



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 use of pop music to improve listening skills in students of A1 Level.

Autor:

Hinojoza Pilamunga Ruth Stefanny

Tutor:

Msc.Jhohnny SegundoCampoverde López.

ECUADOR

2025

DEDICATORY

This work is dedicated to my eternal sustenance, God, who is my everything and the one who allows me to reach a greater goal in my life. Secondly, I thank my parents for being my motivation to continue my training as a professional, because of them, I am what I am.

All glory and honor is yours my God.

ACKNOWLEDGEMENTS

I am infinitely grateful to my dear Father God. all glory and honor is for you. Thank you Dad for being my guide, my support, and my everything. I thank you for giving me the wisdom necessary to achieve another goal in my life. I thank my parents for being my unconditional support and for encouraging me to continue preparing.

“For I know the plans I have for you”
Jeremiah 29:11

Hinojoza Ruth

Abstract

What do you hear everywhere? Music, right? Music is everywhere and changes people's mood according to the type of genre. For this reason, the best strategy to encourage learning a foreign language is through the use of music since it creates a relaxed and motivating environment. Music strengthens the listening ability, being of great motivation in the student's learning. Thus, listening ability is one of the essential skills in learning a language since it allows us to understand what a person thinks, feels, desires, and what the message received is. Therefore, the main purpose of this research was to demonstrate how the use of pop music can improve listening skills in students of A1 level. The study covered a population of 31 students of eighth-grade level who had difficulty in listening skills. For this purpose, quantitative research was applied. The instruments used were a Pre-test and post-test, a survey, and a checklist to know the student's progress. The results demonstrated that the use of pop music helped in improving listening skills. This research allowed us to know the effectiveness of pop music since the students, by participating in it, demonstrated the best development of the skill, creating interaction and security in learning the language. Therefore, learning English is not so difficult and boring as music is the key to the attraction and motivation of learning a foreign language.

Keywords: listening skills, music, learning, fun, interaction.

Resumen

¿Qué escuchas en todas partes? Música, ¿verdad?. La música está en todas partes y cambia el estado de ánimo de las personas según el tipo de género. Por este motivo, la mejor estrategia para fomentar el aprendizaje de una lengua extranjera es a través del uso de la música, ya que crea un ambiente relajado y motivador. La música potencia la capacidad de escucha, siendo de gran motivación en el aprendizaje del alumno. Así, la capacidad de escucha es una de las habilidades esenciales en el aprendizaje de un idioma ya que permite entender lo que una persona piensa, siente, desea y cuál es el mensaje recibido. Por lo tanto, el principal objetivo de esta investigación fue demostrar cómo el uso de la música pop puede mejorar la capacidad de escucha en alumnos de nivel A1. El estudio abarcó una población de 31 alumnos de octavo curso que tenían dificultades en la capacidad de escucha. Por ello, se aplicó la investigación cuantitativa. Los instrumentos utilizados fueron un Pre-test y post-test, una encuesta y una lista de cotejo para conocer el progreso del estudiante. Los resultados demostraron que el uso de la música pop ayudó a mejorar las habilidades auditivas. Esta investigación permitió conocer la efectividad de la música pop ya que los alumnos, al participar en ella, demostraron el mejor desarrollo de la habilidad, creando interacción y seguridad en el aprendizaje del idioma. Por lo tanto, aprender inglés no es tan difícil y aburrido, ya que la música es la clave del atractivo y la motivación para aprender una lengua extranjera.

Palabras clave: habilidad de escucha, música, aprendizaje, diversión, interacción.

INDEX OF TABLES

Table 1 - Sample Population	36
Table 2.States of the research project.....	38
TABLE 3. Summary of the intervention plan	45
Table 4. Summary of the pre-test and post test	47
Table 5.Students listen to pop music in English	48
Table 6.Understand the lyrics of the music	49
Table 7. Recognize common vocabulary and phrases	50
Table 8. Fun learning.....	51
Table 9. Practicing listening	52
Table 10. Music improves listening skills.....	53
Table 11. Retain more information	54
Table 12 Continue the music.....	55
Table 13 Students can use words learned from music	56
Table 14 Students feel motivated	57
Table 15.How often do you listen to pop music in English?	58
Table 16.Do you understand the lyrics of the music when you listen to it?	58
Table 17. Are you able to recognize common vocabulary and phrases in pop songs in English?	59
Table 18.Do you have fun learning with music in class?.....	59
Table 19.How often have you spent practicing listening?	60
Table 20.Do you consider that listening to pop music in English improves your listening skills?	60
Table 21.When learning with music, do you retain more information?	61
Table 22.Can you listen the lyrics and follow the music?.....	61
Table 23. Can you use words learned from music for daily classes?.....	62
Table 24.Do you feel motivated to improve your listening?	62
Table 25.Checklist.....	63

INDEX OF FIGURES

Figure 1. Students listen to pop music in English.....	48
Figure 2. Understand the lyrics of the music	49
Figure 3. Recognize common vocabulary and phrases	50
Figure 4. Fun learning	51
Figure 5. Practicing listening	52
Figure 6. Music improves listening skills	53
Figure 7. Retain more information.....	54
Figure 8. Continue the music	55
Figure 9. Students can use words learned from music.....	56
Figure 10. Students feel motivated.....	57

INDEX OF APPENDIXES

Annex No. 1: Pre-test	72
Annex No. 2: Survey	74
Annex No. 3: Checklist	75
Annex No. 4 Pictures.....	78

INDEX

CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR (ES)	5
AVAL DEL TUTOR DE LA TESIS	6
ABSTRACT ÍNDICE GENERAL/FIGURAS/TABLAS/ANEXOS	¡Error! Marcador no definido.
INTRODUCTION	16
CHAPTER 1: THEORETICAL FRAMEWORK.....	21
1.1.Music Definition	21
1.2.Advantages of music.....	21
1.3. Disadvantages	22
1.4.Music educational purpose to learn English.	23
1.5.Meaningful and Individual Learning	23
1.6. Motivation for the use of music in class.	24
1.6.1.What is motivation?	24
1.6.2.Types of motivation	25
1.6.3.Intrinsic motivation.....	25
1.6.4.Extrinsic motivation.....	25
1.7.LISTENING.....	26
1.7.1.What is the definition of listening?	26
1.7.2.Importance of listening skill	26
1.7.3.Tips for improving listening	27
1.8.Challenges for Listening	27
1.9.RESEARCH.....	28

CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND	
DIAGNOSTIC STUDY	29
2.1. METHODOLOGY	29
2.2. Conceptualization and Operationalization of Main Categories	30
2.2.1 Definition and Explanation of Main Categories	31
2.2.2 Operationalization of Main Categories	31
2.2.3. RESEARCH QUESTIONS	35
2.3. JUSTIFICATION OF DATA COLLECTION	35
2.3.1.Delimitation of population, sample, and sampling.	36
2.4. RESEARCH CONTEXT	37
2.4.1.Research stages	37
2.5. DATA ANALYSIS.....	39
2.5.1. THEMATIC ANALYSIS	39
2.5.3. Type of Research	41
2.5.4.Pre and Post-Test Assessments	42
2.5.5.Survey	42
2.5.6.Checklist	42
2.5.7.Ethical Considerations	43
CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL.....	44
3.2. Validation of the proposal.....	44
3.3. Pre-Test phase	45
3.4. The Treatment phase.....	45
3.5. Post-Test phase	46

3.6. ANALYSIS OF THE SURVEY RESULT	48
3.7.SURVEY PRE-TEST AND POST TEST	58
3.8.CHECKLIST.....	63
CONCLUSIONS.....	65
RECOMMENDATIONS	67
BIBLIOGRAPHIC REFERENCES.....	69
ANNEXES	¡Error! Marcador no definido.

INTRODUCTION

English is the third most learned language in the world. According to ETS Global (2023), "English is widely spoken and taught in over 118 countries and is commonly used around the world". The English language has become a fundamental tool in people's lives. For that reason, learning English is no longer a hobby but a necessity that is used in different areas. Therefore, in recent years, English has expanded significantly throughout the world. Sprachcaffe (2017) pointed out that more and more people are benefiting from a job solely by mastering the English language.

For that reason, for English learners, listening skills are extremely important since it is a means that allows precise communication. Moreover, listening skills are essential because it is the ability to understand and receive the messages that native people want to transmit. Gulam (2018) pointed out that "Listening is the ability to accurately receive and interpret messages in the communication process" (p.19). On the other hand, music is the art through which we express ideas, emotions, and feelings, a means by which we feel identified when listening to it. According to Nalendra (2021), music is a fun way and easy to learn English. In addition, Fonseca (2020) mentioned that "music is a sound that we enjoy hearing" (p.18).

Thus, music and listening are related to learning a foreign language because, through the use of music, it is possible to improve this ability. Hence, listening to music gives us many benefits, such as acquiring new vocabulary, improving pronunciation and fluently understanding the lyrics every time you listen to it. Listening is the key skill that allows you to understand ideas and foster dialogue to maintain effective communication. Tyagi (2013) points out that listening skill helps personal growth, development of better communication, reducing errors, and improving relationships. Therefore, it will facilitate communication in the second language.

Furthermore, pop music in education is a versatile tool that helps improve various aspects of the student such as cognitive development, strengthening academic skills, and creativity. For this reason, by being exposed to music, students often achieve good academic results.

Consequently, this research seeks to improve the student's listening ability through playful teaching such as the use of pop music that helps increase and strengthen the ability since during English classes the deficit of this has been notorious ability. Students have difficulty listening to instructions or basic audios, which causes discouragement and confusion on the part of the students. Hence, to know the low level of people in the country, we have chosen to implement innovative strategies that encourage learning spontaneously and naturally.

Learning a new language through music allows learning to be more interactive and interesting. For a long time, the teaching of English has been boring and monotonous. Hence, students have not shown interest in learning. However, the use of music has shown improvement by leaps and bounds. Razak (2016) mentions that when incorporating music in teaching, motivation, and interest in learning arise spontaneously. On the other hand, listening ability is one of the most important skills for effective learning. Abou (2020) states that "children listen and respond to the language before they learn to speak." However, a deficit has been noted in that area since they are not strengthened appropriately.

Therefore, the use of pop music is applied in the classroom to encourage learning of the foreign language. According to Lems (2016), the amount of resources that exist at this time opens possibilities for students and teachers to use music as a teaching tool. Thus, the best way to learn English is the music since it is fun and innovative. It is important to know that learning English through music creates an enjoyable environment since students consciously or unconsciously learn new words, phrases, linguistic expressions, and new vocabulary. Lems

(2016) points out that music is a notable phenomenon because it is internalized in our brain, creating a happy, interactive, and stimulating environment, thus facilitating meaningful learning since by pronouncing it, speaking it, and repeating it many times it is impossible for us to forget it.

How can the use of pop music influence the improvement of listening in A1-level students?

The topic “The use of pop music to improve listening skills in students of A1 level” is framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topic of pedagogical innovations, established by Universidad Bolivariana del Ecuador. Using music to improve listening skills in students of A1 level is framed within these research lines and topics. It contributes to the pedagogical and didactic understanding of language teaching methods and explores the application of a specific educational tool to improve students’ listening skills. The goal of this research is to contribute significantly to education and demonstrate that music is a tool available to everyone with which a language can be learned uniquely and recreationally.

The participants of this research are students in the eighth year of higher basic education from Unidad Educativa “Diego de Almagro”. The school of study is located in San Luis de Pambil, Bolívar Province. It is a rural and public institution. As a result, the group investigated will be 31 eighth-year students of A1 level. This group of learners has difficulty in listening skills, which makes it hard for them to receive instructions and understand what a basic audio mentions. Hence, it is indispensable that students improve this skill since this will allow them to perform better in the classroom.

For the application of the study, two weeks will be used, that is, in 6 hours of class, it will be encouraged, it will be evaluated, it is essential to follow up, apply the strategy that promotes the improvement of listening ability, which will allow knowing the results at the end of the application of the project.

The main objective is to analyze the use of pop music to improve the listening skills of students of A1 level.

Therefore, three specific objectives will allow us to complete the research based on the general objective, they are the following:

To determine how the use of pop music helps in strengthening listening skills at “Diego de Almagro” High school in students of A1 level.

To describe the process of applying pop music to obtain good results through the use of elaborate instruments.

To explain the importance of dynamic activities such as pop music to improve listening skills in A1 level students.

The present research has a qualitative approach which will allow us to collect relevant information about the use of pop music to improve listening skills.

In addition, Pre-test and post-test, rubric, survey, questionnaire, and checklist are used to know the student's progress.

The purpose of this research is to know how the use of pop music helps in listening skills.

The independent variable is the use of Pop music. Therefore, Pop music is a tool that teachers use in the classroom in order to improve motivation and learning of the second language. According to Isnaini and Aminatun (2021) point out that to face the difficulties

presented in the language, it is helpful to implement music that helps to acquire and learn unknown and new words, as well as the proper way to pronounce them.

On the other hand, the dependent variable is the improvement of listening skills. Accordingly, listening skills are essential because it is the ability to understand and receive the messages that native people want to transmit. Gulam (2019) pointed out that “Listening is the ability to receive and interpret messages in the communication process accurately” (p.19)

The general content consists of three parts; they are the following:

Chapter I: It comprehends the theoretical framework which includes analysis and sources consulted on the use of pop music to improve listening skills.

Chapter II: Methodological framework. It contains the instruments that were applied during the proposal, these are graphics and resources used.

Chapter III: Validation of the proposal. It contains the conclusions, recommendations, annexes, and references.

CHAPTER 1: THEORETICAL FRAMEWORK

The use of pop music to improve listening skills in students of A1 Level.

1.1. Music Definition

Music is the art of expressing feelings combined with rhythm, harmony, and melody. According to Slova (2007), music is the instrumental or vocal sounds, that produce a form, harmony, and expression of human emotion in an art form. On the other hand, music is a means of expressing emotions when words fail. For that reason, music allows us to reach unimaginable places such as the lives of students.

For a long time, music has been a natural part of being human. Therefore, education has included this strategy as a magical tool that helps the development of skills in learning a language. For that reason, a method for involving every learner and opening doors to greater learning and connections is music. Songs are poems with a lot of meaning contained in a short word count. As questions about the author's meaning arise, students' personal experiences are taken into account in light of that meaning, which fosters an atmosphere in which they feel encouraged to express their opinions and the reasons behind them. This gives rise to an inner desire to find out what the author is alluding to in the lyrics through investigation.

1.2. Advantages of music.

Music is a component that we use when we feel happy, sad, or melancholic, that is when we are with an accumulation of feelings. Therefore, music enriches our soul and our minds. Learning can become a delight when we do it through innovation. Thus, what are the advantages of learning through music? According to Sulaymonova (2019), the advantages are:

There is a variety of music available, even more so with the ease of Internet access, you can find different resources, these are podcasts, online radio, and YouTube application, among others.

Creativity is encouraged.

A relaxed and fun environment is created for the student.

Long research has shown that the effectiveness of music has had a decisive positive impact on learning the English language.

The use of music motivates learners since listening to it makes it less difficult for them to memorize it. Most students enjoy and add fun to music in the middle of class.

Music makes learning more playful and less boring. For that reason, students can enjoy the experience of learning through music, which can reduce anxiety and stress associated with learning a foreign language.

Repetition of words and imitation of pronunciation in songs can help students perfect their pronunciation and intonation in the foreign language.

Music brings out emotions, which strengthens students' emotional connection with the language. This emotional connection can increase content retention and continued interest in learning.

1.3. Disadvantages

Music offers us a variety of advantages in the acquisition of English. However, there are also disadvantages to its application that we must take into account.

Students can lose the importance of the real meaning when music is used. Therefore, presenting inappropriate behavior when applying it.

Pronunciation and accent may vary depending on the interpreter.

Some songs may have faster, indistinct lyrics, or contain local slang that makes understanding difficult for students who are still developing their listening skills in English.

1.4.Music educational purpose to learn English.

Emotions are part of the human being. Therefore, if the person is motivated, the acquisition of learning would be perfected. In recent years, music has emerged as a means of support for the activities carried out in class plans. According to Blasco (2021) regardless of a person's ethnicity or culture, music has a unique ability to convey, transmit, and provoke a wide range of feelings and affections in them. Furthermore, music has a significant value that was, is, and will be implemented in formal education, specifically in the teaching of English, music has been part of the students from the beginning of their schooling until now. Isnaini and Aminatun (2021) point out that to face the difficulties presented in the language, it is helpful to implement songs that help to acquire and learn unknown and new words, as well as the proper way to pronounce them. Through their research, they showed that 30 students were strongly influenced by music and improved their listening skills as well as the brevity of memorizing songs.

1.5.Meaningful and Individual Learning

Music is a meaningful pedagogical tool which allows students to learn at their own pace and according to their musical preferences. The students become their main characters while they sing, imitate and interpret the song provided by the teacher. For this reason, active listening will be developed in the middle of the performance. Moreover, each student will have the possibility of repeating the song over and over again until that the pronunciation flows perfectly. On the

other hand, the material will always be within reach of each student, including podcasts, audiobooks, lectures, and conversations, to expose to different accents, speeds, and contexts.

Furthermore, autonomous learning provides the opportunity to give personalized feedback through the errors made and evidenced when listening to the audio. It is important that

the student knows what its shortcomings are so that they can improve it and through feedback they can do so significantly. According to Amparbin (2021) the ability to acquire knowledge through introspection regarding outside stimuli and sources as well as through personal re-elaboration of prior knowledge and experience in light of interactions with others and the environment is known as individual learning.

1.6. Motivation for the use of music in class.

1.6.1. What is motivation?

Motivation is a feeling that leads, activates, and maintains actions or decisions towards certain goals. It also can be defined as the reason behind someone's actions or behaviors. For language learner the motivation plays a fundamental role within the class in order to predispose or reject to carry out the different activities proposed by the teacher. Astuty (2016) argues that it plays a decisive role in individual's lives. It must be promoted by the people around the student, these

can be positive or negative. Being positive, the student will feel and show interest in the things that have been done.

However, if the students receive poor motivation from the environment in which they are related, it also will affect their performance and personal relationships within the educational environment. For this reason, it is important that the teacher encourages communication and motivation effectively in the class and it can occur through the use of music in classroom. Dornyei (2015) claims that motivation must be applied to promote student's participation, encourage talents or different ways of learning and support the difficulties faced by students daily.

1.6.2.Types of motivation

In education, motivation is important and must be applied to encourage and promote safety when the teaching and learning process is developed. Thus, it is divided into two types

1.6.3.Intrinsic motivation

Intrinsic Motivation occurs in the inner part of each person leading to carry out activities without the need to obtain internal stimuli but simply by the need for self-improvement.

According to Legault (2016) intrinsic motivation is defined as a natural tendency; in other words, people will strive to do things they find interesting or pleasant and is associated with several benefits, including satisfaction, perseverance, and psychological well-being. This type of motivation is beneficial in the academic field and much more in the classroom because intrinsic motivation allows students to show more interest and spontaneity in what they are doing.

Students experiment intrinsic motivation because they have interests and goals set within them. In addition, motivation is supported and driven by the people around them. Social environment influences autonomy and competence. Finally, students have to receive support of teachers, classmates and people with whom they interact.

1.6.4.Extrinsic motivation

Extrinsic motivation refers to the action of carrying out activities in order to obtain rewards such as money, job, attention, recognition, certificates, approval, bonus points, and several more types. Filgona (2020) points out that extrinsic motivation is a kind of reward, social approval, or appreciation. It means that it comes from external part of the people in this

case by the student and is moved by factors that they do not like or enjoy but they do because they will have benefits when they complete the activities.

Students are driven by extrinsic motivation and to achieve it they fulfill roles that are not to their liking. However, at the end or during the academic work they receive good grades,

recognition of being a good student and even passing the year is based on extrinsic motivation. Finally, using incentives and rewards to encourage can affect that genuine interest and self-generated motivation will progress and persist.

1.7.LISTENING

1.7.1.What is the definition of listening?

When learning a language, we hear the word listening and we think that it is not important to learn it as well as speaking. However, in the course of learning we realize that if we do not understand what another person transmits we cannot respond. Therefore, Listening is an important active skill that allows you to communicate effectively with other people. Gulam (2018) pointed out that the capacity to accurately receive and analyze signals throughout a communication process is known as listening.

1.7.2.Importance of listening skill

Listening ability is one of the most important skills when establishing communication because if you do not properly understand what the other person is saying it would not be possible to respond appropriately. Therefore, it is significant that the rigor of the acquisition of this skill is implemented in the classroom since it is a prerequisite for speaking in the future. According to Speechify (2021) stated that several research indicate that adults spend roughly 45% of their conversation time listening. Conversely, speaking accounts for thirty percent of their language proficiency, reading for fifteen percent, and writing for ten percent. It is evident from the results that listening is the ability that will be put to the most use when learning English or any other language.

In addition, to speak it is necessary that we use active listening since our brain captures the information and then converts it into words through speaking that will allow us to facilitate communication. Speaking English more fluently and expanding your vocabulary are two benefits

of listening. As a result, improving your listening will help you improve at the other abilities as well. Thus, the actual foundation for full language competency is listening ability.

1.7.3. Tips for improving listening

The listening skill must be found in constant practice and exposure to the language being learned. Therefore, according to Niraula (2023), these are some tips to improve this listening skill.

Regular practice in order to keep your ear trained, it is essential to be exposed and immersed in the language. To do this, the use of podcasts, videos, music, online activities and movies will help you stay in touch with the speaker's pronunciation, intonation and stress.

Repetitive practice will help with proper acquisition of pronunciation by repeating the lyrics of the song over and over again, which facilitates the reception and capture of words when listening to them.

Enhance vocabulary since if the person has extensive knowledge of words it will be easier for them to understand the audio presented. Develop the everyday practice of acquiring new words and comprehending how they are used in context.

Participation in conversations with native people or language learners.

1.8. Challenges for Listening

One of the most common challenges when learning English through music is pronunciation, as there are a variety of accents when singing it, slangs or omission of words for the song to make sense. Therefore, according to Rahmat & Muhamad (2020) pronunciation is the main problem when learning English through music and due to the abovementioned factors. Thus, songs are also media that can lead to misinterpretation of listening due to the accent and content with which the author sings them. Furthermore, accent kinds such as British and American can be affected due to intonation, rhythm, stress, consonants, and vowels.

Another challenge when using music is that many words are not pronounced properly by the singer because of the speed and rhythm of the song, some of them can be confused. Therefore, the person who is acquiring the language will not understand it because of those problems and will have a hard time acquiring it. This may not happen in all cases, since it depends on the genre of the song and the person's level of preparation in the language.

On the other hand, Shah (2020) pointed out that most songs contain blending sounds such as assimilation and intrusion of their lyrics, which causes learning and acquisition of listening skills that are not appropriate for the learner.

1.9.RESEARCH

The use of pop music has been used for a long time in improving different English language skills. However, one of the skills taken into account is listening skills.

For this reason, there are some investigations that highlight the great importance of the use of music in the teaching and learning of the English language, these are:

First, this research work was developed by Eicha Afriyuninda and Lulud Oktaviani (2021) with the topic: “The use of english songs to improve english students’ listening skills”. First, the general objective of this research was to analyze and explain how students use and improve their listening skills using the song. Second, students from Universitas Teknokrat Indonesia's English Education study program in the fifth and seventh semesters participated in this study. The questionnaire was given to one hundred students who had undergone listening classes by the researchers. The questionnaire, which is used to gather data, has 20 statements in it. Third, it is concluded that 100 students demonstrated a positive relationship between the use of English songs and listening skills. In addition, it made it easier for them to memorize the pronunciation of new words while they sang.

CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY

2.1. METHODOLOGY

The topic of the proposal is “The use of pop music to improve listening skills in students of A1 Level”. Lately, music is a strategy used in the education and teaching of the English language to promote playful and dynamic learning. Lems (2016) stated that music is a remarkable phenomenon because it is internalized in our brain, creating a happy, interactive, and stimulating environment, thus facilitating meaningful learning since pronouncing it, speaking it, and repeating it many times it is impossible for us to forget it. For that reason, for the student to improve their listening skills, pop music will be applied to help improve listening skills in A1 level students. Thus, for this research, it is relevant to apply a mixed method qualitatively and quantitatively using the observation, rubric, and interview that will be applied.

This research will apply the mixed method, which consists of the implementation of the quantitative and qualitative approach where the researcher gathers and evaluates information, synthesizes the results, and makes conclusions. According to Cameron (2018) mixed method is the combination of quantitative and qualitative methodologies that may be conducted as a single study or as part of a series of investigations looking into the same underlying problem.

For that reason, the research instrument that will be use are Pre-test and post-test, rubric, interview, questionnaire and classroom observation to collect a reliable data.

Qualitative approach refers to the analysis of opinions, behaviors or motives that allow us to understand and interpret behavior based on a specific topic. According to Aspers (2019) qualitative approach entails applying qualitative data such as observations and interviews to comprehend and explain a social phenomenon. Therefore, interview, observation, and

ethnographic research were used to obtain information about the use of music and its influence on the improvement of the listening skills in A1 level students.

On the other hand, quantitative approach refers to the use quantify the variables to obtain results. Therefore, was used numerical data in order to answer questions. Adedoyin (2020) pointed out that quantitative research is a systematic investigation into a phenomenon using statistical analysis and the collection of numerical data. For that reason, interview and questionnaire will be used to obtain the data about the effects of the pop music in the listening skills of students of A1 level.

2.2. Conceptualization and Operationalization of Main Categories

This section identifies and defines the main categories to explore the use of music to improve listening skills for A1-level students. The research was developed at Unidad Educativa “Diego de Almagro” in San Luis de Pambil, Bolivar Province. These categories are crucial for organizing and analyzing the data collected during the research process.

The main categories identified for this study include:

Pop music: Refers to an innovative tool that allows the creation of a dynamic, creative, fun, and meaningful atmosphere when learning English.

Listening Skills Improvement: Encompasses the improvement of students' listening skills including improvement in listening comprehension, improvement in pronunciation and intonation, expansion of vocabulary, and confidence in exchanging ideas by understanding them appropriately.

2.2.1 Definition and Explanation of Main Categories

Pop music:

Pop music is a tool that teachers use in the classroom in order to improve motivation and learning of the second language. According to Isnaini and Aminatun (2021) point out that to face the difficulties presented in the language, it is helpful to implement music that helps to acquire and learn unknown and new words, as well as the proper way to pronounce them. (pg.23).

Listening skill improvement:

Listening skills are essential because it is the ability to understand and receive the messages that native people want to transmit. Gulam (2018) pointed out that “Listening is the ability to accurately receive and interpret messages in the communication process” (p.19).

Eight grade students:

This group of 31 students lives in the rural area of the Bolivar province. Students have difficulties in the English language, especially in listening skills, which causes poor understanding when listening to basic commands in class. This group consists of teenagers aged 12 to 13 years.

2.2.2 Operationalization of Main Categories

To measure and evaluate the variables in each category, particular criteria and indicators must be defined as part of the operationalization of the key categories. The operationalization method for this study will comprise the subsequent steps:

Pop music:

This research focuses on the use of pop music to improve listening skills in eighth-grade students at the Unidad Educativa “Diego de Almagro” in the Province of Bolívar. The topic was chosen because students in their personal lives are exposed to all types of music and in different languages through technology and the use of cell phones. For this reason, pop music is

a tool that, regardless of social class, is available to everyone. Furthermore, through music students show interest, motivation, joy, and most importantly the acquisition of the correct pronunciation of new words or phrases that are presented in music. Through unforced repetition, students can easily acquire the meaning of the music's context without being explicitly taught. To do this, music is applied with the use of body movement and signals that indicate its meaning. The tasks used to improve listening through the use of songs are innovative and quickly capture the attention of the students.

2.2.Listening skills Improvement:

The improvement of listening ability in the group of adolescents aged 12 to 13 years from the Unidad Educativa “Diego de Almagro” is the central axis of the study. The objective of this research was to provide activities and interventions that facilitate the development of the skill.

To do this, music was implemented as a primary element, as authentic materials, videos, podcasts, and movies help outstanding performance in listening skills. These activities were designed with great rigor and meticulousness through knowledge of the student's learning styles, interests, and personal preferences. Through music, students learn autonomously and in groups, being a means of significant strengthening and feedback for the entire group. By constantly being exposed to the audio provided, they increased their security and confidence to continue learning since every time the audio was played it was easy to understand it.

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Use of pop music	Pop music is a tool that teachers use in classroom in order to improve motivation and learning of the second language. According to Isnaini and Aminatun (2021) point out that to face the difficulties presented in the language, it is helpful to implement music that help to acquire and learn unknown and new words, as well as the proper way to pronounce them.	Advantages of music	Creativity is encouraged.	Never Rarely Sometimes Often Always
			A relaxed and fun environment is created for the student.	
			Motivation in class	
		Educational Purpose	Quick and easy acquisition of new vocabulary.	
			Proper way to pronounce words	
			Culture exposure and Enjoyable drill	
			Autonomous learning	
		Meaningful and Individual Learning	Autonomous learning Individual feedback	
			Fun and motivated learn	
			Free and variety of resources	
		Learn through technological tools	Lyricstraining	
			Intrinsic	
		Motivation	Extrinsic	

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Listening skills Improvement	Listening skills is essential because it is the ability to understand and receive the messages that native people want to transmit. Gulam (2018) pointed out that “Listening is the ability to accurately receive and interpret messages in the communication process” (p.19).	Importance of Listening skills	Enhancing learning	Never Rarely Sometimes Often Always
			Effective communication	
			Grammar acquisition	
			Avoiding misunderstanding	
			Vocabulary acquisition	
		Listening difficulties	Building and maintaining relationship	
			Different accents - American and British speakers	
			Lack of interaction	
		Listening	Understand each word- Lack of vocabulary	
			Listening skill acquisition	
			Fluency	

Elaborated by: Stefanny Hinojoza.



2.2.3. RESEARCH QUESTIONS

Research question 1: What are the specific ways in which pop music can be used to improve the listening skills of A1 level students?

Research question 2: How does incorporating pop music contribute to the strengthening of listening skills of A1 level students?

Research question 3: What are the steps involved in effectively applying pop music to enhance listening skills in language learning?

Research question 4: What are the benefits and disadvantages of using pop music as a tool for enhancing the listening skills of A1 level students?

2.3. JUSTIFICATION OF DATA COLLECTION

English is a language that has become relevant in recent years. Therefore, upon knowing its impact we realize that there are still difficulties in the language, one of them is the development of listening because we are not exposed to the native language. Consequently, music has been taken as a key and essential element in learning, improvement, and motivation since by listening repeatedly the acquisition of new words and pronunciation is much easier, thus significantly improving listening, and contributing to the development of your skill. For this reason, to determine the validity and effectiveness of the instruments, a pre-test and post-test, a survey, and a checklist were applied, which made us aware of their success in training and improving the students' listening.



2.3.1. Delimitation of population, sample, and sampling.

The chosen population was the Unidad Educativa "Diego de Almagro". The institution is located in San Luis de Pambil in Bolívar Province. Therefore, for this study, a sample of 30 students was chosen. Verma (2017) points out that the sample refers to the small part chosen from the entire group. (pg.19).

The sampling strategy used for this research is purposive. In addition, non-probabilistic sampling was carefully chosen under the ensuing considerations:

Students with level A1.

The participants attend the same institution.

The team works according to the same schedule.

They are required to study English.

These students range in age from ten to twelve years old.

Students can engage in this study at this time.

The parents in this group gave their consent for their kids to take part in the research.

Table 1 - *Sample Population*

Participants	Sample		Percentage
	Population		
Women	16		52%
Men	15		48%
Total	31		100%

Elaborated by: Stefanny Hinojoza.



2.4. RESEARCH CONTEXT

The institution of the study was the Unidad Educativa “Diego de Almagro”. It is located in the San Luis de Pambil parish on Abel Torres Oleas Avenue. It is a rural and public institution of the Bolivar Province. The school students come from different areas around the parish, such as La Variante, El Povernir, Las Mercedes among others. The participants of this research are 31 eighth-grade students. Their ages range from 11 to 13 years old. The research and class are under the responsibility of the teacher. The classes developed were in a face-to-face modality, demonstrating an interaction between students and teachers since the class was provided through the application of different resources that allow the use of music to determine its impact on the students' listening ability.

2.4.1. Research stages

To carry out this investigation was divided into six parts: problem definition, theoretical revision, instrument elaboration, instrument application, data analysis, and redaction of conclusions and recommendations. The first step to define the problem was to detect the shortcomings that the students had when receiving the commands in class. To do this, a checklist was used to determine the skill that was most difficult for them. The second step was to consult sources that provided more information about the research to be carried out to obtain successful results in the research. The third step was to develop the instruments that were applied to the students to determine the improvement of listening ability through the use of pop music. For this reason, a pre-test, post-test, rubric, questionnaire, survey, and checklist were applied as the fourth step. In addition, the fifth step was to analyze the results obtained, which allowed me to know how the students



have improved through the application of music in the classroom to strengthen listening skills. Finally, step six developed the conclusions and recommendations of the research.

Table 2.States of the research project

STAGES OF THE RESEARCH PROJECT

	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous information and researchers.	Researcher Tutor
Literature review	The theoretical framework is defined.	Explore bibliographic information.	Researcher
Elaboration of Instruments	Establish the required criteria to obtain data for the study.	Elaboration of a pre-test, a post-test, a survey, and an interview.	Research experts to validate the instruments.
Application of Instruments	Apply the instruments to collect data.	Apply the pre-test, post-test, survey, and the interview.	Researcher
Data analysis	Create a report with the results to	Apply statistical analysis to the	Researcher



Final report of data and conclusions	comprehend the	obtained data to	
	situation of the	obtain	
	students.	conclusions.	
		Elaborate the	
	Collect the results	final report with	
	of the	the data,	Researcher
	investigation.	conclusions, and	
		recommendations.	

Elaborated by: Stefanny Hinojoza.

2.5. DATA ANALYSIS

2.5.1. THEMATIC ANALYSIS

Thematic analysis surrounding the use of pop music to enhance listening skills in A1-level students involves examining various perspectives. According to Majumdar (2018), the researcher can perceive and interpret shared or collective meanings and experiences through the use of thematic analysis.(pg.23). For that reason, information was collected and analyzed from the experiences lived during classes in order to obtain concise research data.

Flexibility: This research allows flexibility since during the analysis and application of instruments some factors based on the selected topic may vary. Therefore, the data collection that will be used are the pre-test, post-test, survey, and checklist will be used. For that reason, it is necessary to identify the participants of the research. In addition, the challenges students face with this skill.





Reflexivity: Thematic analysis is reflective because, through the application of the instruments of using pop music to improve listening, data will be obtained that helps determine its effectiveness. Moreover, the influence of music can be analyzed by changing the students' perspective on learning and improving listening skills.

Interpretation and Contextualization: Thematic analysis provides detailed information on the topic of using music to improve listening skills. Therefore, themes are identified within the broader context of the research question, relevant literature, and social, cultural, or historical factors.

Authentic language exposure: Students will be exposed to the use of the language through the applied music. Furthermore, student's interests and experiences with the use of pop music will allow exposure to colloquial language and expressions.

Vocabulary acquisition: The acquisition of new words and phrases will expand by being exposed to repetition, reinforcement, and recognition of them when using pop music.

Pedagogical strategies: Incorporating music when learning English provides us with a variety of innovative tools such as the use of technological tools, multimedia resources for interactive learning experiences, or simple materials such as a sheet to complete which can be found without any difficulty.

2.5.2. Research Scope

The research was descriptive and explanatory because it explores and describes how the use of pop music helps the development of listening skills in eighth-grade students with level A1. According to Hossein. (2015) stated that descriptive research helps to describe a phenomenon to be investigated and its characteristics (pg.17). Thus, the descriptive research allowed us to learn



about the population we worked with, that is, 31 eighth-year students from the Unidad Educativa “Diego de Almagro”. This made us aware that the students showed a deficiency in listening skills in the English language. Therefore, an innovative strategy such as pop music was used to help improve the student's listening skills. Moreover, explanatory research was used to explore the relationship between music with strengthening listening skills in the classroom. Thus, Naes (2018) pointed out that explanatory research is in charge of determining the reasons behind the events by establishing cause-and-effect connections. (pg.11).

2.5.3. Type of Research

The type of research used in the research was Experimental. The experimental design was based on research in an objective and controlled manner that allows us to know and extract precisely the topic to be investigated. According to Zubair (2023), experimental research is a method that allows us to evaluate the effectiveness of the variables of research to determine their influence on society. (pg.26). Consequently, the effects of pop music on the listening skills of the students were analyzed through various instruments and assessments. This approach helped to determine the effectiveness of using pop music for improving listening skills among students at the A1 level.

Furthermore, Ethnography research was used to collect information about the behavior of students in the classroom through the use of pop music that helps in improving listening skills in A1 level students. Sharma (2019) points out that Ethnography research is the analysis of cultures or societies based on observation in which the researcher may be involved. Therefore, the research analyzes eighth-grade students and the influence of music in strengthening a skill. Listening is essential for communication. (pg.179)





Description of the Instruments Based on the Selected Research Approach

The instruments used to collect the study's data are discussed in this section. The instruments were carefully selected to align with the research objectives and to gather comprehensive data on the use of pop music to improve the listening skills of students of A1 level.

2.5.4.Pre and Post-Test Assessments

The pre-test and post-test were applied to the selected group. For this, pop music was chosen with topics of interest previously selected by the students, which will allow better collaboration and motivation when developing it. The objective of these evaluations was to measure the ability that students had before and after the music intervention to improve listening. Thus,

2.5.5.Survey

The survey was carried out on the students to know what difficulties they have experienced in listening and how this could be improved and strengthened through the use of pop music. In the survey, they mentioned when they often use it in class, how they feel, music and listening, and acquisition of new words through music, among others. For that reason, was used the following Likert scale “Always”, “Often”, “Sometimes”, “Rarely”, and “Never”.

2.5.6.Checklist

A checklist was applied to the group of students that allowed us to evaluate the progress of the students and how the implementation of pop music has significantly helped in the development of listening that they find difficult. For this reason, a list of questions was prepared that determined its influence and effectiveness in the classroom.



2.5.7. Ethical Considerations

Ethical Considerations were essential for the investigation of the topic “To analyze the use of pop music to improve the listening skills of students of A1 level”. For that reason, the principal authorized us to research a group of 31 eighth-grade students. Therefore, the collaboration of parents and students was requested to obtain permission and in turn, the research was a success. First of all, the letter of consent to the parents was presented together with the necessary explanation of what is going to be carried out, the time, and the instruments applicable in the classroom. Then, the students freely and voluntarily agreed to participate in the research. Thus, photos and videos were taken absolutely with the permission of the authorities and participants. Finally, all personal information obtained will be exclusively for academic use and will not be revealed.



CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1. Proposal Important

This research proposal is important because it tells us how effective the use of pop music is in our environment, much more so when applied to eighth-grade students at level A1 in order to improve their listening. Therefore, this research shows us the effectiveness of integrating pop music into the classroom when applying different data collection instruments such as pre-test and post-test, rubric, survey, questionnaire, and checklist that were used to know the student's progress when applying them. Furthermore, it is essential to understand that through this dynamic and fun activity, students are able to learn the language better.

3.2. Validation of the proposal

This research was conducted with 31 eighth-grade students who had 3 hours of class per week, according to Ecuador's current curriculum for the foreign language subject, English.

The pre-test was applied on Mondays, Tuesdays, and Thursdays, starting September 9th and continuing through September 23rd, for 45 minutes. In the second class the students were evaluated with the pre-test, that is, on September 10th and the last class on September 23th the students took their post-test, which helps me obtain the desired results. The topics evaluated with the students include pop songs according to the proposed level: daily life, free time, school activities. That is, the flexibility that the Ecuadorian curriculum mentions was applied since the majority of the students come from areas further away from the central Parish where the institution is located. It is important to understand that not all students have the same opportunities but they do have a dream of improving in life.



3.3. Pre-Test phase

The pre-test was administered on September 10th to the student group, and the necessary recommendations were given. Before distributing the sheet, we conducted a joint review of the proposed vocabulary, specifically the topic of Family, with the students. Afterward, the students were asked to complete the information according to the music they heard. The test was performed three times, as some students struggled to understand it due to the fast-paced music. Finally, a review of the music was conducted along with images that were shown to the students, allowing them to sing along and learn much more about the topic.

3.4. The Treatment phase

The treatment phase was applied starting on September 12th, in which students will strengthen their listening skills through designated activities, with 45 minutes per class being the time designated for this. The summary of the activities carried out can be seen in the table below.

TABLE 3. *Summary of the intervention plan*

Month	Days		
September 9 th to	9	10	12
23 rd	Music and English Information, questions and answers. “Talk about favorite music.”	Application Class (Pre-Test)	Feedback about the last results
	16	17	19
	Second class “Expand vocabulary related to emotions.” Pronunciation practice.	Feedback about the topic: “Emotions”	Mini-lesson: Subject + verb (simple present). “I’m yours”



Before administering the test, it was necessary to inform the students how each session would be conducted and what objectives they needed to meet. Therefore, upon taking the first test, it was necessary to provide the necessary feedback so they could understand their mistakes and improve during the process. Subsequently, basic vocabulary and pronunciation were reinforced according to the topics covered, enabling the students to advance their learning. During the classes, topics approved by the Common European Listening Framework were applied. In session two, students will expand their vocabulary by practicing the song "Count on Me," which involves using emotions and learning negative and positive expressions. They will also use flashcards to facilitate their understanding of the topic. This will be followed by practice through mime or drawings of what was learned in class. In session three, students will identify and practice the simple present tense in songs using the song I'M YOURS. Students will learn its correct use through listening, pronunciation, and worksheets.

Finally, on September 23rd, students will be assessed on the previously reviewed topic, which involves listening to a song about daily routines. The song was only heard twice by the students, thus ensuring their success.

3.5. Post-Test phase

The final phase of the intervention took place on September 23th, during which students developed and put into practice what they had reviewed during previous listening lessons. Therefore, the song was repeated only twice so they could complete the corresponding questions.



This was a great challenge for them, demonstrating what they had learned and how beneficial this research was. During the intervention, the majority of students indicated how quickly they were able to complete the lesson, both because they enjoyed learning through music and because they apply this practice at home. The topics evaluated were daily routines and greetings.

Table 4. *Summary of the pre-test and post test*

TEST	N	Minimun	Maximun	Mean	Std Deviation
Pre-test	31	3	9	6,06	1,46
Post-Test	31	6	10	8,02	0,86

Elaborated by: Hinojoza, R.(2024)

Location

The research was conducted at the Unidad Educativa "Diego de Almagro", a rural institution in Bolivar Province, San Luis de Pambil Parish.

Materials

The materials used in the research were:

Worksheets: These were used by the students.

Speaker: Used to play the songs the students will learn based on the topic.

Flashcards: Images based on the topic, which helped with the acquisition of new vocabulary



3.6. ANALYSIS OF THE SURVEY RESULT

The data obtained in this research were qualitative and quantitative. Therefore, a 10-question survey was administered to the students, allowing us to determine the influence of music use in the classroom.

Results of surveys Applied to the investigation group

1. How often do you listen to pop music in English?

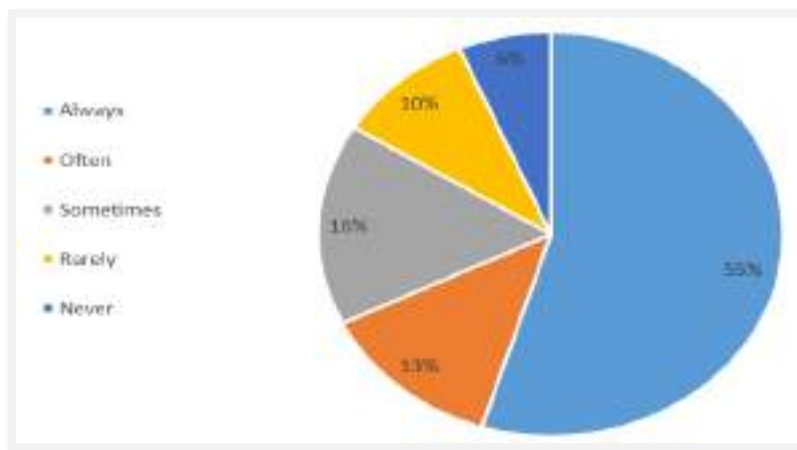
Table 5. *Students listen to pop music in English*

Option	Frequency	Percentage
Always	17	55%
Often	4	13%
Sometimes	5	16%
Rarely	3	10%
Never	2	6%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 1. Students listen to pop music in English



Note.Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



The figure illustrates the percentage of students who listen to pop music in English. Therefore, 55% of students always listen to pop music while 16% stated that they sometimes do that activity. Besides, 13% of students often do so. On the other hand, 10% of students mention that they rarely listen to songs in English. Finally, 6% of the population never listen to it, showing that it is a low percentage that shows a lack of attraction to music.

2. Do you understand the lyrics of the music when you listen to it?

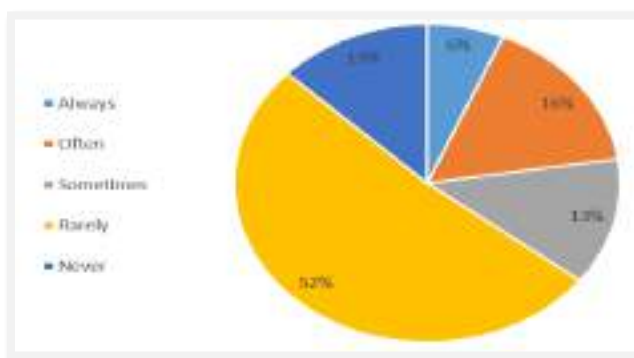
Table 6. Understand the lyrics of the music

Option	Frequency	Percentage
Always	2	6%
Often	5	16%
Sometimes	4	13%
Rarely	16	52%
Never	4	13%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 2. Understand the lyrics of the music



Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



This figure shows the percentage and frequency with which students understand song lyrics. Therefore, 52% of students indicated that they rarely have difficulty understanding lyrics, whereas 16% of the population often understands lyrics. On the other hand, 13% of students sometimes try to understand the lyrics, and 6% of students always understand the lyrics.

3. Are you able to recognize common vocabulary and phrases in pop songs in English?

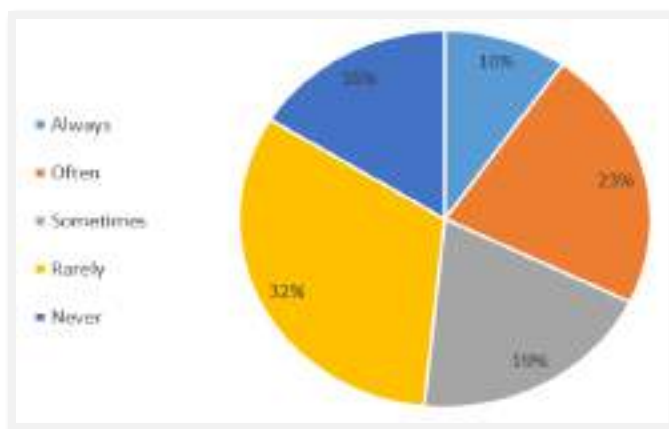
Table 7. Recognize common vocabulary and phrases

Option	Frequency	Percentage
Always	3	10%
Often	7	23%
Sometimes	6	19%
Rarely	10	32%
Never	5	16%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 3. Recognize common vocabulary and phrases



Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



The figure indicated that 32% of learners rarely recognize common vocabulary and phrases unlike 23% of the population often recognizes common vocabulary and phrases. On the other hand, 19% of respondents mentioned they sometimes identify common words and phrases. Furthermore, 16% of students never recognize common vocabulary and phrases and 10% of students always recognize common vocabulary and phrases while listening to music.

4. Do you have fun learning with music in class?

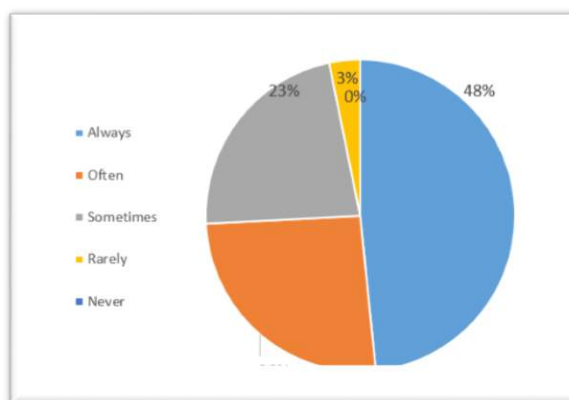
Table 8. Fun learning

Option	Frequency	Percentage
Always	15	48%
Often	8	26%
Sometimes	7	23%
Rarely	1	3%
Never	0	0%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 4. Fun learning



Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



As can be seen in this figure, 48% of students indicate that they have fun learning through music, while 26% of students sometimes have fun. On the other hand, 23% indicate that they often have fun. Finally, 3% indicated that they rarely and 0% never have fun learning English through music.

5. How often have you spent practicing listening?

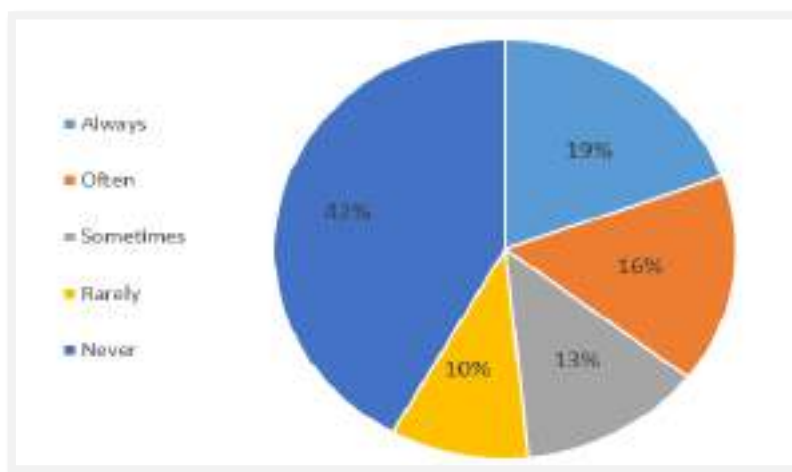
Table 9. Practicing listening

Option	Frequency	Percentage
Always	6	19%
Often	5	16%
Sometimes	4	13%
Rarely	3	10%
Never	13	42%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 5. Practicing listening



Note:Source: Survey conducted on eighth grade students



These results show that 42% of the respondents never spend time practicing listening whereas 19% of learners always practice listening to enhance their ability. On the other hand, 16% often practice listening, and 13% said sometimes. Finally, 10% rarely represents the practice of listening.

6. Do you consider that listening to pop music in English improves your listening skills?

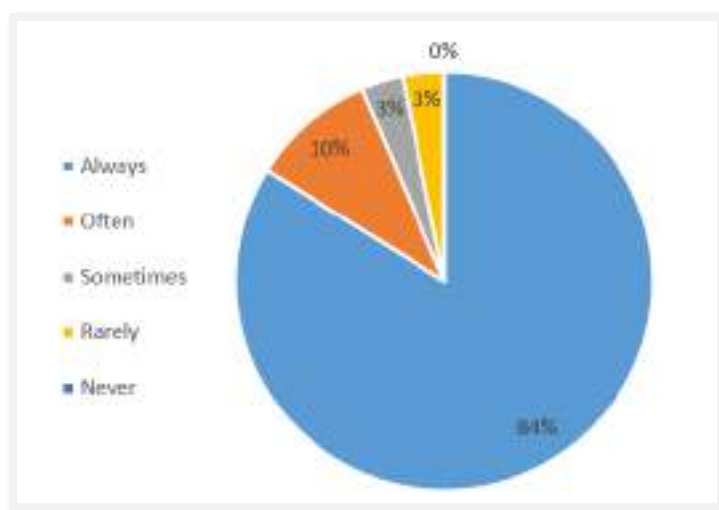
Table 10. Music improves listening skills

Option	Frequency	Percentage
Always	26	84%
Often	3	10%
Sometimes	1	3%
Rarely	1	3%
Never	0	0%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 6.Music improves listening skills





The figure represents that 84% of respondents consider always learning through pop music fundamental to improving their listening skills, whereas 10% often consider the music a good option, but not at all. On the other hand, 3% said sometimes and 3% rarely.

7. When learning with music, do you retain more information?

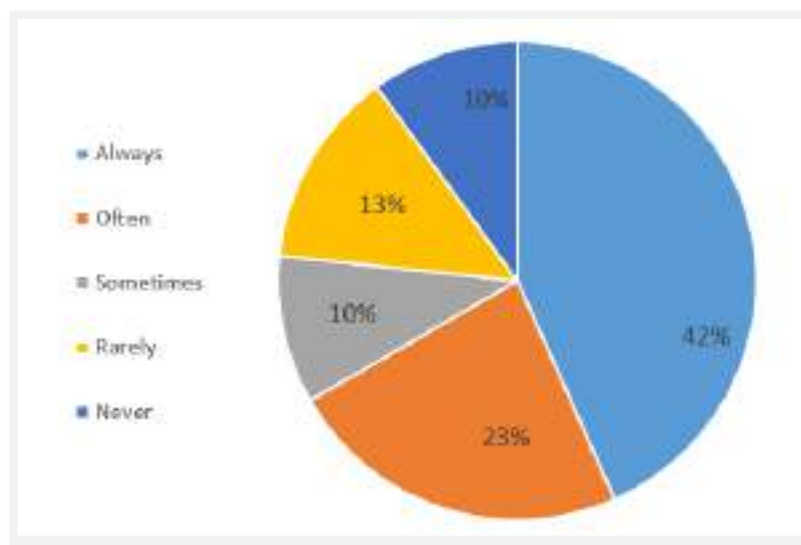
Table 11. Retain more information

Option	Frequency	Percentage
Always	13	42%
Often	7	23%
Sometimes	3	10%
Rarely	4	13%
Never	3	10%
Total	31	100%

Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 7.Retain more information



Note:Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



According to the figure, 42% of students always retain more information when learning through music, while 23% said they often do so. On the other hand, 10% sometimes retain information when music is used, 4% rarely, and 3% never.

8. Can you listen the lyrics and follow the music?

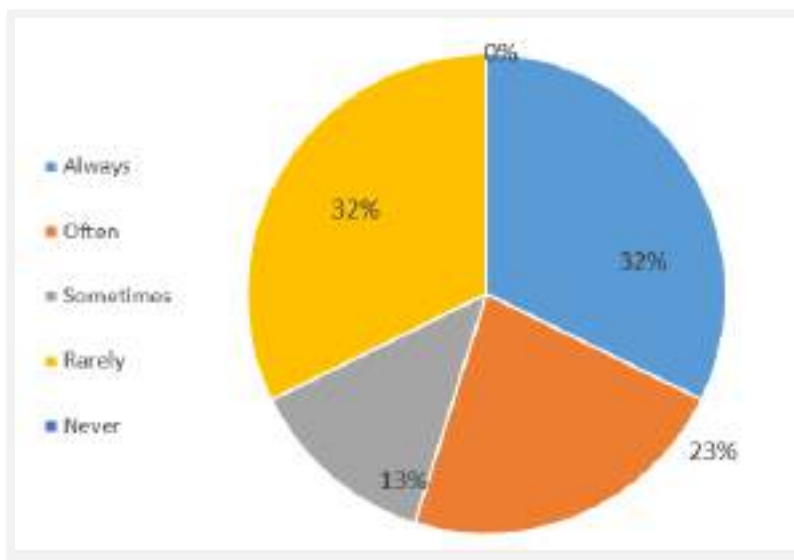
Table 12 Continue the music

Option	Frequency	Percentage
Always	10	32%
Often	7	23%
Sometimes	4	13%
Rarely	10	32%
Never	0	0%
Total	31	100%

Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 8.Continue the music



Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



The figure indicates that 32% of respondents can always follow the lyrics of a song and continue them, while 32% can rarely do so. On the other hand, 23% often do so. Finally, 13% sometimes continue the lyrics.

9. Can you use words learned from music for daily classes?

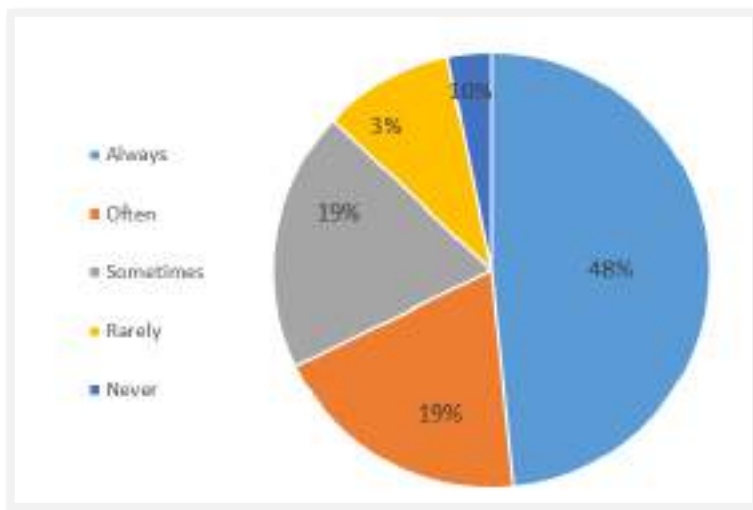
Table 13 Students can use words learned from music

Option	Frequency	Percentage
Always	15	48%
Often	6	19%
Sometimes	6	19%
Rarely	3	10%
Never	1	3%
Total	31	100%

Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 9.Students can use words learned from music



Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



As the figure indicates, 48% of students can use learned words for their daily classes, while 19% often do so, and 19% sometimes do so. On the other hand, 10% rarely find it easy to use them, and 3% never use them.

10. Do you feel motivated to improve your listening?

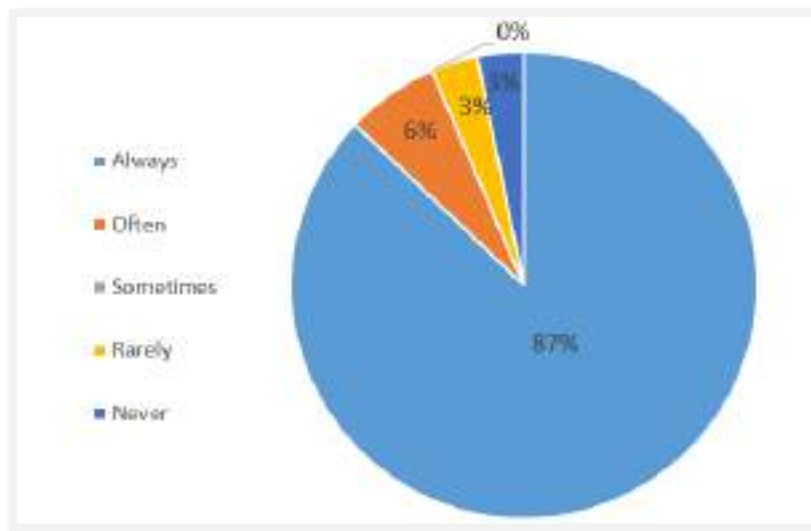
Table 14 Students feel motivated

Option	Frequency	Percentage
Always	27	87%
Often	2	6%
Sometimes	0	0%
Rarely	1	3%
Never	1	3%
Total	31	100%

Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)

Figure 10.Students feel motivated



Note. Source: Survey conducted on eighth grade students

Elaborated by: Hinojoza, R.(2024)



The figure shows that 87% of students feel motivated to improve their listening skills through music, whereas 6% are often motivated. On the other hand, 3% rarely feel motivated, and 3% never feel motivated.

3.7.SURVEY PRE-TEST AND POST TEST

The implementation of this research allows us to understand and identify how important the use of music in the classroom is for learning a new language.

Table 15.*How often do you listen to pop music in English?*

Option	Pre- Frequency	%	Post- frequency	%
Always	27	87%	30	97%
Often	2	6%	1	3%
Sometimes	0	0%	0	0%
Rarely	1	3%	0	0%
Never	1	3%	0	0%
Total	31	100%	31	100%

Elaborated by: Hinojoza, R.(2024)

The pre-test indicates that the majority have started listening to pop songs in English, it means the 97% of students, while 3% have not yet done so. On the other hand, there are no responses in the "sometimes, rarely, or never" section, which allows us to understand students' motivation for listening pop English music.

Table 16.*Do you understand the lyrics of the music when you listen to it?*

Option	Pre- Frequency	%	Post- frequency	%
Always	2	6%	18	58%
Often	5	16%	8	26%
Sometimes	4	13%	3	10%
Rarely	16	52%	1	3%
Never	4	13%	1	3%
Total	31	100%	31	100%



We can see that 58% of students were able to understand English lyrics when listening to them. However, 26% often, 10% sometimes, 3% rarely, and 3% never. In other words, through the implementation of listening activities, students demonstrate significant improvement; even if they still have shortcomings, progress is evident.

Table 17. Are you able to recognize common vocabulary and phrases in pop songs in English?

Option	Pre- Frequency	%	Post- frequency	%
Always	3	10%	20	65%
Often	7	23%	9	29%
Sometimes	6	19%	1	3%
Rarely	10	32%	1	3%
Never	5	16%	0	0%
Total	31	100%	31	100%

Elaborated by: Hinojoza, R.(2024)

The pre-test showed that 65% of the population indicated they were able to recognize words or phrases from a song. Through repetition and activities such as worksheets, students have obtained good results. However, 9% of students can often do so, 3% sometimes, and 3% rarely, indicating that there is still much work to be done to improve this. Despite this, there has been significant progress in listening.

Table 18. Do you have fun learning with music in class?

Option	Pre- Frequency	%	Post- frequency	%
Always	15	48%	26	84%
Often	8	26%	3	10%
Sometimes	7	23%	2	6%
Rarely	1	3%	0	0%
Never	0	0%	0	0%
Total	31	100%	31	100%



Learning English shouldn't be boring, which is why 84% of students indicated they have fun learning English through music. Therefore, it's essential to motivate them with songs they enjoy that are fun and catchy. Despite this, 10% often have fun, and 6% sometimes enjoy learning through music.

Table 19.*How often have you spent practicing listening?*

Option	Pre- Frequency	%	Post- frequency	%
Always	6	19%	22	71%
Often	5	16%	5	16%
Sometimes	4	13%	4	13%
Rarely	3	10%	0	0%
Never	13	42%	0	0%
Total	31	100%	31	100%

Elaborated by: Hinojoza, R.(2024)

Through the activities, 71% of students have been practicing the language: 16% often and 13% sometimes. The activities allow students to constantly practice the language. Therefore, by listening to music, audio, and extra activities in English, they will be practicing it, which helps them improve.

Table 20.*Do you consider that listening to pop music in English improves your listening skills?*

Option	Pre- Frequency	%	Post- frequency	%
Always	26	84%	30	97%
Often	3	10%	1	3%
Sometimes	1	3%	0	0%
Rarely	1	3%	0	0%
Never	0	0%	0	0%
Total	31	100%	31	100%

Elaborated by: Hinojoza, R.(2024)



Students realize that listening to music exposes them to the foreign language. Therefore, 97% of students believe that music does help them improve, and they have proven this through this dynamic and active activity. However, 3% do not believe this, which is the only response.

Tabla 21. When learning with music, do you retain more information?

Option	Pre- Frequency	%	Post- frequency	%
Always	13	42%	26	84%
Often	7	23%	3	10%
Sometimes	3	10%	1	3%
Rarely	4	13%	1	3%
Never	3	10%	0	0%
Total	31	100%	31	100%

Elaborated by: Hinojoza, R.(2024)

The pre-test indicates that 84% of the students retain more information than in the previous class. By constantly reviewing and listening to the lesson, they realize it is possible to retain it, and most of them are positively motivated. However, 10% can often retain that information, while 3% do so occasionally and rarely. This means that the minority doesn't retain it completely, but they will improve through practice.

Table 22. Can you listen the lyrics and follow the music?

Option	Pre- Frequency	%	Post- frequency	%
Always	10	32%	23	74%
Often	7	23%	4	13%
Sometimes	4	13%	2	6%
Rarely	10	32%	2	6%
Never	0	0%	0	0%
Total	31	100%	31	100%

The pre-test indicates that, unlike the previous result, 74% of students can follow the lyrics of the music when listening to it, but 13% do so often, 6% sometimes, and 6% rarely can.



However, it is important to recognize that not everyone learns at the same pace. Therefore, the use of worksheets and activities that strengthen listening skills was important.

Table 23. Can you use words learned from music for daily classes?

Option	Pre- Frequency	%	Post- frequency	%
Always	15	48%	22	71%
Often	6	19%	4	13%
Sometimes	6	19%	3	10%
Rarely	3	10%	2	6%
Never	1	3%	0	0%
Total	31	100%	31	100%

By practicing it in different classes, students acquire vocabulary naturally, which is why the songs and their vocabulary have allowed 71% of students to use it in class without any effort. However, 13% use it often, 10% sometimes, and 6% rarely. However, the results are very positive since even if it is a small vocabulary, they already use it.

Table 24. Do you feel motivated to improve your listening?

Option	Pre- Frequency	%	Post- frequency	%
Always	27	87%	30	97%
Often	2	6%	1	3%
Sometimes	0	0%	0	0%
Rarely	1	3%	0	0%
Never	1	3%	0	0%
Total	31	100%	31	100%

Learning a new language will always be a challenge, and that's why students feel much more motivated than the first time to improve their listening skills, since they can understand the lyrics of their favorite songs through them. This means that 97% of students feel motivated to continue doing so.



3.8.CHECKLIST

The research checklist was essential as it allowed me to determine whether or not the students met the following clearly:

The pop music is engaging and enjoyable for the students.

The use of pop music has encouraged students to actively participate.

Pop music has taken on importance in strengthening listening in the classroom.

Learners have fun learning through music.

The process applied to strengthen listening skills is precise and useful. Pupils demonstrate improvement and motivation in listening skills.

Learning new words and phrases is evident.

Group work is evident in class.

Students successfully complete the listening activities.

Active interaction between the teacher and the student.

For that reason, according to the National Highway Institute (2025), it was pointed out that "a checklist is a research tool that allows to demonstrate whether participants meet specific criteria of skills, behaviors or attitudes within their learning."

Table 25-Checklist

QUESTIONS	YES	NO	SOMETIMES
Indicator 1	61%	19%	19%
Indicator 2	87%	3%	10%
Indicator 3	100%	0%	0%
Indicator 4	88%	0%	33%
Indicator 5	94%	0%	8%
Indicator 6	97%	0%	13%
Indicator 7	84%	0%	10%
Indicator 8	77%	0%	23%

		TRABAJO DE TITULACIÓN	
Indicator 9	94%	0%	6%
Indicator 10	97%	0%	3%

Elaborated by: Hinojoza, R.(2024)



CONCLUSIONS

In conclusion, this research shows us how important it is to involve dynamic and fun activities as well as music in the classroom, since it helps improve listening skills, especially when applied to students who are learning a new language. Therefore, the objective of this research was to improve the listening skills of a group A1 level students. The Unidad Educativa “Diego de Almagro” was the rural institution of the Bolivar province, in which eighth grade students were the participants. Despite living in rural areas, music is always present in their daily lives, although not always in a foreign language. Therefore, music was used as a fun strategy for this population to become more involved in the foreign language.

Successful results were obtained by applying that research. In just a few weeks, students demonstrated that music greatly aids in the acquisition of new vocabulary, phrases, listening comprehension, motivation to continue learning the language, and ability to follow the lyrics without any problems. However, there are students who still have minimal difficulties, but with constant practice, they will achieve good results. Motivation to learn English is fundamental because students strive every day despite the difficulties they encounter during their learning process. Therefore, the teacher's motivation during class has borne fruit, as most students have met their objective.

In this research the mixed method was applied, for that reason, the quantitative and qualitative approach was implemented. Thus, the instruments used were a Pre-test and post-test, a survey, and a checklist to know the student's progress. In this study the researcher gathered, evaluated information, synthesized the results, and made conclusions.





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

The culmination of this research provided the students and the researcher with the satisfaction of achieving results that met the objectives set. Being from rural areas, the students demonstrated that when they set their minds to learning, regardless of the context, anything is possible. Music, motivation, and the instruments used were the fundamental resources to motivate them to continue learning until they reached the desired level.

In summary, this research contributes to and demonstrates that music is a crucial and innovative element applied within the classroom because it tells us how effective the use of pop music is in improving listening skills. The positive results show us how necessary and important it is to implement activities that students enjoy and thereby learn something new, such as a language.



RECOMMENDATIONS

To assess listening skills in A1 level students, it is advisable to constantly monitor their progress, as the limited class time and extensive English vocabulary do not fully allow for this. Furthermore, it is advisable to continue teaching them with the use of songs, as they are often not taught during class due to a lack of time and resources to further strengthen them. Listening skills must be practiced daily if they want to maintain their results; this is where students will acquire them effortlessly.

The use of technology is essential for innovative learning. Therefore, it is advisable to use online applications, as by exploring them more deeply, students will be able to engage more with different pop songs, thereby expanding their vocabulary. The students strengthened their knowledge solely through the use of worksheets and still managed to meet the objectives. This means that if technology had been used, the students would have learned much better. Institutions should have an appropriate and adequate space for these activities, not only where students can listen but also where they can visualize and better grasp words and phrases.

Professionals who wish to replicate this study must take into account that there is no single way to learn. Therefore, it is necessary to apply more strategies in the classroom since students learn in different ways, and their learning styles should not be compared to that of others. This is the reason why some students do not fully meet the objective since they do not



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

enjoy singing in other language or being heard pronouncing in the activities carried out.

Finally, music helps a lot in the acquisition of listening, but not everyone perceives it that way.

In conclusion, these recommendations provide the results of studies of a certain

population that should not be generalized but that mostly serve when applied. Therefore, pop music in the classroom is a crucial factor for learning but must be constantly reinforced and with the help of many more activities according to the student's learning style in which they also involve technology.



REFERENCES

About Ali (2020). *Using English Songs to Improve Young Learners' Listening Comprehension*.

International Journal of English Literature and Social Sciences. 5. 949-959.

10.22161/ijels.54.19.

Adedoyin, Olasile. (2020). *Quantitative Research Method*.

Amparbin, Ernest. (2021). Music as a Tool for Shaping the Growing Individual: A Review. E-

Journal of Music Research. 24-32. 10.38159/ejomur.2021221.

Aspers, Patrik & Corte, Ugo. (2019). What is Qualitative in Qualitative Research. Qualitative

Sociology. 42. 10.1007/s11133-019-9413-7.

Astuty Rini Ria (2016) *The factors affecting students' motivation in participating speaking activity in speaking for particular purposes class*. Online Journal of Language Studies, 11(2), 33-56. <https://media.neliti.com/media/publications/21143-none.pdf>

Blasco-Magraner, J. S., Bernabe-Valero, G., Marín-Liébaná, P., & Moret-Tatay, C. (2021).

Effects of the educational use of music on 3-to 12-year-old children's emotional development: a systematic review. *International journal of environmental research and public health*, 18(7), 3668.

Cameron, D (2018) *A typology of mixed methods research designs, Quality and Quantity*, 43(2),

March, pp. 265-275.

Dörnyei, Z. (2015). *Motivation and Motivating in the Foreign Language Classroom*. The Modern Language Journal, 78(3), 273-284. New Jersey: Lawrence Erlbaum Associates, Inc. : <http://www.jstor.org/stable/330107>

EF (Education First) English Proficiency Index (2023). *Inter EF EPI trends*.
<https://www.ef.com/ec/epi/> Retrieved on January 13, 2024.

ETS Global (2023). <https://www.etsglobal.org/pl/en/blog/news/importance-of-learning-english>.
Retrieved on January 13, 2024.

Filgona, Jacob & Sakiyo, John & Gwany, D & Okoronka, Augustine. (2020). *Motivation in Learning*. Asian Journal of Education and Social Studies. 10. 16-37.
10.9734/AJESS/2020/v10i430273.

Fonseca-Mora, Carmen. (2020). *Music and Language Learning: An Introduction*.

Isnaini, S., & Aminatun, D. (2021). DO YOU LIKE LISTENING TO MUSIC?:
STUDENTS'THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH
SONGS. Journal of English Language Teaching and Learning, 2(2), 62-67.

Nalendra, Enzy. (2021). *Music as an Effective Way to Learn English*.

Niraula, S. (2023) *Top 11 IELTS listening tips to get 8+ band score, Search, Compare and Apply the Course*. Available at: <https://studyinfocentre.com/blog/usa/pre-departure/top-11-ielts-listening-tips-to-get-8-band-score>.



- Rahmat, Noor & Muhamad, Nurhidayah. (2020). INVESTIGATING CHALLENGES FOR LEARNING ENGLISH THROUGH SONGS. *European Journal of English Language Teaching*. 6. 10.46827/ejel.v6i1.3270.
- Razak, N. a. N. A., & Yunus, M. M. (2016). Using action songs in teaching action words to young ESL learners. *International Journal of Language Education and Applied Linguistics*. <https://doi.org/10.15282/ijleal.v4.482>
- Rosová, Veronika. The use of music in teaching English: diploma thesis. Brno: Masaryk University, Faculty of Education, Department of English Language and Literature, 2007. Diploma thesis supervisor Mgr. Jaroslav Suchý.
- Speechify. A. (2021) *Why is listening as a skill necessary to learn English?*, Available at: <https://speechify.in/blog/whyis-listening-as-a-skill-necessary-to-learn-english>
- Sprachcaffe. (2017) ¿Por qué estudiar inglés? España. Disponible en: <http://www.sprachcaffe.com/espanol/porque-estudiar-ingles.htm>
- Sulaymonova, D. H. (2019). Using music and song in teaching foreign languages. *International scientific review*, (LXIV), 72-74.
- Tyagi, C. I. (2013). Important challenge: Teaching the skill of active listening. *The Journalism Educator*, 32(1), 18–20. <https://doi.org/10.1177/107769587703200108>.

ANNEXES

Annex No. 1: Pre-test

PRE-TEST

Objective: "To assess the effectiveness of incorporating pop music as a supplemental tool in language learning curriculum for A1 level students in enhancing their listening skills."

Instructions: Listen and complete the information.

Teacher: Stefanny Hinojoza.

Class: 8th grade

PRE-TEST			
Name:		Class:	Eight
Date:		School year:	2023- 2024
Subject:	English		
Evaluation indicators: EFL 4.1.8 Use suitable vocabulary, expressions, language, and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)			
Instructions: • Listen carefully and complete.			SCORE
PRE-TEST			
1. Listen carefully and circle the correct family member. (Escuche atentamente y encierre en un círculo el miembro correcto de la familia.)			
			
2. Listen and complete the family song. (Escuche y complete la canción de la familia.)			



FAMILY SONG

One, two, three, four, five, !

Daddy finger, _____ finger, where are you?
Here I am, here I am, how do you do?

Mommy finger, _____ finger, where are you?
Here _____ am, here I am, how do you do?

_____ finger, brother finger, where are you?
Here I am, here I am, how do _____ do?

Sister finger, _____ finger, where are you?
Here I am, here _____ am, how do you do?

_____ finger, baby finger, where are you?
Here I am, here I am, how do _____ do?

Elaborated by: Stefanny Hinojoza. (2024)



Annex No. 2: Survey

SURVEY

Objective: To collect comprehensive data to assess the viability and efficacy of using pop music as a pedagogical tool for enhancing listening skills among students at the A1 level.

Instructions: Read carefully the indicators and select the answer according to your criteria

Teacher: Stefanny Hinojoza.

Class: 8th grade

Date: _____

No	Indicators	Always	Often	Sometimes	Rarely	Never
1	How often do you listen to pop music in English?					
2	Do you understand the lyrics of the music when you listen to it?					
3	Are you able to recognize common vocabulary and phrases in pop music in English?					
4	Do you have fun learning with music in class?					
5	How often have you spent practicing listening?					
6	Do you consider that listening to pop music in English improves your listening skills?					
7	When learning with music, do you retain more information?					
8	Can you listen to the lyrics and follow the music?					
9	Can you use words learned from music for daily classes?					
10	Do you feel motivated to improve your listening?					

Elaborated by: Stefanny Hinojoza. (2024)



Annex No. 3: CHECKLIST

CHECKLIST

Objective: To measure how the use of pop music influences the improvement of listening ability.

Instructions: Read carefully the indicators and select the answer according to your criteria

Teacher: Stefanny Hinojoza.

Class: 8th grade

Date: _____

No	Indicators	YES	NO	SOMETIMES	OBSERVATIONS
1	The pop music is engaging and enjoyable for the students.				
2	The use of pop music has favored the active participation of students.				
3	Pop music has taken on importance in strengthening listening in the classroom.				
4	Learners have fun learning through music.				
5	The process applied to strengthen listening skills is precise and useful.				
6	Pupils demonstrate improvement and motivation in listening skills.				
7	Learning new words and phrases is evident.				
8	Group work is evident in class.				
9	Students successfully complete the listening activities.				
10	Active interaction between the teacher and the student.				

Elaborated by: Stefanny Hinojoza. (2024)



Annex 4: Post-test

POST- TEST

Objective: "To assess the effectiveness of incorporating pop music as a supplemental tool in language learning curriculum for A1 level students in enhancing their listening skills."

Instructions: Listen and complete the information.

Teacher: Stefanny Hinojoza.

Class: 8th grade

Name:		Class:	Eight
Date:		School year:	2023- 2024
Subject:	English		
Evaluation indicators: EFL 4.1.8 Use suitable vocabulary, expressions, language, and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)			
Instructions: • Listen carefully and complete.			SCORE
POS-TEST			
1. Listen carefully and circle the correct daily routine. (Escuche atentamente y encierre en un círculo la rutina diaria correcta.)			
  			



2. Listen and complete the appropriate daily routine. (Escuche y complete la rutina diaria correspondiente.)

MORNING AND AFTERNOON

In the morning _____

In the morning I eat breakfast.

In the morning I _____

In the morning I _____

In the morning. What do you do in the morning?

What do you do in _____?

What do you do in the morning? In _____.

In the afternoon I eat a snack.

In the afternoon I _____.

In the afternoon I listen to a story.

In the afternoon I _____.

In the afternoon. What do you do _____?

What do you do in the afternoon?

What do you do _____?

Elaborated by: Stefanny Hinojoza. (2024)