



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXRANJEROS**

**Perfil de investigación previo al informe final de trabajo de graduación y  
obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés**

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**Theme:** "SONG LYRICS AND THE LISTENING SKILL"

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Ambato – Ecuador

2022

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458 in my capacity as supervisor of the Research dissertation on the topic: **“Song lyrics and the listening skill”** investigated by Miss. Veronica Vanessa Acosta Acosta with I.D No 1805484142, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## **DEDICATION**

**TO:**

God for giving me the strength and ability to not give up and to continue striving every day to achieve my goals and to my parents because they were my fundamental pillar during all this time, giving me their support and advice which have helped me to be the person what I am now.

Vanessa.

## **AKNOWLEDGEMENTS**

First of all, I thank God for giving me this opportunity to get ahead and giving me strength to not give up and achieve my proposed goals.

Also I want to thank my parents for their love, advice, effort and unconditional support that they have given me at all times throughout my life.

To my dear mentor Dra. Mg. Mayorie Chimbo who has guided and supported me throughout this process, giving me her advice to improve which has helped me to successfully complete the thesis.

Finally, I would like to thank you all my teachers because thanks to their knowledge I have learned a lot from them, as well as they have given me excellent advice which has helped me to be an excellent professional.

Vanessa.

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**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**TOPIC: “SONG LYRICS AND THE LISTENING SKILL”**

**AUTHOR:** Veronica Vanessa Acosta Acosta

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**Abstract**

Developing listening skills requires resources that help promote learning in an easy and entertaining way. For this reason, song lyrics emerge as a fun and easy resource that helps students develop their listening skills. Therefore, the current investigation aimed to analyze the influence of song lyrics on listening skill. The study participants were 34 ninth grade students at Unidad Educativa “Las Americas”. This study had a quantitative and qualitative approach, and an experimental modality which was carried out by applying a pre-test and a post-test to all students, this test was taken from the Cambridge A1 Movers standardized exam in order to obtain results at the level of the listening skill before and after treatment. Regarding the treatment, it lasted 3 weeks with 6 interventions in total. Therefore, 14 students were taken into account who belonged to the experimental group and were part of the treatment based on the use of song lyrics; while the remaining 14 students belonged to the control group and were not part of the treatment. In addition, a survey was administered to find out the students' perception of the use of song lyrics for the development of listening skills. Finally, an analysis of the results of the pre-test and post-test was carried out using the SPSS software, it was also necessary to apply the Wilcoxon signed rank test, which showed the progress obtained by the students after the treatment. Therefore, the results showed that the use of song lyrics turned out to be an effective resource to improve the listening skills of students because, through the activities carried out with the song lyrics, they have contributed to the development of listening sub-skills.

**Keywords:** Listening skill, song lyrics, resource, activities.

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**Resumen**

Desarrollar la habilidad auditiva requiere de recursos que ayuden a fomentar su aprendizaje de forma fácil y entretenida. Por esta razón, las letras de canciones surgen como un recurso divertido y fácil que ayuda a los estudiantes a desarrollar su habilidad auditiva. Por lo tanto, la presente investigación tuvo como objetivo analizar la influencia de las letras de canciones en la habilidad auditiva. Los participantes del estudio fueron 34 estudiantes de noveno grado de la Unidad Educativa “Las Américas”. Este estudio tuvo un enfoque cuantitativo y cualitativo, y una modalidad experimental la cual se efectuó aplicando una prueba previa y una prueba posterior a todos los estudiantes, esta prueba fue tomada del examen estandarizado Cambridge A1 Movers con el fin de obtener resultados del nivel de la habilidad auditiva antes y después del tratamiento. Con respecto al tratamiento, este duro 3 semanas con 6 intervenciones en total. Para ello se tomaron en cuenta 14 estudiantes los cuales pertenecían al grupo experimental y formaron parte del tratamiento basado en el uso de letras de canciones, mientras que los 14 estudiantes restantes pertenecían al grupo de control y no formaron parte del tratamiento. Además, se suministró una encuesta para conocer la percepción de los estudiantes sobre el uso de las letras de canciones para el desarrollo de la habilidad auditiva. Por último, se efectuó un análisis de los resultados del pre y post test mediante el software SPSS, además fue necesario aplicar la prueba de los rangos con signos de Wilcoxon el cual mostro el avance obtenido por los estudiantes luego del tratamiento. Por lo tanto, los resultados mostraron que el uso de letras de canciones resultó ser un recurso efectivo para mejorar las habilidades auditivas de los estudiantes debido a que mediante las actividades realizadas con las letras de canciones han aportado al desarrollo de las sub-habilidades auditivas.

**Palabras clave:** Habilidad auditiva, letras de canciones, recurso, actividades.

# CHAPTER I

## THEORETICAL FRAMEWORK

### **1.1 Investigative background**

After investigating, reading and analyzing information from different investigations, articles, pre and post-graduated resources regarding to song lyrics and the listening skill, highly relevant information has been found that will serve as support to theoretically support each of the variables carried out in the investigation.

Solihat and Utami (2014) conducted a research in which the main objectives were to find out students' attitudes about the use of English songs in listening skills and to investigate the effectiveness of using English songs to improve students' listening skills. The method of this research was quasi-experimental. There were two groups, one for the experimental group and the other for the control group, in addition the data was collected through three steps, pre-test, post-test and questionnaire. The participants of this research were 62 eighth grade students. Finally, the result of the investigation showed that the progress of the students in mastering the listening skill during the activity was high, which is why it indicates that the songs in English are effective in the listening skill, in addition the students received attitude positive based on the result of the applied questionnaire.

Mahin and Ahour (2016) developed a research in which the purpose of this study was to investigate whether listening to songs in English can improve the listening comprehension of pre-intermediate EFL students. The method of this research was quasi-experimental. The participants in this study were 40 male and female English learners from two classes. Two classes were randomly assigned mainly to the experimental and control group. Then, a PET test was used to verify the similarity of both groups. Also, 15 songs in English were used in the experimental group during the treatment period. In each session a song was played and practiced with the students. While the control group had their usual teacher who did not use songs. At the end, both groups were tested for their listening comprehension using another version of PET. The findings showed a significant improvement in the performance of the experimental group, which means that the songs serve as pedagogical material to improve the listening comprehension of the students.

Muryani, Bunau and Rezeki (2018) led a research focused on improving the listening skills of students in Class Eleven Multimedia. This research used songs in English as a technique in teaching listening and was carried out by giving students the lyrics of the song to fill in the blank. The method of this research was action research in the classroom, which consisted of 2 cycles. The participants were 24 students, composed of 17 men and 7 women. The data collection technique was observation and testing. Finally, the result of this research showed that the songs in English improved the listening ability of the students when completing the lyrics of the songs in the blank, which is why it was concluded that the listening of the students taught by songs in English had improved.

Ismail and Damayanti (2019) carried out a research was based on the low listening ability of the students to learn English, therefore the objective of this research was to analyze the improvement of the learning results of the students in the teaching of listening using songs as a medium. The research used the qualitative and quantitative method. The population consisted of 17 male students and 17 females third grade students. The data collection instruments used were observation sheets, interview sheets, work sheets and also documentation tools. The research used Elliot models by implementing three cycles and there are three actions in each cycle. As a result, it was analyzed that there was an improvement in the average of the students, since in the first cycle, the average was 60, in the second cycle it was 64 and in the third cycle it was 75, thus showing the positive influence of the use of songs as a means to improve the listening ability of students.

Anggareni et al. (2019) guided a research in which the aimed was to discover the improvement of the listening skills of the students using songs of Ed Sheeran. The method of this research was qualitative. In data collection, the researcher used interview tests. The participants of this research were 4 sample people and the researcher interviewed them to find out his knowledge about the songs of Ed Sheeran. The findings showed that the means of the teaching and learning process, in this case the songs, not only help the teacher to teach listening, but also provide an interesting way for students to achieve the learning objectives, for which the content of the songs is one of the influential factors that can determine the improvement of the listening capacity of the students.

Layana and Ojeda (2019) led a research focused to determine the influence that songs have on the development of listening comprehension in English as a foreign language. The research was based on a quantitative and qualitative approach. The participants in this study were 37 tenth grade students from the "Vicente Rocafuerte" National School

who had difficulties in listening comprehension. The data collection techniques were observation, survey and interview. The findings of the investigation showed that songs play an important role in the development of students' listening comprehension, since they stimulate the cerebral hemispheres, activating them to remember phrases, words and sounds unconsciously, in addition the songs are entertaining and innovative which are they are of great help to motivate students and avoid distractions or loss of interest.

Idong et al. (2020) conducted a research in which the study aimed was to investigate whether paying attention to songs in English could improve students' listening skills. This research used the qualitative-phenomenological method. The researchers used a semi-structured questionnaire prepared by the researcher and using focus groups, the researchers obtained the information through in-depth interviews. The participants of this study were the first and second year English university students, they were grouped into four focus groups with four members each, they were chosen based on three criteria. First, they loved songs in English; they listened to songs while studying; and they were English learners. The findings of this research were that English songs help students to be able to accurately distinguish correctly pronounced English words, to be linguistically aware of dialect variations, and to be able to differentiate hearing.

Chica (2020) carried out a research focus on improving listening comprehension using songs, because it was observed that grammar and vocabulary activities are currently widely used in English schools, leaving aside the importance of listening comprehension activities. This research was descriptive and exploratory. The instruments used were an interview, an observation guide and a survey. The participants were 38 students from Rashid Torbay Public High School. Finally, the results of the research showed that the use of songs has a great influence on the students' learning process, since it aroused the curiosity of the students learning new activities, exercises and helped to increase motivation. In addition to the incorporation of innovative materials and resources, which is why the students found the songs in English fascinating, which help improve listening comprehension.

Afriyuninda and Oktaviani (2021) led a research involving the application of the use of songs as a means of improving students' listening skills. Qualitative research was used as a methodology to analyze and explain how students use and improve their listening skills using songs. In addition, as a data collection method, they used a questionnaire consisting of 20 statements, as well as a Likert scale ranging from Strongly agree, Agree, Neutral,

Disagree and Strongly disagree. The participants of this research was 100 students from the fifth and seventh semesters of the English Education study program at Universitas Teknokrat Indonesia. The results of the research showed that songs in English are highly effective in improving listening skills, practicing pronunciation and learning new vocabulary.

Azmi (2021) managed a research in which the objective was to analyze the difference in listening skill mastery before and after teaching using pop songs. The research was based on a quantitative approach. The participants of this study were 27 tenth grade students selected through a random sampling technique. The data collection techniques consisted of two tests in this investigation; pre-test and post-test, the test consisted of 20 fill-in questions and 10 multiple-choice questions. The data was analyzed using t-test formulas which were compared pre-test and post-test. At the end of this study, the results showed the difference in listening skills before and after using pop songs, the highest score was 80 and the lowest score was 40 and after using the pop songs the highest score was 100 and the lowest score was 50, thus showing that learning and teaching using pop songs are effective in improving listening skills.

Widyastuti (2021) lead a research focused to investigate the advantages of using songs and movies to teach listening. The was descriptive qualitative method. The participants in this research were English teachers who taught listening comprehension using songs and movies. Data collection was carried out using two techniques, interview and document review, in which there were three activities to analyze: data reduction, data visualization and extraction/verification of conclusions. The results showed that the use of songs can motivate and entertain students in learning, make learning more fun, as well as help students easily memorize vocabulary and practice pronunciation, compared to movies. They help increase motivation, attention and experience the real language.

Qotrunada (2021) developed a research in which the purpose was to determine the hearing ability of students and test it using the method of listening to a song through YouTube. The type of this research was descriptive qualitative. The population that participated in this study were 14 students who had to complete the song lyrics as they listened. The researcher collected data on each discovery and observed 14 students at the first meeting and at the second meeting. Finally, the results of the study showed that listening skills can be helped to improve by using English song media as students feel comfortable and enjoy during the listening process because they can be more expressive in expressing their



feelings and showing confidence without fear of making vocabulary mistakes, regarding youtube, it is a social network that can make everyone have access to watch and upload a video, by which, students can easily listen to English songs from Youtube at anytime and anywhere.

After having analyzed the articles mentioned above, they suggested that; the use of song lyrics had significantly influence in the development of the student's listening skills. Therefore, the use of songs benefits students in understanding audio, improving pronunciation, learning new vocabulary and increasing motivation, which is why, it was possible to determine the influence of the independent variable on the dependent variable.

## **1.2 Theoretical framework**

### **1.2.1 Independent variable**

#### **Teaching**

Teaching is defined specifically as a commitment to students to allow them to understand and apply knowledge, processes and concepts, since it also includes design, content selection, delivery, evaluation and reflection (Brown, 2006). Therefore, teaching is involving students in building their learning, which is why teaching consists of involving students in the meaningful and active construction of knowledge. That is why, a teacher not only requires to have the knowledge of the subject, but also must have the knowledge of how students can learn, as well as how to transform them into active learners. Reason why excellent teaching requires a strong commitment to understanding learning (Garvin & Sweet, 2010).

In addition, Smith (2018) mentions that teaching is imparting knowledge or instructing someone on how to do something or making someone learn or understand something through example or experience, it is also the process of attending to the experiences, needs and feelings of people and intervene so that, they learn particular things and go beyond the given. Interventions commonly take the form of listening, questioning, giving information, demonstrating a skill or process, explaining some phenomenon, assessing understanding and ability, also facilitating learning activities such as writing assignments, discuss, take notes, practice and simulations. The objective of teaching is not only to have knowledge about a topic and transmit information, but also to help transform students from passive receivers of knowledge into active builders of knowledge, therefore, the teacher cannot transform without active participation from the student. Mainly, teaching

is essentially based on creating social, pedagogical and ethical conditions in which students accept to take charge of their own learning both individually and collectively (Skead, 2013).

### **Teaching resources**

Resources in teaching is the term which is attributed to something like (audiovisual aids, e-learning / technology, written source, objects, people, events, etc.) which can be used mainly to support or help the learning process teaching and learning. Also, it is considered that resources help in the processing of information to create interest in students, maintain and attract attention, as well as help memory and help understanding, so that students' knowledge can be increased greatly and their learning is enriched to achieve their learning goals (Littlewood, 2019). Also, teaching resources are a collection of materials including animate and inanimate objects and human and non-human resources that can be used by a teacher in teaching and learning situations (Widyastuti, 2021).

Noor (2020) argues that didactic resources, didactic materials or didactic aids are any type of material or technological support that facilitates or favors the teaching and learning process, mainly they are usually used by educators in pedagogical or training institutions as a way to complement or do their work more efficient, since they fulfill the function of facilitating learning and adapting it specifically according to the needs of the students. For this reason, some resources with the participation of the student will allow significant learning, while others will serve primarily as support for the teacher. Didactic resources are fundamental in any educational model since on the one hand, they stimulate the transmission of knowledge and allow it to be produced according to different models and forms, which is essential if one takes into account that not all students learn from the In the same way however, on the other hand they tend to incorporate more modern technological and technical resources into teaching, which allows teaching to be updated and facilitating new dynamics and academic experiences (Schieb & Karabenick, 2011).

### **Song lyrics**

According to Simamora and Oktaviani (2020), when learning English especially in listening, many media can help students improve their listening skills such as in videos, movies, and songs. Therefore, songs are particularly effective in supporting second language learning. To obtain positive and meaningful learning outcomes, pedagogical methods must be introduced and reinforced efficiently as new material, while at the same

time capturing the attention of students as well as increasing their motivation to learn, because there is evidence from a variety of sources and research which suggests that using songs as pedagogical material is very effective for the development of students' skills in the English language as they get used to new sounds, better understand the language and they acquire new vocabulary (Ludke, 2009).

Nasiba and Nilufar (2020) point out that songs certainly belong to a group of fun activities, so they are one of the types of listening activities that have great potential so much so that they are an essential part of learning. Listening to a song in class is motivating for students, for this reason the use of songs in the listening section will always work as a way to motivate students to participate in a certain activity, as well as to learn, as instead of just listening to the spoken text the songs can be used in various ways by doing activities with the lyrics of the songs, which will improve the listening skill as this skill is an active process in which the students they understand and interpret the spoken message emitted by the speakers which implies concentration, feeling, understanding and remembering (Güler & Bozkurt, 2021).

### **Benefits of using songs in classroom**

According to Lynch (2019) language teachers can and should make use of songs as part of their classroom teaching repertoire, because songs contain authentic language, are easy to obtain, provide grammar, vocabulary, cultural aspects and are also fun for students. In addition, they provide benefits for listening comprehension, speaking practice inside and outside the classroom. Which is why some of the reasons why they are of great help in learning the language include the following:

- Students can learn a variety of new grammar and vocabulary through the songs.
- Song lyrics can be used to relate to situations in the world around them.
- Students think the songs are fun for learning.
- Songs can be selected to meet the needs and interests of the students.
- The songs normally contain a natural and authentic language.
- Students understand better the language and acquire new vocabulary.
- Students can experience a variety of accents that are included in the songs.

As a result, in terms related to this investigation, making use of song's lyrics in the classroom permits to students to acquire knowledge of high-quality English input connected to suprasegmental features of the English language.

### **Disadvantages of song lyrics**

According to Widyastuti (2021) mentions some disadvantages of using songs in teaching listening comprehension:

- The use of songs in teaching listening comprehension cannot always suitably with the students since they have different taste of songs and not all students will like to listen to music or songs.
- It is difficult to monitor students to listen to the songs provided by the teacher and do the task related to the songs.
- The vocabularies in the song is sometimes poor, especially if too many slang, swearing or non-standard vocabulary.
- Some songs have too much instrumental background and are difficult to understand.

### **Types of activities with song lyrics**

According to Lorenzutti (2014) there are some types of activities with song lyrics:

- **Re-order it:** As with the song pictures activity, this activity can also be used to draw students' attention to features of English prosody that are highly essential to developing essential listening confidence, such as grasping ideas, main words and keywords without necessarily understanding the details or getting distracted by function words.
- **Order the verses:** The song is presented with paragraphs in a different order so the practice consists in listening to the song and give it a correct order.
- **Changing the text:** Mainly this activity can be adapted to emphasize various aspects of language awareness or specific skills, as grammar can be emphasized by changing parts of speech e.g. from "I have seen" to the incorrect "I have seen" or by removing prepositions, articles, etc.
- **Gap-filling:** The classic activity of the song is still mainly the fill in the gaps, in which the teacher removes the words that he wants the student to fill in, they listen to the song once or twice and fill in the blanks with the words they heard and answers are correct or incorrect. This activity helps students think about language

before listening, as students activate their linguistic knowledge and improve their chances of success by thinking about the word should take before they hear it.

### **1.2.2 Dependent Variable**

#### **English language**

Nowadays, English has become a global language because this language is everywhere, such as on television, in the news, advertisements, etc. Reason why a language becomes global when it has a distinctive role and why it is recognized worldwide with the majority of people who speak a particular language as the official one. This is the case in countries such as Ireland, Canada, New Zealand, the United States, South Africa, Great Britain, and Australia and some Caribbean countries where English is the main language in those countries (Crystal, 2012). In addition, Nordquist (2020) states that it is also an official language in several African countries, such as Liberia, Nigeria and South Africa, but it is spoken throughout the world in more than 100, as children around the world learn it in school as a foreign language and often this mainly becomes a common denominator between people of different nationalities when they meet while traveling, doing business or in other contexts where they have to interact socially.

Therefore, English predominates as a global language in communication, culture, business and technology, since this language is an extremely necessary and important means of communication, which is why people practice and acquire it in order to transmit and obtain information from each other (Patel & Jain, 2008). Therefore, English is widely used as a second language and as a foreign language throughout the world, reason why the communication can be oral or written, since oral communication includes listening and speaking skills, and written communication includes reading and writing skills (Baugh & Cable, 1993).

#### **Language skills**

Language skills are abilities that people have either to communicate, or acquire information effectively (Brown, 2006). Also, they are mainly a set that encompasses the four skills which allow a person to produce and understand spoken language in order to maintain effective and adequate interpersonal communication. Therefore, these skills are

listening, reading, writing and speaking, which are essentially important for learning a new language (Husain, 2015).

In the context of first language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading, and finally writing. Therefore, they have to be perfected to be able to make correct use of the English language. Listening and speaking are specifically brain input skills, but reading and writing are brain output skills. Languages are generally taught and assessed in terms of the four skills such as: listening, speaking, reading and writing. Thus, reading and listening are known as 'receptive' skills, while writing and speaking are known as 'productive' skills (Haroun, 2017).

### **Listening skill**

According to Widyastuti (2021) listening skill raises awareness of language because it is a receptive skill that first develops in humans. Also, listening involves making sense of spoken language, usually accompanied by other sounds and visual information, with the help of relevant prior knowledge and the context in which you are listening. Instead of thinking of listening as a single process, it is more accurate to conceive it as a set of related processes, recognition of the sounds emitted by the speaker, perception of intonation patterns that show the focus of the information, interpretation of the relevance of what it is being said to the current topic and so on. In earlier times, listening was considered to be practically a passive process, in which the ears functioned as receivers in which information was added and all the listener had to do was basically passively record the message (Schmitt, 2020).

Rosenberg (2019) mentions that listening is a soft skill which allows people to understand the information that others transmit to them. Because it is primarily part of the communication skill set which includes speaking skills, also known as verbal communication, and interpersonal skills, hearing is a physical skill, one of the five senses, listening is a skill that a person can acquire and improve throughout life, which is why good listening skills help you excel in most occupations, but excellent listening skills are essential in some.

## **Process of listening**

According to Tyagi (2013) point out that there are mainly five stages in which the listening process occurs, which are hearing, understanding, remembering, evaluating and finally responding:

- 1. Hearing.** This is a physical response induced by sound waves which stimulate the sensory receptors in the ear, because the audition is primarily the perception of sounds waves, which is why there are few inputs that pass through the filter if the brain and only some can focus.
- 2. Understanding.** At this stage, it is possible to have an understanding mainly of the symbols that have been previously heard and seen, since it's necessary to essentially analyze the meaning of the stimuli that have been perceived.
- 3. Remembering.** This process is important because it indicates that the person not only received and understood the message but also stored it in his mind.
- 4. Evaluation.** At this point the active listeners are mainly involved, since the engages listener recognizes the evidence and this classifies the facts of the answer in a clearly audible way.
- 5. Responding.** This step becomes a unique mechanism by which the sender can measure the degree of success in sending the message, because the speaker has no other way of determining whether or not a message has been received.

## **Listening subskills**

Wolf (2019) consider that listening sub-skills are excellent in everyday life as well as in the academic field, because people must maintain effective communication, since according to several investigations it has been shown that when students listen extensively in the language of destination is something extremely effective to develop the capacity and general competence of the students mainly in the English language.

## **Extensive listening**

Brown (2020) mentions that extensive listening is primarily focused on allowing it to fully apply these skills in a real-world context. In addition, extensive listening is where the teacher offers students free autonomy since it is done outside the classroom. Which is why students can choose what they want to listen to and in this way they do it for pleasure, which will motivate them to improve their listening comprehension skills, as well as

improve language in general since they go hand in hand with grammar and vocabulary (Ohashi, 2021).

### **Listening for gist**

Manhuel (2021) says that this sub-skill mainly refers to obtaining the foremost important information and general information about something, within the teaching-learning context it basically refers to obtaining the aim or meaning of a text, whether spoken or written, thus the listener try to spot the key words, understand each phrase or sentence and other clues that help him hit the meaning, that it's necessary that he listen completely to the conversation in order that he can understand the final meaning. Involves general thematic understanding, without any focus on specific details or discrete information (Siegel, 2018).

### **Listening for details**

The purpose of this sub-skill is to train students so that they can understand and analyze specific information, as well as extremely important, relevant and necessary details, so that students can obtain detailed information such as sates, names, times, etc. Listening passages are often quick or contain various details that students must identify (Pesce, 2019). This term is sometimes confused with listening for specific information which is applied to occasions in which we don't have to understand everything that's being said, but only a very specific part (Campos, 2022).

### **Listening for specific information**

Craven (2018) argues that the specific information is usually an object, a number, a profession or a name, because when listening to specific information it is mainly necessary to have a general idea before listening or while listening, which is why when there is an exam it's important to anticipate and predict the information that answers the question, taking into account that the general idea that have to hear is expressed in various ways in the recording because when we listen we must pay attention to the information that is presentenced in the audio. Sometimes, listening for specific information also involves listening to determine whether information is stated or not (Davis, 2021).



## **1.3 OBJECTIVES**

### **1.3.1 General objective**

- To analyze the influence of song lyrics in the listening skill.

### **1.3.2 Specific objectives**

- To identify the benefits of song lyrics.
- To determine the level of the listening skill in the students.
- To establish students' perceptions towards the use of song lyrics for develop the listening skill.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

In the current research, different types of resources were included, such as human resources, which was made up of 9th grade students at Unidad Educativa "Las Americas" to whom the pre-test and post-test were applied. In addition, the technological resources that were used were the computer, the cellphone and the internet connection, which helped to obtain information that supported the study.

#### **2.2 Methods**

##### **Research approach**

According to Streefkerk (2019), quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions. Mainly this type of research is used to establish generalizable facts about a topic. Therefore, the current research was quantitative method because numerical data were collected through the application of the pre-test and post-test, which allowed the tabulation of data, and then the appropriate conclusions were established to be able to analyze the influence of the songs on listening skill ability.

##### **Quasi-experimental design**

Quasi experimental research is defined as a non-experimental or non-researcher induced. So the main or independent variable is used to expose subjects to a treatment or experiment. The population is not chosen randomly; each group is assigned by considering the study's needs (Gopalan et al., 2020). Therefore, in this research the entire population was divided into two groups that were the experimental group and the control group. The pretest, posttest and the survey were applied to the two groups to obtain information and analyze the results. However, the application of the treatment was only applied to the experimental group to analyze the improvement of the listening ability through the application of the song lyrics.

## **Research modality**

### **Field research**

Field research can be defined as a qualitative method of data collection that aims at observing, understanding, and interacting with people. This observation of people is done in the natural environment of the people (Bhasin, 2020). This study was a field research because it was carried out in the place where the purpose of the study problem was identified, since it was in direct contact with the reality of the study, which were the eighth grade students from Unidad Educativa "Las Américas" in which a diagnostic process was carried out to know the degree of auditory development of the students for the subsequent application of the song lyrics as a tool for the development of the auditory ability.

### **Bibliographic documentary research**

Documentary or bibliographic research is one that seeks to obtain, select, compile, organize, interpret and analyze information on a study object from documentary sources, such as books, archival documents, audiovisual records, among others (Sam, 2020). For the development of this study, a wide variety of investigations based on theories, definitions, and general information that many authors have published on this research topic were used. Likewise, the most relevant information obtained from documents, academic papers, scientific articles, case studies, websites and other sources of information was necessary to analyze the use of song lyrics in listening skill.

### **Level or type of research**

#### **Descriptive research**

Descriptive research is a research method that is mainly based on describing the research phenomena and observes the phenomena that exist before and after a period of experimentation (Atmowardoyo, 2018). The researcher collects data through research instruments such as interviews, questionnaires, tests, and observation. For this reason, this research was descriptive because it demonstrated, observed and analyzed the influence of song lyrics on the development of listening skills.

## **Population**

In this research study, the Unidad Educativa "Las Américas" was considered as a field of study. A 9th grade class was chosen in order to conduct the research. The selected class was 34 students, 19 women and 15 men and were divided in two groups the experimental and control group 17 students per each one. The age range of the students was 13 to 14 years old. The research lasted approximately three weeks and the students received at least six sessions in which the students were helped to develop their listening skills.

## **Techniques and instruments**

The instruments that were used in this research were: first, a pre-test and post-test that was applied to evaluate the listening level of the students at the beginning and at the end of the treatment to determine the level of the students in listening skills.

This instrument was the Cambridge A1 Movers, a standardized and globally recognized evaluation. This test consists of 5 parts, but mainly two parts of the listening section were taken into account. Part 2 (note-taking) was used in which the missing word or number must be heard and written and part 4 (multiple choice) activity in which they had to listen and decide which image shows the correct answer to the question and check the box below it. The test had 10 questions in total and took 30 minutes to complete. These questions mainly evaluated the following sub-skills; listening for specific information and listening for details.

Likewise, the survey was a technique applied to triangulate the results obtained in the experiment and to collect relevant information, because the main purpose was to analyze whether the students used the songs to develop the listening skill. The survey was validated by two experts and it consisted of 7 questions with five options ranking with likert scale from "always" to "never".

## **Data collection procedure**

The pedagogical intervention began mainly with the selection of Unidad Educativa "Las Américas", as well as the population to work with, then the evaluation instrument was reviewed and selected considering the level of knowledge of each student, which was Cambridge A1 Movers, since it is sufficiently adequate and valid to be applied at basic education levels.

The research was continued in which the experimental group was subjected to the application of the song lyrics activities as teaching resource, which was applied six interventions during three weeks with the objective of developing the listening skill. In addition, activities were applied before, during and after for the development of sub-skills, mainly listening for specific information and listening for details, in order to obtain the results successfully. On the other hand, the control group was not subjected to this experiment, so they continued to practice listening, mainly following the institution's methodology.

In addition, the researcher designed 6 lesson plans focused on song lyrics according to the level and needs of the students, each lesson took 45 minutes in which the students had to develop the activities. The lesson plan template used were focused on three stages of listening lesson (pre-listening, while listening and post listening) were structure following the schema explained as follow: first the students completed pre-listening activities related with the songs such as introducing new vocabulary and key structures that helped students to understand the text. Also, in while-listening stage the students developed activities to practice the listening sub-skills such as listening for specific information and listening for details, through activities in which they had to fill the blanks, choose the right word, match the beginning of the phrases with its correct ending, write the phrases in the right order and unscramble the sentences. Then, in the last stage wich was post-listening activities the students had to answer questions related with the main topic.

Finally, the level of performance in listening skills in the students was evaluated again by applying the post-test with the same instruments and requirements for the pre-test in order to measure and compare whether the song lyrics influenced the developments of listening skill, compared with the results of the pre-test. The results of the evaluations were integrated into a database in which the student's number was recorder, qualification by sections obtained both in pre-test and post-test as well as the statistical management of the data was carried out in the SPSS program that allows to analyze data to create tables and graphs with complex data.

## **Hypothesis**

### **Alternative hypothesis**

Song lyrics influence in the listening skill.

### **Null hypothesis**

Song lyrics does not influence in the listening skill.

## **2.4 Variable identification**

Song lyrics (Independent)

Listening skill (Dependent)

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of results

This chapter focuses mainly on all the information obtained during this research process with the 9<sup>th</sup> EGB students at Unidad Educativa “Las Americas”. Therefore, in this chapter relevant information is mentioned that corresponds of the results obtained before and after the treatment of the experimental and control groups. In addition, to show the results adequately all the information was presented through tables and figures as well as in each of them the respective analysis and explanation. A structured survey with 7 questions was applied to the students for the control and experimental groups to find out their perception of the use of song lyrics to improve their listening comprehension.

The second part of data collection addressed to the study groups. For this, the students were divided into two groups; the first group was called the experimental group while the other was called the control group. A pre-test and a post-test were applied to these groups; these tests were adapted to the Cambridge Movers preliminary exam. The test consisted of two parts, where the students had to listen to the information through an audio, each part had a score of 5 points and at the end the student had the opportunity to get the maximum score that was 10 points.

First, the experimental group applied the pre-test. Once the data obtained in the test was analyzed, the treatment that allowed to increase the listening skill was applied. Through the post-test the data was collected from 17 students who participated in the use of songs lyrics that allowed to demonstrate if its use influenced the development of listening skills. To facilitate the analysis and interpretation of the results, tables and graphs were developed. While the control group took the same tests both pre-test and post-test, but this group did not participate in any strategy to improve the listening skill.

The tables and graphs show the average results of the scores of students that make up the pre-test and post-test. This allowed to facilitate the analysis of the data obtained. Finally, the statistical software IBM SPSS was used to verify and accept the research hypothesis. For this, the experimental group was taken into consideration and a normality test was developed. At this point, it was evidenced that the data are scattered and it is necessary to apply a non-parametric test of two related samples of Wilcoxon to determine if it is accepted or the null hypothesis is rejected.

## Students' survey results

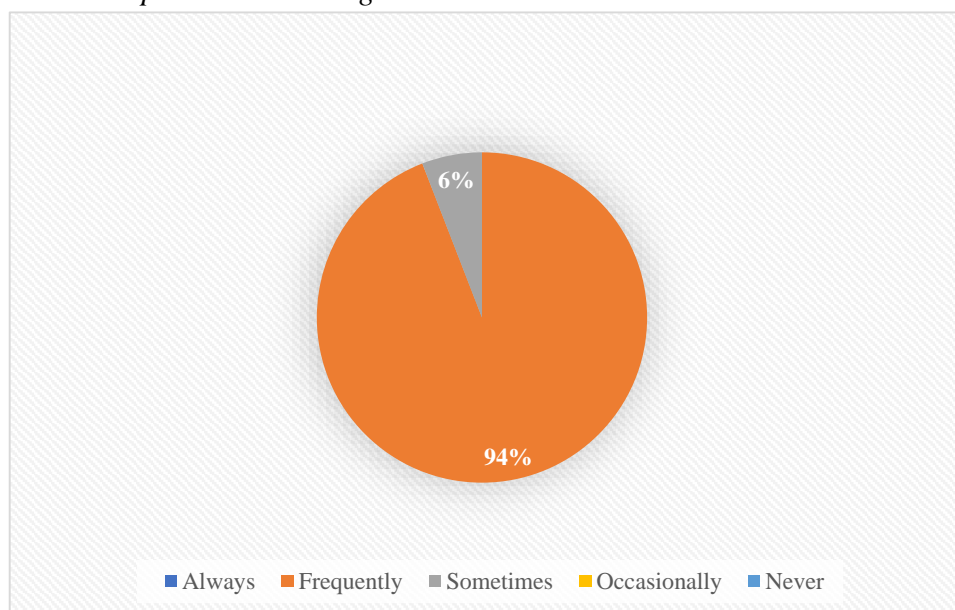
**Question 1.** How often do you engage in listening skill activities in the classroom?

**Table 1.** *Participation in listening activities*

Answers	Frequency	Percentage	Accumulated percentage
Always	0	0%	0%
Frequently	32	94%	94%
Sometimes	2	6%	100%
Occasionally	0	0%	
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa "Las Americas"

**Figure 1.** *Participation in listening activities*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa "Las Americas"

## Analysis and interpretation

Based on the data obtained through the 34 surveys applied, which represent 100% of the selected sample, 94% of the students at Unidad Educativa "Las Americas" answered that they frequently participate in listening activities in the classroom. While 6% responded that they sometime participate. Therefore, the results show that most of the students surveyed do participate in listening activities in the classroom, which allows them to deduce that most of them have good listening skills and can understand the information in a better way.



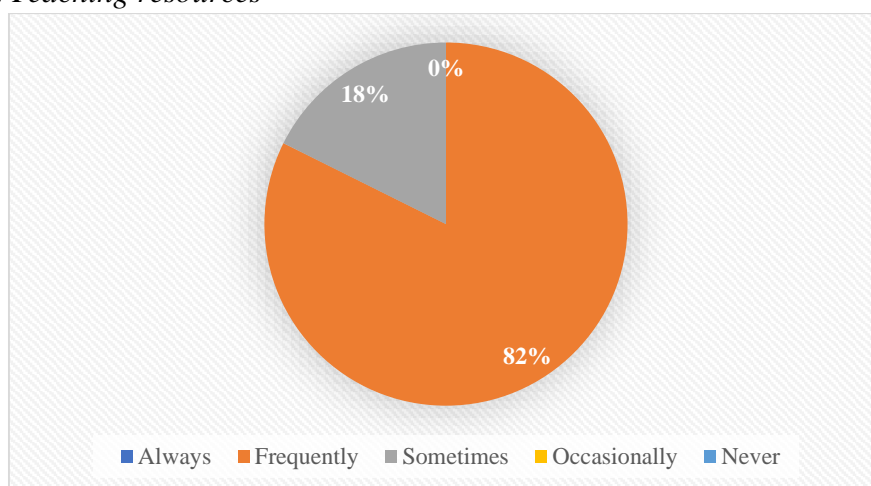
**Question 2.** How often does your teacher use teaching resources for listening development?

**Table 2.** *Teaching resources*

Answers	Frequency	Percentage	Accumulated percentage
Always	0	0%	0%
Frequently	28	82%	82%
Sometimes	6	18%	100%
Occasionally	0	0%	
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 2.** *Teaching resources*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### **Analysis and interpretation**

Based on the data obtained through the applied surveys, 100% of the selected sample, which is 34, 82% of the students at Unidad Educativa “Las Americas”, responded that the teacher frequently uses teaching resources that allow the development of listening skills in the classroom, while 18% of the students responded that the teacher sometimes use teaching resources in the classroom. Therefore, the results show that the teacher frequently makes use of teaching resources in her classes when applying listening activities which allow the development of the listening ability of the students.

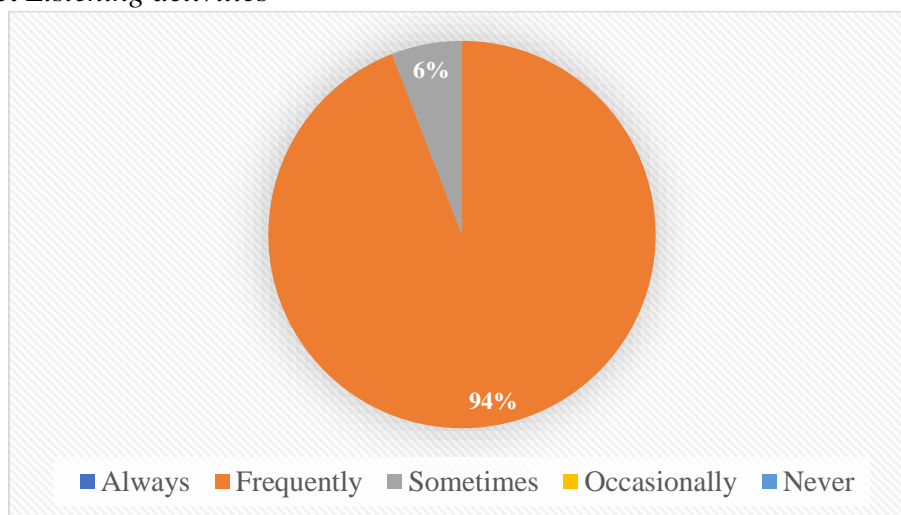
**Question 3.** How often does your teacher apply listening activities to practice the listening skill?

**Table 3.** *Listening activities*

Answers	Frequency	Percentage	Accumulated percentage
Always	0	0%	0%
Frequently	32	94%	94%
Sometimes	2	6%	100%
Occasionally	0	0%	
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 3.** *Listening activities*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### **Analysis and interpretation**

Based on the data obtained through the applied surveys, 100% of the selected sample, which is 34, 94% of the students at Unidad Educativa “Las Americas” answered that the teacher frequently applies listening activities that allow the development of listening skills in the classroom, while 6% of the students responded that the teacher sometimes applies listening activities. Therefore, the results showed that the teacher frequently applies listening activities to improve listening skills in class, which is very positive because this greatly helps students to develop their listening skills.

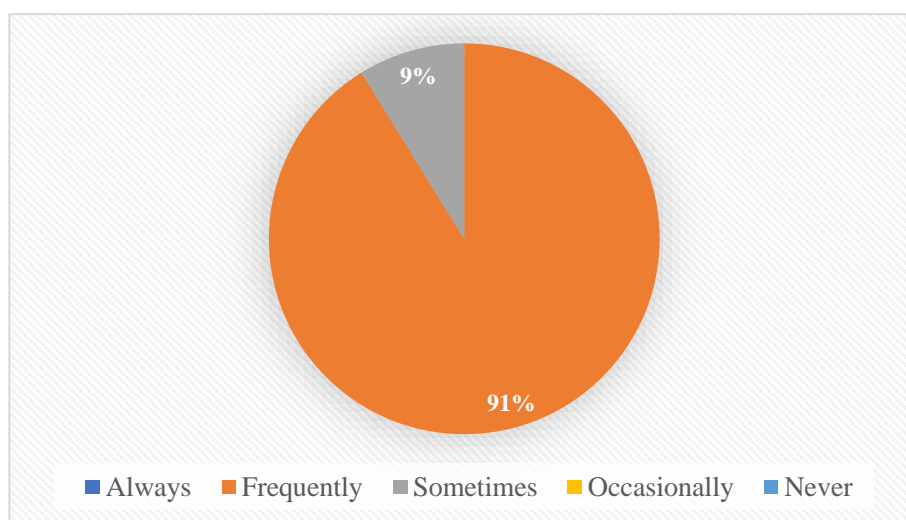
**Question 4.** How often do you get involved in listening activities that require you to complete activities such as filling gaps, multiple choice questions, matching and ordering?

**Table 4.** *Listening for specific information*

Answers	Frequency	Percentage	Accumulated percentage
Always	0	0%	0%
Frequently	31	91%	91%
Sometimes	3	9%	100%
Occasionally	0	0%	
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 4.** *Listening for specific information*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### **Analysis and interpretation**

A survey was applied to 34 students, representing 100% of the sample, 91% of the students at Unidad Educativa “Las Americas” responded that they frequently participate in listening activities that require completing activities, such as filling in the blanks, option questions multiple, match and order, while 9% of students responded that sometime they participate in these types of activities. Therefore, the results show that most of the students surveyed have a higher percentage of participation in activities that require completing different types of listening activities, which allow the development of listening skills in the classroom.

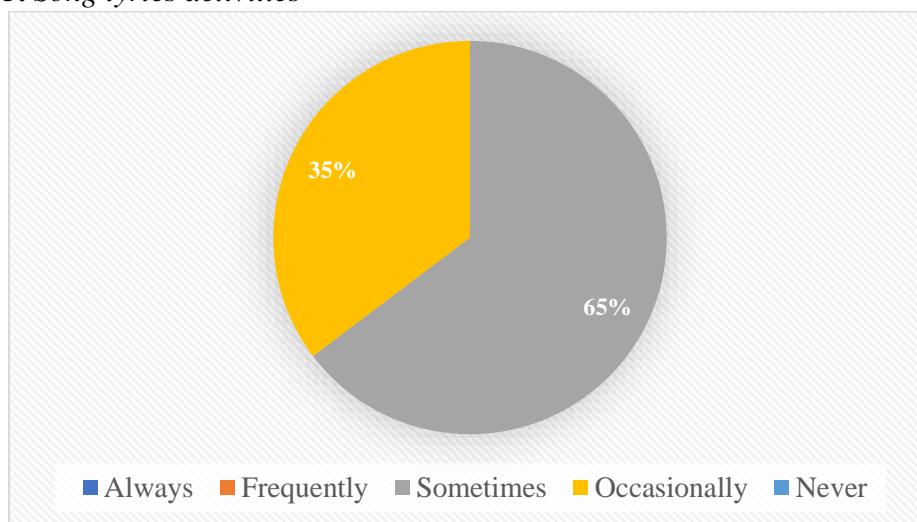
**Question 5.** How often does your teacher apply song lyrics activities to practice the listening skill?

**Table 5.** *Song lyrics activities*

Answers	Frequency	Percentage	Accumulated percentage
Always	0	0%	0%
Frequently	0	0%	0%
Sometimes	22	65%	65%
Occasionally	12	35%	100%
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 5.** *Song lyrics activities*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Analysis and interpretation**

A survey was applied to 34 students, representing 100% of the sample, 65% of the students at Unidad Educativa “Las Americas”, responded that sometimes their teacher uses the song lyrics to practice listening skills in the classroom, while 35% of the students responded that the teacher occasionally uses this teaching resource to practice the listening skills. Therefore, the results show that the teacher does not frequently use song lyrics as a teaching resource to practice the students' listening skills.

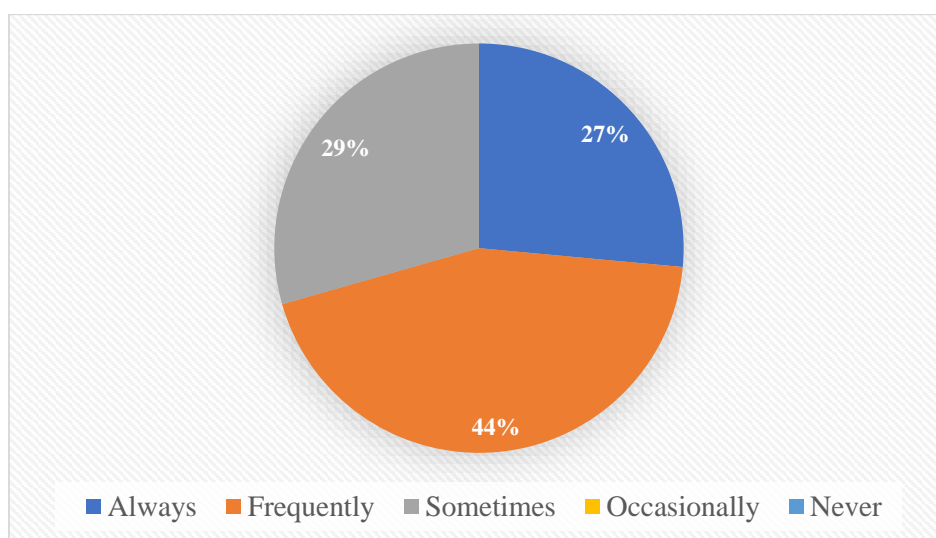
**Question 6.** How often do you use songs to practice the listening skill on your own?

**Table 6.** Use of songs

Answers	Frequency	Percentage	Accumulated percentage
Always	9	26%	26%
Frequently	15	44%	71%
Sometimes	10	29%	100%
Occasionally	0	0%	100%
Never	0	0%	100%
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 6.** Use of songs



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

Of the 100% of the selected sample, which is 34, 44% of the students at Unidad Educativa “Las Americas” responded that they frequently use songs to improve their listening skills, 29% of the students sometimes use songs, while 27% of the students always use songs and it allows them to have a higher level in developing listening skills. Therefore, the results show that all the students surveyed have used the songs on their own to practice their listening skill, which allows them to have a higher level in this skill as well as being able to understand the main idea of the listening activities.

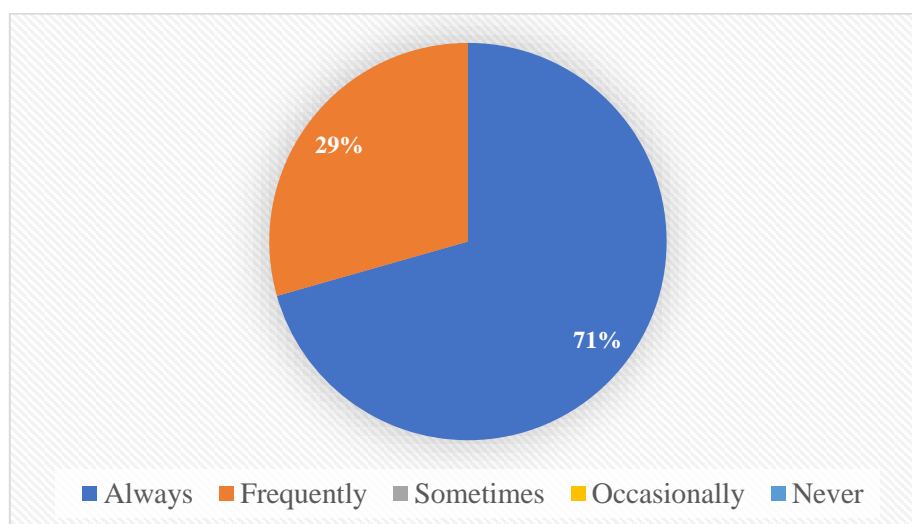
**Question 7.** How often do you feel motivated when you use songs to practice your listening skill?

**Table 7.** *Motivation frequency*

Answers	Frequency	Percentage	Accumulated percentage
Always	24	71%	71%
Frequently	10	29%	100%
Sometimes	0	0%	100%
Occasionally	0	0%	100%
Never	0	0%	
<b>TOTAL</b>	<b>34</b>	<b>100%</b>	

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 7.** *Motivation frequency*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Analysis and interpretation**

Of the 100% of the selected sample, which is 34, 71% of the students at Unidad Educativa “Las Americas”, responded that they always feel motivated when they use songs to improve their listening skills, while 29% of students have a lower level of motivation. Therefore, the results show that most of the students surveyed feel very motivated when using songs to practice their listening skills. For this reason, is important because through this resource students feel motivated to learn in a fun way helping them in this way to improve their listening skills.

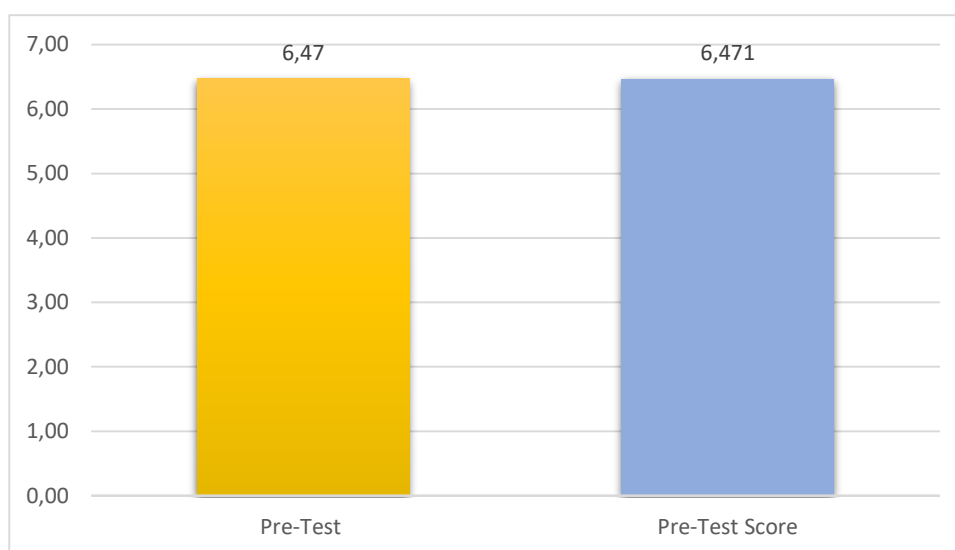
## Results of the experimental group pre-test

**Table 8.** *Results of the experimental group pre-test*

	<b>Pre-test</b>	<b>Pre-test score</b>
<b>Average</b>	6,47	6,471

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 8.** *Results of the experimental group pre-test*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

The pre-test was supplied to the experimental group, this group made up of 17 students at Unidad Educativa “Las Américas”, from the 9th grade, the test consisted of two parts, where the participants had to listen and understand the information and answer the questions, the test consisted of 10 items, each one had a value of 1 point, giving students the opportunity to obtain a maximum score of 10 points.

The development of the table with the average result of the scores obtained in this part. The table shows an average of 6.47 out of 10 points, this value is above half of the maximum grade, after analyzing the results of the pre-test, it can be seen that the students have problems in listening comprehension, listening difficulties were evident throughout the test. Therefore, it was necessary to develop and improve the listening skill of the students.

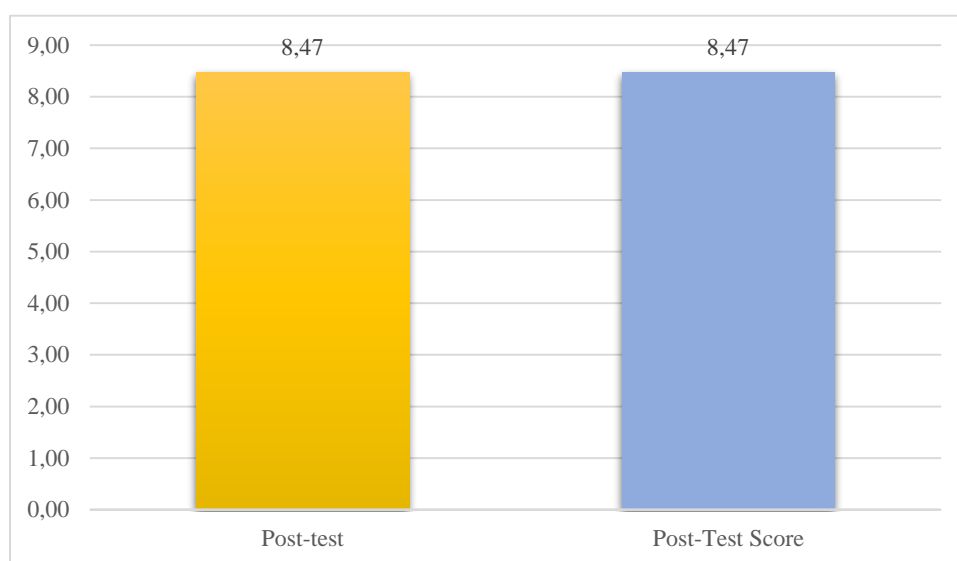
## Results of the experimental group post-test

**Table 9.** Results of the experimental group post-test

	Post-test	Post-test score
Average	8,47	8,47

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 9.** Results of the experimental group post-test



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

After the pre-test result was analyzed, the use of song lyrics was applied as a resource to improve listening skills in students. Then, the post-test was given to the same group of 17 students at Unidad Educativa “Las Americas” from the 9th grade. The test had the same initial structure; it consisted of two parts where the participants had to listen and understand the information and answer the questions. The test consisted of 10 items, each one had a value of 1 point giving students the opportunity to obtain a maximum score of 10 points.

The table was developed with the average result of the scores obtained in this part. The table shows an increase in the mean of 8.47 over 10 points; this value is close to the maximum mark. After analyzing the results of the post-test, it can be seen that the use of song lyrics in learning had a positive impact on the listening ability of the students. At this point, it can be inferred that the students significantly improved their listening skills. Therefore, the treatment worked well because the use of song lyrics is very dynamic and



fun and this allows students to have a higher level of interest and improve their listening skills.

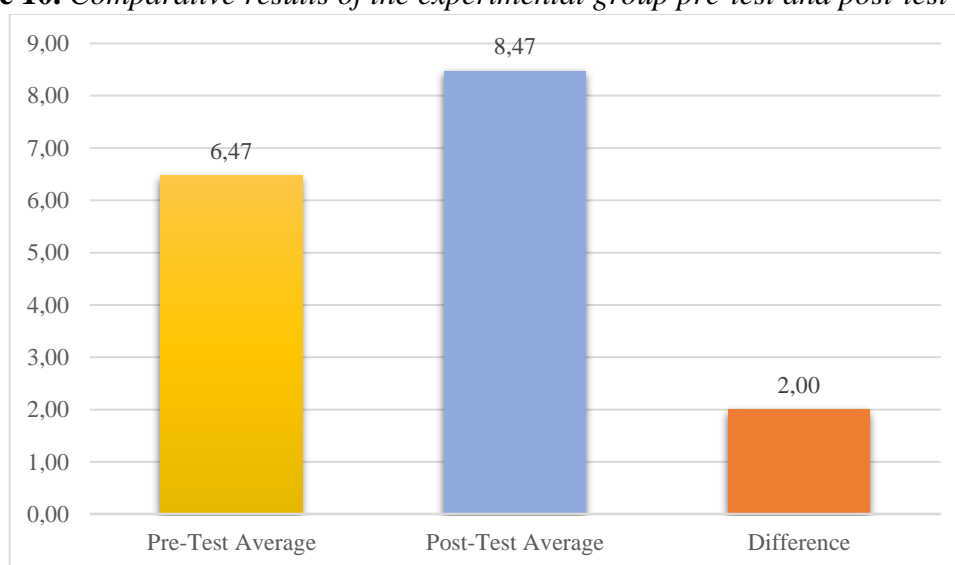
### Comparative results of the experimental group pre-test and post-test

**Table 10.** *Comparative results of the experimental group pre-test and post-test*

Criteria	Pre-test average	Post-test average	Difference
	6,47	8,47	2,00

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 10.** *Comparative results of the experimental group pre-test and post-test*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

Once the analysis of the pre-test and the post-test was concluded, a comparative table was made between the two tests. The table shows that there was a significant change in the values obtained. Specifically, the average result was compared, in the pre-test it was 6.47, while this value increased in the post-test to 8.47, over 10 points, with an increase of 2 points between both tests. At this point, it follows that the use of song lyrics as a resource for the development of listening skills had a positive impact. It was shown that this resource works and is beneficial for student learning. It is also a very didactic resource and can be used at any time because with technological advances it can be used on any computer or mobile phone. Another positive aspect is that it is easy to use and the student can practice and develop their listening ability in different accents which allows them a better understanding.

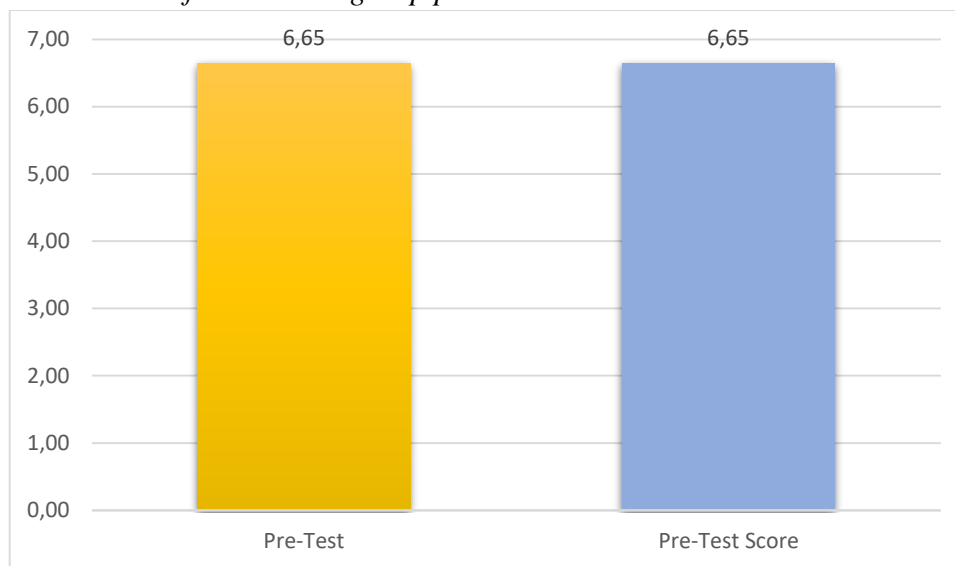
## Results of the control group pre-test

**Table 11.** *Results of the control group pre-test*

	<b>Pre-test</b>	<b>Pre-test score</b>
<b>Average</b>	6,65	6,65

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 11.** *Results of the control group pre-test*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

The pre-test was given to the so-called control group, made up of 17 students at Unidad Educativa “Las Americas” from the 9th grade, the test consisted of two parts, where the participants had to listen and understand the information and answer the questions, the test consisted of 10 items, each one had a value of 1 point giving students the opportunity to obtain a maximum score of 10 points.

The average result of the scores obtained in this part shows an average of 6.65 out of 10 points, this value is above half of the maximum grade, after analyzing the results of the pre-test, it can be seen that the students have problems in listening comprehension, listening difficulties were evident throughout the test. Therefore, it is necessary that students' listening skill be developed and improved.

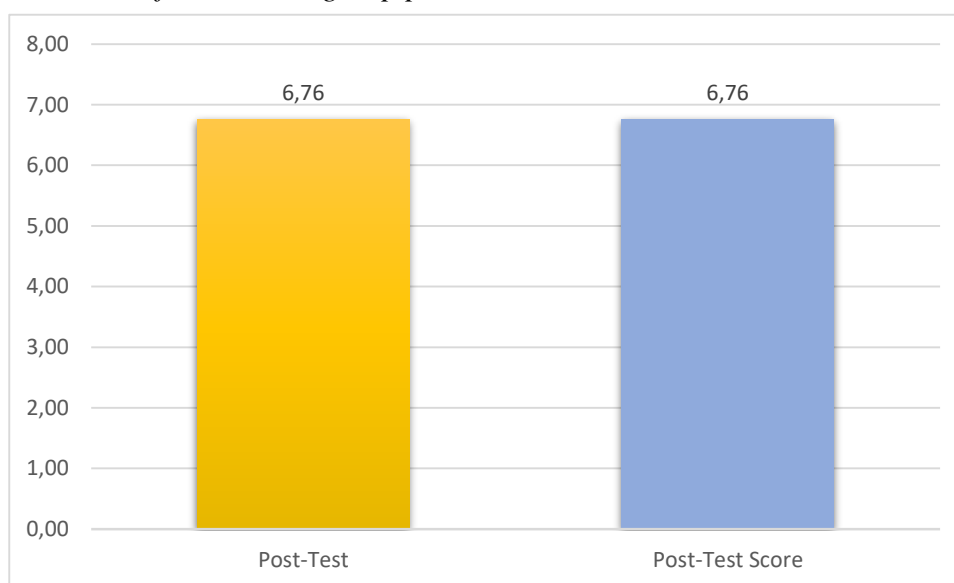
## Results of the control group post-test

**Table 12.** *Results of the control group post-test*

	<b>Post-test</b>	<b>Post-test score</b>
<b>Average</b>	6,76	6,76

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 12.** *Results of the control group post-test*



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

## Analysis and interpretation

After the result of the pre-test was analyzed, the post-test was given to the same group of 17 students at Unidad Educativa “Las Americas” from the 9th grade, in order to verify if they are capable of increasing their scores without the use of any help resource. The test provided had the same initial structure, it consisted of two parts where the participants had to listen and understand the information and answer the questions, the test consisted of 10 items, each one has a value of 1 point giving the opportunity to students get a maximum score of 10 points.

The table was developed with the average result of the scores obtained in this part. The table shows an increase in the mean of 6.76 over 10 points, this value does not have much difference with the initial value. After analyzing the results of the post-test, it is deduced that the non-use of any improvement resource causes the scores to remain the same and

does not have a significant change in the values. At this point it is inferred that the use of a resource that helps the development of listening skills is necessary.

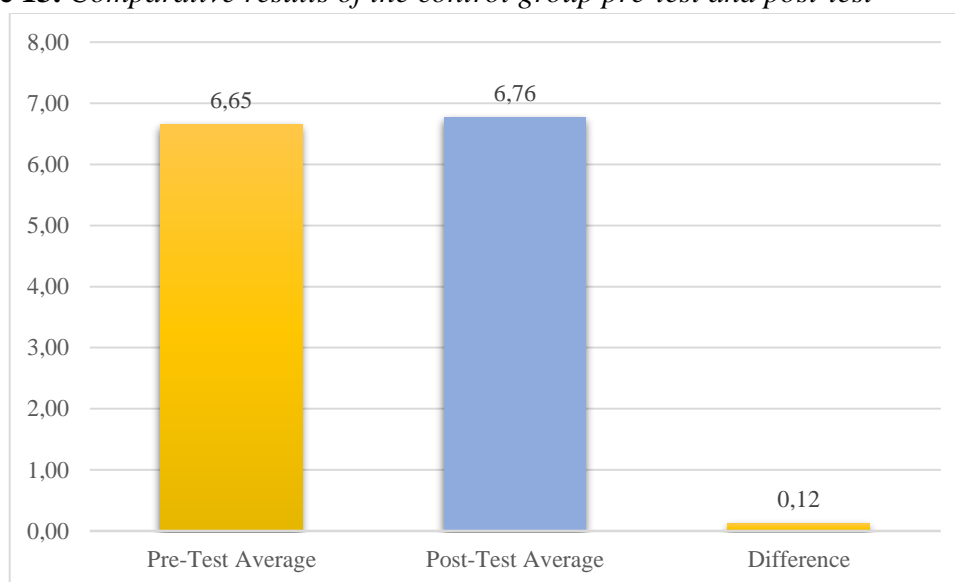
### Comparative results of the control group pre-test and post-test

**Table 13.** Comparative results of the control group pre-test and post-test

Criteria	Pre-test average	Post-test average	Difference
	6,65	6,76	0,12

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 13.** Comparative results of the control group pre-test and post-test



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

An analysis of the pre-test and the post-test was carried out in a comparative table between the two tests. It is evident that there was no significant change in the values obtained. Specifically, the average result is compared in the pre-test it was 6.65. While this value increased in the post-test to 8.76 over 10 points with only an increase of 0.11 points between both tests. At this point, it follows that the group did not have greater relevance without the use of a resource that helps the development of listening skills, in this it is inferred that the application of a resource is necessary so that students can develop listening skills.

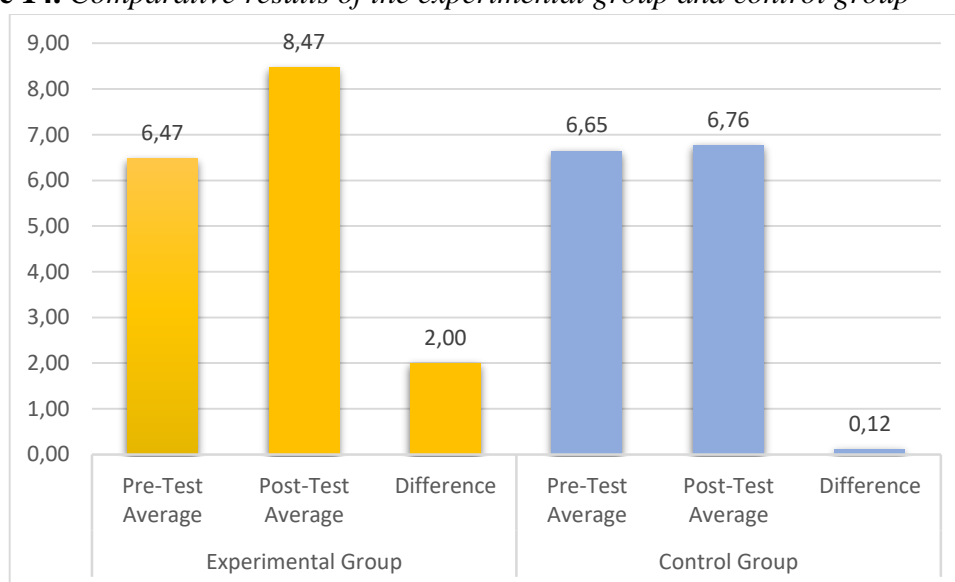
## Comparative results of the experimental group and control group

**Table 14.** Comparative results of the experimental group and control group

Experimental Group			Control Group		
Pre-test average	Post-test average	Difference	Pre-test average	Post-test average	Difference
6,47	8,47	2,00	6,65	6,76	0,12

**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

**Figure 14.** Comparative results of the experimental group and control group



**Note:** Data taken from 9<sup>th</sup> grade students at Unidad Educativa “Las Americas”

### Analysis and interpretation

The table makes a comparison between the results obtained both in the experimental group and the control group where there is evidence of a notable difference between the group that participated in the study method; in this case the use of song lyrics as a resource for the development of listening skills. The results are notable in the control group which did not participate in the use of any resource. So their values did not have a relevant change. In the first group, the average result in the pre-test was 6.47. While this value increased in the post-test to 8.47 over 10 points with an increase of 2 points between both tests. On the other hand, in the control group the initial result was 6.65 and the final result was 6.76, with an increase of only 0.12 points. At this point, it follows that the use of

song lyrics as a resource for the development of listening skills had a positive impact, it was shown that this resource works and is beneficial for student learning.

### 3.2 Verification of hypotheses

To verify the hypothesis, the group that participated in the use of song lyrics as a resource for the development of listening skills should be considered. In this case, the hypothesis was verified through the results obtained from the experimental group. To analyze the data and determine if the Null hypothesis is accepted or rejected. This process was developed through the application of the IBM SPSS Statistic software, which is considered the best tool for this type of statistical analysis.

#### Hypothesis statement

##### Alternative hypothesis (H1)

Song lyrics influence in the listening skill.

##### Null hypothesis (H0)

Song lyrics does not influence in the listening skill.

#### Test of Normality

**Table 15.** *Test of Normality*

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadística	gl	Sig.	Stadística	gl	Sig.
Pre-Test	,302	17	,000	,740	17	,000
Post-Test	,316	17	,000	,830	17	,005

**Note:** Results obtained from the SPSS software

#### Analysis and interpretation

For the verification process of the hypothesis, a normality test was developed between the pre and the post-test and for the analysis the Shapiro Wilk statistic was considered. This statistic is aimed at a sample of less than 30 participants. In the pre-test it is observed that there is a significance level of 0.000, while in the post-Test the significance level is 0.005, this establishes that the results do not follow a normal distribution. At this point it is necessary to apply a Wilcoxon two-sample non-parametric test.

## Wilcoxon signed Ranks test

**Table 16.** *Wilcoxon signed Ranks test*

	N	Mean Rank	Sum of ranks
Post-test- Pre-test	Negative ranks	0 <sup>a</sup>	,00
	Positive ranks	16 <sup>b</sup>	136,00
	Ties	1 <sup>c</sup>	
	Total	17	

**Note:** Results obtained from the SPSS software

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Test Statistics <sup>a</sup>	
	Post-test – Pre-test
Z	-3,654 <sup>b</sup>
Sig. asintót. (2- tailed)	,000

a. Wilcoxon signed ranks test.

b. Base don Negative Rank.

**Note:** Results obtained from the SPSS software

## Analysis and interpretation

The Wilcoxon range test was applied. In the first table the ranges are evidenced which are the result of the difference between the post-test and pre-test. The result of negative ranges is equal to zero, while positive ranges is equal to 16 and finally there is a tie. Next, there is the result of the middle range, in the first range there is a value of 0.00 and the other of 8.50. The next column shows the sum of the ranges, as the first value is 0.00 and the second value is 136.00.

The second table shows the statistic of the asymptotic significance test. This test is related to the research hypothesis, the value observed in the table is equal to 0.000, this significance value is less than 0.05. At this point, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the use of song lyrics as a method for the development of the listening skill has a significant contribution and allows to improve and develop this skill in the students.

## **Discussion**

The following study evaluated the influence of song lyrics in the listening skills. The analysis helped determine how song lyrics helped students develop their listening skills with the difference between pre- and post-test. According to the analysis with the SPSS program, the null hypothesis was rejected and the alternative hypothesis was accepted. The main results are presented below.

First of all, the results showed that after the application of the song lyrics as a teaching resource, the listening ability of the students improved when contrasting the data of the pre-test and the post-test. The findings indicated that song lyrics as a resource promoted better performance in the listening process, coinciding with previous research that indicates that students can acquire new vocabulary and understand the use of grammatical elements in a real context through exploration activities related to the songs (Ballesteros & Tutistar, 2016). Also, playing English songs help students memorize/understand the pronunciation of words that they think are less familiar to hear (Simamora & Oktaviani, 2020).

Suarez and Castañeda (2019) pointed out the songs are used as a resource in English classes to provide a relaxed and comfortable environment, with the purpose of motivating students to be more receptive and participatory during each class. Also, songs tend to describe experiences, feelings and these can tell stories. Therefore, the use of songs in an EFL classroom encourages the participation of students in a more pleasant environment. In addition to this, the use of music in the classroom promotes students' comfort and empathy on various topics, as well as helping them to get closer to the language and their own lives inside or outside the classroom (Aguirre & Bustinza, 2017).

Finally, in this study the average of the experimental group in the pre-test was 6,47 over 10 points. Then, after applying the treatment this value increased in the post-test to 8,47 over 10 points with an increase of 2 points. On the other hand, in the control group the initial result was 6,65 and the final result was 6,76 with an increase of only 0,12 points. This shows that applying song lyrics as a teaching resource greatly influences the development of listening skills because they have great benefits which allow the development of listening skills in a significant way.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After the analysis and interpretation of the results that were obtained after the treatment it was confirmed that song lyrics work collaboratively in the development of listening skills applied to students from 9<sup>th</sup> grade at Unidad Educativa “Las Americas”, some conclusions and recommendations can be provided.

- Based on the research carried out, the benefits of song lyrics for the development of listening skills are effective because through them students learn a variety of new vocabulary and grammar, they can experience new accents that are included in the songs, they contain natural and authentic language and it is also a fun resource through which students have fun and feel motivated while learning. Therefore, the analysis of these benefits of song lyrics as a resource for the development of students' listening skills has a great effect which has been analyzed in the research.
- At the beginning of this research study, it was observed in the pre-test that the students did not have an adequate level in terms of their ability to listen. However, at the end of this investigation and after applying the post-test, the students showed a significant improvement of the listening ability. This was reflected in the results of the pre-test, which showed that the students reached 6.47% out of 10 points; while in the post-test they reached 8.47%. Therefore, it could be said that in order to improve students' listening skills, song lyrics show a remarkable increase in language.
- It was possible to establish the perception of the students about the use of song lyrics for the development of listening skills through a survey. The results showed that the majority of the students frequently use the songs by themselves to practice their listening skills. Additionally, they stated that they feel very motivated when using song lyrics to practice listening skills because it is very entertaining to do activities based on song lyrics. Therefore, it can be established that 9th grade students strongly agree to use song lyrics as a resource that helps improve their listening skills.

## 4.2 Recommendations

After the conduction of the research and applying song lyrics activities to students from the 9<sup>th</sup> grade at Unidad Educativa “Las Americas”, the following recommendations should be taken into account.

- It is recommended to make use of song lyrics as a resource to improve listening skills as much as possible in class, as it provides great benefits to students such as promoting motivation, increasing vocabulary development, grammar and also students are exposed to listen to different types of accents allowing them to develop the pronunciation in English with examples of how to pronounce such a word with rhythm and intonation.
- It is of great importance to consider the positive results obtained during the pre-test and post-test, after the application of the experiment. Therefore, it is suggested to implement listening activities with song lyrics in English to maintain the level of listening comprehension of the students. In addition, promoting the acquisition of vocabulary, as well as improving the pronunciation of new vocabulary words, because this will be very helpful for them to be able to understand the main ideas of the listening activities.
- Taking into account the perception of most of the students who responded positively to the use of song lyrics and mentioned that it is a resource that helps them develop their listening skills; it is highly recommended that teachers implement this resource frequently in the classroom to gain a better understanding of listening skills. It has been shown that with the use of this resource a continuous and easy practice will be achieved in which the students will have fun reinforcing their listening skills. This can be inferred since the students stated that they feel motivated when using the activities with song lyrics. Taking into account these perceptions, the use of song lyrics in students can be fully recommended.

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## Annexes

### Annex 1: Approval

# CARTA DE COMPROMISO

Ambato, 19/04/2022

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Veronica Narcisa López Falcón en mi calidad de Rectora de la Institución Educativa Las Américas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "SONG LYRICS AND THE LISTENING SKILL" propuesto por la estudiante Veronica Vanessa Acosta Acosta, portadora de la Cédula de Ciudadanía, 1805484142 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
Mg. Veronica Narcisa López Falcón  
CI. 1809156485  
0999749285  
[lopezverito@hotmail.com](mailto:lopezverito@hotmail.com)



**Annex 2: Pre-test and post-test**

**PRE-TEST**

**Candidate name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** 9th grade EGB

**Hour:** 30 minutes

**Objective:** To evaluate the students' listening comprehension before the application of song lyrics activities.

**Instructions:**

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening parts 1 and 2.
- Write your answers on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.
- Each question is worth 1 point.

**LISTENING**

**PART 1**

**Listen and write. There is an example.**



**Going to the zoo**

Going to zoo today by: .....train.....

**1. Name of zoo:** jungle .....

**2. Number of different kinds of animals:** .....

**3. Can give food to:** .....

**4. Animal food in store to:** .....

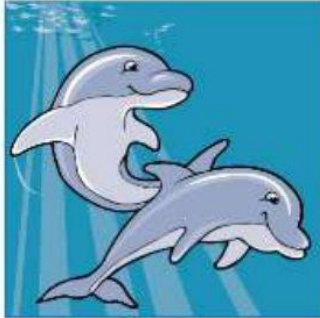
**5. Food on train:** .....and lemonade.



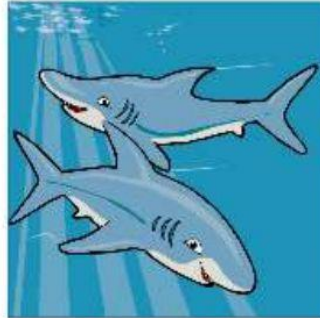
PART 2

Listen and tick (✓) the box. There is one example.

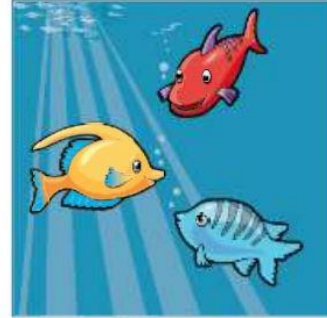
What is the DVD about?



A



B



C

1. Who is Vicky's piano teacher?



A



B



C

2. What clothes does Nick want to wear at school today?



A



B



C

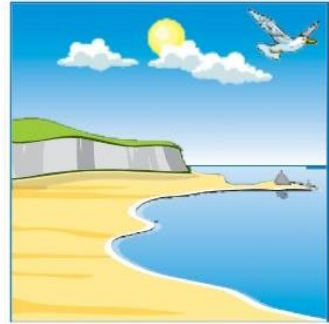
3. Where did Peter find the shell?



A



B



C

4. What is Daisy doing now?



A



B



C

5. What sport did Anna get a cup for?



A



B



C

### Annex 3: Survey

**UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

#### **STUDENTS' SURVEY**

**Theme:** Song lyrics and the listening skill

**Objective:** To analyze the influence of song lyrics in the listening skill.

**Instruction:**

- Read each question carefully.
- Mark with an X each item according to your personal point of view.

#### **Questionnaire**

**1. How often do you engage in listening skill activities in the classroom?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**2. How often does your teacher use teaching resources for listening development?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**3. How often does your teacher apply listening activities to practice the listening skill?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**4. How often do you get involved in listening activities that require you to complete activities such as filling gaps, multiple choice questions, matching and ordering?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**5. How often does your teacher apply song lyrics activities to practice the listening skill?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**6. How often do you use songs to practice the listening skill on your own?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**7. How often do you feel motivated when you use songs to practice your listening skill?**

Always ( )      frequently ( )      sometimes ( )      occasionally ( )      never ( )

**Annex 4: Survey validation by experts**

**VALIDATION FOR THE SURVEY INSTRUMENT**

**AUTHOR:** Veronica Vanessa Acosta Acosta

**Objective:** To evaluate the students' listening comprehension before using song lyrics application.

Mark with an X the corresponding assessment to give validity and reliability to the instruments according to the scale.

QUESTIONS	EVALUATION CRITERIA																									Observations
	The instruction are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.					It contemplates an appropriate spelling and punctuation sings.					
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	
Q1	✓					✓					✓					✓					✓					
Q2	✓					✓					✓					✓					✓					
Q3	✓					✓					✓					✓					✓					
Q4	✓					✓					✓					✓					✓					
Q5	✓					✓					✓					✓					✓					
Q6	✓					✓					✓					✓					✓					
Q7	✓					✓					✓					✓					✓					
Applicable 100%					Amendable 75%					Regular 50%					Deficient 25%					No applicable 0%						
✓																										

Expert's name: Mg. Xavier Sulca

C.I 1802447548



MANUEL XAVIER  
SULCA GUALE

Signature

## VALIDATION FOR THE SURVEY INSTRUMENT

**AUTHOR:** Veronica Vanessa Acosta Acosta

**Objective:** To evaluate the students' listening comprehension before using song lyrics application.

Mark with an X the corresponding assessment to give validity and reliability to the instruments according to the scale.

QUESTIONS	EVALUATION CRITERIA																				Observations					
	The instruction are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.						It contemplates an appropriate spelling and punctuation sings.				
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable		Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable
Q1	X					X					X					X					X					
Q2	X					X					X					X					X					
Q3	X					X					X					X					X					
Q4	X					X					X					X					X					
Q5	X					X					X					X					X					
Q6	X					X					X					X					X					
Q7	X					X					X					X					X					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
X				

Expert's name: Mg. Edgar Encalada

C.I 050182417-1



Signature

## Annex 5: Lesson plans

<b>LESSON PLAN 1</b>			
<b>Teacher:</b> Vanessa Acosta			
<b>Class:</b> 9th grade "A"	<b>Students Age:</b> 13-14 years old	<b>Date:</b> 27/05/2022	<b>Time:</b> 45 minutes
<b>Topic:</b> Past simple			
<b>General objective:</b>		<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>Students will be able to develop listening skills through song lyrics activities.</li> </ul>		<ul style="list-style-type: none"> <li>To practice listen for details and specific information.</li> <li>To practice irregular and irregular verbs.</li> </ul>	
<b>Materials:</b> Worksheets, computer, speaker			
			<b>TIME</b>
<b>PRE-LISTENING ACTIVITY</b> <ul style="list-style-type: none"> <li>Teacher start the class explaining to the students what they have to do during the class.</li> <li>Then, the teacher gives to the students a worksheet in wich there are some lyrics activities that the students have to complete according to the song.</li> <li>Students have to write the past simple form to the regular and irregular verbs related with the song.</li> <li>Teacher check the correct answers with the students.</li> </ul>			<b>10</b>
<b>WHILE LISTENING ACTIVITY</b> <ul style="list-style-type: none"> <li>Students have to listen the song and circle the correct word according what they heard.</li> <li>Students have to fill in the blanks with the missing word.</li> <li>Students listen twice the song.</li> <li>Teacher check the correct answers with the students.</li> </ul>			<b>25</b>
<b>POST LISTENING ACTIVITY</b> <ul style="list-style-type: none"> <li>Students have to discuss about what they think is the meaning of the song.</li> <li>Teacher ask to the students their points of view.</li> </ul>			<b>10</b>



## Worksheet 1

### “Somebody that I used to know” by Gotye

Student's name: \_\_\_\_\_

#### Pre-listening activities

#### 1. Write the past simple form to the following regular and irregular verbs

use \_\_\_\_\_

have \_\_\_\_\_

happen \_\_\_\_\_

feel \_\_\_\_\_

be \_\_\_\_\_

tell \_\_\_\_\_

can \_\_\_\_\_

find \_\_\_\_\_

say \_\_\_\_\_

change \_\_\_\_\_

#### While-listening activities

#### 2. Circle the correct word

Now and then I think of when we **was/were** together

Like when you said you **feel / felt** so

happy you could die

Told myself that you **was/were** right for me

But felt so lonely in your company

But that was love and it's an **ache / wake**

I still remember

You can get **admitted / addicted** to a

certain kind of sadness

Like resignation to the end, always the end

So when we **find / found** that we

could not make sense

**Well / will** you said that we would

still be friends

But I'll admit that I was **glad / bad**

it was over

But you didn't have to **cut / put** me

off, **take/Make** out like it never

happened and that we were

nothing

And I don't **even / ever** need your

love, but you treat me like a

stranger and that **feels/felt** so rough

No, you **didn't/don't** have to stoop

so low, Have your friends collect

your records and then **change /**

**changed** your number

I guess that I don't need that

though, Now you're just

somebody that I **used/use** to know

#### 3. Fill in the blanks with the missing words

times / live / done / used / go

Now and then I think of all the \_\_\_\_\_ you screwed me over

But had me believing it was always something that I'd \_\_\_\_\_

But I don't wanna \_\_\_\_\_ that way, reading into every word you say

You said that you could let it \_\_\_\_\_

And I wouldn't catch you hung up on somebody that you \_\_\_\_\_ to know.

#### Post-listening activity

#### 4. Discuss with the whole class about: *What do you think is the meaning of the song?*

<b>LESSON PLAN 2</b>			
<b>Teacher:</b> Vanessa Acosta			
<b>Class:</b> 9th grade "A"	<b>Students Age:</b> 13-14 years old	<b>Date:</b> 30/05/2022	<b>Time:</b> 45 minutes
<b>Topic:</b> Personality types and attitudes			
<b>General objective:</b>		<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>Students will be able to develop listening skills through song lyrics activities.</li> </ul>		<ul style="list-style-type: none"> <li>To practice listen for details and specific information.</li> <li>To learn new vocabulary.</li> </ul>	
<b>Materials:</b> Worksheets, computer, speaker			
			<b>TIME</b>
<b>PRE-LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Teacher start the class explaining to the students what they have to do during the class.</li> <li>Students have to complete a chart in which they have some personality types and attitudes and they have to read and check in the chart which of them is positive and negative.</li> <li>Then they check it with the teacher.</li> </ul>			<b>10</b>
<b>WHILE LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Students have to listen the song and complete with the correct verbs in past.</li> <li>Students have to continue listen the song and put in order the correct phrases.</li> <li>Students have to cross out the words that are not in the lyrics.</li> <li>Students have to listen and circle the correct word.</li> <li>Then they check it with the teacher.</li> </ul>			<b>25</b>
<b>POST LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>According to what they understood of the song, the students have to put whether the statements are true or false.</li> <li>Then they check it with the teacher.</li> </ul>			<b>10</b>



## Worksheet 2

### "Rude" by MAGIC

Student's name: \_\_\_\_\_

#### Pre-listening activity

##### 1. Read and check in the chart

Personality types and attitudes.	Positive	Negative
Polite		
Rude		
Respectful		
Kind		

#### While-listening activity

##### 2. Listen and complete with these

put / jumped / Knocked / raced

Saturday morning \_\_\_\_\_ out of bed  
 And \_\_\_\_\_ on my best suit  
 Got in my car and \_\_\_\_\_ like a jet  
 All the way to you  
 \_\_\_\_\_ on your door with heart in my hand  
 To ask you a question  
 'Cause I know that you're an old-fashioned man, yeah

##### 3. Put in order the following sentences (1-4)

\_\_\_\_ Tough luck, my friend, but the answer is 'No'  
 \_\_\_\_ Can I have your daughter for the rest of my life?  
 \_\_\_\_ You say I'll never get your blessing 'til the day I die  
 \_\_\_\_ Say yes, say yes 'cause I need to know

##### 4. Cross out the words that are not in these lyrics.

Why you gotta be bee so rude?  
 Don't you know I'm human man too?  
 Why you gotta be so too rude?  
 I'm gonna getting marry her anyway  
 Marry that girl boy  
 Marry her him anyway  
 Marry that girl  
 Yeah, no matter what you we say  
 Marry that girl  
 And we'll be a family farm  
 Why you gotta be so rude?

##### 5. Listen and circle the correct words from the lyrics.

I **hate** / **ate** to do this, you leave no choice / voice  
 Can't **life** / **live** without her  
 Love me or **gate** / **hate** me we will be boys  
 Standing at that altar  
 Or we will **run** / **sun** away  
 To another galaxy, you know  
 You know she's in love with me  
 She will go **anywhere** / **everywhere** I go  
 Can I have your daughter for the **rest** / **best** of my life?  
 Say yes, say yes 'cause I need to know  
 You say I'll never get your **blessing** / **pressing** 'til the day I die  
 Tough **buck** / **luck**, my friend, 'cause the answer's still 'No"

#### Post-listening activity

##### 6. True (T) / False (F)

The father of the girl is kind to him \_\_\_\_\_  
 He wants the blessing to get marry \_\_\_\_\_  
 He dressed up to ask the girl's hand in marriage \_\_\_\_\_  
 He went to the parents' home on Friday \_\_\_\_\_

### LESSON PLAN 3

**Teacher:** Vanessa Acosta

**Class:** 9th grade "A"

**Students Age:** 13-14 years old

**Date:** 03/06/2022

**Time:** 45 minutes

**Topic:** Past simple and past participle.

**General objective:**

- Students will be able to develop listening skills through song lyrics activities.

**Specific Objectives:**

- To practice listen for details and specific information.
- To learn new vocabulary.

**Materials:** Worksheets, computer, speaker

**TIME**

**PRE-LISTENING ACTIVITY**

- Teacher start the class explaining to the students what they have to do during the class.
- Students have to match the vocabulary with their right definitions.
- Then they check it with the teacher.

**10**

**WHILE LISTENING ACTIVITY**

- Students have to listen and complete the lyrics of the song with the correct verbs in past participle and simple past.
- Students have to listen and circle the correct word according to the song.
- Students have to listen and put in order the sentences un each paragraph according to the song.
- Then they check it with the teacher.

**25**

**POST LISTENING ACTIVITY**

- Students have to read the questions and choose the right answer according what they understood of the song.
- Then they answer a question about what is the message of the song.

**10**

## Worksheet 3

### "Castle on the Hill" by Ed Sheeran

Student's name: \_\_\_\_\_

#### Pre-listening activity

##### 1. Match these irregular verbs to their form

grass	making a loud and deep sound.
throwing up	green plant with narrow leaves
roaring	abandon or give up something

#### While-listening activity

##### 2. Listen and complete the lyrics of the song with these verbs in simple past and past participle.

grown / rolled/ made/ was / broke/ tasted/ found/ seen

When I \_\_\_\_\_ six years old I \_\_\_\_\_ my leg I was running from my brother and his friends and \_\_\_\_\_ the sweet perfume of the mountain grass as I \_\_\_\_\_ down  
I was younger then  
Take me back to when  
I \_\_\_\_\_ my heart and broke it here \_\_\_\_\_ friends and lost them through the years  
And I've not \_\_\_\_\_ the roaring fields in so long  
I know I've \_\_\_\_\_  
But I can't wait to go home

##### 3. Cross out the words that are not in these lyrics.

I'm on in my way  
Driving at 90 down those country lanes planes  
Singing drinking to "Tiny Dancer"  
And I miss the way you make me my feel and it's real  
When we watched the sunset over the castle on the hill bill

##### 4. Listen and circle the correct words

**Fourteen/Fifteen** years old and smoking hand-rolled cigarettes

**Running/Walking** from the law through the backfields and getting **drunk/drank** with my friends

Had my first kiss on a **Tuesday/Friday** night I don't reckon that I did it **right/bright**

##### 5. Listen and circle the correct words (1-7)

\_\_\_\_ We found weekend jobs, when we got paid  
\_\_\_\_ But I was younger then,  
\_\_\_\_ Oh, how we've grown  
\_\_\_\_ Take me back to when  
\_\_\_\_ We'd buy cheap spirits and drink them straight  
\_\_\_\_ I can't wait to go home  
\_\_\_\_ Me and my friends have not thrown up in so long

#### Post-listening activity

##### 6. Read the questions and choose the right answer

"Castle on the Hills" is about Ed Sheeran's

- A. experiences in life
- B. romantic relationships
- C. family

As he grows old he feels

- A. nostalgic
- B. happy
- C. angry

Ed Sheeran remembers his childhood with

- A. his parents
- B. his brother and friends
- C. his grandparents

### LESSON PLAN 4

**Teacher:** Vanessa Acosta

**Class:** 9th grade "A"

**Students Age:** 13-14 years old

**Date:** 06/06/2022

**Time:** 45 minutes

**Topic:** Present continuous

**General objective:**

- Students will be able to develop listening skills through song lyrics activities.

**Specific Objectives:**

- To practice listen for details and specific information.
- To learn new vocabulary.

**Materials:** Worksheets, computer, speaker

**TIME**

**PRE-LISTENING ACTIVITY**

- Teacher start the class explaining to the students what they have to do during the class.
- Students have to match the vocabulary with their right meaning.
- Then they check it with the teacher.

**10**

**WHILE LISTENING ACTIVITY**

- Students have to listen and fill in the blanks with the correct words from the box.
- Students have to listen and put in order from 1 to 10 the sentences in each paragraph according to the song.
- Student have to listen and circle the correct word according what they listen.
- Students have to listen and correct the phrases.
- Then they check it with the teacher.

**25**

**POST LISTENING ACTIVITY**

- Students discuss about what is the message of the song.

**10**

## Worksheet 4

### "All of me" by John Legend

Student's name: \_\_\_\_\_

#### Pre-listening activity

##### 1. Match these irregular verbs to their form

spinning	an inhalation or exhalation of air from the lungs.
kidding	to turn around and around.
dizzy	playfulness or teasing-
breathing	having a sensation of losing one's balance.

#### While-listening activity

##### 2. Fill in the blanks with the words in the

drawing / going/ breathing/ dizzy / kidding/ spinning/

What would I do without your smart mouth?  
\_\_\_\_\_ me in and you kicking me out  
Got my head \_\_\_\_\_, no \_\_\_\_\_  
I can't pin you down

What's \_\_\_\_\_ on in that beautiful mind?  
I'm on your magical mystery ride  
And I'm so \_\_\_\_\_, don't know what hit me  
But I'll be alright

My head's under water  
But I'm \_\_\_\_\_ fine  
You're crazy and I'm out of my mind

##### 3. Number the sentences as you hear them (1-10).

- \_\_\_ All your perfect imperfections
- \_\_\_ Love your curves and all your edges
- \_\_\_ 'Cause I give you all of me
- \_\_\_ Give your all to me
- \_\_\_ You're my end and my beginning
- \_\_\_ 'Cause all of me
- \_\_\_ I'll give my all to you
- \_\_\_ Even when I lose I'm winning
- \_\_\_ Loves all of you
- \_\_\_ And you give me all of you

##### 4. Listen and circle the correct word.

How many times **do/ does** I have to tell you?  
Even when you're **trying/crying** you're  
beautiful too  
The world is **spinning/beating** you down  
I'm around through every mood  
You're my downfall, you're my muse  
My worst distraction, my rhythm and blues  
I can't stop **singing/thinking**  
It's **ringing/singing** in my head for you  
My head's under water  
But I'm **breathing/painting** fine  
You're crazy and I'm out of my mind

##### 5. Correct the phrases.

Tell me all of you

\_\_\_\_\_

Cards on the table, we're both blowing hearts

\_\_\_\_\_

Singing it all, though it's hard

#### Post-listening activity

##### 6. Discuss with the whole class about:

*What do you think is the message of the song?*

**LESSON PLAN 5**

<b>Teacher:</b> Vanessa Acosta			
<b>Class:</b> 9th grade "A"	<b>Students Age:</b> 13-14 years old	<b>Date:</b> 10/06/2022	<b>Time:</b> 45 minutes
<b>Topic:</b> Past simple			
<b>General objective:</b>		<b>Specific Objectives:</b>	
<ul style="list-style-type: none"> <li>Students will be able to develop listening skills through song lyrics activities.</li> </ul>		<ul style="list-style-type: none"> <li>To practice listen for details and specific information.</li> <li>To learn new vocabulary.</li> </ul>	
<b>Materials:</b> Worksheets, computer, speaker			
			<b>TIME</b>
<b>PRE-LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Teacher start the class explaining to the students what they have to do during the class.</li> <li>Students have to match the vocabulary with their right meaning.</li> <li>Then they check it with the teacher.</li> </ul>			<b>10</b>
<b>WHILE LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Students have to listen and fill in the blanks with the correct words from the box.</li> <li>Students have to listen and write the verbs in past simple.</li> <li>Students have to listen and put in order from 1 to 6 the sentences in each paragraph according to the song.</li> <li>Students have to listen and write the verbs in past simple.</li> <li>Students have to listen and math each sentences with the right termination.</li> <li>Then they check it with the teacher.</li> </ul>			<b>25</b>
<b>POST LISTENING ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Students discuss about what is the message of the song.</li> </ul>			<b>10</b>

## Worksheet 5

### "Yellow" by Coldplay

Student's name: \_\_\_\_\_

#### Pre-listening activity

##### 1. Match the words with the correct meaning.

bone	The body's outer covering
skin	Any of the hard pieces that form the skeleton
bleed	Without water or liquid inside
dry	to lose blood from the vascular system

#### While-listening activity

##### 2. Listen and write the missing word.

everything / shine / stars / yellow

Look at the \_\_\_\_\_  
Look how they \_\_\_\_\_ for you  
And \_\_\_\_\_ everything you do  
Yeah, they were all \_\_\_\_\_

##### 3. Listen and write the verbs in past simple.

I \_\_\_\_\_ (come) along  
I \_\_\_\_\_ (write) a song for you  
And all the things you do  
And it \_\_\_\_\_ (be) called Yellow  
  
So, then, I \_\_\_\_\_ (take) my turn  
Oh, what a thing to have done  
And it \_\_\_\_\_ (be) all yellow

##### 4. Listen and put the lines in order (1-6).

\_\_\_\_ You know I love you so  
\_\_\_\_ Do you know  
\_\_\_\_ Your skin  
\_\_\_\_ Turn into something beautiful  
\_\_\_\_ Oh yeah your skin and bones  
\_\_\_\_ You know I love you so

##### 5. Listen and write the verbs in past.

I \_\_\_\_\_ (swim) across  
I \_\_\_\_\_ (jump) across for you  
Oh, what a thing to do  
'Cause you \_\_\_\_\_ (be) all yellow  
I \_\_\_\_\_ (draw) a line  
I drew a line for you  
Oh, what a thing to do  
And it \_\_\_\_\_ (be) all yellow

##### 6. Listen and match.

And your skin	know
Oh, yeah, your skin	beautiful
Turn into	myself dry
something	myself dry
Do you	and bones
For you, I'd bleed	
For you, I'd bleed	

#### Post-listening activity

##### 6. Discuss with the whole class about:

*What do you think is the message of the song?*

**LESSON PLAN 6****Teacher:** Vanessa Acosta**Class:** 9th grade "A"**Students Age:** 13-14 years old**Date:** 13/06/2022**Time:** 45 minutes**Topic:** Past simple**General objective:**

- Students will be able to develop listening skills through song lyrics activities.

**Specific Objectives:**

- To practice listen for details and specific information.
- To learn new vocabulary.

**Materials:** Worksheets, computer, speaker**TIME****PRE-LISTENING ACTIVITY**

- Teacher start the class explaining to the students what they have to do during the class.
- Students have to match the vocabulary with their right definitions.
- Then they check it with the teacher.

**10****WHILE LISTENING ACTIVITY**

- Students have to listen and fill in the blanks using the present continuous.
- Students have to listen and choose the correct word according to the song.
- Students have to listen and put in order from 1 to 7 the sentences in each paragraph according to the song.
- Student have to listen and cross out the words that are not in the lyrics.
- Then they check it with the teacher.

**25****POST LISTENING ACTIVITY**

- Students discuss about what is the song about.

**10**



## Worksheet 6

### "Rude" by MAGIC

Student's name: \_\_\_\_\_

#### Pre-listening activity

##### 1. Match the words with the correct meaning.

bone	The body's outer covering
skin	Any of the hard pieces that form the skeleton
bleed	Without water or liquid inside
dry	to lose blood from the vascular system

#### While-listening activity

##### 2. Listen and write the missing word.

everything / shine / stars / yellow

Look at the \_\_\_\_\_  
Look how they \_\_\_\_\_ for you  
And \_\_\_\_\_ everything you do  
Yeah, they were all \_\_\_\_\_

##### 3. Listen and write the verbs in past simple.

I \_\_\_\_\_ (come) along  
I \_\_\_\_\_ (write) a song for you  
And all the things you do  
And it \_\_\_\_\_ (be) called Yellow  
So, then, I \_\_\_\_\_ (take) my turn  
Oh, what a thing to have done  
And it \_\_\_\_\_ (be) all yellow

##### 4. Listen and put the lines in order (1-6).

\_\_\_\_ You know I love you so  
\_\_\_\_ Do you know  
\_\_\_\_ Your skin  
\_\_\_\_ Turn into something beautiful  
\_\_\_\_ Oh yeah your skin and bones  
\_\_\_\_ You know I love you so

##### 5. Listen and write the verbs in past.

I \_\_\_\_\_ (swim) across  
I \_\_\_\_\_ (jump) across for you  
Oh, what a thing to do  
'Cause you \_\_\_\_\_ (be) all yellow  
I \_\_\_\_\_ (draw) a line  
I drew a line for you  
Oh, what a thing to do  
And it \_\_\_\_\_ (be) all yellow

##### 6. Listen and match.

And your skin	know
Oh, yeah, your skin	beautiful
Turn into	myself dry
something	myself dry
Do you	and bones
For you, I'd bleed	
For you, I'd bleed	

#### Post-listening activity

##### 6. Discuss with the whole class about:

*What do you think is the message of the song?*