Listen again the song and put the sentences in order (number which sentence from the song is number 1 or 2 or 3 etc)	
	Demonstration:	OPEN ACTIVITY WITH VERBS: Read the sentences and complete them with the verbs from the song.	
CLOSURE:	Synthesis:	Final Lasallian Phrase: Live Jesus in our hearts. Forever! Remember the topic and purpose of the class session.	
	Mission for home:	Monday: Tuesday: Wednesday: Thursday: Friday:	
OBSERVATIONS:			
Bibliographic reference:			

Week 2

DIDACTIC SEQUENCE PLANNING			
Name of the Institution:	"Riobamba - La Salle" High School		
Teacher's Name:	Lic. Jessica López	Email:	jessica.lopez@riobambalasalle.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-C
Purpose:	Week 1 PEDAGOGICAL INNOVATION WITH SONGS To listen a song and identify verbs	Methodology:	Content and Language Integrated Learning /E
		Competence:	Evaluative
		Macro-operator:	Define
		Specific Process (Operat	Contextualize
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Let's remember that we are in the holy presence of God. Let's worship, him! Cognitive dissonance: https://www.baamboozle.com/smallquiz/2417009/1 Affective questions: Do you like english songs?	
	Framing:	Class Guidelines: •Listen and respect the opinions of each other. •Each activity or assignment must be checked or stamped by the teacher. •Keep your space clean and in order. •Be on time.	
DEVELOPMENT:	Enunciation	PRE TEACH: Read and identify verbs from the cloud	
	Modeling:	LISTENING SKIMMING: Listen the song "The one that got away" and circle the verbs that you identify in the song	
	Simulation:	LISTENING SCANNING: Listen the song and complete the missing spaces.	
	Exercise:	LISTENING FOR DETAIL: Listen again one part of the song and put the sentences in order (number which sentence from the song is number 1 or 2 or 3 etc)	
CLOSURE:	Demonstration:	OPEN ACTIVITY WITH VERBS: Read the sentences and complete them with the verbs from the song.	
	Synthesis:	Final Lasallian Phrase: Live Jesus in our hearts. Forever! Remember the topic and purpose of the class session.	
CLOSURE:	Mission for home:	Monday: Tuesday: Wednesday: Thursday: Friday:	

Week 3

DIDACTIC SEQUENCE PLANNING			
Name of the Institution:	"Riobamba - La Salle" High School		
Teacher's Name:	Lic. Jessica López	Email:	jessica.lopez@riobambalasalle.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-C
Purpose:	Week 1 PEDAGOGICAL INNOVATION WITH SONGS To listen a song and identify verbs	Methodology:	Content and Language Integrated Learning (CLIL)
		Competence:	Evaluative
		Macro-operator:	Define
		Specific Process (Operational):	Contextualize
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Let's remember that we are in the holy presence of God. Let's worship, him! Cognitive dissonance: https://www.baamboozle.com/quiz/1008639/1 Affective questions: Do you like rock music?	
	Framing:	Class Guidelines: •Listen and respect the opinions of each other. •Each activity or assignment must be checked or stamped by the teacher. •Keep your space clean and in order. •Be on time.	
DEVELOPMENT:	Enunciation	PRE TEACH: Read the verbs from the star and identify the meaning	
	Modeling:	LISTENING SKIMMING: Listen the song "All of you" and color the verbs that you identify from the song	
	Simulation:	LISTENING SCANNING: Listen the song and complete it with the verbs from the last exercise	
	Exercise:	LISTENING FOR DETAIL: Listen again the song and put the sentences in order (number which sentence from the song is number 1 or 2 or 3 etc)	
	Demonstration:	OPEN ACTIVITY WITH VERBS: Read the verbs from the song and create your own sentences.	
CLOSURE:	Synthesis:	Final Lasallian Phrase: Live Jesus in our hearts. Forever! Remember the topic and purpose of the class session.	
	Mission for home:	Monday: Tuesday: Wednesday: Thursday: Friday:	
OBSERVATIONS:			

DIDACTIC SEQUENCE PLANNING			
Name of the Institution:	"Riobamba - La Salle" High School		
Teacher's Name:	Lic. Jessica López	Email:	jessica.lopez@riobambalallasalle.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-C
Purpose:	Week 1 PEDAGOGICAL INNOVATION WITH SONGS To listen a song and identify verbs	Methodology:	Content and Language Integrated Learning (CLIL)
		Competence:	Evaluative
		Macro-operator:	Define
		Specific Process (Operational):	Contextualize
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Let's remember that we are in the holy presence of God. Let's worship, him! Cognitive dissonance: https://www.baamboozle.com/smallquiz/1156319/1 Affective questions: What kind of lyrics do you like?	
	Framing:	Class Guidelines: •Listen and respect the opinions of each other. •Each activity or assignment must be checked or stamped by the teacher. •Keep your space clean and in order. •Be on time.	
DEVELOPMENT:	Enunciation	PRE TEACH: Watch the video of the song "New rules" https://www.youtube.com/watch?v=k2qgadSvNjU	
	Modeling:	LISTENING SKIMMING: Listen the song and choose five words from it then draw what each word means to you	
	Simulation:	LISTENING SCANNING: Listen the song and complete it with the verbs	
	Exercise:	LISTENING FOR DETAIL: Listen again the song, read the words and rewrite the sentences to create a part of the song.	
	Demonstration:	OPEN ACTIVITY WITH VERBS: Choose five verbs from the song and write a sentence with each one.	
CLOSURE:	Synthesis:	Final Lasallian Phrase: Live Jesus in our hearts. Forever! Remember the topic and purpose of the class session.	
	Mission for home:	Monday: Tuesday: Wednesday: Thursday: Friday:	
OBSERVATIONS:			

Week 5

DIDACTIC SEQUENCE PLANNING			
Name of the Institution:	"Riobamba - La Salle" High School		
Teacher's Name:	Lic. Jessica López	Email:	jessica.lopez@riobambalasalles.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-C
Purpose:	Week 1 PEDAGOGICAL INNOVATION WITH SONGS To listen a song and identify verbs	Methodology:	Content and Language Integrated Learning /EF
		Competence:	Evaluative
		Macro-operator:	Define
		Specific Process (Operat	Contextualize
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Let's remember that we are in the holy presence of God. Let's worship, him! Cognitive dissonance: https://www.baamboozle.com/smallquiz/2007481 Affective questions: Do you like romantic music?	
	Framing:	Class Guidelines: •Listen and respect the opinions of each other. •Each activity or assignment must be checked or stamped by the teacher. •Keep your space clean and in order. •Be on time.	
DEVELOPMENT:	Enunciation	PRE TEACH: Watch the video of the song diamond : https://www.youtube.com/watch?v=IWA2pjMjpBs	
	Modeling:	LISTENING SKIMMING: Read some sentences based on the verbs from the song, identify and circle only the verbs	
	Simulation:	LISTENING SCANNING: Listen the song and complete it with the verbs that you listen	
	Exercise:	LISTENING FOR DETAIL: Listen to one part of the song and order the words writing a number below the word .	
	Demonstration:	OPEN ACTIVITY WITH VERBS: Read the verbs from the songs and write a sentence in simple present .	
CLOSURE:	Synthesis:	Final Lasallian Phrase: Live Jesus in our hearts. Forever! Remember the topic and purpose of the class session.	
	Mission for home:	Monday: Tuesday: Wednesday: Thursday: Friday:	
OBSERVATIONS:			

Presentation, Analysis and discussion of the results obtained from the implementation of the proposal.

Results and analysis from the pre-test and post-test

After applying the pre-test and post-test to 29 students, the results show the following information:

This information is organized according to the research questions.

FORMULAS	PRE TEST	POST TEST
Mean	5,12	6,86
Median	5	7
Mode	7	8
Maximum value	8	9
Minimum value	2	5
Range	6	4
Variance (Sample)	3,36	1,31
Variance (Population)	3,23	1,27
Standard deviation (Sample)	1,83	1,15
Standard deviation (Population)	1,80	1,12

Comparative analysis of results

The results obtained from the pre-test and post-test, as well as the survey responses, provide valuable insights into the impact of song-based learning activities on the listening skills of A2-level students. The data from 29 students were analyzed based on various statistical measures and survey questions related to students' perceptions and experiences. The statistical measures (mean, median, mode, range, variance, and standard deviation) were used to evaluate the change in students' performance from the pre-test to the post-test. Here are some key observations:

1. **Mean:** The average score increased from 5.12 in the pre-test to 6.86 in the post-test, indicating an improvement in students' listening skills after implementing song-based learning activities.
2. **Median:** The median also shifted from 5 in the pre-test to 7 in the post-test, suggesting that most students scored higher in the post-test.
3. **Mode:** The mode increased from 7 in the pre-test to 8 in the post-test, reflecting an overall improvement in scores.

4. **Range:** The range, which measures the difference between the highest and lowest scores, decreased from 6 in the pre-test to 4 in the post-test, suggesting that the scores became more consistent in the post-test.
5. **Variance and Standard Deviation:** Both variance and standard deviation decreased from the pre-test to the post-test, suggesting less variability in the scores and indicating that the song-based activities might have led to a more uniform improvement in listening skills.

These statistical findings highlight a positive effect of the song-based learning method on students' listening performance, showing both a general improvement in scores and a reduction in score variability.

In our research, the survey responses from the 29 students provide further insight into their perceptions of the song-based learning activities.

Results and analysis from the survey

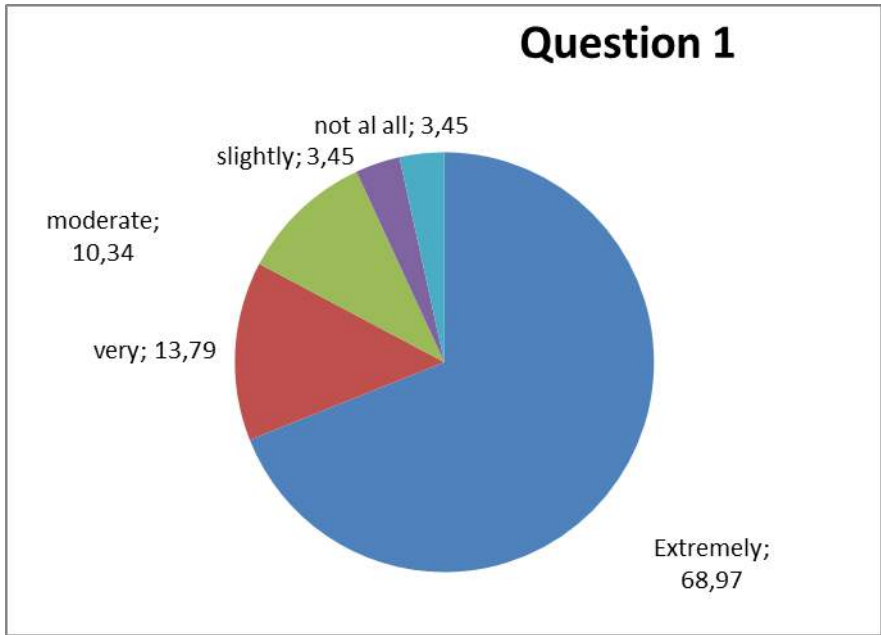
QUESTION 1: How enjoyable were the song-based learning activities in this research study?

Frequency	Extremely	Very	Moderate	Sightly	Not at all
Answers	20	4	3	1	1
Percentage	68.97	13.79	10.34	3.45	3.45

Source: data obtained from the survey carried out on students

Made by: The researchers

Graphic 1:



Interpretation: Of the 29 students surveyed, 20, representing 68.97%, indicate that they extremely enjoy songs in English, while 3.45 % indicate that they don't enjoy at all.

Analysis: Most of the students found listening to English songs in their teaching-learning process very pleasant.

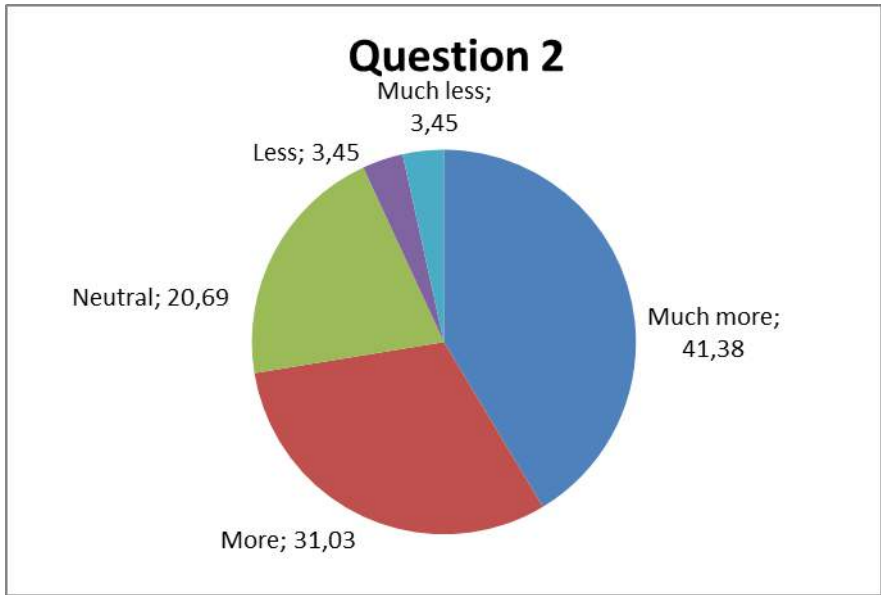
QUESTION 2: Did you feel more motivated to practice listening skills through songs compared to traditional methods?

Frequency	Much more	More	Neutral	Less	Much less
Answers	12	9	6	1	1
Percentage	41.38%	31.03%	20.69%	3.45%	3.45%

Source: data obtained from the survey carried out on students

Made by: The researchers

Graphic 2:



Interpretation: Of the 29 students surveyed, 12, representing 41.38%, indicate that they feel much more motivated to practice listening skills through songs compared to traditional methods, and 9 participants that is 31.03% indicate that they feel more motivated, while 1 student, representing 3.45% indicates that they are much less motivated.

Analysis: Most students felt motivated to practice listening skills through songs in their teaching-learning process.

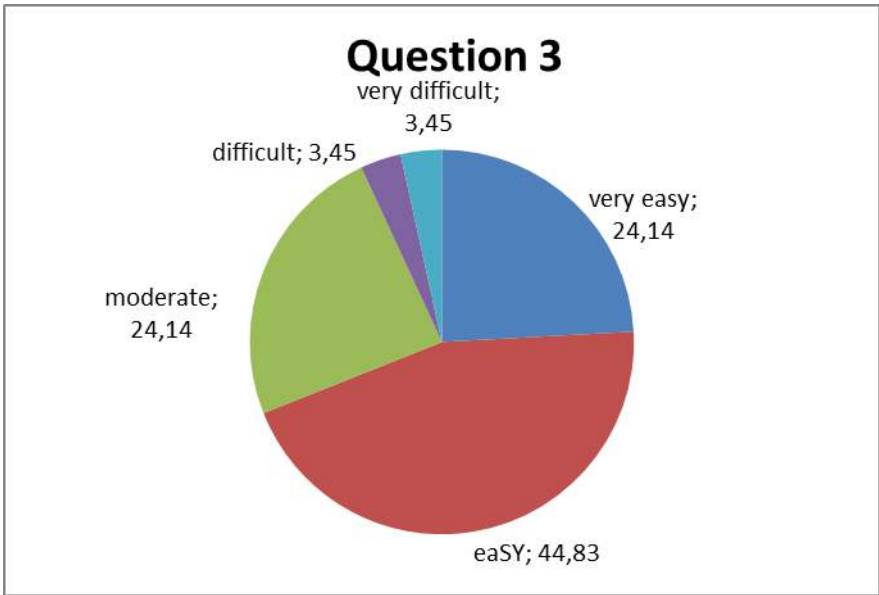
QUESTION 3: How challenging did you find the songs used in the research?

Frequency	Very easy	Easy	Moderate	Difficult	Very difficult
Answers	7	13	7	1	1
Percentage	24.14	44.83	24.14	3.45	3.45

Source: data obtained from the survey carried out on students

Made by: The researchers

Graphic 3:



Interpretation: Of the 29 students surveyed, 7, representing 24.14%, indicate that they found the songs in the research very easy, 13 students, representing 44.83% indicate that they found the songs easy, while 1 participant, representing 3.45% indicates that they found the songs very difficult.

Analysis: most of the students found the songs in the research easy.

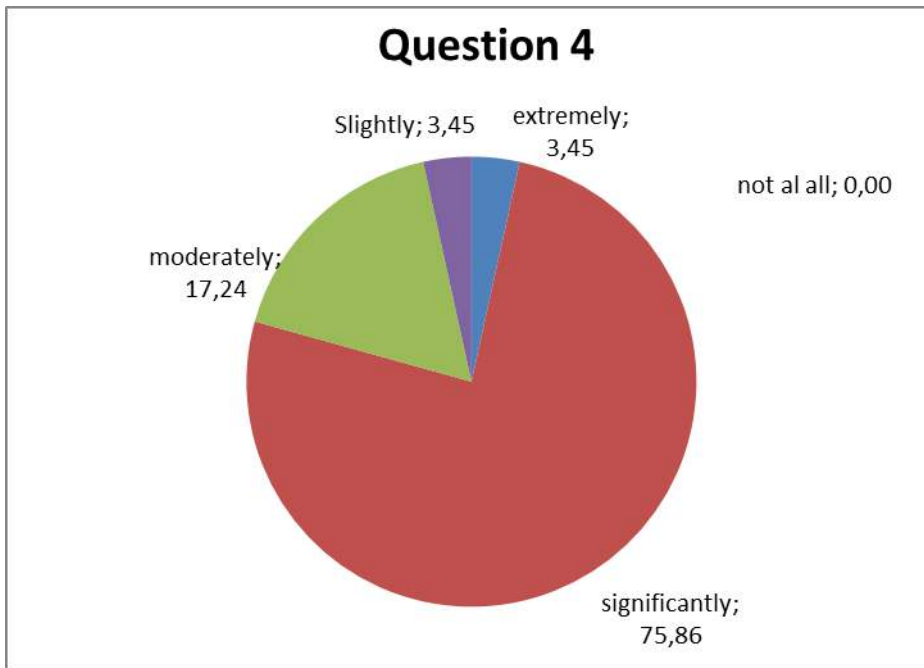
QUESTION 4: Do you believe that participating in the song-based learning activities has improved your listening skills?

Frequency	extremely	significantly	Moderately	Sightly	Not at all
Answers	1	22	5	1	0
Percentage	3.45	75.86	17.24	3.45	0

Source: data obtained from the survey carried out on students

Made by: The researchers

Graphic 4:



Interpretation: Of the 29 students surveyed, 22, representing 75,86%, indicate that they have significantly improved their listening skills, 5 students, representing 17.24% indicate that they have moderately improved their listening skills, while 1 student, representing 3.45% % indicates that they have slightly improved their listening skills.

Analysis: The students have improved their listening skills with the song-based learning activities

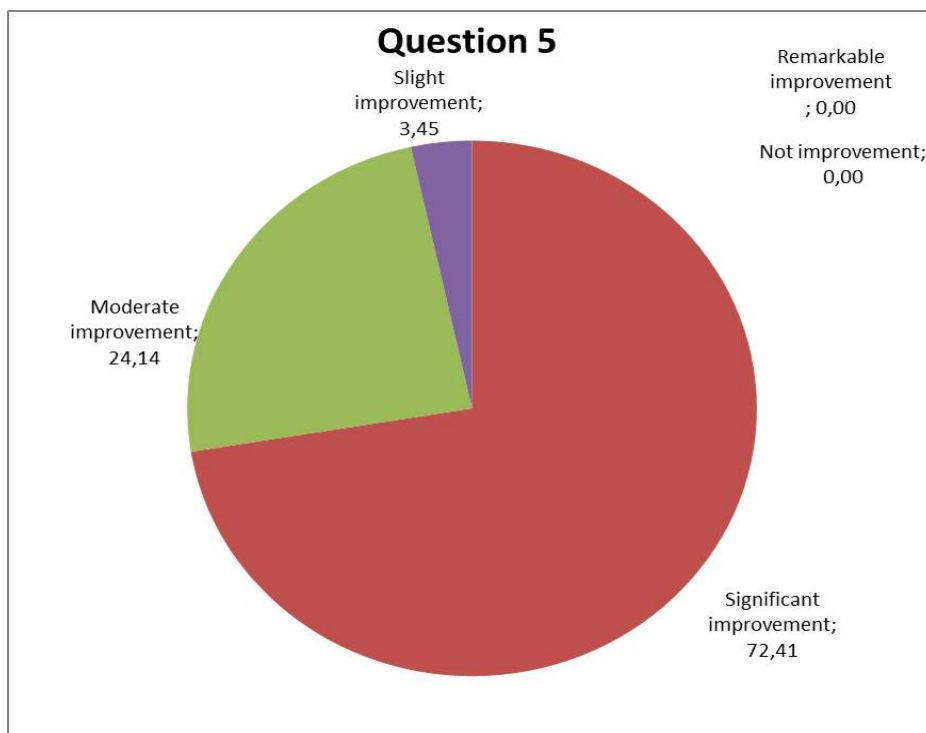
QUESTION 5: Did you notice any changes in your ability to understand spoken English after participating in this research?

Frequency	Remarkable improvement	Significant Improvement	Moderate improvement	Slight improvement	Not Improvement
Answers	0	21	7	1	0
Percentage	0	72.41	24.14	3.45	0

Source: data obtained from the survey carried out on students

Made by: The researchers

Graphic 5:



Interpretation: Of the 29 students surveyed, 21 representing 72.41%, indicate that they have noticed significant improvement in the ability to understand spoken English after participating in this research, 7 students representing 24.14% indicate that they have noticed moderate improvement in the ability to understand spoken English after participating in this research, while 1 student representing 3.45% indicate that they have noticed slight improvement in the ability to understand spoken English after participating in this research.

Analysis: The students have noticed positive changes in their ability to understand spoken English after participating in this research.

1. **Enjoyment of Song-Based Activities**

A significant majority of students (68.97%) indicated that they "extremely" enjoyed the song-based activities, and only 3.45% reported not enjoying them at all. This suggests that the method was highly engaging and enjoyable for most students, which aligns with previous research indicating that music-based learning can enhance motivation and engagement (Gardner, 2011).

2. **Motivation to Practice Listening Skills:**

A substantial number of students (72.41%) felt more motivated to practice their listening skills through songs compared to traditional methods. Specifically, 41.38% of students reported being "much more" motivated, and 31.03% felt "more" motivated. This reinforces the idea that song-based learning can be more motivating than traditional approaches, a finding that aligns with studies by Southgate (2018), who found that songs significantly increased students' motivation and engagement in language learning.

3. Perceived Difficulty of Songs:

Most students (69.97%) found the songs "easy" or "moderate" in difficulty, with 44.83% finding them easy. This suggests that the songs chosen were appropriate for the A2 level of the students, as too difficult songs could have caused frustration and hindered learning. This is consistent with findings by VanPatten (2016), who emphasized the importance of selecting materials that match learners' proficiency levels.

4. Improvement in Listening Skills:

The majority of students (75.86%) reported that their listening skills had improved "significantly" due to the song-based learning activities. Only a small percentage (3.45%) felt that their skills had improved "slightly." This suggests a strong positive effect of the song-based method on listening comprehension, supporting the results from the statistical tests.

5. Understanding Spoken English:

A significant 72.41% of students noted a "significant improvement" in their ability to understand spoken English, while 24.14% reported a "moderate improvement." This suggests that students experienced notable gains in their listening comprehension skills, consistent with prior studies that highlighted the effectiveness of songs in improving listening and comprehension skills (Murphey, 1992).

The results obtained from this study are consistent with findings from previous research on the use of songs in language learning, according to the different authors as Gardner (2011), who highlighted that music and song-based activities not only enhance engagement and enjoyment but also improve cognitive processing, which leads to better language retention and understanding. In this study, the students reported high levels of enjoyment (68.97%), which aligns with Gardner's assertions. Southgate (2018) found that learners are more motivated to engage with language-learning materials when songs are used. This study supports that conclusion, as the majority of students (72.41%) felt more motivated to practice their listening skills using songs compared to traditional methods. VanPatten (2016) emphasized that materials should be appropriately challenging for learners. The fact that most students in this study found the songs "easy" or "moderate" in difficulty aligns with this recommendation, suggesting that the researchers selected materials suited for A2-level learners. Murphey (1992) demonstrated that song-based activities improve listening comprehension, which is corroborated by the students' responses in this study, as 72.41% reported significant improvement in their ability to understand spoken English.

Limitations of the study

In this research, project using songs to improve listening skills for A2 level students,

Students Differences

Individual differences play a crucial role in the effectiveness of music-based language learning, as factors such as students' musical preferences, motivation, prior exposure to the target language, and varying levels of listening skills can significantly influence outcomes. Since not all students respond favorably to music as a learning tool, educators must carefully assess whether incorporating songs aligns with their students' learning needs. Without considering these individual differences, music-based instruction may fail to yield consistent improvements in listening skills, highlighting the need for adaptable teaching approaches.

Cultural Relevance

The cultural familiarity of songs used in language learning can significantly impact student comprehension, as unfamiliar references and contexts may create unnecessary

challenges. When too much emphasis is placed on explaining these cultural nuances, instructional time may shift away from the primary goal of enhancing listening skills. This issue underscores the importance of selecting culturally relevant materials that support comprehension without requiring extensive background explanations, ensuring that the focus remains on improving language proficiency.

Lack of Controlled Studies

The effectiveness of songs in improving listening skills remains uncertain due to the lack of controlled studies with rigorous methodologies. Many studies in this field fail to implement control groups or pre-test and post-test designs, making it difficult to isolate the impact of music-based instruction from other instructional factors. Without empirical evidence derived from well-structured research, claims about the benefits of songs for listening proficiency remain largely anecdotal, necessitating further investigation through scientifically sound studies.

Limited Focus on Listening Skills

Although songs are widely used in language learning to develop vocabulary, pronunciation, and grammar, their specific impact on listening skills remains difficult to measure. The overlap between different linguistic competencies makes it challenging to isolate the contribution of music-based instruction to listening proficiency. This limitation suggests that while songs may support language acquisition broadly, their role in targeted listening development requires more precise examination to determine their true effectiveness in this domain. They have several limitations:

Conclusions

The results from the pre-test, post-test, and student surveys suggest that song-based learning activities can be an effective tool for improving listening skills in A2-level students. The statistical data showed an overall improvement in listening performance, and the survey responses reflected positive student experiences, including increased motivation and significant improvement in listening comprehension. These findings align with previous research on the benefits of using songs in language learning and provide a strong foundation for further studies on this teaching method.

The research conducted to explore the use of songs as a tool to improve A2-level students' listening comprehension has yielded significant and encouraging results. The study was structured around key objectives: to improve listening comprehension through songs, to assess students' ability to understand and analyze songs through pretests and posttests, to improve vocabulary retention-especially of verbs-and to increase overall listening comprehension. Through the analysis of these objectives and the results obtained, it is clear that songs are a very effective pedagogical tool for improving various aspects of listening skills. The following are the main conclusions drawn from the study, organized according to the research questions and the fulfillment of the objectives.

It can be concluded based on the main objective of improving listening comprehension, and the results suggest that songs can play a crucial role in achieving this objective. In addition, a significant improvement in the learners' ability to comprehend spoken language was observed following the performance of the song-based listening exercises. Through repeated exposure to songs, learners not only improved their overall comprehension skills but also gained a deeper understanding of the nuances of pronunciation, rhythm, and intonation of the target language. These elements are often difficult for A2 learners to master through traditional listening activities, but the songs provided a more engaging and authentic context for practice. By listening to songs clearly, learners could pick up new vocabulary and better understand sentence structures and grammatical patterns, improving their listening comprehension scores.

The pretest and posttest results revealed a significant increase in the learners' ability to comprehend various types of spoken language. In the pretest, students showed a basic understanding of the general themes of the songs but had difficulty with specific details, especially verbs and more complex sentence structures.

One of the key methods used in the research was the application of pretests and posttests to assess students' listening comprehension before and after the intervention. The results obtained from these assessments were instrumental in measuring the effectiveness of the songs in improving listening comprehension. Before the intervention, students had relatively low levels of listening comprehension, especially when understanding verbs, colloquial expressions, and informal language used in the songs. The pretest highlighted the challenge for students to understand verb tenses and verbs in different contexts, a key component of the research objectives.

However, after several weeks of incorporating songs into their learning routine, the students showed a marked improvement in their ability to comprehend and process the content of the songs. In the post-test, students demonstrated higher accuracy in identifying verbs, understanding their meaning in context, and inferring their use in different tenses and forms. This suggests that using songs can effectively improve learners' listening comprehension, especially when they are exposed to language in a more dynamic and real context. The application of pretests and posttests not only provided measurable evidence of improved listening skills but also confirmed the hypothesis that using songs can effectively improve students' listening comprehension, especially when they are exposed to language in a more dynamic and realistic context.

Another study objective was to increase students' listening comprehension, focusing specifically on everyday vocabulary, especially verbs. The research showed that songs effectively exposed learners to new vocabulary in an accessible and easy-to-remember format. The study focused particularly on verbs, a fundamental component of language learning that appears frequently in song lyrics. The learners' ability to recognize and understand everyday verbs improved significantly after regular exposure to the songs. When listening to songs, learners encountered verbs in different tenses, moods, and contexts, which allowed them to reinforce and expand their vocabulary knowledge.

In addition, the repetitive nature of the songs provided an excellent opportunity for reinforcement. Students could hear verbs used several times in different contexts, which helped them memorize the vocabulary and understand its meaning and use in real-life situations. This was especially helpful for A2 learners, who are still expanding their vocabulary and may have difficulty understanding verbs in different contexts.

In terms of meeting the research objectives, the study successfully achieved all the intended goals. It was shown that the use of songs significantly improved the students' listening comprehension, with a clear increase in their ability to understand and analyze song lyrics, especially about verbs and other everyday vocabulary. The pretest and posttest results provided measurable evidence of this improvement, confirming that songs can be an effective tool for achieving the goal of improving listening comprehension. Students demonstrated a clear ability to recognize verbs in context, understand their meaning, and process the overall message of the songs more effectively.

We can mention that the most outstanding results of the research were the significant improvements observed in students' listening comprehension and vocabulary comprehension, especially with verbs. Comparisons between pretest and posttest demonstrated that students were able to recognize and understand a wider range of verbs in the song lyrics after the intervention. The repetitive nature of the songs, combined with their engaging melodies and rhythms, created an effective learning environment for reinforcing listening skills and vocabulary acquisition. In addition, the use of songs helped students understand language in a real-life context, providing them with valuable exposure to everyday language and expressions.

Finally, we can conclude that the research supports the use of songs as an effective tool for improving listening comprehension, especially in the case of A2 level students at Unidad Educativa La Salle the integration of songs in English language learning not only increases students' ability to comprehend spoken language but also helps them to expand their vocabulary, especially verbs, in a meaningful and fun way. The successful completion of the research objectives, together with the positive pretest and posttest results, indicates that songs are a valuable resource for language teachers seeking to improve listening comprehension skills and engage learners in the learning process. Therefore, it is recommended that language teachers incorporate songs into their teaching strategies to support the development of listening comprehension and vocabulary in a fun and engaging way.

Recommendations

Based on the findings of this study on the use of songs to enhance listening skills, several recommendations emerge for future research in this area. Firstly, one potential extension of this work could involve examining the long-term effects of song-based listening practice on language acquisition. While the study demonstrated immediate improvements in listening comprehension, it is important to investigate whether these gains are sustained over time and whether they translate to improved performance in other areas of language use, such as speaking and writing. Longitudinal studies could provide valuable insights into the durability of song-based learning strategies.

Another criterion for extending the research could involve exploring the role of different musical genres and their impact on listening skills. This study primarily focused on popular music with clear, easily understandable lyrics, but future research could include a broader range of musical styles—such as classical, jazz, or rap—to see if the genre's complexity influences language comprehension. It would also be interesting to explore the effect of the pace and rhythm of the music, as faster songs with more complex lyrics may present unique challenges for learners. Comparing the effectiveness of various musical genres across different proficiency levels could provide a more nuanced understanding of how specific songs enhance other aspects of listening.

Further research could also examine the role of cultural context in song-based listening practice. Since music is deeply influenced by cultural and linguistic contexts, understanding how learners from different cultural backgrounds respond to songs in foreign languages could lead to more personalized approaches. It would be beneficial to explore whether learners are more engaged with songs from cultures that share linguistic or cultural similarities to their own or if exposure to entirely different musical traditions enhances their ability to understand and appreciate foreign languages.

For researchers wishing to replicate this study, it is essential to ensure a well-defined control group and to use a diverse range of songs that reflect different linguistic and musical features. The study's methodology should also take into account the varying levels of language proficiency among participants, as this may influence the results. Researchers could also consider incorporating pre- and post-tests, as well as observational data, to measure both quantitative and qualitative improvements in listening skills. In terms of practical suggestions for teachers and language instructors looking to implement

song-based strategies, it is important to select songs that are not only linguistically appropriate but also engaging and motivational for learners. Teachers should consider using lyrics that challenge students without overwhelming them, and they might incorporate activities such as gap-fill exercises, discussions about song themes, or role-playing based on song narratives to deepen the learning experience.

In conclusion, this study paves the way for future research into how songs can be used to improve listening skills. Further exploration of variables such as song genre, cultural context, and long-term effectiveness will help refine and optimize song-based methods for language learning. By drawing on diverse musical resources and considering the individual needs of learners, researchers and educators can continue to develop more effective and engaging listening strategies.

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APPENDIXES

Anexo 1



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@ube.edu.ec - Web: www.ube.edu.ec

SOLICITUD DE PRESENTACIÓN DEL TEMA Y A SIGNACIÓN DE TUTOR

Fecha: 25-01-2024

Guayaquil,

Coordinador del Programa de Maestría en MAGÍSTER EN PEDAGOGÍA DEL INGLÉS
COMO LENGUA EXTRANJERA

Bonilla Tenesaca ~~Josue~~ Reinaldo

De nuestras consideraciones:

JESSICA PATRICIA LOPEZ ANDRADE estudiante(s) de la maestría en MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA me dirijo a Ud. muy respetuosamente y por su intermedio a la Comisión Académica del programa de maestría para el proceso de titulación, que preside para solicitar la presentación del tema de trabajo de titulación

The use of songs to improve listening skills in A2 level students

A la vez se me designe el tutor.

Atentamente,

A handwritten signature in blue ink, appearing to be 'Reinaldo', written over a horizontal line.

FIRMA DEL SOLICITANTE



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@uba.edu.ec - Web: www.uba.edu.ec

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Bonilla Tenesaca ~~Jose~~ Reinaldo

De nuestras consideraciones:

JESICA ESTEFANIA ALLAUCA PASMAY estudiante(s) de la maestría en MAGÍSTER
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respetuosamente y por su intermedio a la Comisión Académica del programa de
maestría para el proceso de titulación, que preside para solicitar la presentación del tema
de trabajo de titulación

The use of songs to improve listening skills in A2 level students

A la vez se me designe el tutor.

Atentamente,

FIRMA DEL SOLICITANTE

UNIVERSIDAD BOLIVARIANA DEL ECUADOR

RESEARCH TOPIC: THE USE OF SONGS TO IMPROVE LISTENING SKILLS IN A2 LEVEL STUDENTS.

AUTHORS: Jessica Patricia López Andrade, Jesica Estefania Allauca Pasmay.

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

The research will be developed in Ecuador, in the city of Riobamba in the La Salle Educational Unit with a group of 29 students of first-year high school students where the aim is to effectively improve the students' listening skills in the English language using songs, the problem arises because, despite the efforts made by educators, students often have difficulty in adequately grasping pronunciation, vocabulary, and comprehension in English. This hinders their overall language proficiency and limits their ability to communicate effectively in English-speaking environments.

2. Statement of the problem to be investigated.

A2-level students are who has difficulties in understanding listening activities Traditional teaching methods may not effectively engage them, leading to difficulties in comprehension of listening activities. Through the songs, students gain insight into English-speaking cultures, fostering cross-cultural awareness and appreciation and improving their memory retention because the rhythmic and repetitive nature of the songs helps to retain memory, making language learning more effective and long-lasting.

3. Justification of the research

This research is valid and necessary to investigate for several reasons:

Firstly, A1 students are usually young learners or children whose attention span lasts between 10 to 20 minutes, as noted in John Medina's book "How to Raise a Smart and Happy Child from Zero to Five" (2009).

Secondly, since they are learning a second language, they may not be exposed to it frequently. Therefore, when trying to learn new vocabulary, they may resort to traditional and dull learning methods like memorization, which, as Willingham, T points out in his book "Why Students Can't Remember What They Are Taught" (2009), is not effective in retaining information for the long term.

Thirdly, A1 students can feel overwhelmed while learning a new language. If the challenges of language learning are not taken into account when planning the class, it can

lead to a decline in motivation, as Stephen Krashen noted in his "language learning" theory.

Finally, traditional teaching methods may not meet the unique needs of individual students, as Howard Gardner's theory of multiple intelligences suggests.

Therefore, all these situations mentioned above are justifiable reasons to look for another method such as gamification:

Gamification refers to the incorporation of game elements into the process of education to increase the motivation and engagement of students. In his book "The Gamification of Learning and Instruction," Karl M. Kapp offers an in-depth exploration of this concept and how game components can boost students' intrinsic drive, leading to increased engagement and involvement in learning materials.

In addition, gamification fosters collaboration among students while also nurturing healthy competition. Jane McGonigal's "Reality is Broken: Why Games Make Us Better and How They Can Change the World" delves into this idea, illustrating how games can cultivate positive social dynamics where students work together towards shared objectives and engage in constructive competition.

Lastly, gamification serves as a platform for developing vital soft skills such as critical thinking, problem-solving, and decision-making. According to authors like Jane McGonigal, games provide a supportive environment for honing these skills and constructively learning from setbacks.

4. Description of the relationship between the proposal and the research lines of the university.

The use of songs is aligned with various pedagogical research lines as it promotes motivation, engagement, active learning, differentiation, and technology integration. It provides an effective environment for students to enhance their listening comprehension.

5. Object of the research

As many previous studies suggest, the objective of gamification is to produce collaborative positions like those produced by games (Fardo, 2014). This game activity develops a favorable impact on teachers since through games it is possible to obtain positive and creative results in the challenging nature of students to participate and learn. Participating, playing, and learning multiply the student's skills and performance through an environment of activities to meet objectives and rewards for practice and teacher supervision.

Nevertheless, the most distinguished objectives of gamification, are to increase skills, intersperse goals that provide determination to the development of learning, engage learners, perfect didactics, and stimulate variation in behavior and human relationships (2014). Even more relevant, when gamification is seized correctly in the EFL classroom, it can combat the most pressing English learners' distress, such as anxiety, apprehension, and nervousness (Ocriciano, 2021).

The inevitability of acquiring and practicing English has created an apprehensive attitude towards learning the language. The pressure on students to achieve reverberation in English results in anxiety that is specific to the second language classroom. As Krishnamoorthy (2019) explained in his recent research on Apprehension in Learning English, foreign language anxiety is “a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to language learning in the classroom that arise from the uniqueness of the foreign language learning process”. Anxiety about learning a second language is the result of the personal beliefs of the student, the teacher, and society in general.

Some research has highlighted the challenges of working with gamification in distinct cultural settings. For example, noteworthy research carried out by Neiroukh et al (2022) aimed to investigate the effects of gamification on helping Arab students improve their English vocabulary in Israeli territory. One of the biggest challenges for learners is the ability to create an inventory of words that will help learners smoothly communicate using the target language. Traditionally, creating such an active inventory is a very lengthy and complex process that gamification may not be able to solve alone. The research mentioned that context for vocabulary sometimes cannot be achieved through traditional classrooms or traditional methods of teaching. As the local problem in Ecuador suggests, there is less attention to teachers who are traditional in their teaching strategies. They concluded that applying gamification techniques enhances motivation for learning in general attracts students' attention and helps build a satisfying well-learned inventory of essential vocabulary that helps students confidently communicate using the target language, which eventually results in better achievement for the students (Neiroukh, Karam, & Hmoud, 2022).

6. General objective (one)

- To improve listening skills through songs, in A2 level students from La Salle Riobamba.

7. Specific objectives (three)

- Students will be able to identify and understand words from various songs in English, focusing on common A2 level vocabulary.
- Students will develop the ability to recognize the correct pronunciation in English songs.
- Students will improve their listening skill by integrated pre-listening, while listening and post listening activities.

8. Description of the variables of the study (independent & dependent)

The study focuses on two variables, the independent variable and the dependent variable.

Our research topic is” The use of songs to improve the listening skills in A2 level students”, the independent variable being the use of songs where the aim of using songs is to improve listening skills in A2 students. . In terms of the independent variable, Li and

Brand (2009) argue for an increased effectiveness in the ESL classroom when using song-based instructions as an educational tool.

While the dependent variable being the listening skill. In terms of listening skills, Russel (2006) says that listening skill is listening with comprehension, attention and appreciation. Listening comprehension is a crucial skill in the teaching and learning process, as it facilitates communication and understanding. It is an essential part of the telecommunication process that should be mastered by the students.

9. Description of the research approaches, methods, data collection

The research approach involves quantitative and qualitative methods to study gamification's effectiveness in developing vocabulary in A1 students. The research designs proposed are Experimental Design and Quasi-Experimental Design. To evaluate vocabulary development, pre-test/post-test assessments, classroom observations, surveys/questionnaires, interviews/focus groups, performance tasks, and learning analytics will be employed. The combination of these research approaches, methods, and data collection techniques can comprehensively evaluate the impact of gamification on vocabulary development in A1 students, providing valuable insights for both theory and practice in language education.

10. Description of the beneficiaries and their main characteristics.

The beneficiaries of this program are 14 to 15-year-old school students who attend the private school named U. E La Salle. These students are currently in the first level of Bachillerato and are at an A2 level according to the European Common Framework.

11. Description of the research context

To study the effectiveness of gamification in developing vocabulary among A2-level students, the research considers the setting, participants, materials, instructional approach, duration and frequency, and ethical considerations. The setting is conducive to gamified learning activities, and participants should be A2-level students from diverse backgrounds. Materials are adapted to the vocabulary needs of beginner-level learners. The instructional approach involves gamified learning strategies that promote active participation and vocabulary acquisition. The duration and frequency allow for meaningful vocabulary development, and ethical guidelines should be followed.

12. Description of the practical contributions of the proposal

Gamification can be a helpful strategy for developing vocabulary skills in A1 students. It offers benefits such as increased engagement, improved retention, personalized learning experiences, increased interactivity and collaboration, real-world application of vocabulary, continuous assessment and feedback, and long-term motivation for sustained learning. Overall, gamification is a valuable tool for facilitating effective vocabulary acquisition and language proficiency development in the language classroom.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

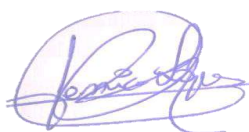
Gamification is an effective approach to enhance vocabulary development in A2 students. This approach has various perspectives, including professional, methodological, technological, and social needs.

From a professional perspective, it allows educators to use game mechanics such as challenges, rewards, and feedback mechanisms to enhance teaching strategies.

From a methodological perspective, gamification offers a adapted approach that adapts to the individual learning styles and preferences of students. By creating customized learning paths, educators can cater to diverse linguistic backgrounds and proficiency levels.

From a technological perspective, gamification involves the integration of digital tools that enhance the learning experience for students. Gamified learning platforms equipped with analytics tools enable educators to collect and analyze data on students' progress, performance, and engagement. From a social needs' perspective, gamification fosters a sense of community and collaboration among A1 students. By participating in multiplayer games, group challenges, and collaborative quests, students can engage in meaningful communication and teamwork, enhancing their language skills and interpersonal competencies.

Therefore, incorporating gamification in language teaching has professional, methodological, technological, and social implications. It enhances teaching strategies, adept's instruction, integrates digital tools, promotes active engagement, fosters collaborative learning communities, and promotes inclusion and diversity in language education.



Jessica Patricia López Andrade

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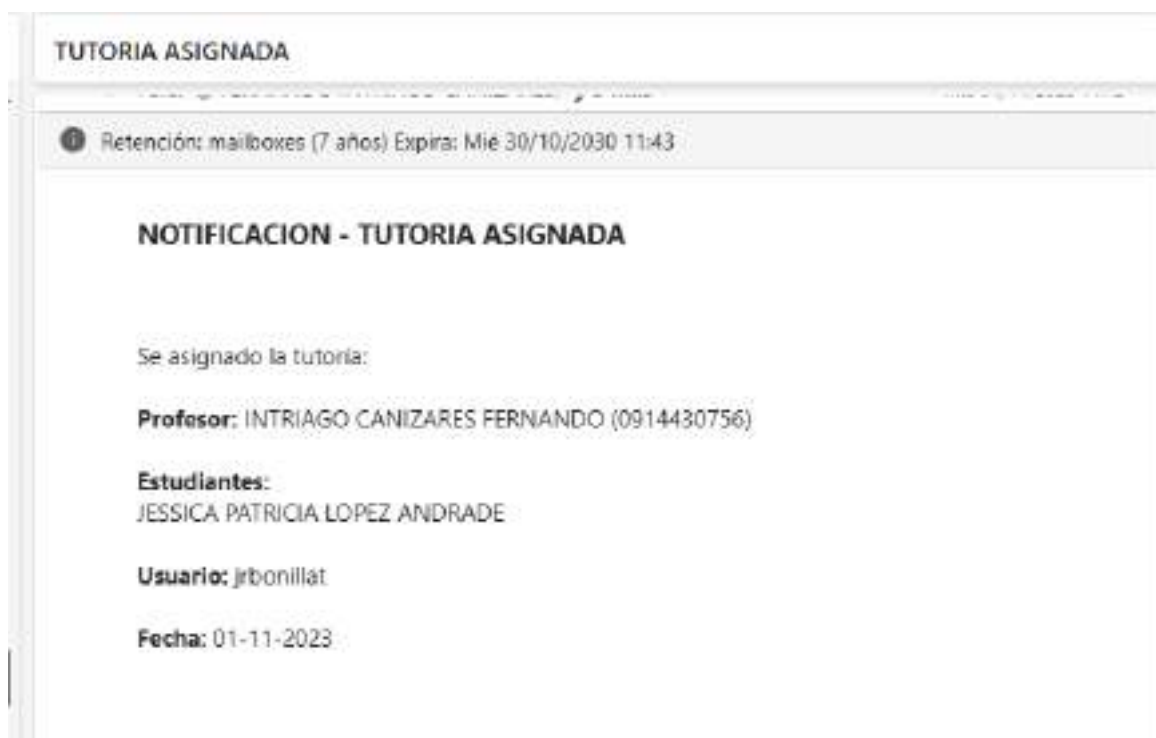


Jesica Estefania Allauca Pasmay

Id. Number: 0603981853

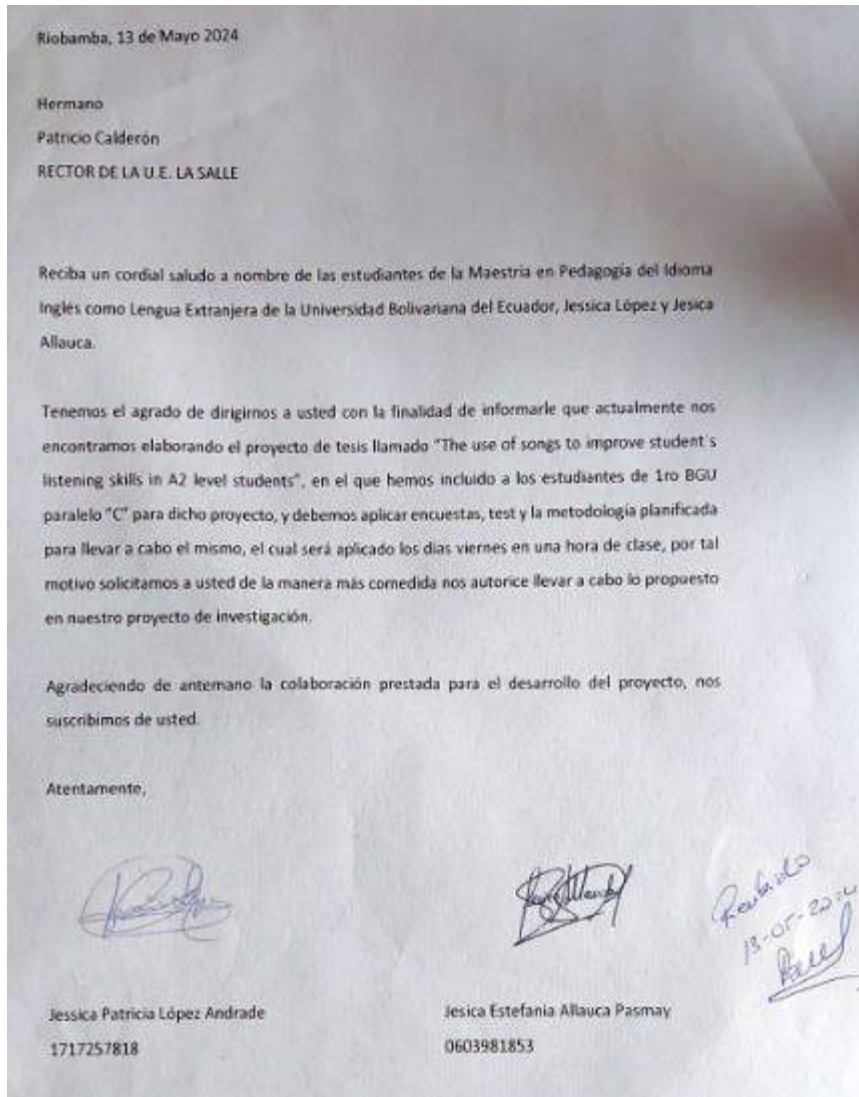
Anexo 3

Email of the assigned tutor



Anexo 4

Letter to the school principal to request permission



Anexo 5

Cover letter

COVER LETTER

Dr./ MSc: Fernando Intriago

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being a student of the **Master's program in Pedagogy of English as a Foreign Language** at UBE, cohort III, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

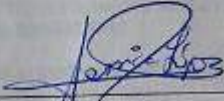
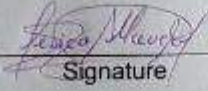
This research proposal is under the title: The use of songs to improve listening skills in A2 level students and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, we bid you farewell, but not before thanking you for your attention to this request.

Sincerely yours,

 _____ Signature	 _____ Signature
Complete name:	Complete name:

Anexo 6

Validation of the instruments



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: The use of songs to improve listening skills in A2 level students **AUTHOR(S):**

Jessica López, ~~Jesica Allauca~~

DEPENDENT VARIABLE: Listening skills

N	VARIABLE & DIMENSION & Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Interpretation: • Distinguish the main ideas	X		X		X		
2	Comprehension of the message in context: • Recognize the information	X		X		X		
3	Perception from message: • Recognize the vocabulary used in specific topics	X		X		X		
4	Attitude: • Pay attention to the listening • Show interest in what they are listening	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: Applicable Applicable after correction Not applicable

Validator's full name: Dr/ MSc: Fernando Intriago Canizares
I.D: 0914430756

Validator's area of expertise: Instructional design for EFL

¹**Pertinence:** The item corresponds to the theoretical concept declared.

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to measure the dimensions.

Date: May 14th., 2024

FERNANDO
INTRIAGO
CANIZARES

Expert's signature.



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: The use of songs to improve listening skills in A2 level students

AUTHOR(S): Jessica López, Jesica Allauca

INDEPENDENT VARIABLE: The use of songs

N	VARIABLE DIMENSION / Items	Dimension 1		Dimension 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Context integration: <ul style="list-style-type: none"> Frequency of song usage in language lessons. Incorporation of songs across various language proficiency levels. 	X		X		X		
2	Instructional <ul style="list-style-type: none"> Variety of instructional strategies utilizing songs (e.g., listening comprehension exercises). 	X		X		X		
3	Strategies: <ul style="list-style-type: none"> Student participation rates during song-based activities. Student engagement and motivation levels during song-based lessons. 	X		X		X		
4	Learning technological tools: <ul style="list-style-type: none"> Efficiency in learning languages Use of free resources in the classroom 	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable** **Applicable after correction** **Not applicable**

Validator's full name: Dr/ MSc: **Fernando Intriago Canizares**
I.D: 0914430756

Validator's area of expertise: Instructional design for EFL

Date: May 14th., 2024

¹**Validity:** The item corresponds to the theoretical concept declared.
²**Reliability:** The item is appropriate to represent the construct declared in the specific dimensions of the variable.
³**Accuracy:** The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to measure the dimensions.

FERNANDO
INTRIAGO
CANIZARES

Certified by FERNANDO
INTRIAGO CANIZARES
Date: 2024.05.14 18:29:03
-05:00

Expert's signature.

Anexo 7

Instrument 1



PEDAGOGICAL INNOVATION WITH SONGS
Week 1

Objective: To measure the listening abilities in A2 level students.

Teachers: Jessica López – Jessica Allauca

Class: A2 level English

Date:

Listen to the song. Read and check the verbs you identify in the song 10 points – 1 each one

do	put	keep
give	find	hate
read	say	beg
talk	hurt	done
know	cut	remember
hide	stay	Found
speak	make	Remind



Listen to the songs and complete the missing spaces. (verb in past and present) 10 points – 0.5 each one

<p>I that you're settled down That you found a girl and you're married now I heard that your dreams true Guess she gave you things, I didn't to you Old friend, why are you so shy? Don't like you to hold back or from the light</p> <p>I to turn up out of the blue, uninvited But I couldn't stay away, I couldn't it I had hoped you'd my face And that you'd be reminded that for me, it isn't over</p> <p>Never mind, I'll find someone like you I nothing but the best for you, too "Don't forget me, " I beg I remember you said "Sometimes it lasts in love, but sometimes it instead" "Sometimes it lasts in love, but sometimes it hurts instead"</p> <p>You know how the time Only yesterday was the time of our lives We were born and in a summer haze Bound by the surprise of our glory days</p> <p>I hate to turn up out of the blue, uninvited But I couldn't away, I couldn't fight it I had hoped you'd see my face And that you'd be that for me, it isn't over</p>	<p>Never , I'll find someone like you I wish nothing but the best for you, too "Don't forget me, " I begged I remember you "Sometimes it lasts in love, but sometimes it hurts instead"</p> <p>Nothing compares, no worries or cares Regrets and mistakes, they memories made Who would have how bittersweet this would taste?</p> <p>Never mind, I'll find someone like you I wish nothing but the best for you "Don't forget me, " I I remember you said "Sometimes it in love, but sometimes it hurts instead"</p> <p>Never mind, I'll find someone like you I wish nothing but the best for you, too "Don't me, " I begged I remember you said "Sometimes it in love, but sometimes it hurts instead" "Sometimes it lasts in love, but sometimes it hurts instead"</p>
---	--



Listen to the song and put the sentences in order (write the number at the end of each sentence) 10 points – 0.5 each one

<p>Guess she gave you things, I didn't to you _____</p> <p>I that you're settled down _____</p> <p>I heard that your dreams true _____</p> <p>Old friend, why are you so shy? _____</p> <p>That you found a girl and you're married now _____</p> <p>Don't like you to hold back or from the light _____</p> <p>And that you'd be reminded that for me, it isn't over _____</p> <p>But I couldn't stay away, I couldn't it _____</p> <p>I to turn up out of the blue, uninvited _____</p> <p>I had hoped you'd my face _____</p>	<p>Don't forget me, " I beg _____</p> <p>Never mind, I'll find someone like you _____</p> <p>I nothing but the best for you, too _____</p> <p>"Sometimes it lasts in love, but sometimes it instead" _____</p> <p>I remember you said _____</p> <p>"Sometimes it lasts in love, but sometimes it hurts instead" _____</p> <p>We were born and in a summer haze _____</p> <p>Bound by the surprise of our glory days _____</p> <p>You know how the time _____</p> <p>Only yesterday was the time of our lives. _____</p>
---	--

Write 5 sentences using the verbs from the song 10 points – 2 each one

- 1
- 2
- 3
- 4
- 5

Instrument 2



PEDAGOGICAL INNOVATION WITH SONGS
Week 2

Objective: To measure the listening abilities in A2 level students.

Teachers: Jessica López – Jesica Allauca

Class: A2 level English

Date:



Listen to the song. Read and circle the verbs you identify in the song 10 points – 1 each one

met love make got steal

talk had hate be

remember do keep

buy tell made say

miss got play was

remind put cry had

saw jump stay have

watch cut sing replaced



Listen to one part of the song and put the sentences in order (write the number at the end of each sentence) 10 points – 0.5 each one

And on my 18th birthday we matching tattoos
Summer after high school when we first
We out in your Mustang to Radiohead

..... about our future like we a clue
Used to your parents' liquor and climb to the roof
Never planned that one day, I'd losing you

We all our promises
In another life
Be us against the world
I would be your girl
So I don't have to
In another life
The one that away
I would you stay
You were the one that got away

~~Sometimes when I you~~
Never one without the other we a pact
I June and you were my Johnny Cash
Someone said you your tattoo removed
I ~~those records on~~

Read and complete the sentences with the verbs from the song 10 points – 2 each one

1. I ~~have~~ my old cellphone
2. I my things in order
3. I a lot of good words
4. I would here for three hours.
5. We the first time when we were 8 years old.

Instrument 3



PEDAGOGICAL INNOVATION WITH SONGS
Week 3

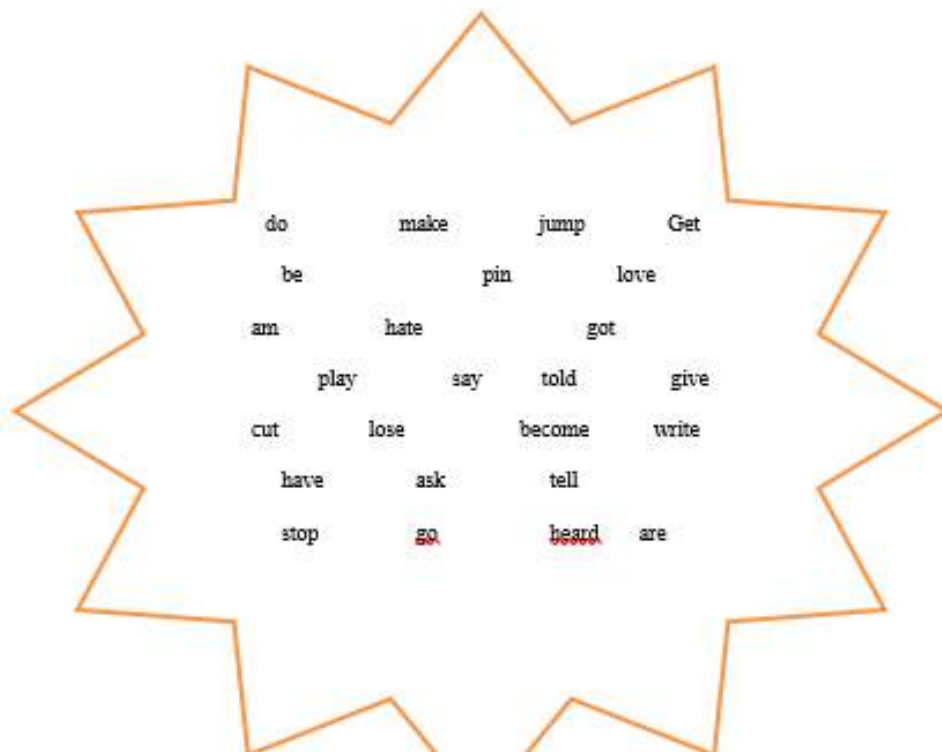
Objective: To measure the listening abilities in A2 level students.

Teachers: Jessica López – ~~Jesica Allauca~~

Class: A2 level English

Date:

Listen to the song. Read and color verbs from the song. 10 points – 2 each one.





Listen to the song (All of you – Jhon Legend) and complete the missing spaces. (verb in past and present) 10 points – 0.5 each one.

<p>What would I without your smart mouth? Drawing me in, and you kicking me out You've ... my head spinning, no kidding, I can't pin you down What's going on in that beautiful mind? I'm on your magical mystery ride And I'm so dizzy, don't what hit me, but I'll be alright</p> <p>My <u>head's</u> under water But I'm breathing fine You crazy and I'm out of my mind</p> <p>'Cause all of me Loves all of you your curves and all your edges All your perfect imperfections your all to me I'll give my all to you You're my end and my beginning Even when I lose, I'm winning 'Cause I you all of me And you give me all of you, oh-oh</p> <p>How many times do I to you? Even when you're crying, you're beautiful too The world ... beating you down, I around through every mood You're my downfall, you're my muse My worst distraction, my rhythm and blues I can't singing, it's ringing in my head for you</p> <p>My <u>head's</u> under water But I'm breathing fine You crazy and I'm out of my mind</p>	<p>'Cause all of me Loves all of you Love your curves and all your edges All your perfect imperfections Give your all to me I'll ... my all to you You're my end and my beginning Even when I lose, I'm winning 'Cause I you all of me And you give me all of you, oh-oh me all of you, oh</p> <p>Cards on the table, we ... both showing hearts Risking it all, though it's hard</p> <p>'Cause all of me Loves all of you ... your curves and all your edges All your perfect imperfections Give your all to me I'll my all to you You're my end and my beginning Even when I lose, I'm winning 'Cause I you all of me And you give me all of you</p> <p>I give you all of me And you give me all of you, oh-oh</p>
--	---



Listen to one part of the song and put the sentences in order (write the number at the end of each sentence) 10 points – 0.5 each one

Drawing me in, and you kicking me out	.....
You've <u>got</u> my head spinning, no kidding, I can't pin you down	.....
I'm on your magical mystery ride	.....
What would I <u>do</u> without your smart mouth?	.....
And I'm so dizzy, don't <u>worry</u> what hit me, but I'll be alright	.....
What's going on in that beautiful mind?	.....
But I'm breathing fine	.....
My head's under water	.....
You <u>are</u> crazy and I'm out of my mind	.....
Loves all of you	... <u>==</u>
I'll give my all to you	... <u>==</u>
..... your all to me	... <u>==</u>
..... your curves and all your edges	... <u>==</u>
'Cause all of me	... <u>==</u>
All your perfect imperfections	.....
And you give me all of you, oh-oh	.....
You're my end and my beginning	... <u>==</u>
'Cause I <u>love</u> you all of me	... <u>==</u>
Even when I lose, I'm winning	<u>==</u>

Read and with these verbs from the song, make sentences. 10 points – 2 each one

Love 1.

Give 2.

Tell 3.

~~Have~~ 4.

~~Got~~ 5.

Instrument 4



PEDAGOGICAL INNOVATION WITH SONGS
Week 4

Objective: To measure the listening abilities in A2 level students.

Teachers: Jessica López – ~~Jesica Allauca~~

Class: A2 level English

Date:

Listen to the following song “New rules”, choose 5 words, write them down, and draw what each word means to you. 10 points – 2 each one



Listen to the songs and complete the missing spaces. (verb in past and present) 10 points – 1 each one

<p>One, one, one, one, one... Talkin' in my sleep at night, makin' myself crazy. (Out of my mind, out of my mind) <u>is</u> down and <u>read</u> it out, hopin' it would save me (Too many times, too many times) My love, he me <u>feel</u> like nobody else, nobody else But my love, he doesn't <u>love</u> me, so I tell myself, I <u>tell</u> myself</p> <p>One: Don't up the phone You know he's only <u>callin'</u> 'cause he's drunk and alone Two: Don't <u>kick</u> him in You'll to kick him out again Three: Don't be his friend You know you're <u>gonna</u> <u>wake</u> up in his bed in the morning And if you're under him, you <u>ain't</u> <u>gettin'</u> over him</p> <p>I got new rules, I count 'em I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself</p> <p>I <u>pushin'</u> forwards, but he keeps <u>pullin'</u> me backwards (Nowhere to turn, no way) (Nowhere to turn, no) Now I'm <u>standin'</u> back from it, I finally <u>learn</u> the pattern (I never learn, I never learn) But my love, he doesn't love me, so I tell myself, I tell myself</p>	<p>I do, I do, I do One: Don't pick up the phone You know he's only <u>callin'</u> 'cause he's drunk and alone Two: Don't let him in You'll have to kick him out again. Three: Don't be his friend. You know you're <u>gonna</u> wake up in his bed in the morning. And if you're under him, you ain't gettin' over him.</p> <p>One: Don't pick up the phone You know he's only <u>callin'</u> 'cause he's drunk and alone Two: Don't let him in You'll have to <u>kick</u> him out again Three: Don't be his friend You know you're <u>gonna</u> wake up in his bed in the morning And if you're under him, you <u>ain't</u> <u>gettin'</u> over him</p> <p>I got new rules, I count 'em I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself I got new rules, I count 'em I <u>gotta</u> tell them to myself</p>
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