



**UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR**

TRABAJO DE TITULACIÓN

**UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR**



UNIVERSIDAD BOLIVARIANA DE ECUADOR

MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TRABAJO DE TITULACIÓN

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA

**The Implementation of Lyrics Training Platform to Improve Listening Skills in A2
Learners.**

Autor/es:

Genesis Buestán Puma & Olga María Santillán Jarcia.

Tutor/a:

Phd. Jhonny Campoverde

ECUADOR

2025



La Universidad para todos





Dedicatory

This work is the result of a journey filled with effort, learning, and perseverance, and it would not have been possible without the support of those who have been by my side every step of the way. To my family, my greatest source of love and strength. To my children, Jans Luis and Stephanie, who are my inspiration and my greatest motivation to keep moving forward. Also, it is dedicated to each person who, in one way or another, has contributed to this achievement. Additionally, this success is yours as well, because your trust in me has given me the strength to never give up.

I am deeply grateful to the individuals and institutions that have played a crucial role in my journey toward the completion of this thesis. First and foremost, I extend my heartfelt gratitude to my son, my greatest source of motivation and inspiration. His love and unwavering support have given me the strength to overcome challenges and remain determined in the pursuit of my goal. I also want to acknowledge myself—for my perseverance, discipline, and resilience throughout this journey. It has been a demanding path, but one that has allowed me to grow and discover more about myself. Above all, I offer my deepest gratitude to God, the foundation of my life and academic journey. His guidance, wisdom, and strength have empowered me to overcome obstacles and achieve my aspirations.





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

Acknowledgment

First and foremost, I thank God for giving me strength, wisdom, and perseverance throughout this journey. I am deeply grateful to my family for their unconditional love, support, and encouragement at every step. I also extend my sincere thanks to my tutor, Jhony Campoverde, for their invaluable guidance, patience, and dedication. This achievement would not have been possible without you all.



La Universidad para todos





Resumen.

Este estudio actual muestra la aplicación de la propuesta relacionada con *Lyrics Training* para mejorar las habilidades de escucha en estudiantes de nivel A2 en la Unidad Educativa Diez de Agosto en Montalvo, Ecuador. La población de esta institución pública es de 32 estudiantes, y la muestra en este estudio está conformada por dieciocho mujeres y catorce hombres del Primer Año de Bachillerato A. Para la metodología, se implementó el Enfoque Mixto combinando el método Cualitativo y Cuantitativo. Además, el tipo de investigación del estudio fue descriptiva y bibliográfica. El instrumento de investigación utilizado inicialmente fue una prueba diagnóstica. Esta prueba constó de 36 ítems distribuidos de la siguiente manera: 9 de listening, 8 de reading, 15 de grammar, 1 tarea de writing y 3 tareas de speaking. El objetivo de la prueba fue medir el dominio del inglés de los estudiantes en relación con el nivel A2. Los datos cuantitativos de la prueba identificaron que el 45% de los estudiantes alcanzaron el estándar A2 en listening, mientras que el 55% estuvo por debajo de este nivel. Como consecuencia, la implementación del diseño de la propuesta consistió en doce sesiones durante seis semanas. Cada intervención tuvo una duración de cuarenta minutos. Se utilizó la Investigación Acción para observar las reacciones de los estudiantes y sus limitaciones en la comprensión auditiva. Además, se usó una lista de cotejo para observar la participación, motivación y respuesta de los estudiantes frente a las actividades de listening. Para fines de investigación, también se utilizó durante las intervenciones de la propuesta. Esta lista también registró los momentos en los que los estudiantes solicitaron aclaraciones o requirieron la intervención del docente. El tipo de datos obtenidos fue cualitativo a través del proceso de observación, como resultado del compromiso, la atención y el comportamiento de los estudiantes

Palabras claves : plataforma de audio destreza de auditiva lista de cortejo diagnostico prueba de salida.





Abstract

This current study shows the application of the proposal regarding to The Lyrics Training to improve listening skills in a2 learners at Unidad Educativa Diez de Agosto in Montalvo, Ecuador. The population of the public school is 32 students, and the sample in this study is eighteen female and fourteen male students in the First Baccalaureate A. For the methodology, it was implemented the Mixed Approach combining the Qualitative and Quantitative Method. In addition to this, the type of research for the study was descriptive and bibliographical. The research instrument used for the initial was a diagnostic test. This test consisted of 36 items distributed as follows: 9 for listening, 8 for reading, 15 for grammar, 1 writing task, and 3 speaking tasks. The test was aimed to measure students' proficiency relative to the A2 level. The test's quantitative data identified that 45% of students met the A2 standard in listening, while 55% fell below this level. . As a consequence, the implementation of the design of the proposal consisted on twelve sessions in six weeks. Each intervention was timed in forty minutes. Action Research was used to observe students' reactions and their limitation in listening. Additionally, the observation checklist was used to observe student engagement, motivation, and response to listening activities. For the research purpose, it was also used during the interventions of the proposal. It also recorded instances where students requested clarification or required teacher intervention. The type of data is qualitative through the observation process, as a result of engagement, attention, behavior.

Key words: Lyrics Training listening checklist diagnostic post-test





GENERAL INDEX

Table of contents.

UNIVERSIDAD BOLIVARIANA DE ECUADOR	1
TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE	1
TEMA	1
Autor/es:	1
Tutor/a:	1
ECUADOR	1
FICHA SENESCYT PARA EL REPOSITORIO.	2
Introduction.....	14
CHAPTER 1: THEORETICAL FRAMEWORK.....	19
1.1 Introduction.....	19
1.2 Mobile-Assisted Language Learning (MALL)	19
1.3 Technological Interventions in EFL Education - Lyrics training	20
1.4 Lyrics Training Platform.....	20
1.6 Benefits of Music in Language Learning.....	21
1.7 Effective Ways of Teaching and Learning Listening Skills	22
1.8 Listening Comprehension: A Theoretical Framework.....	22
1.9 Types of Listening	22
1.10 Bottom-Up and Top-Down Processing in Listening Comprehension	23
1.11 Listening Skills in the Common European Framework of Reference (CEFR).....	24
1.12 Role of the Teacher in Listening Activities	24
1.13 Role of the Student in Listening Activities	;Error! Marcador no definido.
1.14 Conclusion	;Error! Marcador no definido.
1.15 Review of Relevant Theories for developping listening skills.	;Error! Marcador no definido.
1. Suggestopedia and its Role in Language Learning	;Error! Marcador no definido.
2. Gamification Theory and Motivation.....	;Error! Marcador no definido.
3. Cognitive Theory of Multimedia Learning.....	;Error! Marcador no definido.
4. E-Learning Theory.....	;Error! Marcador no definido.
5. Task-Based Learning (TBL)	;Error! Marcador no definido.
1.9 Review of Relevant Studies	;Error! Marcador no definido.
1.16 Didactics and Innovation in Language Teaching.....	;Error! Marcador no definido.
1.17 Effectiveness of Lyrics Training for Listening Comprehension.....	;Error! Marcador no definido.
1 Active Listening and Engagement	;Error! Marcador no definido.
2 Improvement in Phonetic Awareness	;Error! Marcador no definido.
1.18 Vocabulary Acquisition through Lyrics Training	;Error! Marcador no definido.
1 Contextual Learning and Retention	;Error! Marcador no definido.
2. Collocations and Idiomatic Expressions	;Error! Marcador no definido.
3. Challenges and Limitations.....	;Error! Marcador no definido.
1.17 Pedagogical Implications	;Error! Marcador no definido.
2.1 Conceptualization and operationalization of the variables and categories.....	;Error! Marcador no definido.
2.2 Operationalization of Variables	32
2.3 Research Methods	35
2.4 Types of Research:.....	36
2.5 Instruments Derived from the Selected Methodology	36





2.6 Delimitation of the Population and Sample	36
2.6.1 Justification of the Sample	37
2.7 Description of the Diagnostic Process	37
2.8 Description of the Instrument for the Diagnostic	38
1. Observation Checklist	38
2 Listening Comprehension Test	39
2. Student Survey	39
2.9 Target Needs	40
2.10 Learning Needs	40
2.10 Results of the Diagnostic Process	41
2.11 Results of the Checklist research instrument.	43
2.11.1 Components of the Observation Checklist	43
2.12 Results of the questionnaire.	45
2.13 Survey Results	46
2.14 Analysis and Results of the survey	46
472.15 Ethical Considerations	53
CHAPTER 3: THE PROPOSAL	51;Error! Marcador no definido.
3.1 Presentation:	52;Error! Marcador no definido.
3.2 General objective of the proposal:	52;Error! Marcador no definido.
3.3 Specific objectives of the proposal:	53
3.4 Theoretical foundation for the proposal:	;Error! Marcador no definido.53
3.5 Characteristics of the proposal:	;Error! Marcador no definido.54
3.6 Identify the objective	;Error! Marcador no definido.54
3.7 Types of listening activities that best facilitate learning:	;Error! Marcador no definido.55
3.8 Role of the teacher during the Lyrics Training Interventions	;Error! Marcador no definido.56
3.9 Roles of the students in Lyrics Training Interventions :	;Error! Marcador no definido.57
3.10 Demands, requirements, conditions, or criteria that must be met based on the proposal's nature and scope:	;Error! Marcador no definido.58
3.11 Structure and Dynamics of the Proposal:	;Error! Marcador no definido.59
3.12 Schedule of activities	;Error! Marcador no definido.
3.13 Budget of the proposal	61
3.14 General Implementation for the Budget of the proposal	;Error! Marcador no definido.61
Conclusions	63
Recommendations	65
ANEXES	70
TRIBUNAL PROYECTO DE TITULACIÓN	72



Table Index

Table 1. Operationalization of Variables (Independent Variable)	30
Table 2. Operationalization of Variables (Dependent Variable)	31
Table 3. Results of the Diagnostic Test per Skill	40
Table 4. Results of the Diagnostic Test per Student	41
Table 5. Observation Checklist - Student Engagement	43
Table 6. Observation Checklist - Listening Skill	44
Table 7. Observation Checklist - Difficulties and Challenges	45

Figure Index

Figure 1. Research Design	29
Figure 2. Sample Selection Process	32
Figure 3. LyricsTraining Interface	35
Figure 4. Comparison of Pretest and Posttest Scores	47
Figure 5. Student Engagement Results	48





Introduction

Listening comprehension is a fundamental skill in second language acquisition, playing a crucial role in effective communication (Rost, 2011). Research has consistently highlighted the challenges that learners face in developing this skill, particularly in EFL (English as a Foreign Language) contexts where exposure to authentic language input is limited (Vandergrift & Goh, 2012). Various studies have demonstrated the effectiveness of integrating music into language learning to enhance listening skills, as seen in research conducted in Persian, Chinese, and Polish EFL settings (Javadi-Safa, 2018; Luo, 2019; Tomeczak, 2019). These findings underscore the relevance of exploring innovative methodologies that leverage music as a tool for improving listening comprehension.

In Ecuador, the development of listening skills in EFL classrooms presents a significant challenge due to limited exposure to spoken English and traditional teaching approaches that often fail to provide engaging, real-world listening experiences (Ministerio de Educación del Ecuador, 2016). Students at the A2 level, in particular, struggle with understanding spoken English, which negatively impacts their overall language proficiency and communicative competence. Addressing this issue is crucial for improving language education outcomes and fostering better engagement in EFL classrooms.

One promising approach to tackling this problem is the integration of music-based learning platforms such as Lyrics Training. This digital tool combines music with interactive exercises to enhance students' listening comprehension in an engaging and motivating manner. Research suggests that music can facilitate language acquisition by providing rhythmic and contextualized input, making learning more accessible and enjoyable (Murphey, 1992; Engh, 2013). By implementing Lyrics Training, this study aims to explore its impact on improving listening skills among A2-level students and assess its effectiveness as a supplementary instructional resource.

This study addresses the problem of insufficient listening comprehension skills among EFL learners and seeks to evaluate how Lyrics Training can serve as an effective pedagogical intervention. By examining its implementation, the research contributes to the broader discussion on innovative language teaching methodologies and offers insights that may be valuable for educators





seeking to enhance listening instruction in similar EFL contexts.

The primary problem addressed by this research is the low listening comprehension skills among A2-level high school students at the Educational Unit Diez de Agosto in Montalvo, Ecuador. Despite the efforts made in language teaching, these students often find it challenging to understand spoken English, which adversely affects their communication abilities. Several contributing factors contribute to this issue, including limited access to technological resources, a reliance on traditional teaching methods, and insufficient exposure to authentic English listening materials. This research aims to explore whether integrating the Lyrics Training platform can effectively enhance students' listening comprehension and mitigate these challenges.

The ability to develop listening skills is a critical aspect of second language acquisition, particularly at the A2 level. Many A2-level learners struggle with listening comprehension due to a lack of exposure to authentic language materials and interactive resources that foster engagement. This study seeks to investigate the impact of the Lyrics Training platform on enhancing listening skills among A2-level English students, assessing its effectiveness as a tool for improving their ability to comprehend spoken English.

This research is focused on applying listening strategies from the application Lyrics Training for students enrolled in the first-grade of Bachillerato aligned with the students' needs of their high school. In this context, the study aligns with the University research line called Innovation and applied technology and tips to improve listening skills in the learning process.

The study aims to answer the following research question: 1. What are the preliminar results in the diagnostic exam elaborated to the students ? 2. What are the preliminar conclusions after the results in the diagnostic test ? 3. Does the implementation of the Lyrics Training platform improve the listening skills of A2-level students? By investigating the platform's effect on students' ability to comprehend spoken English, this research will assess the efficacy of Lyrics Training as a pedagogical tool for A2-level English language learners.

The object of this research is to investigate the type of listening called Listening Comprehension. According to Kim, Y.-S. G., & Pilcher, H. (2016). Listening comprehension is the ability to understand and interpret spoken language. For the purpose of this study, A2-level students at Educational Unit Diez de Agosto need to develop specific listening comprehension abilities to





summarize, identify main ideas, specific words, In addition, listening comprehension skills enables individuals to follow instructions, engage in conversations, and acquire new information efficiently.

The general objective of this research is stated as follows: To evaluate the effectiveness of the Lyrics Training platform in improving the listening comprehension skills of A2-level students in a high school setting. In addition, the specific objectives derivates through the stages of the research as follows:

- To measure the impact of Lyrics Training on students' ability to understand spoken English before and after intervention.
- To analyze students' motivation and engagement levels when using Lyrics Training in comparison to traditional listening exercises.
- To assess the adaptability of Lyrics Training for different learning styles and the varying proficiency levels of A2 student

The independent variable in this study is the implementation of the Lyrics Training platform. This innovative tool combines music with language learning through interactive exercises, aiming to enhance the listening experience of A2-level students. By allowing learners to engage with authentic music content, Lyrics Training promotes active participation and sustained exposure to the language, thereby fostering a more profound understanding of spoken English. The adaptability of the platform to various learning styles further supports its role as a potent educational resource. The dependent variable is the improvement in listening skills, specifically measured by the students' ability to comprehend spoken English after utilizing the Lyrics Training platform.

The research will assess various aspects of listening skills, including phonological awareness, vocabulary retention, and overall comprehension. This relationship between the independent and dependent variables will provide insights into whether consistent engagement with the Lyrics Training platform leads to measurable advancements in listening proficiency among A2-level learners.

The beneficiaries of this research are the students from the first year of Baccalaureate BGU at the Educational Unit Diez de Agosto. These students are aged between 15 and 17 years old and are enrolled in the baccalaureate program designed to prepare them for higher education, at this





stage, students are expected to develop critical thinking skills, improve their oral communication ability, and deepen their knowledge in various subject areas required by the current curriculum. The focus of their education includes academic subjects as well as specialized courses that may align with their future professional careers. This research aims to implement new technological tools to enhance their learning and positively contribute to their academic growth by addressing specific challenges and areas for development in language skills.

Quantitative Data Analysis: Pre-test and post-test scores will be analyzed statistically using descriptive and inferential statistics to determine significant improvements in listening comprehension. Furthermore, **Qualitative Data Analysis:** Responses from surveys and observations will be analyzed thematically to identify patterns related to motivation, engagement, and perception of the platform's usability.

The implementation of the Lyrics Training platform is expected to yield several practical contributions to the educational context. Firstly, it aims to enhance listening proficiency among A2-level learners, equipping them with the necessary skills to comprehend spoken English in various contexts. By providing students with interactive and repeated exposure to authentic language, the platform will facilitate the development of phonological awareness and vocabulary retention, which are crucial for effective communication.

Secondly, the integration of music and learning will increase student motivation and engagement in language activities. The gamified nature of Lyrics Training transforms listening practice into an enjoyable experience, encouraging students to participate actively. This heightened engagement is anticipated to lead to improved learning outcomes, as motivated learners are more likely to invest effort in their studies.

Lastly, teachers will benefit from the availability of an adaptable tool that makes teaching listening skills more dynamic and aligned with students' interests. The platform's flexibility allows educators to tailor listening activities to meet the needs of their learners, promoting a more personalized approach to language instruction. This practical contribution will enhance the overall quality of teaching and learning in the classroom.

• **Enhanced Listening Proficiency:** Lyrics Training will help students improve their listening comprehension, phonological awareness, and vocabulary retention through





interactive exposure to authentic language.

- **Increased Student Motivation:** The platform's use of music will foster a more enjoyable and engaging learning experience, motivating students to participate more actively.

Teacher Support: Teachers will benefit from an adaptable, user-friendly tool that aligns with students' interests and makes teaching listening skills more dynamic.

This research proposal is significant for educators as it presents a versatile and user friendly platform, Lyrics Training, designed specifically to enhance students' listening skills in English as a Foreign Language (EFL) contexts. The integration of this tool into the curriculum allows teachers to diversify their instructional strategies, offering a modern approach to language teaching that aligns with the interests and preferences of contemporary learners. By adopting Lyrics Training, teachers can foster a more interactive and engaging classroom environment that encourages students to actively participate in their language learning journey, thus improving their overall proficiency and confidence in listening comprehension.

The proposal underscores the methodological importance of integrating digital tools into EFL teaching practices, demonstrating their efficacy in promoting effective listening comprehension. By systematically examining the impact of Lyrics Training on students' listening skills, this research contributes to the growing body of literature that advocates for technology enhanced language learning methodologies. It provides empirical evidence that supports the use of interactive, music-based tools in fostering engagement and motivation among learners. This methodological approach not only enriches the pedagogical repertoire of language educators but also encourages the adoption of innovative practices that respond to the evolving needs of learners in the digital age.

This paper is structured into three chapters. Chapter 1 presents a review of relevant literature on listening skills development and technology-assisted language learning. Chapter 2 describes the research methodology, including participants, data collection methods, and analysis procedures. Chapter 3 presents the findings and discussion and concludes the study with recommendations for future research. Also, it presents the proposal and the components.





CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Introduction

This chapter presents different theories related to Listening in Language Teaching. There are some authors who contributed to the listening skills. Furthermore, there are some concepts and ideas that support listening skills to help learners to improve these skills, apart from it, there are also some ideas related to Lyrics Training to improve the listening skills for students. Various authors such as Vidal (2017) remarks the authenticity in the use of language through the use of Lyrics Training by using the songs. Regarding to the listening skills, there are some authors such as Vandergrift and Goh (2012) mainly explain how listening is a component of an active process in the linguistic communication, Field (2008) also claims that listening is building effective communication and connects oral outcomes with listening. Those concepts are aligned to the variable of the researchers. Moreover, Richards (2008) also contributes to this chapter with the role of the teacher in developing students' listening skills. To ensure this development, the active listening must include how to facilitate comprehensions through basic to complex activities. Also, the way to model pronunciation and entonation by showing proper articulation and natural speech patterns to aid learners in sound recognition.

1.2 Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones and tablets, to facilitate language learning. This approach allows learners to access language resources, practice skills, and receive feedback anytime and anywhere, making language learning more flexible and personalized. MALL harnesses the ubiquity of mobile technology to support various learning styles and strategies, enhancing engagement and motivation among learners (Chinnery, 2006).

According to Yang (2013) stated that MALL is a small subdivision of Computer-Assisted Language Learning (CALL). This technological tool uses advanced mobile applications to develop language





skills. Moreover, Kim et al. (2017) showed that the first MALL was used in the 1980s when Twarog and Pereszleyi used the mobile phone to organize the distance learning class with feedback and ACOJ- ISSN 1936-9859 AsiaCALL Online Journal Vol. 14; No. 1; 2023 20 support. On the contrary, Valarmathi (2011) emphasized the importance of mobile devices in modern education and can create the best learning environment for a language class. This learning method integrates pocket electric dictionaries, personal digital assistants, mobile phones, mp3 players, tablets, and PCs (Zhao, 2005).

1.3 Technological Interventions in EFL Education - Lyrics training

The integration of technology in EFL education has gained momentum in recent years, offering new opportunities for improving listening comprehension skills. Research by Martinez et al. (2023) highlights the potential of digital platforms to provide learners with interactive and immersive experiences that traditional methods lack. In particular, the use of multimedia tools has been shown to enhance learners' engagement, motivation, and language proficiency. Martinez et al. emphasize that these tools, when designed effectively, can cater to different learning styles, and help bridge the gap between classroom instruction and authentic language use.

Lyrics Training, a platform that combines music with interactive listening exercises, offers a novel approach to addressing listening comprehension challenges in A2 learners. A study by Vidal (2017) found that platforms like Lyrics Training can improve listening skills by providing learners with repeated exposure to authentic spoken language in an enjoyable context. The platform allows learners to adjust the difficulty level of the exercises, making it suitable for a range of language abilities. Martinez's research demonstrated significant improvements in listening comprehension among learners who used the platform regularly.

1.4 Lyrics Training Platform

Lyrics Training is an online platform that combines music with language learning. It offers interactive exercises where learners listen to songs and complete lyrics, thereby improving their listening skills. This method aligns with the Audio-Lingual Method, which emphasizes the development of listening and speaking skills through repetition and practice. The theory behind this





method suggests that listening is crucial in developing speaking proficiency and should receive particular emphasis (Richards & Rodgers, 2014).

Research indicates that incorporating Lyrics Training into ESL instruction can lead to significant improvements in listening comprehension. A study by Nguyen (2023) found that the app positively impacts learning and teaching listening skills, making it an ideal tool for teachers to consider applying in their listening classes.

1.5 The Role of Music in Language Learning

Music has long been recognized as a valuable tool in language learning due to its ability to engage learners and present language in a meaningful context. Research by Huang (2023) emphasizes the cognitive benefits of music in language acquisition, suggesting that music can aid in memory retention, pronunciation, and listening comprehension. The rhythm and melody of songs help learners internalize linguistic structures and vocabulary, making language learning more enjoyable and memorable.

In addition, songs often contain repetitive structures and authentic vocabulary, providing learners with repeated exposure to target language sounds and phrases. In a study by Piri (2019), music-based learning was shown to increase student engagement and motivation in EFL settings. Songs provide a fun and reliable way for learners to practice listening skills, while the cultural content of music also introduces learners to authentic linguistic and cultural aspects of the target language. Engh argues that music not only reinforces language patterns but also creates a relaxed learning environment, lowering learners' affective filters and allowing for more effective language acquisition. These findings support the inclusion of music-based platforms like Lyrics Training in language learning curricula.

Furthermore, research by Omolara, I. (2023) highlights the role of music in improving listening comprehension by promoting active listening and phonological awareness. Lyrics 5 provide learners with context-rich, authentic language input, which is crucial for developing their ability to decode spoken English. Omolara's findings suggest that integrating music in language instruction can foster deeper language processing and help learners bridge the gap between classroom language and real-world communication.





1.6 Benefits of Music in Language Learning

The use of songs in language learning has been shown to increase motivation and engagement among students. According to Lems (2016), "watching musical performances can help students learn about Western culture and improve their vocabulary when they hear the content of the songs."

Furthermore, listening to songs in a foreign language can help learners memorize new words, patterns, and phrases more easily. Research has found that exposure to a language's rhythm leaves a lasting impact on a person's ability to segment speech patterns.

1.7 Effective Ways of Teaching and Learning Listening Skills

Effective methods for teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well.

Additionally, engaging students in activities that require active listening, such as storytelling and retelling exercises, can enhance listening skills. Reading a story aloud to your students and then having them retell the story in their own words not only enhances listening skills but also promotes comprehension and oral language development.

1.8 Listening Comprehension: A Theoretical Framework

Listening comprehension is a fundamental skill in second language acquisition (SLA) that involves the ability to process, understand, and interpret spoken language. It is a complex cognitive process requiring learners to decode auditory input, recognize linguistic patterns, and derive meaning from context (Rost, 2011). According to Vandergrift and Goh (2012), listening is an active process in which the listener engages in constructing meaning rather than passively receiving sounds. Listening comprehension is essential for effective communication and serves as a foundation for the development of other language skills, such as speaking and reading (Field, 2008).

1.9 Types of Listening

Listening can be categorized into different types based on its purpose and cognitive demand. Brown (2007) identifies several types of listening, including:





Discriminative Listening – The ability to distinguish between different sounds, tones, and phonemes, often without comprehending meaning.

Comprehensive Listening – Understanding spoken language through lexical and grammatical recognition.

Selective Listening – Focusing on specific pieces of information while ignoring non-essential details.

Intensive Listening – Paying attention to detailed linguistic elements, such as vocabulary and syntax, in order to enhance comprehension.

Extensive Listening – Listening for general meaning and overall understanding, commonly used for enjoyment or exposure.

Critical Listening – Evaluating spoken language critically, distinguishing fact from opinion, and identifying bias or intent in communication (Brown, 2007).

Interactive Listening – Engaging in a conversation where listening and speaking occur simultaneously, requiring active participation and response (Lynch, 2009).

1.10 Bottom-Up and Top-Down Processing in Listening Comprehension

Listening comprehension involves two key cognitive processing approaches: bottom-up and top-down processing (Richards, 2008). These approaches help learners process spoken language effectively by integrating linguistic knowledge and contextual understanding.

1.10.1 Bottom-Up Processing Bottom-up processing focuses on decoding speech sounds into smaller units, such as phonemes, morphemes, words, and sentences, in order to construct meaning (Field, 2008). This approach is data-driven, meaning that learners rely on auditory input to piece together meaning. It is particularly useful for beginners who need to develop their ability to recognize sounds and words before understanding larger discourse. Common bottom-up activities include phoneme discrimination tasks, dictation, and sentence gap-fill exercises (Rost, 2011).

1.10.2 Top-Down Processing In contrast, top-down processing relies on prior knowledge, context, and expectations to interpret spoken language. Listeners use their background knowledge, experience, and cultural understanding to predict meaning and fill in gaps when they encounter unfamiliar words (Vandergrift & Goh, 2012). Top-down processing is essential for understanding implicit information, inferring speaker intent, and grasping the main ideas of a conversation.





Activities that promote top-down processing include predicting content from titles, summarizing audio materials, and engaging in pre-listening discussions (Richards, 2008).

Effective listening instruction integrates both bottom-up and top-down approaches to help learners develop comprehensive listening skills (Field, 2008). By balancing detailed linguistic analysis with broader contextual understanding, educators can support students in achieving higher proficiency levels.

1.11 Listening Skills in the Common European Framework of Reference (CEFR)

The Common European Framework of Reference for Languages (CEFR) classifies listening skills into six proficiency levels (Council of Europe, 2020):

A1 (Beginner): Understands familiar words and basic phrases when spoken slowly and clearly.

A2 (Elementary): Comprehends simple sentences and common expressions in predictable contexts.

B1 (Intermediate): Can follow the main points of standard speech on familiar topics.

B2 (Upper Intermediate): Understands extended speech and complex ideas, even when delivered at a normal speed.

C1 (Advanced): Can grasp implicit meaning and comprehend different accents with ease.

C2 (Proficient): Understands virtually any spoken language effortlessly, even in complex and unfamiliar situations.

The CEFR provides a structured framework for assessing listening proficiency, ensuring that learners receive targeted instruction and meaningful feedback (Council of Europe, 2020).

1.12 Role of the Teacher in Listening Activities

Teachers play a crucial role in developing students' listening skills by creating an environment conducive to active listening (Richards, 2008). Their responsibilities include:

1. **Facilitating Comprehension:** Providing structured listening activities that gradually increase in complexity.

2. **Modeling Pronunciation and Intonation:** Demonstrating proper articulation and natural speech patterns to aid learners in sound recognition.





3. **Scaffolding Learning:** Offering support, such as pre-teaching key vocabulary and activating background knowledge, to enhance comprehension (Vandergrift & Goh, 2012).

4. **Providing Feedback:** Assessing student performance, identifying difficulties, and giving constructive feedback.

5. **Encouraging Autonomous Learning:** Motivating students to engage in self-directed listening activities, such as podcasts, audiobooks, and real-world listening experiences (Rost, 2011).

In this research, the teacher plays an important role because He is the constant trainer for developing listening strategies through Lyrics Training to improve listening skills. The purpose is to connect music in English language through active listening that requires attention, discipline and autonomy to control their own listening management.

1.13 Role of the Student in Listening Activities

Students are active participants in the listening process and must engage in strategies that enhance comprehension. Their role includes:

Active Listening: Concentrating on the speaker's message rather than passively hearing sounds.

Predicting and Inferring: Using context clues and prior knowledge to anticipate information.

Taking Notes: Writing down key ideas and important details to reinforce retention (Field, 2008).

Asking for Clarification: Seeking explanations when encountering difficulties in comprehension.

Practicing Regularly: Engaging in listening activities beyond the classroom, such as watching movies, listening to music, and conversing with native speakers (Lynch, 2009).

The use of Lyrics Training to develop listening skills for students benefits their listening subskills because the listening activities such as gap filling. They require to students that they concentrate on their sounds and choose the correct words.

1.14 Review of Relevant Theories for developing listening skills.

Suggestopedia and its Role in Language Learning

Suggestopedia, developed by Lozanov (1978), emphasizes creating a relaxed and motivating learning environment using music and positive reinforcement. According to Lozanov, music reduces anxiety and promotes relaxation, allowing learners to absorb language more effectively. This theory supports the inclusion of Lyrics Training, as its use of music fosters an enjoyable atmosphere that encourages active engagement. In addition to reducing affective barriers, suggestopedia aligns with the cognitive benefits of using rhythm and melody to reinforce linguistic patterns.





1. Gamification Theory and Motivation

Gamification theory explains how game-like elements, such as rewards and challenges, can increase motivation and engagement in non-game contexts (Deterding et al., 2011). By integrating gamified features such as scoreboards, progress tracking, and competition, *Lyrics Training* transforms traditional listening exercises into interactive experiences. This approach is particularly effective for A2 learners, as it encourages them to practice repeatedly while maintaining a high level of motivation.

2. Cognitive Theory of Multimedia Learning

Mayer's (2001) cognitive theory of multimedia learning highlights the importance of integrating auditory and visual inputs to enhance comprehension. The *Lyrics Training* platform exemplifies this principle by allowing learners to listen to songs while reading the corresponding lyrics. This multimodal approach helps learners process language more deeply, improving both auditory decoding and vocabulary retention.

3. E-Learning Theory

E-learning theory, as outlined by Clark and Mayer (2016), underscores the value of interactive and self-paced digital tools in education. Platforms like Lyrics Training provide learners with the flexibility to practice listening skills independently, making it easier for them to adapt the exercises to their individual pace and proficiency level. The immediate feedback provided by the platform further enhances learning outcomes, allowing learners to identify and correct errors in real time.

4. Task-Based Learning (TBL)

TBL emphasizes learning through meaningful, goal-oriented tasks (Ellis, 2003). *Lyrics Training* aligns with TBL principles by engaging learners in practical activities, such as filling in lyric gaps or matching words to audio. These tasks mirror real-world listening scenarios, making the practice more relevant and effective. By focusing on tasks with clear objectives, *Lyrics Training* encourages learners to actively process and apply their listening skills.

1.16 Didactics and Innovation in Language Teaching.





1. Gamification in Education A study by Deterding et al. (2011) explored the impact of gamification on educational outcomes. The researchers found that gamified activities increased learner motivation and encouraged sustained engagement. In the context of *Lyrics Training*, gamification elements such as rewards and competition can drive learners to practice listening skills repeatedly, leading to better retention and comprehension.

2. Multimedia Learning and Listening Comprehension Mayer (2001) and Plass & Jones (2005) investigated the role of multimedia in language acquisition. Their findings revealed that learners who engaged with multimodal content—combining audio and text—demonstrated improved comprehension compared to those exposed to single-modality materials. This supports the design of *Lyrics Training*, where the integration of lyrics and audio enhances cognitive processing.

3. E-Learning and Flexibility in Language Learning Clark and Mayer (2016) emphasized the importance of self-paced, interactive learning tools in fostering autonomy. Vidal (2017) applied these principles to evaluate *Lyrics Training* and found significant improvements in learners' listening comprehension, particularly in decoding connected speech and informal expressions. The study concluded that e-learning platforms are particularly effective in addressing diverse learner needs.

4. Task-Based Learning in Listening Instruction Willis and Willis (2007) demonstrated that task-based approaches improved language proficiency by engaging learners in meaningful activities. Their research supports the use of structured listening tasks, such as those found on *Lyrics Training*, to develop auditory processing skills in real-world context.

1.17 Effectiveness of Lyrics Training for Listening Comprehension

The findings indicate that Lyrics Training had a significant impact on the listening comprehension skills of A2 learners. Participants demonstrated improvement in their ability to identify key words, understand gist, and recognize specific details in spoken English. These results align with previous studies, such as those conducted by **Ferreira, & Overy (2014)**, which suggest that music and lyrics enhance auditory processing and memory retention in language learning.

1 Active Listening and Engagement

One of the main advantages observed was an increase in student engagement. Participants reported feeling more motivated and less anxious while engaging with Lyrics Training activities.





This aligns with Krashen's (1982) *Affective Filter Hypothesis*, which suggests that lower anxiety levels facilitate language acquisition. The interactive nature of Lyrics Training may have contributed to a more enjoyable learning environment, thereby reducing cognitive barriers to listening comprehension.

2 Improvement in Phonetic Awareness

Another significant finding was the enhancement of phonetic awareness among learners. The repeated exposure to words in context helped students distinguish sounds that are commonly difficult at the A2 level, such as vowel reductions and consonant linking. Research by *Schunk (1999)* and *Graham (2006)* supports this, indicating that music-based instruction aids in phonological development and pronunciation skills.

1.17 Vocabulary Acquisition through Lyrics Training

Vocabulary acquisition was another key aspect of the study. Participants showed an increased ability to recall and use new words after engaging with song lyrics in context. This is consistent with *Nation's (2001)* findings on incidental vocabulary learning, which suggest that repeated exposure to words in meaningful contexts leads to better retention.

1 Contextual Learning and Retention

Lyrics Training provided learners with repeated exposure to target vocabulary, reinforcing word recognition and retention. This supports *Laufer and Hulstijn's (2001) Involvement Load Hypothesis*, which states that vocabulary retention improves when learners are actively involved in processing new words. Additionally, the multi-sensory approach (listening, reading, and writing) offered by Lyrics Training aligns with *Mayer's (2009) Dual-Coding Theory*, enhancing memory through auditory and visual stimuli.

2. Collocations and Idiomatic Expressions

Learners also demonstrated improvement in recognizing collocations and idiomatic expressions. The exposure to natural language in songs allowed them to internalize frequently used word combinations, which traditional textbook exercises often fail to emphasize. Studies by *Boers & Lindstromberg (2009)* confirm that music-based learning can effectively aid in acquiring formulaic language and idiomatic expressions.





3. Challenges and Limitations

Despite the positive outcomes, certain challenges were identified. Some students struggled with fast-paced lyrics, which initially led to frustration. However, adaptive difficulty levels in Lyrics Training helped mitigate this issue over time. Additionally, song selection played a crucial role—songs with clear pronunciation and moderate tempo were more effective than those with heavy slang or rapid articulation.

1.18 Pedagogical Implications The findings suggest that integrating Lyrics Training into language curricula can be a valuable supplementary tool for A2 learners. Teachers should carefully select songs appropriate for learners' proficiency levels and provide pre-listening activities to activate prior knowledge. Future research could explore long-term effects and compare Lyrics Training with other digital tools for language learning.

1.19 Conclusion.

To summarize the chapter one, over the past decades, teaching English as a foreign language (EFL) has evolved significantly. Educators have increasingly adopted innovative strategies and tools to enhance students' language skills. Among the four core language skills—reading, writing, speaking, and listening—listening has emerged as particularly important in second language acquisition. Effective listening is not only essential for communication, but it also supports the development of other skills (Vandergrift, 2007). In today's interconnected world, listening comprehension enables learners to understand spoken English in authentic contexts such as conversations, films, podcasts, and songs, thereby fostering practical communication abilities. However, listening remains one of the most challenging skills for EFL students, especially at lower proficiency levels, such as A2. Limited exposure to authentic spoken English, rapid speech, unfamiliar vocabulary, and a variety of accents often hinder students' understanding (Rost, 2011).





In response to these challenges, educators have increasingly integrated technological tools into the language classroom to support listening instruction. Technology provides learners with exposure to real-life English, interactive experiences, and personalized learning opportunities. One innovative tool gaining popularity in recent years is *Lyrics Training*, a web-based platform that uses music videos and song lyrics to engage learners in improving their listening comprehension. As highlighted by Susilowati et al. (2021), integrating songs in English teaching can create a more enjoyable and effective learning environment. Songs can expose students to natural language patterns, vocabulary in context, and a variety of accents, all while increasing motivation. Lyrics Training capitalizes on these advantages by offering a gamified experience that encourages active listening and repeated exposure to authentic materials.

The theoretical foundations that support the use of Lyrics Training in the EFL context include the **Cognitive Theory of Multimedia Learning** (Mayer, 2001), which posits that learners absorb information more effectively when it is presented through both auditory and visual channels. In the case of Lyrics Traini

Training, students engage simultaneously with audio (the song) and text (the lyrics), which enhances comprehension through dual processing. Moreover, **Krashen's Input Hypothesis** (1982) emphasizes the importance of comprehensible input—language that is slightly above the learner's current level ($i+1$)—which songs naturally provide through contextual and repetitive structures. These theories support the idea that tools like Lyrics Training offer valuable, meaningful, and manageable input that enhances listening skills.

Additionally, the **Communicative Language Teaching (CLT)** approach emphasizes the importance of authentic communication and real-world language use. Songs are authentic cultural artifacts that mirror everyday speech, idiomatic expressions, and pronunciation patterns. Lyrics Training aligns with CLT principles by allowing students to listen to songs in real time, predict missing words, and engage with content in a meaningful way. According to Brown (2007), effective language learning requires interaction with authentic materials, and Lyrics Training provides such opportunities through an engaging and interactive interface.





Furthermore, the **A2 level of the Common European Framework of Reference for Languages (CEFR)** defines learners at this stage as capable of understanding phrases and common expressions related to familiar topics. They can grasp the main idea of short, clear messages and announcements. Tools like Lyrics Training can support these learners by offering song-based activities tailored to their level, helping them develop both their vocabulary and their ability to follow spoken discourse. Through repeated listening and contextual guessing, A2 learners can gradually enhance their comprehension and confidence.

In conclusion, the integration of music and technology in language instruction, specifically through platforms like Lyrics Training, presents a promising strategy for improving listening skills in A2-level EFL students. Grounded in solid pedagogical theories and supported by growing empirical evidence, Lyrics Training not only enhances listening comprehension but also increases motivation and learner engagement. As educational technology continues to evolve, incorporating tools that leverage authentic materials and learner interactivity will remain essential in supporting effective second language acquisition.

CHAPTER 2

METHODOLOGY

This section of the study explains the methodology for utilizing the Lyrics Training to improve listening skills to A2-level students from Unidad Educativa “Diez de Agosto” in Montalvo City. This methodology includes the sample context, research instruments, and types of study. Additionally, the conceptualization and operationalization of variables and their categories. The author provides insights into various research tools and elucidates their efficient functioning. During the research process, various research types were employed, including exploratory methods to comprehensively observe all aspects of the problem-situation, and some bibliographical methods to draw upon documents and data published in diverse articles, books, and other sources.

The discussion section then delves into the results obtained in this chapter, presenting findings and comparing them with results from similar studies related to interactive activities for improving oral skills. Each method is thoroughly supported with its respective tools, fostering a comprehensive understanding of the research outcomes. Finally, the section concludes with valuable insights and recommendations. Teachers are suggested to adopt interactive activities with adaptability, tailoring





their use based on the specific context and the academic background of their students.

2.2 Operationalization of Variables

The variables in this study have been structured as follows:

Table 1

Operationalization of Variables

Variable	Conceptual Definition	Dimensions	Indicators	Instruments
Independent Variable: Lyrics Training Platform	A digital tool integrating song lyrics with interactive exercises to enhance listening skills and language learning.	✓ Technological Features ✓ ✓ ✓ ✓ ✓ ✓ Student Engagement ✓ ✓ ✓ ✓ Pedagogical Usability	✓ - • Accessibility and ease of navigation within Lyrics Training • Compatibility with different devices (mobile, tablet, computer) • Frequency of technical issues or interruptions during use • Time spent voluntarily on Lyrics Training outside of assigned tasks. • Student motivation and interest in using the platform (survey-based). • Level of interaction with the activities (e.g., number of completed exercises). • Alignment of Lyrics Training activities with listening skill development goals. • Effectiveness of the platform in providing feedback and progress tracking • Perceived usefulness of Lyrics Training for learning improvement	Survey Classroom Observations

 UNIVERSIDAD BOLIVARIANA DEL ECUADOR		TRABAJO DE TITULACIÓN		
			(student/teacher perception)	
			✓	
Independent Variable: Lyrics Training Platform	A digital tool integrating song lyrics with interactive exercises to enhance listening skills and language learning.	✓ Time consuming ✓ ✓ ✓ ✓ ✓ ✓ ✓ Linguistic Awareness	• Average duration per session using Lyrics Training • Time required to complete listening exercises compared to traditional methods • Student perception of time efficiency when using Lyrics Training • Improvement in recognition of phonetic patterns and pronunciation • Ability to identify and correct common listening errors • Awareness of new vocabulary and grammar structures from song lyrics ✓	Pre-test & Post-test Survey Classroom Observations

Source: Operationalization of variable made by Buestan Genesis / Santillan, Olga (2024)

This figure shows the operationalization matrix of the independent variable: Lyrics Training Platform is formed by the dimensions: accessibility of the platform, frequency of use, level of interaction and student motivation. In this research, the variable development of listening skills is formed by the dimensions of ability to identify key information, understanding spoken discourse, use of context clues, improvement in test scores.

Table 2

Operationalization of Variables

Variable	Conceptual Definition	Dimensions	Indicators	Instruments
----------	-----------------------	------------	------------	-------------



La Universidad para todos



Dependent Variable: Listening Skills	The ability to comprehend spoken English, including recognizing sounds, words, and meaning in context.	● Listening Comprehension ● Listening Strategies ● Performance in Listening Tasks	✓ Ability to identify key information. ✓ Understanding spoken discourse ✓ Use of context clues - Improvement in test scores ✓ Percentage of correctly answered comprehension questions after using Lyrics Training ✓ Improvement in identifying main ideas and details in audio exercises ✓ Ability to recognize words and phrases in different listening contexts	✓ Survey Classroom Observations
Dependent Variable: Listening Skills	The ability to comprehend spoken English, including recognizing sounds, words, and meaning in context.	✓ Time listening consuming	✓ Average time spent using Lyrics Training per session ✓ · Number of repetitions required to understand a listening passage. ✓ · Time taken to complete listening exercises before and after the intervention	✓ Pre-test & Post-test Survey Classroom Observations

 UNIVERSIDAD BOLIVARIANA DEL ECUADOR		TRABAJO DE TITULACIÓN		
		✓ Listening Assessments	• Scores obtained in pre- and post-listening assessments • Percentage of errors in listening tests before and after using Lyrics Training • Student self-assessment of listening confidence and understanding	

Source: Operationalization of variable made by Buestan Genesis / Santillan, Olga (2024)

This figure shows the operationalization matrix of the dependent variable: Listening Skills is formed by the dimensions: Listening Strategies, Time Listening consuming, Listening Assessments, Performance in Listening Tasks. In this research, the variable development of listening skills is formed by the indicators of each ability to identify key information, understanding spoken discourse, use of context clues, improvement in test scores.

2.3 Research Methods

The primary objective of this research was to assess students' English proficiency and identify areas for improvement. To achieve this, a mixed-methods approach was employed, combining quantitative and qualitative data collection techniques.

The quantitative aspect involved a standardized diagnostic test to evaluate specific language skills, while qualitative methods, such as surveys and observation checklists, captured student engagement and learning preferences. . The Quantitative data is applied to get information from the pre-test and the post-tests. According to Tituana, G (2024) the Quantitative Approach decodes the numbers in the statistical table descriptions by analysing and interpreting results in the study.

Mixed methods were chosen to ensure a comprehensive understanding of the students' skills, as they allowed for the integration of numerical data with observational and subjective insights. According to Wastin, S (2022) Mixed-Methods offer different inquiries in both qualitative and quantitative research. They draw different conclusions from specific data and the results vary from study to study. Similarly, Mixed-Methods uses multiple research instruments to respond questions and confirm hypothesis. It also involves collecting, analysing, interpreting and reporting both qualitative and quantitative data. (Dawadi, S., Shrestha, S., & Giri, R. A. ,2021).



La Universidad para todos



2.4 Types of Research:

Descriptive Research: This type of research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer questions about who, what, when, where, and how, but not why.

Experimental Research: This research involves manipulating one variable to determine if changes in one variable cause changes in another. This method establishes cause-and-effect relationships.

2.5 Instruments Derived from the Selected Methodology

Three primary instruments were employed in this research: a diagnostic test, an observation checklist, and student surveys. Each instrument aligned with the mixed methods approach and served distinct purposes:

1. **Diagnostic Test:** The diagnostic test was designed to evaluate listening, reading, grammar, writing, and speaking skills. It consisted of 36 items distributed as follows: 9 for listening, 8 for reading, 15 for grammar, 1 writing task, and 3 speaking tasks. Conducted on June 24, 2024, the test aimed to measure students' proficiency relative to the A2 level. The test's quantitative data identified that 45% of students met the A2 standard in listening, while 55% fell below this level.

2. **Observation Checklist:** It was administered on November 20, 2024, the observation checklist evaluated student participation during diagnostic activities. It revealed that 50% of students were engaged, while the remaining 50% exhibited low levels of participation. This instrument provided qualitative insights into classroom dynamics and student motivation. To observe students' engagement and behaviors while using *Lyrics Training*, as well as to gather data on how they approach listening tasks. These observations were made during class sessions or while students work on Lyrics Training exercises. These instruments collectively facilitated a thorough analysis of students' skills, challenges, and preferences, aligning with the research objectives.

2.6 Delimitation of the Population and Sample

The population for this research comprised 32 students from Unidad Educativa Diez de Agosto in Montalvo, Ecuador, all of whom were at an A2 proficiency level. This population was chosen due to its relevance to the study's objective of assessing proficiency in a high school context. The sample was delimited to students within this institution to ensure the research remained focused





and manageable. This selection was significant as it provided a snapshot of the challenges faced by learners in a specific educational setting.

The sample selection process involved purposive sampling, which was justified by the need to assess students at a particular proficiency level. While this method ensured the relevance of the sample, it also introduced potential limitations, such as reduced generalizability to broader populations. However, the findings remain valuable for informing instructional strategies within similar contexts.

2.6.1 Justification of the Sample

The sample size of 32 students was appropriate for the research objectives, as it allowed for meaningful data collection and analysis while remaining manageable for a classroom-based study. This sample size ensured that the data were representative of the population within the selected institution. The sampling method—purposive sampling was justified by the need to target students at the A2 level, as this proficiency range aligned with the research goals. While potential biases related to purposive sampling were acknowledged, such as the exclusion of students at different proficiency levels, these were mitigated by focusing on the specific needs of the target group.

2.7 Description of the Diagnostic Process

During the diagnostic stage, a combination of qualitative and quantitative analyses was conducted using a descriptive approach. This process aimed to identify the specific needs, challenges, and areas for improvement in listening comprehension Learning Activities for 32 first-year BGU students at Unidad Educativa Diez de Agosto.

The researcher employed a mixed-methods approach, incorporating observations, checklists, and diagnostic tests to collect relevant data. The primary goal was to gather sufficient evidence to design an effective intervention using the Lyrics Training platform.

The diagnostic process involved three primary instruments. First, a class observation checklist was used to identify students' participation, motivation, and level of engagement in listening activities. This helped highlight how students responded to listening tasks. Second, a teacher-led diagnostic test was administered to measure students' listening comprehension skills, focusing on their ability to recognize phonological features, vocabulary, and connected speech.





Lastly, student surveys were used to gauge students' attitudes toward music-based learning, their interest in gamified learning, and their preference for interactive tasks.

The instruments were designed to collect data on the students' performance in key aspects of listening, including phonological awareness, decoding of connected speech, and comprehension of informal spoken English. This information was essential to understanding the students' target and learning needs. The evidence collected revealed significant weaknesses in these areas, justifying the need for a targeted intervention.

2.8 Description of the Instrument for the Diagnostic

The diagnostic instruments were designed to provide comprehensive insights into the learners' listening reading, writing, speaking and grammar skills. The following instruments were utilized to collect and analyze the data:

1. Observation Checklist

An observation checklist is a structured tool used to record the presence, frequency, or absence of specific behaviors, actions, or characteristics during a classroom activity or instructional process.(Creswell, 2012). According to Mertler (2016), the research instrument called observation checklist is a formalized instrument that allows the observer to focus on specific elements of classroom instruction or student behaviour, enhancing the accuracy and consistency of data collection” (p. 107).

According to Gay, Mills, & Airasian (2012) mention that “checklists are useful for focusing attention on specific elements of a performance or lesson and can be used to support formative and summative evaluation” (p. 384). Therefore, there are some reasons why the application of observation checklist is important in the purpose of improve listening skills through Lyrics Training Application as follows:

Focus on Specific Skills

In a listening class, the teacher often needs to monitor subtle and varied student behaviour's —such as note-taking, predicting, inferring meaning, or responding to audio prompts. An observation checklist helps track specific listening strategies or actions that students demonstrate during listening tasks. According to Brown (2004), “Teachers can use observational techniques, such as checklists, to focus on specific learner behaviours during listening tasks, including their ability to identify main ideas, make inferences, or use clues from context” (p. 120).





Consistency and Objectivity

Using a checklist ensures the systematic and consistent recording of observations, which reduces subjectivity and allows for fairer evaluation of students' engagement and progress.

1. Formative Assessment

It serves as a tool for formative assessment, allowing teachers to gather real-time data on student performance and adjust instruction accordingly (Black & Wiliam, 2009).

2. Support for Reflection and Feedback

The checklist allows both teachers and students to reflect on the learning process. Teachers can provide targeted feedback based on observed behaviors.

3. Documenting Progress

In contexts like action research or classroom-based research, observation checklists help document student improvement over time, especially when assessing changes in listening comprehension or strategy use.

Regarding to the main objective of the observation checklist is to observe student engagement, motivation, and response to listening activities. Furthermore, the observation checklist tracked student participation, attention during listening exercises, and their ability to complete Learning aactivities listening tasks. It also recorded instances where students requested clarification or required teacher intervention.

2 Listening Comprehension Test

- **Objective:** To measure students' listening comprehension in authentic listening contexts.
- **Details:** This test consisted of multiple-choice questions based on A2-level CEFR descriptors. The questions were derived from short audio clips and included exercises to recognize vocabulary, identify elisions, and understand conversations
- **Time:** 25 minutes (1 period)
- **Type of Data:** Quantitative data (correct/incorrect responses).

2. Student Survey

- **Objective:** To understand students' learning preferences and gauge interest in music-based and





gamified learning experiences.

- **Details:** The survey featured 10 Likert-scale questions about students' preferences for music, game-based activities, and use of digital learning platforms.
- **Time:** 30 minutes
- **Type of Data:** Mixed (quantitative from Likert-scale responses, qualitative from open-ended feedback).

2.9 Target Needs

The target needs for this intervention are analyzed according to the Hutchinson and Waters (1987) model, focusing on necessities, lacks, and wants.

1. Necessities: Students must be able to comprehend spoken English used in real-life contexts. According to CEFR A2 level descriptors, they should recognize familiar words, identify key details, and understand slow, clear speech. To achieve these goals, students need consistent exposure to authentic spoken English, which can be achieved using the Lyrics Training platform.

2. Lacks: The results of the diagnostic process revealed specific deficits in students' ability to recognize phonological patterns, identify connected speech, and follow informal conversations. Without structured exposure to natural spoken English, students cannot achieve the A2 listening benchmarks.

3. Wants: Students expressed a desire for interactive, engaging, and musicbased learning activities. The surveys showed that students prefer listening to songs and participating in activities where they can control the difficulty of the tasks. This aligns with the features of the Lyrics Training platform, which allows for interactive, self-paced practice with authentic songs. Learning Activities.

2.10 Learning Needs

The learning needs focus on how students will achieve their listening objectives. This section addresses students' learning preferences, approaches to learning, and support structures required to meet their goals.

Learning Objectives: The students need to recognize and understand the following:

Phonological Awareness: Ability to identify elisions, contractions, and natural speech reductions.

Connected Speech: Ability to follow conversations and recognize informal expressions.





Comprehension of Authentic Texts: Understand audio from natural spoken language, such as dialogues, instructions, and songs.

Preferred Learning Approach: Students prefer interactive, gamified, and music-based learning. The results from the student survey indicate that 70% of students prefer music-based activities. This shows a clear preference for the features offered by the Lyrics Training platform, which integrates music, interactivity, and gamification;

Support and Resources: Students require access to.

Authentic materials: Exposure to real songs and native speech.

Interactive activities: Tasks that engage students actively, such as fill-in-the-gap exercises.

Technological resources: Access to devices (computers, tablets) to use the Lyrics Training platform.

2.10 Results of the Diagnostic Process

The diagnostic evaluation process took place on June 24th and involved 32 students at an A2 proficiency level. The assessment was designed to comprehensively evaluate their skills in listening, reading, grammar, writing, and speaking. Specifically, the listening section consisted of 9 items, the reading section included 8 items, the grammar section comprised 15 items, the writing task required a single written response, and the speaking section involved 3 tasks Learning Activities.

The test, conducted at Unidad Educativa Diez de Agosto, was carefully structured to assess students' overall language abilities and had a duration of 90 minutes.

Table 3

Results of the Diagnostic Test per skill

Skills	Items	Points	Score A 2 (32-42)
Listening	9	18	14-18
Oral Communication	3	15	(5 - 6)
Reading	8	16	(12 - 16)
Writing	1	15	(7 -10)
Grammar	15	15	(24-30)

Source: Results of each skill in the Diagnostic Test elaborated by Santillan Olga and Buestan Genesis (2024)

The data reveals insights into students' performance across five key language skills: Listening, Oral





Communication, Reading, Writing, and Grammar, measured against the A2 proficiency standard. Listening: Only 14 students (45%) achieved A2 proficiency in this skill, indicating a significant gap, as 18 students (55%) remain below the expected level. This highlights the need for targeted interventions to enhance auditory comprehension. Oral Communication: Performance in oral communication is evenly divided, with 16 students (50%) reaching A2 proficiency and the remaining 18 students (50%) falling below this benchmark. This parity suggests a pressing need to foster greater confidence and fluency in speaking. Reading: Among all the assessed skills, Reading demonstrated the highest level of proficiency, with 19 students (59%) meeting the A2 standard. However, 13 students (41%) still require support to close the gap, especially in understanding complex texts. Writing: Writing stands out as the strongest skill overall, with 20 students (63%) achieving A2 proficiency. Despite this, 12 students (37%) are still performing below expectations, necessitating further reinforcement in structured writing tasks. Grammar: While 18 students (56%) met A2 proficiency in Grammar, 14 students (44%) remain below this level. This disparity underscores the need for activities that integrate grammar practice with authentic communication.

Table 4

Results of the Diagnostic Test per student

Students	Listening	Oral Communication	Reading	Writing	Grammar
32	45% (14 st)	50% (16 st)	51% (19 st)	63% (19 st)	56% (18 st)
32	55% (18 st)	50% (16 st)	49% (13 st)	37% (13 st)	44% (14 st)

Source: *Results of the Diagnostic Test per student elaborated by Santillan O. and Buestan G. (2024)*

The diagnostic process revealed several key findings regarding the students' listening skills, participation, and preferences. These results highlight both the challenges and opportunities for improving their language learning experience: Listening Proficiency: Based on the results of the Listening Comprehension Test, 45% of the student's demonstrated proficiency at the A2 level, while 55% scored below this standard. This indicates that the majority of the students have significant difficulties with listening comprehension, especially in recognizing and understanding spoken English in real-world contexts. Participation: The Observation Checklist showed that 50% of the





students were actively engaged during the diagnostic activities, while the other half exhibited low participation levels. This suggests that traditional listening exercises may not fully capture the interest or motivation of a considerable portion of the class, which could be a contributing factor to their performance.

Finally, The results point to a clear need for interventions that address the students' listening comprehension challenges while also considering their preferences for interactive and engaging learning methods. Incorporating authentic listening materials and leveraging music-based activities could provide a path to both improved proficiency and greater enthusiasm for learning English.

2.11 Results of the Checklist research instrument.

The diagnostic process revealed several key findings regarding the students' listening skills, participation, and preferences. These results highlight both the challenges and opportunities for improving their language learning experience: **Listening Proficiency:** Based on the results of the Listening Comprehension Test, 45% of the student's demonstrated proficiency at the A2 level, while 55% scored below this standard. This indicates that the majority of the students have significant difficulties with listening comprehension, especially in recognizing and understanding spoken English in real-world contexts. **Participation:** The Observation Checklist showed that 50% of the students were actively engaged during the diagnostic activities, while the other half exhibited low participation levels. This suggests that traditional listening exercises may not fully capture the interest or motivation of a considerable portion of the class, which could be a contributing factor to their performance.

2.11.1 Components of the Observation Checklist.

The observation checklist was a research instrument used for the diagnostic test. The purpose was to determine some listening and linguistic aspects in the student's development. Two listening components are derived in the observation checklist:

- **Listening Proficiency:** The majority of students (55%) performed below the expected A2 level on the listening comprehension test. This indicates a clear need for additional listening practice using authentic materials.
- **Phonological Awareness:** Students struggled to recognize contractions, elisions, and fast-paced speech, suggesting that traditional textbook audio materials are insufficient for their needs.





Section 1: Student Engagement

Table 5.

Observation Checklist. Section1. Student engagement.

Behavior	Yes	No	Comments
Student actively participates in the Lyrics Training activity.	☐	☐	
Student maintains focus throughout the session.	☐	☐	
Student appears motivated and interested in the activity.	☐	☐	
Student follows the lyrics on the screen while listening.	☐	☐	
Student repeats words/phrases to verify understanding.	☐	☐	
Student shows enthusiasm (e.g., singing along, nodding to rhythm).	☐	☐	

Source: Elaborated by Santillan O. and Buestan G. (2024)

This table describe the student's behaviour during the listening section in the diagnostic test. The teacher in charge of the observation classroom follows the next steps: Students maintains focus throughout the session, they appeared motivated and interested in the activity. Also, if the followed the lyrics on the screen while listening and if they repeated words, phrases to verify understanding. Finally, if they showed enthusiasm.

Section 2: Listening Comprehension

Table 6

Observation Checklist. Listening skill.

Listening Skill	Yes	No	Comments
Student correctly identifies missing words in the lyrics.	☐	☐	
Student understands the main idea of the song.	☐	☐	
Student recognizes key vocabulary and phrases.	☐	☐	
Student differentiates similar-sounding words correctly.	☐	☐	
Student responds accurately to comprehension questions.	☐	☐	

Source: Elaborated by Santillan O. and Buestan G. (2024)

This table describe the student's behaviour during the listening section in the diagnostic test. The teacher in charge of the observation classroom follows the next steps to develop the listening skills:





Students correctly identifies missing words in the lyrics, then they understood the main idea of the song and recognized key vocabulary and phrases. Addition to this, they differentiated similar-sounding words correctly. Finally, they responded accurately to comprehension questions.

Section 3: Difficulties and Challenges

Table 7

Observation Checklist. Difficulties and Challenges.

Challenge Observed	Yes	No	Comments
Student struggles with unfamiliar vocabulary.	☐	☐	
Student has difficulty identifying missing words.	☐	☐	
Student misinterprets lyrics due to fast tempo.	☐	☐	
Student loses focus or gets distracted.	☐	☐	
Student shows frustration or lack of confidence.	☐	☐	

Source: Elaborated by Santillan O. and Buestan G. (2024)

This table describes the difficulties and challenges during the listening section in the diagnostic test. The teacher in charge of the observation classroom follows the next steps to overcome the difficulties and challenges in the listening skills: Students struggles with unfamiliar vocabulary and has difficulty identifying missing words. They misinterpreted lyrics due to fast tempo. Apart from it, student lost focus or gets distracted. They got frustration or lack of confidence.

2.12 Results of the questionnaire.

The questionnaire is the instrument used to obtain students results from their preferences, habits and other features. According to Brown (20021), a questionnaire defines the questionnaire as any written instrument that allows respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.





Furthermore, a questionnaire is a set of questions presented to respondents for their answers. (Kothari, 2004, p.100). Dörnyei (2007) describes a questionnaire as “an instrument for collecting data in survey research, typically a printed or digital form containing a set of questions designed to gather information from respondents.

For this research, the instrument to collect data is the questionnaire and it consists of ten sentences with multiple options such as: strongly disagree, disagree, neutral, agree, strongly agree. This is based on Likert scale which states that is a type of rating scale used to measure attitudes or opinions with a greater degree of nuance than a simple yes/no question. Respondents specify their level of agreement to a statement, typically on a 5- or 7-point scale” (McLeod, 2019).

2.13 Survey Results

According to the results obtained through Learning Preferences questionnaire. The Student Surveys, 70% of the students expressed a preference for music-based activities, identifying them as an engaging and enjoyable way to learn. This feedback highlights an opportunity to incorporate innovative, music-oriented tools, such as the Lyrics Training platform, to foster greater engagement and enhance listening skills.

The current table shows a general descriptive statistics related to the preliminary survey results. The results are presented according to each category of the Linker scale. For example, each question shows results per number of students in each column of the description (1: totally disagree, 2: disagree, 3: neutral, 4: agree, 5: totally agree.

2.14 Analysis and Results of the survey

To respond the second research questions related to the results of the research instrument used in this experiment. They are presented after the survey with the following data.

Question 1. I enjoy engaging in activities like listening to songs, watching videos, or having conversations to practice listening.





Table 8

I enjoy engaging.

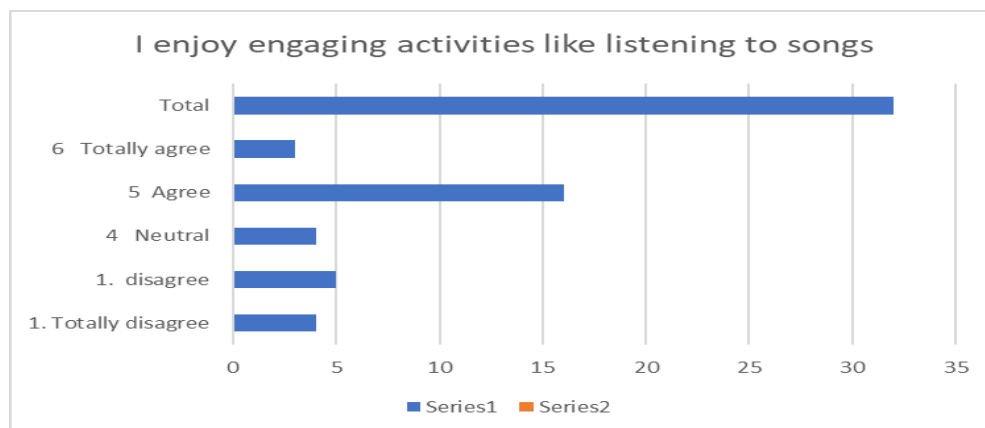
R	English listening skills	1 Strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
1	I enjoy engaging in activities like listening to songs, watching videos, or having conversations to practice listening.	4	5	4	16	3
2	I appreciate using digital resources, such as apps or online platforms, to improve my listening abilities.	2	8	12	5	5
3	I advance confidence when I can understand spoken English in real-life contexts.	4	6	7	5	10
4	I am ready to spend additional time on tasks that help strengthen my listening skills.	0	4	11	13	4
5	I feel accomplished when I notice improvement in my listening comprehension	8	5	9	4	6
6	I am excited to develop my English listening skills to better comprehend spoken English.	6	7	1	6	12
7	I find English listening exercises both entertaining and attractive	6	2	5p	6	7
8	Watching videos or listening to English songs encourages me to further develop my skills	9	0	6	7	7
9	The listening activities provided in class support my learning goals effectively.	5	2	10	5	10
10	I avoid listening tasks because they seem too difficult	10	4	9	2	7
11	Deficiency of exposure to spoken English outside the classroom affects my motivation to improve.	5	10	9	4	4
12	I feel frustrated when I don't understand spoken English easily.	9	5	10	6	5

1. Totally disagree	4	0.13
3. Disagree	5	0.14
4 Neutral	4	0.13
5 Agree	16	0.5
6 Totally agree	3	0.12
Total	32	1.00

Note: Elaborated by Santillán O and Buestán G. (2024)



Figure 1 Question 1 I enjoy engaging activities like listening to songs



According to data in the table 11 and figure 1, the respondents explained that mostly (50%) agree with the enjoyment of activities like listening to songs.

Question 2. I appreciate using digital resources such as apps or online platforms.

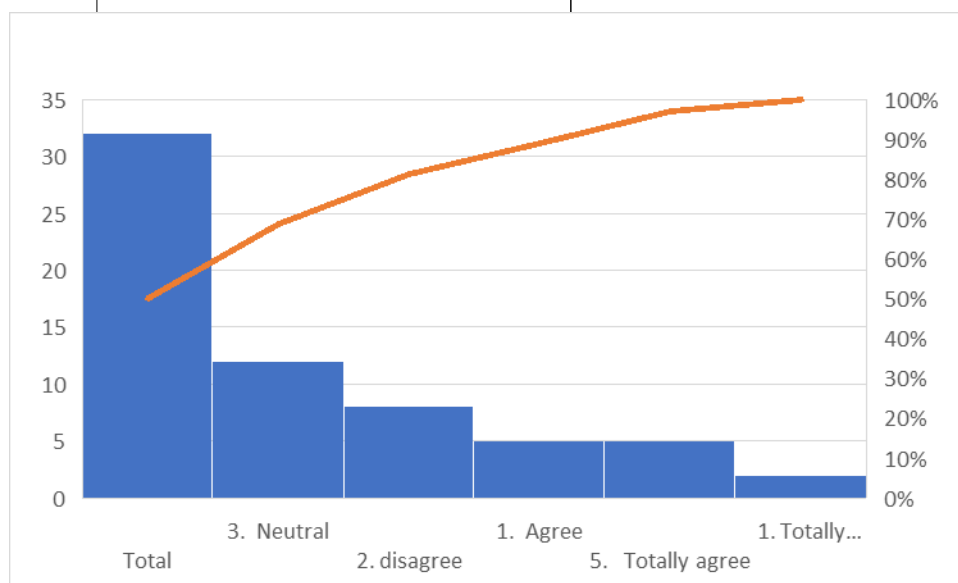
Table 9

I appreciate using digital resources such as apps or online platforms

Totally disagree	2	0.12
2. disagree	8	0.25
3. Neutral	12	0.4
4. Agree	5	0.14
5. Totally agree	5	0.14
Total	32	1.00

Note: *Elaborated by Santillán O and Buestán G. (2024)*

Figure 2 I appreciate using digital resources such as apps or online platforms.



According to the table 12 and figure 2, students replied that they keep neutral (50%) in the use of digital resource's such as apps or online platforms.

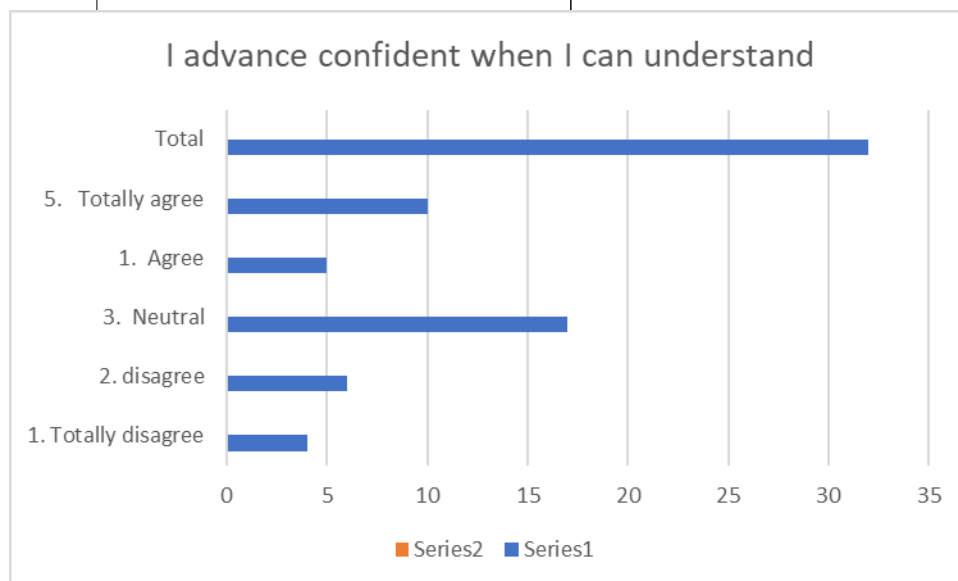
Question 3. I advance confidence when I can understand spoken English in real-life contexts.

Table 10 I advance confident when I can understand spoken English in real-life contexts.

Totally disagree	4	0.13
2. disagree	6	0.14
3. Neutral	17	0.5
5. Agree	5	0.14
5. Totally agree	10	0.4
Total	32	1.00

Note: *Elaborated by Santillán O and Buestán G. (2024)*

Figure 3 *I advance confident when I can understand.*



According to the table 13 and figure 3, students repoded that keep neutral (50%) most of the time when they feel confident during the learning processs.

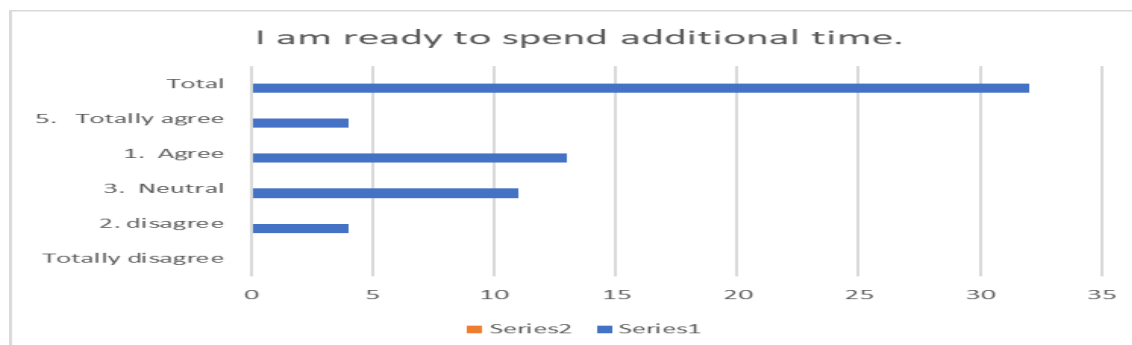
Question 4. I am ready to spend additional time on tasks that help strengthen my listening skills.

Table 11 I am ready to spend additional time.

Totally disagree	0	0.00
2. disagree	4	0.13
3. Neutral	11	0.40
6. Agree	13	0.40
5. Totally agree	4	0.13
Total	32	1.00

Note: Elaborated by Santillán O and Buestán G. (2024)

Figure 4. I am ready to spend additional time



Elaborated by Santillán O and Buestán G (2024)





According to the table 14 and figure 4, students agree with the fact that they are ready to spend additional time on tasks that help strengthen my listening skills.

2.15 Results of the post test

The following descriptive data is based on general overview of students post test results after the interventions with the use of Lyrics Training platform. In this chart, there are the two questions in the listening skills exam. The Question 1 is explained that six students obtained between the range of (32 to 42 score). For this question, students obtained between 8 to 10 points. According to the Common European Framework, students reached the A2 level and for the question 2, they obtained 3 to 5 points with the same scale (32 to 42 score). Results partially conclude their listening skills through the areas of listening as identifying and circle the question.

Table 12

Results of the post test.

Elaborated by Santillán O and Buestán G (2024)

Skills	Items	Points	Score A 2 (32-42)
Question 1 Listening Comprehension. Circle the correct answer	6	12	8-10
Question 2 Listen and identify true or false	3	6	(3 - 5)

The post-test listening scores reveal some key conclusions regarding to the application of Lyrics Training in students' listening skills. These results highlight both the challenges and opportunities for improving their language learning experience: Listening Proficiency: Based on the results of the Listening Comprehension Test, students improved to 70% of the student's demonstrated proficiency at the A2 level, while 30% scored below this standard. This indicates that the 30% of the students have significant difficulties with listening comprehension, especially in recognizing and understanding spoken English in real-world contexts through songs by Lyrics Training platform. Additionally, the Observation Checklist showed that 70% of the students were actively engaged during the diagnostic activities, while the other half exhibited low participation levels. This suggests that traditional listening exercises may not fully capture the interest or motivation of a considerable





portion of the class, which could be a contributing factor to their performance.

2.16 Comparison between the results of the pre-test and the post-test.

The following comparison is based on the descriptive research. It presents graphs, charts, tables and their description related to the first application of the instrument. Results of the exploratory stage of the research are presented and they are vital for starting point to justify the application of the Lyrics Training proposal.

The pre-test and the post-test were the instruments used in the study. For the analysis, it was used a Cambridge exam format. This writing standard test is an original version of KET (beginners A2 level). This A2 is a proficiency level determined by the Common European Framework and basically refers to a basic English standard for students to write simple sentences in descriptions, short dialogues, emails. (Common European Framework, 2001).

4.3 Results of the Post-Test of Ten of first baccalaureate students.

1. Section 1. Listen and circle the correct answer

Table 13

Circle the correct answer

	Students	Percentage
Advanced 4	1	0,33
Proficient 3	2	0,33
Developing 2	26	0,11
Emerging 1	3	0,23
Total	9	1,00

Elaborated by Santillán O and Buestán G (2025)

This table explains how 1st baccalaureate students responded to the first question related to Listen and circle the correct answer. One student (33%) obtained a high percentage in this question. Additionally, three students got a good score with proficient levels. In fact, 11% of students improved their level to understand specific information through listening subskills such as scanning. For another hand, 23% of students obtained a poor score because they do not know how to use the





verb like and dislike when they describe their leisure time.

2. Section 2. Listen and identify true or false statements

Table 14.

Listen and Identify true or false statements.

	Students	Percentage
Advanced 4	3	0,33
Proficient 3	4	0,45
Developing 2	1	0,11
Emerging 1	1	0,11
Total	9	1,00

Elaborated by Santillán O and Buestán G. (2025)

This table describes how 1st baccalaureate students developed their listening skills to respond the second question related to the true or false statements. Four students improved their listening skills and got the advanced level in this questions Apart, only one students (11%) got the average score because they present some struggles when They do not identify the main ideas. Occasionally, they present some minor mistakes in comprehension. Two students presented a poor score in this listening section.

2.17 Ethical Considerations

The research adhered to ethical principles to ensure the rights and privacy of participants were respected. Informed consent was obtained from both students and their parents, outlining the purpose of the study and how the data would be used. Participation was voluntary, and students were assured of confidentiality. The instruments were designed to avoid any form of discrimination or bias, and care was taken to create a supportive environment during the diagnostic process.





CHAPTER 3: THE PROPOSAL

3.1 Presentation:

This proposal plays an important role in developing listening skills to first baccalaureate students at Diez de Agosto public school. Listening activities are based on songs. Students need to model some repetitions in order to improve their oral and listening performance in the language skills. In fact, the language instructors will facilitate to students their listening comprehension by explaining instructions in the target language and ask them Yes/No question to clarify their comprehension. Easy listening tasks from beginners to lower intermediate will be modelled during each session. Regarding to the methodology, students will be active listeners and develop their singing through pronunciation, intonation, modelling and making linking sounds.

3.2 General objective of the proposal:

To improve listening skills through Lyrics Training Application to first baccalaureate students at Unidad Educativa Diez de Agosto in Montalvo, Ecuador.

3.3 Specific objectives of the proposal:

- Create interactive activities through songs to motivate students' learning acquisition for each session.
- Apply the interactive activities during eight sessions at Diez de Agosto public school.
- Potentialize the listening skills through the set of activities in each session and evaluate with formative assessments.

3.4 Theoretical foundation for the proposal

According to the results obtained through Learning Preferences questionnaire. The Student Surveys, 70% of the students expressed a preference for music-based activities. This feedback highlights an opportunity to incorporate innovative, music-oriented tools, such as the Lyrics Training platform, to foster greater engagement and enhance listening skills.

Finally, The results point to a clear need for interventions that address the students' listening comprehension challenges while also considering their preferences for interactive and engaging learning methods. Incorporating authentic listening materials and leveraging music-based activities





could provide a path to both improved proficiency and greater enthusiasm for learning English. In fact, that is the reason of the implementation of the proposal.

Based on the needs identified, the most effective intervention is to implement the Lyrics Training platform. This digital platform offers gamified listening activities where students listen to songs and fill in missing lyrics. The key components of this solution are as follows: The Interactive Learning Tasks: Students engage in fill-in-the-blank tasks where they listen to audio, see lyrics, and type missing words. This approach promotes active listening and phonological awareness.

According to Ellis' (2003) Task-Based Learning theory, students' complete goal-oriented tasks such as identifying key words and recognizing contractions, all of which are core listening skills. Gamification: Points, levels, and rewards are built into the platform, promoting motivation and consistent participation.

3.5 Characteristics of the proposal

The proposal is aimed to basic level students. For this purpose, Action Research was applied for the sample in this study. The implementation of the interventions lasted three weeks, and each week had three sessions. They sessions belong to the class schedule of first baccalaureate. Also, each session lasts 40 minutes long, and the same teacher carried out the observation class following the check list to make partial conclusions after each session. As a result, each teacher used a rubric to determine the students' progress in listening skills through the application of Lyrics Training.

3.6 Identify the objective

Students will develop their listening skills through Lyrics Training platform. First, they will be able to listen intonation, sounds, expressions and linking sounds. The instructions are explained in English language with basic commands, instructions.

Furthermore, they will use the target language in singing after singing. The aim is that They adapt their listening comprehension to the second language. For the purpose of the objective in this proposal are taken some famous singers such as: Bruno Mars.

3.7 Types of listening activities that best facilitate learning

Based on the needs identified, the most effective intervention is to implement the Lyrics Training platform. This digital platform offers gamified listening activities where students listen to songs and fill in missing lyrics. The key components of this solution are as follows: Interactive





Learning Tasks: Students engage in fill-in-the-blank tasks where they listen to audio, see lyrics, and type missing words. This approach promotes active listening and phonological awareness.

Task-Based Learning (TBL) Approach: By aligning with Ellis' (2003) Task-Based Learning theory, students' complete goal-oriented tasks such as identifying key words and recognizing contractions, all of which are core listening skills. Furthermore, Gamification: Points, levels, and rewards are built into the platform, promoting motivation and consistent participation.

3.8 Role of the teacher during the Lyrics Training Interventions

During the interventions for the proposal related to Lyrics Training. Teachers must keep in mind the important role in guiding students through listening activities, ensuring that they engage effectively with the content. As a facilitator, the teacher helps students develop listening strategies such as predicting, inferring meaning from context, and recognizing key words (Brown, 2007). Moreover, Scaffolding is essential to help students process audio input at their proficiency level. Teachers can provide pre-listening tasks (e.g., vocabulary previews) and post-listening discussions to reinforce comprehension (Vygotsky, 1978; Goh, 2008).

According to Medina, L (1993) cited in Lyrics Training incorporates music, which has been shown to enhance motivation and engagement in language learning. Teachers should encourage participation and create an enjoyable learning environment. As far as Black & William (1998) cited in Teachers need to observe students' progress and provide immediate corrective feedback. This aligns with the concept of formative assessment, which enhances learning by identifying gaps and adjusting instruction.

3.9 Roles of the students in Lyrics Training Interventions

Students play an **active role** in Lyrics Training interventions by engaging with authentic listening materials (Vandergrift & Goh, 2018). Unlike traditional listening exercises, Lyrics Training fosters **active participation** by requiring students to fill in missing lyrics, replay audio segments, and self-monitor their understanding. This engagement aligns with **constructivist learning theories**, where learners construct knowledge through interactive experiences (Piaget, 1950).





1. Development of Autonomous Learning Skills

Using Lyrics Training encourages autonomous learning, as students take responsibility for their progress. Research suggests that self-directed learning enhances language acquisition by allowing students to control the pace and repetition of listening tasks (Little, 2007). This autonomy is particularly beneficial for A2 learners, who require frequent exposure to target language input in engaging formats (Council of Europe, 2020).

2. Application of Listening Strategies

Students employ various **listening strategies** while using Lyrics Training, such as:

- Bottom-up processing (focusing on phonemes, words, and syntax)
- Top-down processing (using background knowledge to understand meaning)
- Metacognitive strategies (monitoring comprehension and adjusting strategies)

According to Rost (2011), learners develop strategic competence by applying these approaches in different listening contexts, which improves listening comprehension skills over time.

3. Motivation and Engagement through Music

Music is a motivational tool that enhances student engagement in language learning (Murphey, 1992). Lyrics Training interventions leverage intrinsic motivation, as students enjoy the entertainment value while improving their listening skills (Dörnyei, 2001). Studies indicate that motivation directly impacts listening performance, especially among low-proficiency learners (Graham, 2006).

3. Social and Collaborative Learning

While Lyrics Training is often used individually, it can also promote collaborative learning. Group activities, such as lyric completion races or discussions about song meaning, encourage peer interaction and shared learning experiences (Vygotsky, 1978). This aligns with sociocultural theory, which highlights the importance of social interaction in language acquisition.

3.10 Demands, requirements, conditions, or criteria that must be met based on the proposal's nature and scope:

This proposal aims to improve listening skills through Lyrics Training. This level was determined by a diagnostic test in the initial stage. Thirty-two students are considered in this study. A2-level high school students belong to Educational Unit Diez de Agosto in Montalvo, Ecuador.





The institution operates with two separate sessions. In the morning, it serves students from 8th basic to 3rd year of Baccalaureate BGU, offering specialized technical programs in areas such as Accounting and Computing. Besides this, the public school has their own connection through wiffi and is equipped with two laboratories: Computing and English Language. However, the English laboratory is administrated by a host and it is not permanent. For the purpose of the research, first baccalaureate students are placed in the Computing laboratory.

3.11 Structure and Dynamics of the Proposal:

The proposal includes six sessions. Each session is 40 minutes long. According to the 2024 survey results, students indicated their interest in specific topics for speaking activities and their willingness to improve their English listening skills.

Table 15

Structure and Dynamics of the Proposal

First session Title:	I have a dreaan (ABBA group)	Time:	40 minutes
Objective:	To enhance begginners to rhythm, linking sounds an pronunciation of the song.	Listening Skills	Bottom up
Second session Title:	Firework (Karry Perry)	Time:	40 minutes
Objective:	To improve the listening by connecting with pauses, changes in the rythm of the song and learn new vocabulary.	Listening skills	Bottom up
Third session Title:	Roar (Katty Perry)	Time:	40 minutes
Objective:	To improve the listening by connecting with pauses, changes in the rythm of the song and adapt grammar structures.	Listening Skills:	Botton down





Fourth session Title:	Imagine (Jhon Lenon)	Time:	40 minutes
Objective:	To explore different British accent and learn more vocabulary with different rhythms.	Listening skills:	Botton down
Fifth session Title:	Count on me (Bruno Mars)	Time:	40 minutes
Objective:	To sing with intonations, pauses, sounds to demonstrate the final assessment.	Listening Skills	Botton down
Sixth session Title:	Every breath you take (The Police)	Time:	40 minutes
Objective:	To sing with intonations, pauses, sounds to demonstrate the final assessment.	Listening Skills	Botton down

Source: Elaborated by Santillán O and Buestán G. (2024)

The interventions of Listening trough Lyrics Training started on November 2024. The teacher uses the observation checklist to monitor every stage of this first session. This first intervention was performed on Monday. Before the instructor introduced the listening class by giving all the instructions in English. Students were required to circle some words with a sheet of paper and then, the instructor verified their responses through the checklist. Additionally, the instructor explained how to use Lyrics training on the computers. Students were giving feedback during the first intervention when they heard the initial listening called " I have a dream ". To evaluate the listening performance, the instructors showed the students how to fill in the blanks every word in the session. As a result of this, the Lyrics Training Application indicated the number of right answers and mistakes. They did it twice the same listening. First result it was the real task score and the second try was the improvement.

During the rest of the sessions 2,3,4,5 and 6, the listening routine was similar, however, the checklist for different sessions varied to session to session. At the last session, when students practiced the lyrics training with the song called " Every breath you take ". After each intervention, students were observed by the teacher. The observation checklist is the instrument to carried out





during the interventions. Results are qualitative and demonstrate if students improved their listening skills through the use of the application Lyrics Training.

3.12 Schedule of activities

Table 16

Schedule of Activities

Activities	Week 1		Week 2		Week 3	
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Application of instruments for the diagnostic stage of the research and data collection.	X					
Design and choose of the listening interactive activities.		X				
Planning of the listening interactive activities through songs with Lyrics Training.			X	X		
Implement of the intervention proposal					X	
Application of instruments of the post intervention stage of the research and data collection.						

Note: Elaborated by Olga and Génesis (2024)





3.13 Budget of the proposal

Table 17

Implementation of the proposal

General budget of the proposal			
Expenses in human resources.			
Activity	Time assigned	Salary	Person-in-charge
Design of implementation of interactive activities	2 days	\$30	Olga Santillán
Planning the six sessions of listening interactive activities	3 days	\$40	Génesis Buestán
TOTAL		\$70	
Expenses in tools:			
Tool	Implementation activity		Cost
Laptop (Lenovo) for	creating the interactive activities		\$450
Printer (Aspire) for	printing worksheets		\$150
Cellphone (Samsung A1) for	recording the action research.		\$200
Additional resources	board, markers, papers, printers, etc.		\$40
TOTAL			\$840
Amenities			
Amenity	Description		Cost
Mobilization	to communicate with parents and authorities		\$50
Mobil plan (Claro)	particular car to move to the institution		\$40
Break	a glass of water and sandwich before each session		\$20
Total			\$110

Note: Elaborated by Buestan G and Santillán Olga (2024)

3.20 Resources

Speaking interactive activities were designed to be implemented as visual cards in the classroom. They were also printed to be used by teachers and students during the interventions. For instance, descriptive flashcards containing vocabulary and city maps to give oral directions. Student A asks questions, and student B responds to them. Additionally, the set of speaking activities is also implemented with games, such as Talk like a parrot, Simon says, Pictionary, and Giving directions.





3.21 General Implementation for the Budget of the proposal

Table 18

General Implementation for the Budget:

Type of expenses	Expenses
Human expenses	\$290
Total expenses	\$840
Amenities	\$110
Total	\$1.240

Note: Elaborated by Buestán G. and Santillán G (2024).





Conclusions

The findings of this study suggest that **Lyrics Training** is an effective tool for enhancing listening skills among A2-level learners. The results demonstrate that participants who engaged with Lyrics Training showed notable improvements in their ability to comprehend spoken English, recognize words and phrases in authentic audio materials, and process connected speech more effectively. These findings align with previous research indicating that music-based instruction enhances language acquisition and listening skills (Murphey, 1992; Medina, 1993).

One of the key observations from this study is that **music-based learning enhances motivation and engagement**, making students more willing to participate actively in listening activities. Engaging with lyrics and music creates a more immersive and enjoyable experience, which can help reduce listening anxiety and increase retention (Lake, 2002). Additionally, the incorporation of Lyrics Training allowed learners to practice **bottom-up and top-down listening strategies**, improving their overall comprehension skills. This supports findings from Vandergrift (2007), who emphasized the importance of metacognitive listening strategies in second language acquisition.

Another significant finding is that repeated exposure to song lyrics helped students **internalize pronunciation patterns and lexical chunks**, leading to better retention of vocabulary and phonological awareness. This suggests that Lyrics Training can be particularly beneficial for A2 learners who struggle with recognizing spoken words in natural discourse. According to Wallace (1994), rhythm and melody facilitate memory recall, making songs an effective medium for language learning.

However, while the study confirms the positive effects of Lyrics Training, it also highlights some challenges, such as **the difficulty of some song lyrics**, the presence of informal language, and the need for teacher guidance to ensure learning objectives are met. These factors should be considered when implementing this approach in classrooms. Future research could explore how different song genres and lyric complexity levels affect learners' listening comprehension.

The conclusions of this study are consistent with prior research that highlights the benefits of music-assisted language learning. For instance, the study by Engh (2013) supports the notion that music-based instruction enhances language retention and listening comprehension. Similarly, Ludke,





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

Ferreira, and Overy (2014) found that using songs in language instruction improved learners' ability to recall phrases and develop phonological awareness. While the current study aligns with these findings, it also emphasizes the need for careful selection of songs and structured guidance to maximize learning outcomes—an aspect that some previous research has not explicitly addressed.

Furthermore, while studies such as those by Fonseca-Mora, Toscano-Fuentes, and Wermke (2011) argue that musical rhythm plays a crucial role in language perception and cognitive processing, the present study extends these insights by demonstrating how Lyrics Training can serve as an interactive tool to enhance both comprehension and engagement among A2 learners. These comparisons suggest that Lyrics Training is a viable complement to traditional language learning methods, reinforcing earlier findings while adding new pedagogical considerations.



La Universidad para todos





Recommendations

Based on the study's findings, the following recommendations are proposed:

- ✓ **Incorporate Lyrics Training as a Supplementary Listening Tool:** Teachers should integrate Lyrics Training into their lesson plans as a complement to traditional listening exercises, ensuring it aligns with curriculum goals.
- ✓ **Select Songs Carefully:** It is essential to choose songs that match students' language proficiency, focusing on clear pronunciation, common vocabulary, and grammatical structures appropriate for A2 learners.
- ✓ **Provide Guided Activities:** To maximize learning outcomes, instructors should design pre-listening, while-listening, and post-listening activities that scaffold student comprehension and encourage deeper linguistic analysis.
- ✓ **Encourage Repetition and Self-Paced Learning:** Students should be encouraged to replay and interact with song lyrics multiple times to reinforce listening comprehension and improve their ability to process connected speech.
- ✓ **Address Potential Challenges:** Teachers should guide students in understanding idiomatic expressions, informal language, and cultural references found in songs, ensuring that these do not become barriers to comprehension.
- ✓ **Measure Progress Regularly:** Implementing formative assessments and self-evaluation tools can help track students' improvement in listening skills over time and adjust instructional strategies accordingly.

By following these recommendations, educators can enhance the effectiveness of Lyrics Training as a pedagogical tool, ensuring that A2 learners develop stronger listening skills in an engaging and motivating learning environment.





References

- Angelina, P. (2020). The strengths and drawbacks of Lyrics Training implementation in basic listening course. *ELTR Journal, 4*(2), 117–124. <https://doi.org/10.37147/eltr.v4i2.69>
- Augusto, C., & García, B. (2012). The use of the LyricsTraining website to improve listening comprehension. *MEXTESOL Journal, 39*, 1–53. https://www.mextesol.net/journal/index.php?id_article=750
- Azhari, O., & Adnan, A. (2018). The use of LyricsTraining website to improve students' listening comprehension in senior high school. *Journal of English Language Teaching, 7*(3), 578–586. <http://ejournal.unp.ac.id/index.php/jelt/article/view/101093>
- Bharathi, M. (2023). Digital tools for teaching English an effective and innovative way. *Shanlax International Journal of English*. <https://doi.org/10.34293/rtdh.v12iS1-Dec.47>
- Boers, F., & Lindstromberg, S. (2009). *Optimizing a lexical approach to instructed second language acquisition*. Palgrave Macmillan.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment (Companion volume)*. Cambridge University Press.
- Dharmawan, Y. Y., Imanniar, & Faza, L. (2019). The use of LyricsTraining.com in listening classes for first-semester students of the English Education Study Program. *Journal of Linguistics and Language Education, 1*(2), 70–75. <http://jurnal.uhl.ac.id/index.php/bl/article/view/1347>
- Di Carlo, S. (2017). Understanding cognitive language learning strategies. *International Journal of Applied Linguistics and English Literature, 6*(2), 114–126. <https://doi.org/10.7575/aiac.ijalel.v.6n.2p.114>





Field, J. (2008). **Listening in the language classroom**. Cambridge University Press.

Garib, G. (2021). Enhancing listening skills through the LyricsTraining app. **Journal of Educational Technology Systems*, 49*(4), 462–478. <https://doi.org/10.1177/00472395211012345>

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). **Educational research: Competencies for analysis and applications** (10th ed.). Pearson.

Graham, C. (2006). **Singing, chanting, telling tales: Arts-based language learning**. Heinle ELT.

Huang, P., & Chen, C. (2024). Supporting EFL listening ability and vocabulary acquisition with the LyricsTraining app. **International Journal of Instruction*, 17*(2), 543–556. https://www.e-iji.net/dosyalar/iji_2024_2_30.pdf

Huang, S. (2023). Music and language acquisition. **SHS Web of Conferences*, 174*. <https://doi.org/10.1051/shsconf/202317402026>

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. **Innovation in Language Learning and Teaching*, 1*(1), 14–29.

Ludke, K. M., Ferreira, F., & Overy, K. (2014). Singing can facilitate foreign language learning. **Memory & Cognition*, 42*(1), 41–52.

Lynch, T. (2009). **Teaching listening**. Oxford University Press.

Martinez, V. E., Rubio, D. H., Torres, P. C., Tituanã, G. I., Lopez, M. X., & Naranjo, J. E. (2023). Lyrics Training: An e-learning approach to improve listening skills. In **Smart Innovation, Systems and Technologies** (pp. 143–151). https://doi.org/10.1007/978-981-19-6585-2_13

Mayer, R. E. (2009). **Multimedia learning** (2nd ed.). Cambridge University Press.

Mertler, C. A. (2016). **Action research: Improving schools and empowering educators** (5th ed.). SAGE Publications.





Nation, P. (2001). **Learning vocabulary in another language**. Cambridge University Press.

Nguyen, T. G. M. (2023). The impacts of lyrics training on improving listening skills for ESL students.

**AsiaCALL Online Journal*, 14*(1), 18–29.

Omolara, I. (2023). The method of teaching English using music. **International Journal Papier Public*

Review, 4*, 1–7. <https://doi.org/10.47667/ijppr.v4i1.187>

Pineda, M. (2018). Students' difficulties when learning the skills of listening and speaking in an EFL context:

An Ecuadorian case study. **UTPL.edu.ec**. <https://doi.org/1276555>

Piri, S. (2019). The role of music in second language learning.

Richards, J. C. (2008). **Teaching listening and speaking: From theory to practice**. Cambridge

University Press.

Rost, M. (2011). **Teaching and researching listening** (2nd ed.). Pearson Education.

Sandoval-Vizuite, V., Viracocha-Chicaiza, J. G., Almeida-Ruiz, G. T., & Cabrera-Arias, S. (2023).

The impact of Lyrics Training application on enhancing speaking skills in A1-level students.

**South American Research Journal*, 3*(2), 53–62.

Setiawan, A., & Wiedarti, P. (2020). The effectiveness of using LyricsTraining website to improve

students' listening skills. **Journal of English Language Studies*, 5*(1), 1–12.

<https://doi.org/10.30870/jels.v5i1.7404>

Schunk, H. A. (1999). The effect of music and song on the vocabulary acquisition of elementary

students. **Journal of Educational Research*, 92*(3), 147–155.

Streefkerk, R. (2019, April 12). Qualitative vs. quantitative research | Differences, examples &

methods. **Scribbr**. <https://www.scribbr.com/methodology/qualitative-quantitative-research/>





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

- Tersta, F., & Novianti, A. (2017). Listening to students' voice: Students' problems in listening comprehension. In *Proceedings of the 9th International Conference on Applied Linguistics* (CONAPLIN), 10.2991/conaplin-16.2017.7
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Vandergrift, L., & Goh, C. (2018). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Wahyuni, S., & Utami, D. (2019). The use of Lyrics Training to improve listening comprehension. *Journal of English Language Teaching, 8*(1), 50–58.
<http://ejournal.unp.ac.id/index.php/jelt/article/view/103291>



La Universidad para todos





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

ANNEXES



La Universidad para todos





ANNEX C

Observation Checklist: Lyrics Training for Improving Students' Listening Skills

Observation Checklist: Lyrics Training for Improving Students' Listening Skills

Observer's Name: _____

Date: _____

Class/Group: _____

Duration of Session: _____

Section 1: Student Engagement

✓ Check if the student demonstrates the following behaviors during the session.

Behavior	Yes	No	Comments
Student actively participates in the Lyrics Training activity.	☐	☐	
Student maintains focus throughout the session.	☐	☐	
Student appears motivated and interested in the activity.	☐	☐	
Student follows the lyrics on the screen while listening.	☐	☐	
Student repeats words/phrases to verify understanding.	☐	☐	
Student shows enthusiasm (e.g., singing along, nodding to rhythm).	☐	☐	

Section 2: Listening Comprehension

✓ Evaluate students' responses based on their listening ability.

Listening Skill	Yes	No	Comments
Student correctly identifies missing words in the lyrics.	☐	☐	
Student understands the main idea of the song.	☐	☐	
Student recognizes key vocabulary and phrases.	☐	☐	
Student differentiates similar-sounding words correctly.	☐	☐	
Student responds accurately to comprehension questions.	☐	☐	

Section 3: Difficulties and Challenges





✓ Identify any obstacles students face during the activity.

Challenge Observed	Yes	No	Comments
Student struggles with unfamiliar vocabulary.	☐	☐	
Student has difficulty identifying missing words.	☐	☐	
Student misinterprets lyrics due to fast tempo.	☐	☐	
Student loses focus or gets distracted.	☐	☐	
Student shows frustration or lack of confidence.	☐	☐	

Section 4: Overall Performance

✓ Provide an overall assessment of the student's listening progress.

General observations:

Suggestions for improvement:





ANNEX D

SURVEY

- ✓ **Answer Honestly:** Provide truthful and genuine responses based on your personal experiences, feelings, or opinions. There are no right or wrong answers.

Use the Scale Provided:

For each question, you will be asked to select a response using the provided Likert scale (**e.g., 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree**). Choose the number that best represents your feelings or experiences.

R		1	2	3	4	5
	English listening skills					
1	I enjoy engaging in activities like listening to songs, watching videos, or having conversations to practice listening.					
2	I appreciate using digital resources, such as apps or online platforms, to improve my listening abilities.					
3	I advance confidence when I can understand spoken English in real-life contexts.					
4	I am ready to spend additional time on tasks that help strengthen my listening skills.					
5	I feel accomplished when I notice improvement in my listening comprehension					
6	I am excited to develop my English listening skills to better comprehend spoken English.					
7	I find English listening exercises both entertaining and attractive					
8	Watching videos or listening to English songs encourages me to further develop my skills					
9	The listening activities provided in class support my learning goals effectively.					
10	I avoid listening tasks because they seem too difficult					
11	Deficiency of exposure to spoken English outside the classroom affects my motivation to improve.					
12	I feel frustrated when I don't understand spoken English easily.					



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN



La Universidad para todos





ANNEXE E

PRE-TEST

LEVEL A2

Full name:

Part 1 - Listening (25 minutes)

1. Listen To Police Officer Interviewing a Woman About Robbery
Instructions: Making a circle the correct answers.

1) *Where was Michael last night?*

- a. at home b. at a football game c. at home

2) *The man with dark was about Years old.*

- a. Twenty b. Twenty c. thirty

3) *The robbery happened at about.....*

- a. half past three b. three o'clock c. five o'clock

4) *The took the woman's*

- a. credit cards b. wallet c. bag

5) *She lost*

- a. \$ 50 b. \$ 15 c. \$ 150

2. True/False

- A. The thieves also stole her credit cards. ()
B. Mrs. Davis didn't ask for identification ()
C. The robbery occurred at around 3pm. ()
D. The two men claimed to be from an electrical company. ()

<https://www.youtube.com/watch?v=dz9cZWGM1Zs>

Part 2 - Reading (20 minutes)

Instructions: Read the text and answer the questions.

Valentina is a 13-year-old student who lives in a small town called Montalvo. Every morning, she wakes up at 5:30 a.m. and helps her sister prepare breakfast. After that, she walks to school, which is 20 minutes away. Valentina loves the math and science classes and enjoys learning about numbers, plants and animals. In her free time, she reads books and plays tennis with her friends and cousins.





- What time does Valentina wake up?
a) 6:00 a.m. b) 6:30 a.m. c) 7:00 a.m.
- How does she get to school?
a) By bus b) By bike c) On foot
- What subject does Valentina enjoy?
a) Math b) Science c) Both
- What does she do in her free time?
a) Plays video games b) Reads and plays tennis c) Watches TV

2. True/False

- Valentina lives in a big city. ()
- She helps her mother in the morning. ()
- School is far from her house. ()
- She likes learning about animals. ()

Part 3: Grammar (20 minutes)

Instructions: Complete the following tasks.

1. Fill in the Blanks

Complete the sentences with the correct form of the verb in parentheses.

- My cousin _____ (study) English every day.
- Your mother _____ (not go) to the park yesterday.
- They _____ (be) at the library last week.
- You _____ (have) breakfast before school.
- I _____ (can) play the piano.

2. Multiple Choice

Choose the correct option.

- There _____ (is/are) three books on the desk.
- They _____ (don't/doesn't) like ice cream in the school.
- _____ (Are/Is) you working in the office?
- They _____ (was/were) very sad yesterday.
- I _____ (am/are) not ready yet.

3. Error Correction

Identify and correct the mistake in each sentence.

- I don't likes pizza.
- They was at the park yesterday.
- She can cleans her room.
- There is two books on the table.
- They doesn't have school tomorrow.

Part 4 - Writing (20 minutes)

Instructions: Write a short paragraph (30-50 words).





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

Topic: Write about your daily routine in the school (50 words). Use past and present tenses to describe what you do every day and something you did yesterday.

.....

.....

.....

Part 5 - Speaking (10 minutes)

Instructions: Answer the following questions in 2-3 sentences.

1. What do you usually in the mornings?
2. Describe your favourite music and explain why you like it.
3. Talk about something interesting you did on the weekend.



La Universidad para todos





ANNEXE G

POST- TEST
LEVEL A2

Full name: _____

Part 1 - Listening (25 minutes)

1. Listen to a Police Officer Interviewing a Woman About a Robbery

Instructions: Circle the correct answers.

1. Where was Michael last night?

- a. at home
- b. at a football game
- c. at a friend's house.

2. The man with dark hair was about _____ years old.

- a. twenty
- b. twenty-eight
- c. thirty

3. The robbery happened at about _____.

- a. half past three
- b. three o'clock
- c. five o'clock

4. They took the woman's _____.

- a. credit cards
- b. wallet
- c. bag

5. She lost _____.

- a. \$50
- b. \$15
- c. \$150

