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Marco Veloz

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FECHA: *Dos de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

The current research aimed to determine the effectiveness of Lyrics Training website in communicative skills improvement. This process involved 77 students from Eighth year of basic education from a private high school who were chosen to form the target population. It was a quantitative research approach with quasi-experimental design. The whole population was divided into two groups: the control group with 38 students; while the experimental group was formed by 39 learners whose parents signed an informed consent. The students were evaluated twice through the KET (for schools) exam from Cambridge Assessment web page that constituted the data collection instrument. It mainly focuses on aspects like listening for main idea, for specific information, pronunciation, interaction, and spelling. Researcher designed an intervention proposal after gathering data from the pre-test and corroborating the low level of students. It contained class plans focused on listening with three steps: pre-listening while listening and post-listening to improve communicative skills. Those class plans applied the communicative approach to promoting student interaction while singing a song. The Lyrics Training website tools were identified, such as the game format and the difficulty level that students can choose. After the intervention process, the students took the post-test. Data analysis was carried out through SPSS statistical software where T-student test was applied to compare means. With 95% of

reliability and 5% of error, the control group did not show any improvement. On the other hand, the experimental group obtained a higher result in comparison with the previous one in the pre-test. This fact makes the researcher to conclude that the use of Lyrics training website is beneficial for the teaching learning process and students' communication skills improvement. In this context, it is highly recommended to use the results from this study to develop further research to contribute with students' communication skills enhancement.

DESCRIPTORES: COMMUNICATION SKILLS, LEARNING TOOL, LISTENING LYRICS TRAINING, SPEAKING, WEBSITE.

CHAPTER I

THE PROBLEM

1.1.   Introduction

This research focuses on using the Lyrics Training website to improve communication skills in the English language. Nowadays, technology is part of the globalized world, and the English teaching-learning process is no exception. Every student who aspires to be a successful English user must develop communicative domains to handle the demands of the communication circumstances that arise in the various sceneries (Common European Framework of Reference for Languages, 2001).

Today's world requires individuals to be prepared to face globalization since competition is the greatest challenge faced by young people and adults who want to be successful (Crystal, 2003). Therefore, communicating in two or more languages is an imminent need. And the Lyrics training website is an excellent option to achieve the goals of this study.

 In Ecuador, inclusive education has developed relevant advances during the last century. However, English in Ecuador is taken as a second language, and some approaches need to be shown, for example, the communicative language approach: language is best learned as a means of interacting and communicating and not as a set of knowledge is memorized.

 The use of the Lyrics training website in developing communicative skills is necessary to apply. Students can listen to their favorite song, fill in the blanks, choose the level of English (beginner, intermediate, higher) to understand vocabulary words, and improve their listening skills speaking skills through lyrics training and allowing them to develop their skills in the way they love and begin to enjoy learning new vocabulary words and, of course, strengthening their communicative skills.

 Due to the development of communicative skills is the most critical part of the learning process, but most students need help with these skills (Cronquist & Fiszbein, 2017). That is why this project in the classroom, which is focused on showing the impact of using the Lyrics training website to develop communicative

skills, was planned. The same situation happens with intermediate-level students between 12 and 14 years old from Rodriguez Albornoz high school whose communicative skills need to develop correctly. It has been noted that this problem increases every day, and students have started to dislike English.

According to Raja (2018), the adoption of ITCs and Communication has led to significant changes in the structure and functionality of education (p.4). Therefore, this research employs a quantitative approach with a quasi-experimental design. It is done to make a classroom intervention to improve students' communicative skills. In this regard, the students use the Lyrics Training website as a new-fangled way of learning English. In the same way, this research is configured in correlational design due to the possibility of interaction between variables.

On the other hand, students are motivated to use Lyrics Training to improve their communication skills. Therefore, the problem has become a need for technology in the English classroom because most teachers use traditional methods that sometimes do not stimulate the students' interest. Therefore, they must be more engaged and committed to their learning process. In addition, using the website to help students learn is very important for teachers and students to continue the learning process in a more effective and rewarding way.

This study is distributed in the following way:

CHAPTER I: This chapter mainly focuses on the introduction, justification, and objectives of this study depicting information about the topic and the different aspects of this investigation.

CHAPTER II: This chapter deals with the research background and includes the state of the art, which is a compilation of articles related to the topic of this study, and the literature review, which provides the theoretical part of both variables of the topic.

CHAPTER III: This chapter shows the methodological framework of this study and includes the location, equipment and materials, type of investigation, hypothesis testing, population and sample, information gathering, information

processing and statistical analysis, and the achieved results.

CHAPTER IV: This chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data

CHAPTER V: This chapter encompasses the conclusions of the results, some recommendations for future investigations, and the bibliography and the annexes of this study.

1.2. Justification

The lack of using websites that can help students improve their communication skills has been taken as a problem in the learning process. However, there is an excellent opportunity to enhance communicative skills using a critical website. This study focuses on using the Lyrics training website to improve students' communicative skills, considering that learning another language is difficult due to the methods and the tools applied (Richards, 2013). Therefore, this study is widely justified because their results would help solve real-life problems from the pedagogical and social fields.

Developing skills in other languages to open social, intellectual, and workspaces to improve people's quality of life is challenging. Through Information and communication technologies, a medium will be developed that allows strengthening the language skills in English teaching and learning in healthy and relevant social and school environments. The world of work and society shows a challenge regarding languages. Those who do not assume the challenges of communicating in another language will diminish their options in different fields since the globalized world demands trained professionals with considerable communication skills (Northrup, 2013).

According to Crystal (2007), the so-called globalization is a social, economic, cultural, and political practice produced from different challenges of complexity that assumes that a globalized world is not only a context of the location of actors, strategies, identities, and knowledge but also a frame of reference to act on behalf

of the human. These processes have been shaped, to a large extent, by the structuring role of communication in the dynamic and changing human interactions through innovations and technological insertions.

Furthermore, the direct beneficiaries of the results of this study are the students belonging to Ambato high school. Consequently, they are very interested in English class. Generally, the Lyrics Training website motivates students to love the language using an exciting tool and benefit in education. Lyrics training helps students in developing their listening and speaking abilities. According to Angelina (2020), using the Lyrics Training website as the listening learning media can motivate students at the high school level. Therefore, using Lyrics training to improve communicative skills is the perfect key to promoting students' interest in English learning.

However, there are some non-expected results, like students' low level of Information and communication technologies knowledge. It could happen because the students are familiarized with cell phones but not computers, and they do not have a specialized teacher in ICT (Azhari & Adnan, 2018). Even though there was a good internet connection at school, the students needed to learn how to manage the computer keyboard.

Even though this research is not focused on building a new theory or concept because it is applied research, the expected results are motivating to continue researching to contribute to the English language teaching-learning process. The lines of research that can be derived from the findings of this study would be focused on investigating which strategy is adapted to use the Lyrics Training website, which of the language skills is more favored compared to others in this type of methodology, and how to expand interpersonal relationships through a method that combines Lyrics training website with communicative classroom tasks (Quisnia, 2020).

In light of the results of this research, they would be socialized through some channels. However, the most important way of socializing would occur among students, teachers, authorities, and parents at Ambato high school. They would be the most critical observers and judges who would give real value and comments

for the whole process.

1.3.Objectives

1.3.1.General objective

To determine the effectiveness of Lyrics Training website in communicativeskills improvement.

1.3.2.Specific objectives

- To identify communication skills and sub-skills in the English language.
- To state the tools that the Lyrics Training website provides to develop communicative skills.
- To evaluate the students' communicative skills performance before and after a classroom intervention.

CHAPTER II
RESEARCH BACKGROUND

2.1. State of the art

There were a lot of sources found on the web that coincide in some way or another with the current one. Therefore, a deep review of previous research was done. In doing this, some databases such as Google scholar, Elsevier, Research Gate, and Academia, among others as well as international and Ecuadorian university repositories, were used in order to make this state-of-the-art. Moreover, twenty documents dating from 2018 until 2022 were analyzed. These documents are Master's theses and papers containing information on research about the use of Lyrics training websites and the English language communicative skills.

Some papers focus on the challenges that both teachers and students face during the teaching and learning process. Firstly, Ercan (2020) asserts that students are keen to learn with technology, considering they are digital natives. However, there is a debate about how foreign language teaching and learning methods have stayed the same to meet the needs of students nowadays. Indeed, life has changed, but teachers' way of teaching in some cases has not. Another challenge is the one mentioned by Wahyuni and Gomes (2021) who emphasize that students do not listen in English at all; therefore, teachers must combine teaching English with technology to face better listening situations. Moreover, Lazokat (2022) states that teachers and students are unaware of the importance of integrating digital tools with teaching and learning methods.

Similarly, Bsharat et al. (2021) state that music needs to be used more in the EFL (English as a foreign language) classes. For these reasons, blended learning constitutes a "must" in the EFL environment because this digital era has evolved a lot. In this context, it could be a valuable option to include technology in English language learning, specifically in using the Lyrics training website in the educational context (Terzioğlu & Kurt, 2022).

Likewise, some authors have developed research to incorporate Information and

Communication Technologies (ITCs) in the educational context. Thus, Mohamed (2021) investigates the incidence of mobile apps on learners' language skills. He applied a blended approach through face-to-face and distance learning through computers and smartphones. Lazokat (2022) stated that ITCs could be an excellent ally for language learning, especially listening skills. Several digital tools have evolved; however, teachers do not employ them to teach languages. Besides, ITCs are also considered a medium to support the teaching-learning process. They work well with social media (Sofla, 2019). Sofla (2019) investigated the effectiveness of teaching listening through VOA English learning App in a computer-assisted language learning (CALL) environment, whose results stated that the App effectively improves students' language skills, primarily listening.

On the other hand, music is proven to be effective in language learning. In this scenery, some authors have researched the incorporation of music in English language learning classrooms. Yuen (2022); Terzioğlu and Kurt (2022); Teppa et al. (2022); and Wahyuni and Hardiy (2022) included music, songs, and songs' lyrics in the English classroom to improve students' language skills. They concluded that music and songs positively affect their motivation, language skills, and vocabulary improvement. This fact enlightened the route to achieving the current objectives. In addition, the classroom environment becomes more engaging to improve vocabulary, cognitive, linguistics, and affective skills (Butarbutara and Fenanlampir, 2019).

Additionally, some research focuses on proving the effectiveness of using the Lyrics training website for improving English skills. Setiawan et al. (2021), Gamboa (2022), and Garib (2021) aimed to research the effects of employing that website. They described its advantages and how it can be used in English language teaching-learning. Others like, Deveci and Tavil (2021) examined this technology-based material to accomplish learning goals. Yet another researcher, Quisnia (2020), aimed to establish the relationship between Lyrics Training and English language pronunciation. They all provided a general idea about the narrow connection between the Lyrics training website and English language learning. However, that research focuses on individual classroom tasks centered on improving listening skills.

In addition, works developed different research methodology. There are experimental designs (Gamboa, 2022); quasi-experimental which worked with two groups of study, the control and the experimental group (Fahira, 2021; Terzioğlu & Kurt, 2022; Yuen, 2022). Their results showed a significant imrovement in the students speaking and listening skills. Others, developed pre-experimental research with one group pre-test and post-test (Ercan, 2020; Mohamed, 2021; Setiawan et al., 2021; Teppa et al., 2022). All of those quantitative studies also employed surveys as their second data collection tool. Their results proved that there are strengths as well as weaknesses in the implementation of Lyrics Training in listening courses experienced by the students.

On the other hand, there are some other investigations with qualitative methodology. They mainly use interviews in order to collect data. They deliver the use of Lyrics training as a new strategy to teach listening as well as to enable students to practice their listening skills (Wahyuni & Gomes, 2021). Butarbutara and Fenanlampir (2019) carried out case study whose main results were the students' listening skillsimprovement, motivation, and a more confident classroom environment. Besides, Wahyuni and Hardiy (2020) concluded that the use of song's lyrics are suitable waysof enhancing students' autonomy.

Other researchers have developed mixed research. Their main conclusion focused on the advice for teachers to use them effectively to motivate students towards a better performance in the target language. This approach was used to include music and songs to develop English language skills. They also suggested that the curriculum must be redesigned with more music implementation due to its proven effectiveness (Bsharat et al., 2021).

As it was reviewed, most of the researchers center on the use of Lyrics Training for listening skills. Moreover, they propose and report some interventions in the classroom through three main stages. The first stage, pre-listening, aims to prepare students for listening activities. The second, while listening, propose activities while students are listening. The third stage, after listening, suggest some

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production activities based on the listened information (Azhari & Adnan, 2018; Butarbutara & Fenanlampir, 2019; Gamboa, 2022; Hiklová, 2022). They also suggest these steps to develop an interactive and motivational classroom environment.

These previous researches have enlightened the route for the current one. It is important to note that most of them focus on the development of listening skills; however; it could be a good option to propose something that includes not only listening but the four skills of the language.

2.2. Independent variable: Lyrics training website

2.2.1. Technology

Today, advances in technology are the order of the day. That is why it is of great importance in education. In this globalized era, it is essential to stay updated and informed of all the news that is emerging and its different applications. Therefore, people rely more and more on digital communication (Crystal, 2003). In consequence, teachers and students must take advantage of this fact and remove the shortcomings that prevent many students and schools from achieving excellence.

In education, Information and Communication Technology (ICT) has the potential to improve access to education and its relevance and quality. ICT tools help calculate and analyze exam information, and students' performance reports are all computerized and easily accessible for consultation. Unlike memorization or rote memorization, ICT encourages learner engagement by allowing them to choose what they want to learn at their own pace and tackle real-world problems. According to Henriksen et al. (2018), teachers must prepare their students with technology skills to use later in their lives and work. In other words, using ICT helps increase students' knowledge development.

Mobile technology

Mobile technology goes where the user is. It consists of portable two-way

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communications devices, computing devices, and the network technology that connects them (Deveci & Tavil, 2021). Nowadays, all people worldwide are helped by electronic devices to communicate. In one of the most important research projects from Bernacki et al. (2020), a relatively new academic endeavor is using personal electronic devices to engage in learning across contexts while maintaining connections to media, educators, peers, experts, and the wider world. Therefore, its use must be involved in the English language classroom environment to develop significant learning (Chapelle, 2003).

Information and communication technology (ICT)

Information and Communication Technologies are the resources and tools used to process, administer, and distribute information through technological elements, such as computers, phones, and mass media. Over time, this resource has increased and provides valuable services such as websites, apps, email, information search and filtering, downloading materials, and online commerce (UNESCO, 2013). In this context, ICT plays a vital role in education and literacy. According to Siddiq and Scherer (2019), *literacy* is the willingness and aptitude of a person to utilize digital technology and communication tools efficiently to access, manage, gather, and analyze information; create new knowledge; interact with others and contribute to society. Therefore, students are expected to take more interest in their study subjects. Technology offers ways to make learning more fun and enjoyable by teaching the same things in new ways. For example, teaching through gamification, taking students on virtual excursions, and using other online learning resources. Technology can also encourage more active participation in the learning process, which is difficult to achieve in traditional lecture environments (Ercan, 2020; Mohamed, 2021).

Moreover, its primary function is to facilitate easy and fast access to information in any format; this is possible through immateriality, that is, the digitization of information to store it in large quantities or access it even if it is in remote devices. Second, the information can be disseminated instantaneously. Thus, it is immediate. Although the essential feature is that it allows two-way communication between several people, this is used in forums, instant messaging,

and video conferences (Mohamed, 2021).

According to UNESCO (2021), there are some benefits ICTs provide, such as:

- Allow the development of health and education

- Development of professionals through the exchange of information

- Support small entrepreneurs in the promotion of products

- Allowing interactive learning

Therefore, with the development of technology and the search for new advances and more efficient forms of communication, ICTs have been positioned as the fundamental pillars of society (UNESCO, 2013).

Technological tools

In the educational context, mastery of digital technologies and resources is now a necessary skill for teachers to understand, select and adapt the tools to help their students achieve the skills provided in their courses (UNESCO, 2022). Therefore, they have become an essential part of education because everything becomes easier using digital platforms in teaching-learning.

There are various tools and technological resources on the Internet, many freely accessible, which facilitate the teaching and learning process. Netiquette or net etiquette should be mentioned, which are norms or rules in virtual environments that can be elaborated jointly with the students and applied from the first day of classes. Faced with all this diversity of technological and pedagogical tools, it is up to educational institutions to obtain the best technologies to make them available to their teachers; but in turn, in teachers, mastering digital technologies and resources is now a necessary skill to allow them to understand, select, and adapt the tools at their disposal in order to their students achieve the skills provided in the courses (Deveci & Tavil, 2021).

Lyrics training website

The Lyrics Training website is a way to learn and improve learners' language

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skills through music videos and the songs' lyrics. Besides, it has a special Karaoke mode where people can sing and enjoy the lyrics (Fiori, 2021). Besides, it is an excellent approach to learning and improving language skills. Through the ongoing practice of writing the missing words, lyrics training aids in acquiring new vocabulary and idioms and reinforcing grammatical knowledge. Additionally, regardless of whether or not all words are understood, it trains the brain almost subconsciously, improving the ear's capacity to distinguish the sounds and words of a foreign language in a relatively short time (Lyrics training, 2022).

Accordingly, the Lyrics training website is an available or accessible tool to anyone who wants to learn a new language, especially English. It has the opportunity to know and listen to songs by successful and favorite artists in the music field.

2.3. Dependent variable: Communicative skills

2.3.1. Communicative approach

In the last few years, some studies have been done in Ecuador where we can analyze the impact of using communicative skills in the learning process. There are many studies to take as examples to reinforce the English level in Ecuador. The most relevant EFL studies which have similar conditions in this project and those are going to be shown in this investigation background. According to Crystal (2003), English is the global language and has become the *lingua franca* worldwide. In this scenery, developing communicative skills is a great challenge for educational institutions and society in general. Therefore, educators must look for motivational and meaningful ways to develop the teaching-learning process.

Using materials that simulate real-world circumstances, the communicative approach involves working on learning a foreign language's oral and written elements. It entails becoming adept at using it to communicate in various situations (Canale & Swain, 1980).

Additionally, the foundation of the communicative approach is communicative competence, which is the ability to utilize language effectively in social contexts.

According to Hymes (1972), this competency is about knowing when to talk, when not, what to talk about, with whom, when, where, and what style.

2.3.2. Communicative skills

There are four communication skills in English: listening comprehension (Listening), oral expression (Speaking), reading comprehension (Reading), and written expression (Writing). Those communicative skills are divided into two main groups: passive or receptive skills (listening and reading) and active or productive skills (speaking and writing) (Harmer, 2007).

Speaking

Guebba (2021) states that speaking is a skill that needs to be practiced and developed separately from the grammar curriculum. Hughes (2002) argues that this skill must not be taught separately but in the context of honest communication. According to Wati and Bharati (2014), fluency and accuracy in speaking cannot be measured by text alone because when students face English in real-world situations, they will be battling different types of texts.

According to Raba (2017), speaking is the second productive language skill and an essential means of communication. It means that practicing speaking with learners affects communication positively. People who manage or use speaking skills can interact or share ideas with others. Moreover, mastering speaking skills appropriately needs the most significant effort because it requires integrating and using specific languages, like the principal vocabulary, applying specific grammar structures, and getting excellent pronunciation.

Writing

Writing is the style, form, or quality of something written, which means that it is the act of one who writes or the profession of one who writes books, newspaper articles, etc.; it can be a literary composition or production (Cambridge Dictionary, 2021). It is a powerful and challenging skill that manages most of the information in communication; thus, it must follow the process approach (Jusun & Yunus, 2018; Rao, 2019; Durga & Rao, 2019). Therefore, the teacher must explain

writing skills carefully. It has to be taught using specific strategies and tools to let students acquire the skill quickly, depending on their level. According to Sreena and Ilankumaran (2018), the cognitive approach is valuable in helping students improve their writing skills because it starts with receptive skills to continue with language production.

Reading

Learning to read is acquiring a visual language skill that best matches existing spoken language skills. It places a complex burden on many emerging abilities. In principle, at the very least, impairment in reading can occur at any level, from visual perception to cognitive perception or common sense (Harmer, 2007).

According to Hariyati and Syakur (2018), reading is a process that language users undertake to gain messages that writers communicate through words and written language. It means that reading is a process that requires a glance at a group of words that form a unit in order to know the meaning of the individual words. Therefore, reading is often encouraged in cultures with a literary sensibility because it can lead to better comprehension and vocabulary.

2.3.3. Listening

In the context of teaching foreign languages, listening skill represents the student's ability to recognize the phonemes of the language, words, and grammar, to understand and process what is heard to carry out an activity, answer a task or perform another linguistic activity, like communicating orally, writing, or reading (Harmer, 2007). Moreover, listening comprehension in English promotes the student's interaction with aspects of the language that later allow an integrated development of the rest of the linguistic skills (Kluger & Itzchakov, 2022; Kajiura et al., 2021).

Based on this concept, the author of the current research recognizes the importance of listening competence within the teaching-learning process since it is not only a question of recognizing sounds in isolation but of placing them in a context (Common European Framework of Reference for Languages, 2001). This

competence is the most difficult to acquire since the characteristics of the message, delivery, receiver, and environment are contemplated (Kajiura et al., 2021).

A person can hear something but does not listen; this second action refers to paying attention to what is heard. For this reason, listening competence is not considered as only one skill but rather a series of skills marked by the fact that it involves the auditory perception of oral signs. It is essential for any other linguistic activity, like speaking or writing (Common European Framework of Reference for Languages, 2001).

Types of listening

Extensive listening and intensive listening, considered the most significant components for enhancing language performance, are two techniques that concentrate on various skills and help students learn the target language. According to Harmer (2007), it is crucial to teach listening skills because students need familiarization with many dialects and varieties employed by native speakers. Recorded content like songs and real-life conversations are the most effective techniques for improving listening skills. Learners are exposed to authentic English in this way, which helps them develop their critical thinking abilities.

Extensive listening

Husain (2015) defines extensive listening as all listening comprehension activities that allow students to receive a large amount of pleasant input and with a high level of comprehension. Most importantly, students get to do lots of meaningful exercises to practice and develop their listening comprehension by themselves.

This is how extensive listening promotes the constant practice of listening comprehension through various exercises inside and outside the classroom that favor the development of this skill. It also improves motivation in learning a second language since students when carrying out listening comprehension practices outside the classroom, can select the material to listen to, favoring their autonomy and allowing them to be the regulators of their learning process (Harmer, 2007).

Krashen and Terrell (1998) confirm the importance of selecting appropriate and motivating material for students to effectively carry out their extensive listening. In this regard, they explain that without an appropriate selection of material to listen to, students will not have any motivation to learn. Therefore, the material must be according to the students' level of understanding to build their confidence in the learning process.

Intensive listening

Unlike extensive listening, intensive listening intensifies the number of listening practice exercises, and the material used for the practices should be of the same or a similar genre (Harmer, 2007).

Intensive listening refers to those activities related to oral comprehension carried out in the school context within the classroom (Spataro & Bloch, 2017). According to Oxford (1982), the exercises related to this type of listening focus on the linguistic forms, and students are trained to:

- Pay special attention to words, phrases, and grammar constructions
- Recognize variations between vocabulary that may be similar.
- Be aware of the accent, tone, and pauses.
- Paraphrase and create.
- memorize and remember terms and specific details.

These activities should resemble a real-life context as much as possible so that learners can use the skills acquired with these exercises in everyday conversation (Harmer, 2007).

However, this type of listening has certain limitations and disadvantages. On the one hand, factors related to the characteristics of the physical space where the activity takes place should be considered. It would include the number of students, size, and acoustic classroom conditions. It would also be necessary to analyze the quality of the resources and materials teachers use, as well as the personal difficulties each learner could present and their level (Oxford, 1982).

Using audio and video resources on learning websites like "Duolingo," "FluenU," and, in this case, "Lyrics training," as well as directing students through short guided tasks that make them concentrate on the language's foundational elements,

improves intensive listening (Ercan, 2020). The teacher should select entertaining, motivating, and meaningful audio content (Wilson, 2008).

To achieve this aim, teachers follow three critical listening stages in the classroom such as pre-listening activities, while listening, and post-listening (Harmer, 2007).

Pre-listening activities

Activities that are created prior to listening are covered in this stage. Pre-listening exercises achieve specific objectives like preparation, motivation, and contextualization. In other words, it is a previous preparation where the students anticipate certain aspects of the passage that they will listen to later (Wilson, 2008).

Several pre-listening activities are displayed below:

1. Establish the context: this would include the situation, topic, and type of text that will be addressed (Wilson, 2008).

2. Generate interest: motivation is vital in the teaching-learning process. The learners' attention and comprehension level vary depending on their interest in the subject. Therefore, it is necessary to establish a prior dialogue with them about the topic to be discussed in which they establish their perspective to achieve their enthusiasm to listen (Wilson, 2008).

3. Activate previous knowledge: the understanding of the text varies depending on the listener's knowledge of the world and their management of external information. Consequently, once the context has been established, it is interesting to ask the students what they know about the subject. In this way, students transfer the prior knowledge from their mother tongue into a foreign language (Harmer, 2007).

4. Acquire knowledge: Sometimes, the student may not know the topic. Therefore, giving specific doses of information is recommended to generate greater confidence in the students to face listening and avoid blockages (Gamboa, 2022).

5. Activate vocabulary/language: Through activities related to knowledge, brainstorming, or even role plays related to the topic, students have time to think about the linguistic demands of the situation (vocabulary and grammar

structures) and prepare for the listening process (Butarbutara & Fenanlampir, 2019).

6. Predict the content: Students can predict what they expect to happen in a given context through their knowledge of the world (Azhari & Adnan, 2018).

7. Carry out a previous review/understanding of the task: students have time to visualize the questions before listening, and they understand the objective of the task and, therefore, get an idea of the audio content. It is another way the student would achieve positive motivation toward the activity (Harmer, 2007).

While listening activities

In the second stage, also known as *while listening*, two differentiated listening models should be highlighted: intensive listening and extensive listening. Both types must be promoted to ensure learners become competent listeners (Wilson, 2008).

Students listen to the text to understand the message and determine the main idea without paying attention to all the details, as occurs when listening to news, commercials, and interviews. Students can also examine the information or details of specific parts in the text, such as listening to the weather report, following directions on the radio, or giving the names or number of car accident victims featured in the news. It is important to note that students must listen several times to develop their listening comprehension. At the end of this stage, students receive feedback when the exercises are reviewed (Harmer, 2007).

According to Wilson (2008), the teacher must promote some classroom activities and skills while listening.

 • Listening for gist: a general idea

 • Listening for detail: specific information

 • Inferring: deduce or conclude from evidence and reasoning rather than explicit statements.

 • Participating actively: questions and answers

 • Note-taking

• Dictation

Post-listening

Finally, in the third stage, after listening or post-listening, through oral and written production, students give their opinion about the text they heard through oral or written speech. Moreover, they express their feelings and attitudes through scripts, interviews, character analyses, essays, or discussions. In sum, according to Wilson (2008), some activities and skills students develop when they do post-listening activities are:

• Reflecting

• Checking and summarizing

• Discussion

• Creative responses

• Critical responses

• Information exchange

• Problem-solving

• Deconstructing the listening text

• Reconstructing the listening text

These three stages are important in all listening activities and help students to assimilate information progressively.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 Location

This research was carried out at Unidad Educativa Rodriguez Albornoz. This educational institution was created in 1957 by Inés Rodríguez Albornoz, who founded this school against her parents' will. The mission of this catholic and private educational institution is to achieve comprehensive training in childhood and youth; with academic excellence through the pedagogy of love; ecologically conscious and inclusive; with quality and warmth, through the experience of values, with a critical mentality and the application of educational quality standards; committed to a solidary, fair and innovative service in society and the Church. Furthermore, its vision is to be in a recognized institution for its evangelizing educational excellence based on Christian principles and values, committed to building a compassionate, inclusive and equitable, supportive, peaceful, just, and innovative society, following social, cultural, scientific, and technological changes (Unidad Educativa Rodríguez Albornoz, 2019).

Furthermore, this private educational institution is subject to the current legal regulations of the Ecuadorian Ministry of Education. It is located in Tungurahua, in the city of Ambato. It is also a formal school with 890 students and 38 teachers; 4 are English teachers (Unidad Educativa Rodríguez Albornoz, 2019).

3.2. Equipment and materials

Several instruments and materials were used in the development of this study. First, the researcher used computers to conduct his research. Besides, an internet connection helped to show the lyrics training website. Materials such as paper, pencils, and photocopies were also employed to develop classroom interventions.

Furthermore, the KET (Key English Test) for schools was applied to collect data as the pre-test and post-test. Originally, this exam focused on all communicative skills; however, the researcher has taken the listening part only. The listening part had five sections with 25 questions. These sections focused on listening for main idea, listening for specific information, pronunciation, interaction, and spelling (See Annex 1).

For data analysis, the SPSS (Statistical Package for the Social Sciences) software was employed for the hypothesis testing through the T-student test and the non-parametric test: Mann-Whitney.

3.3. Type of research

This study investigated how eighth-level students at Unidad Educativa Rodriguez Albornoz improved their communicative skills using the Lyrics training website. This study used a quantitative approach. A quantitative approach is a research method that uses numerical data to describe, explain, and predict phenomena using tools of mathematical and statistical analysis (Cohen et al., 2007). Moreover, a quasi-experimental study design was used because the group received a period of instructional intervention, and continuous measurements were required. According to Creswell (2015), quasi-experimental study designs explore causal hypotheses to find a comparison group that is as close as possible to the treatment group regarding baseline characteristics. In this case, the experimental group's intervention process was carried out; however, the control group continued with their traditional English classes.

3.4. Hypothesis

H1. Lyrics Training website is effective for students' communicative skills improvement.

H2. Lyrics Training website is not effective for students' communicative skills improvement.

3.5. Population or sample

This study implements the Lyrics training website to improve students` communication skills. So, the first test was induced to use the website to recollect and improve students` performance. The research questions which are going to guide this study were:

At Unidad Educativa Rodriguez Albornoz, students come from the surrounding towns of Ambato. Most of them have mobile phones or specific devices because their parents have high economic status.

Table 1. Population

Class	Group	Students	Percentage
Eight A	Experimental group	39	51%
Eight B	Control group	38	49%
TOTAL	-	77	100%
Data collected after gathering the parent's informed consent.			

Table 1 shows the population for this study. They are students from the eighth year of primary education whose parents have signed informed consent for participation, as this project was developed during additional class hours.

3.6. Data collection

To collect data, the researcher applied the Key English Test (KET) for schools listening part downloaded from Cambridge Assessment webpage as the pre and post-tests (See Annex 1). All the students who formed the population took them before and after the classroom intervention. This lasted 30 minutes to complete an answer sheet after listening the material. Each correct answer valued 1 mark with the desired average of 25 marks in total. As it was previously detailed, the pre-test and post-test had 5 sections such as listening for main idea, listening for specific information, interaction, pronunciation, and spelling.

Those questions were distributed in the following way: questions from 1 to 5

evaluated students' listening for main idea through five different short recordings. The second part contained questions from 6 to 10. They assessed students' ability to identify specific details; therefore, they listened to five short conversations and looked at three different pictures for each question and chose the best option. The next section assessed students' interaction understanding; so, they had questions from 11 to 15, they listened a longer conversation and asked questions. The fourth section served to assess students' ability to identify people's pronunciation. In this case, students listened a long conversation and identify minimal pairs for questions 16 to 20. The last part centered on students' spelling knowledge. They listened to a large conversation about some classes and they had to write words with their correct spelling to complete blank spaces.

3.7. Instruments

As it was explained above, KET for schools was used. Its main instrument was the listening skills questionnaire and had five sections containing five questions each. Five essential aspects were evaluated such as listening for main ideas, listening for specific information, interaction, pronunciation, and spelling.
Students heard each piece twice. For each part of the test there was time for them to look through the questions and time for checking the answers.

3.8. Data processing and statistical analysis

To make the statistical analysis, the researcher employed the SPSS statistical software. He first used a Microsoft Excel file to condense the results, then, he compared means in both the pre and the post-test between the experimental group and the control one. Then the hypotheses were rejected or accepted through the T student test.

CHAPTER IV
RESULTS AND DISCUSSION

This research focused on the use of Lyrics training website in the improvement of the communication skills. Therefore, an intervention was designed that lasted eight weeks. This intervention was directed to support students to improve listening skills. Before the classroom intervention a pre-test was taken by the students. Later, after it, the same groups of students took the post-test. The test was the KET for schools which was downloaded from the Cambridge Assessment web page. According to the level of students, the questions look for specific and factual information. The results are displayed below.

4.1. Pre-test

To start with data which come from the pre-test, the normality test was developed. Therefore, the results are displayed below.

Table 2. Pre-test Normality test

One-Sample Kolmogorov-Smirnov Test[a]		
	Pre-test Experimental group	Pre-test Control group

N		39	38
Normal Parameters[b,c]	Mean	6.44	6.21
	Std. Deviation	1.875	1.613
Asymp. Sig. (2-tailed)		0.002	0.019

Elaborated by: Veloz, M. (2023)

Table 2 shows the Kolmogorov-Smirnov test for normality of data. For the experimental group the Two-tailed significance is .002; on the other hand, the result for the control group is .019. Both the experimental and the control group have data which is < .05; it means that they have data which come from abnormal distribution. Therefore, to compare means it is necessary to implement a non-parametric test.

Later on, the equality of variances test was developed. To do this, the Levene's test for equality of variances showed that the significance is .303 which is > .05. This means that equal variances are assumed.

The following step is to check whether the means between the control group and the experimental group are different or not.

Table 3. Levene's test for equality of variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Pre-test	Equal variances assumed	1.075	0.303	0.565	75	0.574	0.225	0.399		-0.57	1.02
	Equal variances not assumed			0.566	73.81	0.573	0.225	0.398		-0.568	1.019

Elaborated by: Veloz, M. (2023)

Table 3 displays .574 in the Two-tailed significance. It signifies that means are similar; therefore, both the control and the experimental groups are in the same level of listening comprehension.

$\mu 1 = \mu 2$

This fact is also shown in the table below:

Table 4. Pre-test. Comparison of means between groups

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental group	39	6.44	1.875	.300
	Control group	38	6.21	1.613	.262

Elaborated by: Veloz, M. (2023)

Table 4 displays information from the whole population obtained in the pre-test. The experimental group obtained a mean of 6.44; likewise, the control group got 6.21. Thus, there is no a significant difference in these means.

Furthermore, there was statistical analysis per assessment aspect presented in the test as the following table displays.

4.2. Post-test

After having an intervention which lasted 8 weeks, the students took the post-test which had the same format as the pre-test. Students from the control group continued working with text-book methodology; while, the experimental group used the intervention proposal focused on the use of the Lyrics training website. Students' results were analyzed by assessment aspects presented in the test such as listening for main idea, listening for specific information, pronunciation, interaction, and spelling.

Table 5. Results by assessment aspect. Control group

ASSESSMENT ASPECTS	CONTROL GROUP			
	PRE-TEST	POST-TEST	DESIRABLE SCORE	Difference
Listening for main idea	1.34	2.03	5	0.69
Listening for specific information	1.68	2.16	5	0.48
Pronunciation	1.21	1.16	5	-0.05

Interaction	1.05	1.13	5	0.08
Spelling	0.97	0.84	5	-0.13
TOTAL	6.25	7.32	25	

Elaborated by: Veloz, M. (2023)

Table 5 details a comparison between the students' results from the pre-test and the post-test by assessment aspects. Firstly, students showed a listening performance of 1.34 in the pre-test against 2.03 in the post-test in the listening for main idea aspect. Students improved in 0.69. Then, students listened for specific information. Regarding this, students obtained 1.68 in the initial test and 2.16 in the final test. Therefore, there is a difference of 0.48 between means. In pronunciation, students had a decrease of -0.05. In interaction, students improved 0.08 from the initial score. In the spelling aspect, students declined in -0.13.

These results are depicted in the next figure.
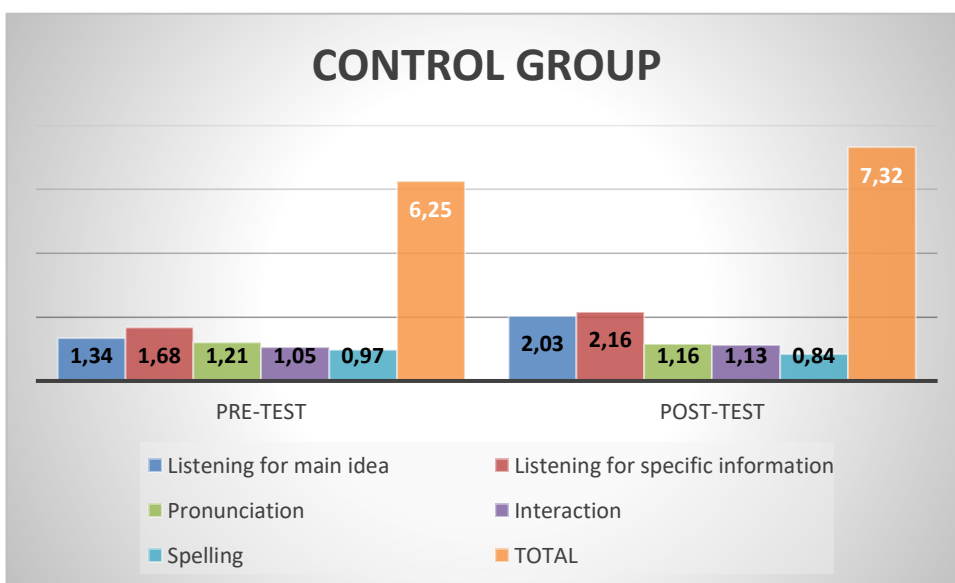
Figure 1. Control group: pre-test and post-test results

Figure 1 depicts differences between results obtained in the pre-test and the post-test by the control group.

Table 6. Results by assessment aspect: Experimental group

EXPERIMENTAL GROUP				
ASSESSMENT ASPECT	PRE-TEST	POST-TEST	DESIRABLE SCORE	DIFFERENCE
Listening for main idea	1.38	1.87	5	0.49
Listening for specific information	1.9	2.28	5	0.38

Pronunciation	1.18	2.64	5	1.46
Interaction	1.15	1.51	5	0.36
Spelling	0.79	2.9	5	2.11
TOTAL	6.4	11.2	25	

Elaborated by: Veloz, M. (2023)

Regarding the Experimental group, students showed a difference in results between the pre-test and the post-test which is shown in Table 6. In the first aspect, listening for main idea, students improved 0.49 in the post test. They have a similar improvement of 0.38 in the second aspect, Listening for specific information. Interestingly, they enhanced their score in 1.46 in pronunciation. Likewise, they improved in 0.36 in interaction questions. Finally, students from the experimental group improved 2.11 in spelling of words.

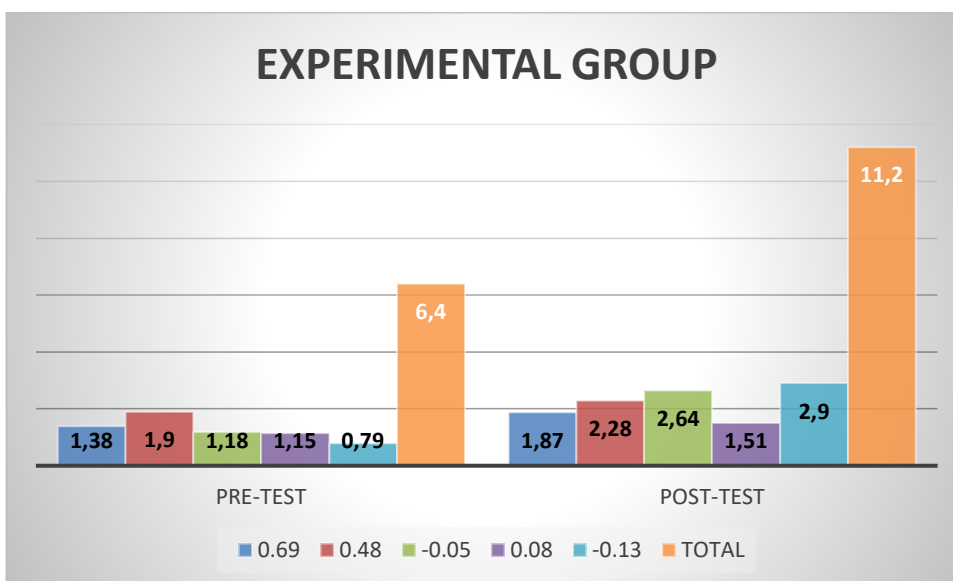This information is graphed in the following figure.

Figure 2. Experimental group: pre-test and post-test results

Figure 2 graphics the improvement experienced by students from the experimental group. It is evidenced that after the intervention proposal, students mainly enhanced the pronunciation and spelling of words.

Table 7. General results

	CONTROL GROUP	EXPERIMENTAL GROUP

ASSESSMENT ASPECTS						
	PRE-TEST	POST-TEST	DIF.	PRE-TEST	POST-TEST	DIF.
Listening for main idea	1.34	2.03	0.69	1.38	1.87	0.49
Listening for specific information	1.68	2.16	0.48	1.9	2.28	0.38
Pronunciation	1.21	1.16	-0.05	1.18	2.64	1.46
Interaction	1.05	1.13	0.08	1.15	1.51	0.36
Spelling	0.97	0.84	-0.13	0.79	2.9	2.11
TOTAL	6.25	7.32	TOTAL	6.4	11.2	

Elaborated by: Veloz, M. (2023)

Table 7 shows that students from the control group have slightly improved in two aspects like Listening for main idea, Listening for specific information, and interaction. However, they reduced their scores in the pronunciation and spelling of words. On the other hand, there is a positive improvement in the students who belong the experimental group; especially in the pronunciation and spelling of words.

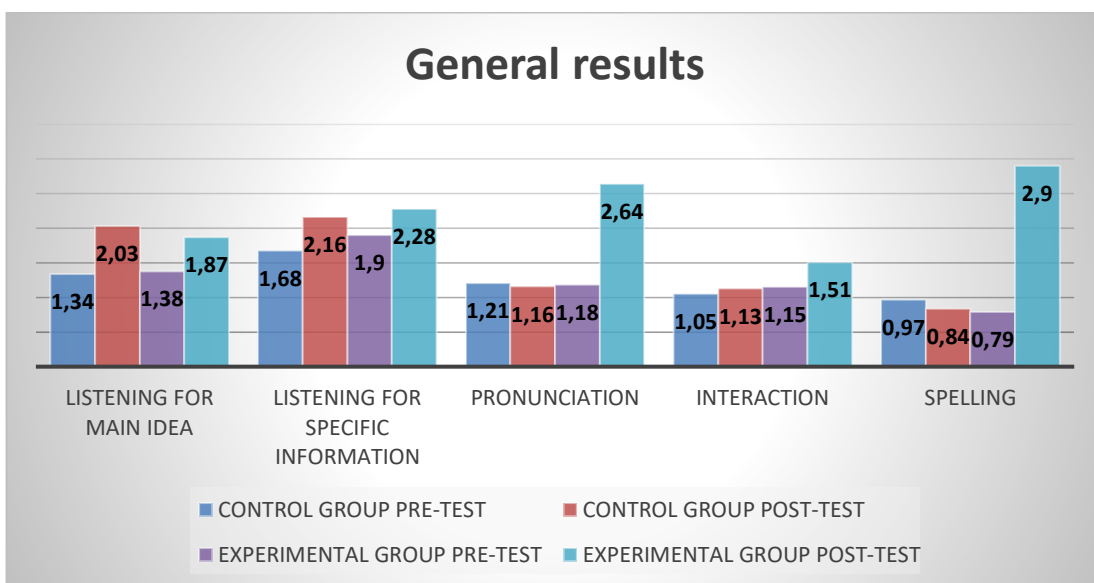Similar information is depicted in figure 3.

Figure 3. Final results

Figure 3 clearly evidences that there is a significant improvement in the students from the experimental group.

After this analysis, it was necessary to develop the T-student test to statistically compare means in the hypothesis test.

Table 8. T- test. Post-test

Independent Samples Test

		t-test for Equality of Means								
		Levene's Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differe nce	Std. Error Differerenc e	Lo wer	Up per
Post - test	Equal variance s assumed	3. 409	0 .069	6.43 9	7 5	0	4.094	0.636	2.828	5.361
	Equal variance s are not assumed			6.46	71.71 2	0	4.094	0.634	2.831	5.358

Elaborated by: Veloz, M. (2023)

Table 8 shows the T-test for comparison of means obtained in the post-test. To analyze the results in the post-test, the two-tailed significance column must be taken into consideration. In this case, that column shows .000 which is < .05. It implies that there is a significant difference between the means of the control group and the experimental group.

It is important to remark that the intervention proposal was carried out with the students belonging the experimental group; therefore, the ultimate results are shown in Table 9.

Table 9. Means from Control group and experimental group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental group	39	11.41	3.101	0.497
	Control group	38	7.32	2.428	0.394

Elaborated by: Veloz, M. (2023)

Table 9 displays information about the groups' means obtained in the post-test. The students from the experimental group who participated in extra classes to improve their communicative skills directed to the listening skills through the use of Lyrics training website obtained a mean of 11.41. Nevertheless, the students who formed the control group and did not attend to the intervention classes obtained 7.32.

Therefore, Hypothesis 1 is accepted because the use of Lyrics training was effective to improve communicative skills; while the Hypothesis 2 is rejected.

4.3. Discussion

After this interesting process because there was a great amount of learning for both the researcher and the students, the hypothesis which states that the use of Lyrics training website is beneficial for students' learning at Unidad Educativa Rodriguez Albornoz was accepted. With 95% of confidence and 5 % of error, the final results showed that there was a significative enhancement in the experimental group in comparison with the results from the control one.

Students from the experimental group mainly evidenced improvement in the pronunciation and spelling of words. These results are similar to studies performed by Yuen (2022), Terzioğlu and Kurt (2022), Teppa et al. (2022), Wahyuni and Hardiy (2022); and, Butarbutara and Fenanlampir (2019). These authors remark the benefits of the Lyrics training website because it has students listen to the song while doing some unscramble words exercises or writing words. This fact enormously helped students to have pronunciation and spelling awareness.

Likewise, other background research, results were positive. Among others, Azhari and Adnan (2018); Gamboa (2022); Teppa et al. (2022); Fahira (2021); Wahyuni and Gomes (2021); Terzioğlu and Kurt (2022) applied Lyrics training website to support students in their English language learning improvement. They determined that there is a narrow relationship between this website and the improvement of the language skills, especially, listening. This fact provided lots of motivation in students and their eagerness to learn and autonomy also increased.

Lyrics training has many characteristics but the most important that has been noticed during this study was its versatility to adapt the level of difficulty to the students' needs. There were also a number of songs' lyrics which could be adapted to the context of the teaching-learning process. This fact helped the students to be more confident and their performance was better just like other researchers argued.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After this process, some main conclusions came up.

- The effectiveness of Lyrics Training website in communicative skills improvement was determined. With 95% of confidence and 5% of error, theT-student determined that there was a significant difference in the means belonging the experimental group and the control group. This was achieved through a rewarding process which provided a new learning and teaching experience which benefited the students' performance.

- Communication skills and sub-skills in the English language were theoretically identified. It was attained with a deep theoretical review wherethe skills of the language namely reading, listening, speaking,

and writing were identified. Similarly, the listening subskills like listening for the gist, listening for specific details, listening for inferring, listening for implying were reviewed in order to plan the intervention process according to the students' level.

- The tools that the Lyrics Training website provides to develop communicative skills were also stated. In this way, some benefits were identified for the listening skills performance like its versatility, easiness, the variety of songs, and its motivational environment.

- The students' communicative skills performance before and after a classroom intervention were evaluated. In this case, the main focus was the listening skills. The students from the experimental group and the control group obtained a similar average after taking the pre-test. This demonstrated that both groups of students were in the same level of English performance. Then, the proposal was designed to support students' listening skills improvement. However, after taking the post-test, there was a significant difference between the results obtained by the experimental group in relation to their pre-test. Students mainly improved in the pronunciation of words and spelling. While the control group kept the same level of performance. This happened because they did not used the Lyrics training website in their English classes.

5.2. Recommendations

- It is recommended for teachers to promote the use of Lyrics Training website in their English classes. This would help them to develop more interactive and motivational classes to contribute with students' improvement. This not only could be done during extra classes but also could be a reinforcement in distance learning environment. Teachers could implement new ways of students' encouragement through the use of Lyricstraining website.

- Having identified communication skills and sub-skills in the English

language, teachers have a good tool for further research because they are aware about what students need. This would give the opportunity to promote communication and interaction among students to obtain better results at the end of the school year.

- It is also recommended that teachers take advantage of the tools that the Lyrics Training website provides to develop communicative skills especially listening skills. With song lyrics, teachers may develop a number of classroom activities that canbe motivational for students leaving aside the traditional classroom. It would be valuable if teachers promote further research to cover the rest of the communication skills.

- It is suggested that these kinds of proposals may be spread not only with other classes in at Unidad Educativa Rodriguez Albornoz but also in other schools. Due to shortage of time, this study was developed in eight weeks; however, it is considered that the students have had better results if the timewould be longer.

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A5.4. Annexes

Annex 1. Pre-post test

KEY ENGLISH TEST for Schools

Listening

Time Approximately 30 minutes (including 8 minutes' transfer time)
Instructions
Do not open this question paper until you are told to do so.

Write your name, center number and candidate number on your answer sheet ifthey are not already there.

> Listen to the instructions for each part of the paper carefully. Answer all the questions.

While you are listening, write your answers on the question paper. You will have 8 minutes at the end of the test to copy your answers ontothe separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answersheet.

> There are five parts to the test. Each question carries one mark. You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Listening part 1: Listening for general idea

Questions 1 – 5

For each question, choose the correct answer.

You will hear a teacher talking to her class.

1. What does the teacher want her class to do?

A work more quickly

B make less noise

C help each other more

You will hear two friends talking about their day.

2. What have they just done?

A They've been to a concert.

B They've had a meal.

C They've played a sport.

You will hear a teacher talking to one of his students called Sarah.

3. Why must Sarah do her homework again?

A She made too many mistakes.

B She did the wrong work.

C She forgot to do some of it.

You will hear a girl, Lara, talking about shopping.

4. Why did Lara buy the bag?

A The size was right.

B The price was right.

C The color was right.

You will hear a man talking to his daughter before she goes out.

5. What's the weather like today?

A It's cold.

B It's wet.

C It's sunny.

Listening part 2: LISTENING FOR SPECIFIC INFORMATION

Questions 6-10

You will hear five short conversations. You will hear each conversation twice

There is one question for each conversation.

For each question, choose the right answer A, B or

C.Example: Which is the girl's horse?
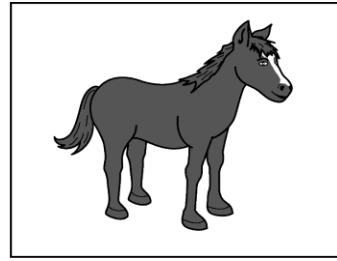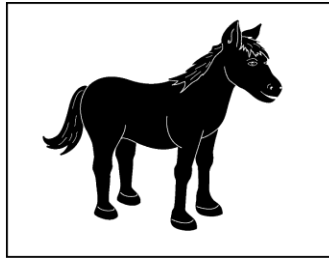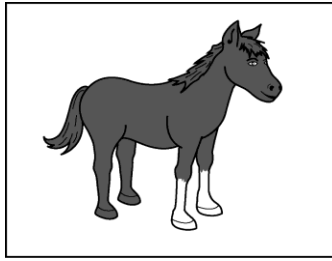
6. How many children went on the school trip?
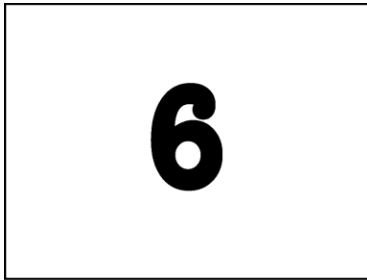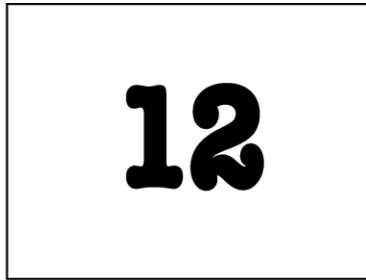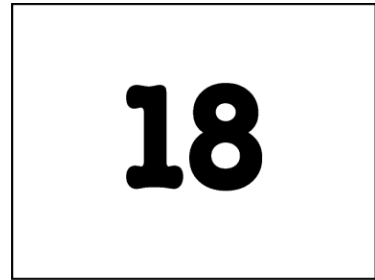
A   B   C

7. Which campsite did Josh stay at last year?
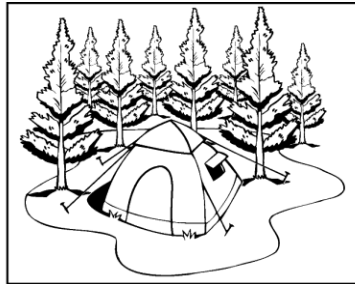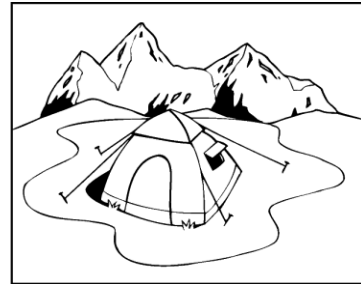
A   B   C

8. How much is the skirt?

A   B   C

9. What's the weather like now?
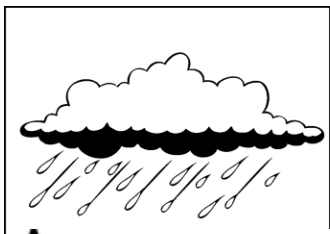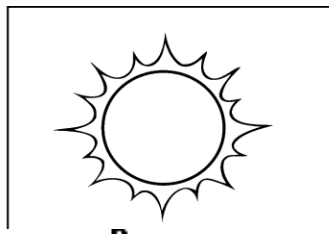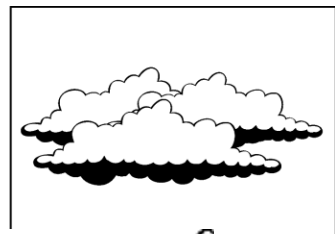
A   B   C

10. What will the girl cook?
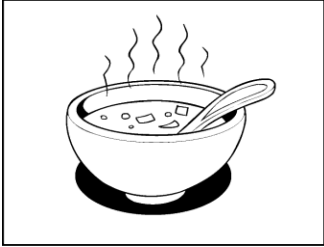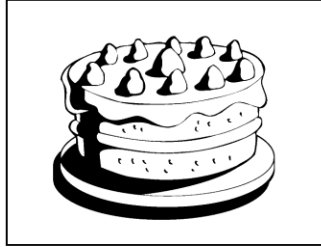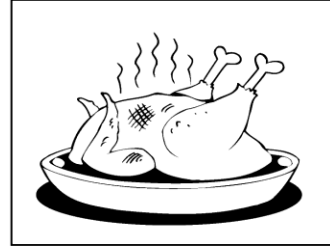
A   B   C

LISTENING PART 3: INTERACTION
Questions 11 — 15

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him?

Write a letter **A — H** next to each person. You will hear the conversation twice.

Example:

	PEOPLE				PRESENTS
11	Mum	[ ]		A	bike
				B	book
12	Brother	[ ]		C	cinema tickets
13	Aunt	[ ]		D	clothes
				E	computer game
14	Uncle	[ ]		F	mobile phone
15	Grandmother	[ ]		G	money
				H	music CD

LISTENING PART 4: PRONUNCIATION

Questions 16 — 20

Listen to Susie talking to her friend Matt about going to the cinema.For each question, choose the right answer (A or B)

16. Which film will they see?

    A   Field of Green

    B   Field of Grinch

17. They are going to the cinema

    A   in the shopping center.

    B   opposite the shopping center.

18. How will they get there?

    A   by car

    B   by bus

19. Matt should meet Susie at

    A   3.45.

    B   4.25.

20. The cinema tickets will cost

> **A**   £5.50.
>
> **B**   £6.15.

LISTENING PART 5: SPELLING

Questions 21 — 25

You will hear a girl, Milly, asking a friend about guitar

lessons.Listen and complete each question.

You will hear the conversation twice.

Guitar lessons

Day:	Saturday
Teacher's name:	21 ....
Price per hour:	22 ....
Place of lesson:	S4 Purley Lane, near the 23 ....
Teacher's phone number:	24 ....
Must call before:	25 ....p.m.

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.
For **Parts 1, 2** and **3:**
Mark ONE letter for each question.
For example, if you think **C** is the right answer to the
question, mark your answer sheet like this:

0   A B C

Part 1		Part 2		Part 3	
1	A B C	6	A B C D E F G H	11	A B C
2	A B C	7	A B C D E F G H	12	A B C
3	A B C	8	A B C D E F G H	13	A B C
4	A B C	9	A B C D E F G H	14	A B C
5	A B C	10	A B C D E F G H	15	A B C

For **Parts 4** and **5:**
Write your answers in the spaces next to the
numbers (16 to 25) like this:

0   example

Part 4	Do not write here	Part 5	Do not write here
16	1 16 0	21	1 21 0
17	1 17 0	22	1 22 0
18	1 18 0	23	1 23 0
19	1 19 0	24	1 24 0
20	1 20 0	25	1 25 0

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CHAPTER VI
PROPOSAL

6.1. Informative data

Topic: The use of Lyrics training website to improve communicative skills

Name of the Institution: Unidad Educativa "Rodríguez Albornoz"
Beneficiaries: 77 Students from Eighth year of basic education

Location: Ambato – Tungurahua – Ecuador

Estimated time for the execution: 8 weeks

Person in charge: Lic. Marco Efrain Veloz Toapanta

Researcher: Lic. Marco Efrain Veloz Toapanta

Cost: 20 dollars

6.2. Background of the proposal

This proposal builds on a number of earlier ones that helped with its goal of creating well-designed teaching materials.

Mainly, the background of the proposal focuses on the use of Lyrics training website to enhance listening skills (Azhari & Adnan, 2018; Gamboa, 2022; Teppa et al., 2022; Fahira, 2021; Wahyuni & Gomes, 2021; Terzioğlu & Kurt, 2022). In doing these researches, the authors worked with different students of multiple ages and levels of English performance. They centered they attention to the process of listening such as pre-listening activities, while listening, and post-listening. They also made classroom interventions on line as well as face-to-face classes. They developed their classes with Lyrics training website and the students showed a lot of motivation. Therefore, they agree on the idea that the use of Lyrics training website is beneficial for enhancing the listening skills.

Similarly, other authors propose the inclusion of music and songs' lyrics to improve speaking skills (Quisnia, 2020; Setiawan et al., 2021; Bsharat et al., 2021). Regarding to this, students were intervened through the use of songs and lyrics in the classroom. The authors applied music as an instrument with high motivational source. This fact made them conclude that music is a really good ally. In conclusion, their proposals worked well and the students had positive results during evaluations.

On the other hand, being native technology users, the students worked very well during technology-based interventions. Some authors like Terzioğlu and Kurt (2022) and Sofla (2021) determined the effectiveness of the habit of using the Learning English apps to improve students' competency in English. They developed proposals with interactive communication tasks combined with technology which ended in the students' communication skills improvement.

These proposals served as the guide for the current effort to create an entertaining and motivating resource for both teachers and students.

6.4. Objectives

6.4.1. General objective

To design a series of class plans focused on the use of Lyrics training website to improve listening skills.

6.4.2. Specific objectives

- To identify the process of the class focused on listening skills.

- To design classroom tasks to enhance communication skills.

- To encourage creativity and innovation among educators and students to assist English classrooms in the eighth year of basic education.

6.5. Feasibility analysis

The researcher has considered this proposal's viability while keeping in mind that students would be its primary benefactors. In this case, securing approval from the relevant authorities who demonstrated their willingness to working with these types of researchers for the benefit of the students involved a process. Therefore, it has technical, technological, and financial viability.

The availability of the tools, knowledge, skills, experience, and other resources required to complete the project's required activities or processes serves as proof ofits technical viability. In this instance, there is a computing lab large enough to accommodate all of the students involved in the study. Additionally, there are English teachers that want to use their expertise and knowledge to help theresearcher's and the students' needs.

On the other side, technological feasibility exists because it is possible to handle the processes, functions, and methods needed for the creation and application of the proposal with the knowledge and abilities that are available. Additionally, there is internet access, which would allow for deployment and correct execution of the use of the Lyrics Training website.
Financial viability is the last consideration. Regarding this fact, the researcher would afford all costs associated with this project.

6.6. Theoretical foundation

This proposal is focused on the use of Lyrics training website in order to improvestudents' listening skills.

Lyrics Training

Numerous studies have demonstrated that listening to music encourages learning and fosters remembering. Brain can change as a result of listening to music, making it simpler and more efficient to learn new languages (Gardner, 1999).

Regarding to this, Lyrics training is a website widely used to learn languages by playing with music videos and filling in the lyrics of songs. This website has songs' lyrics in different languages such as English,

Spanish, French, among others. Additionally, it is both simple and enjoyable. By filling in the blanks in the song lyrics, users just play a song and enjoy testing their listening comprehension competence. It also has some benefits for language learners such as a better vocabulary and grammar, pronunciation and listening improvement. In addition, Lyrics training offers some ways other features to users like the karaoke mode, translation, competition, and self-assessment (Lingoclip, 2022).

Lyrics training use is simple. The users go to lyricstraining.com and create their account for free. Then, the user can choose the language and the music genre or search for his or her favorite song. The next step is to choose the level of gaming like beginner, intermediate, advance, or expert. After that, the user types the "play" key; and the song starts. While listening the song, the user fills in the blanks to complete the lyrics. Moreover, users can stop the song whenever they want and listen to it again and again. Finally, the video is stopped automatically if the user cannot fill in the blank space; and it starts again only if the user writes it correctly (Lingoclip, 2022).

Communication skills

Listening, speaking, reading and writing are fundamental communication skills to possess communicative competence and be efficient communicators; hence its development constitutes a task of the first order in the teaching-learning process, which is, in turn, a communicative process (Canale & Swain, 1980).

Listening is one of the receptive skills that students must manage to learn a new language. Listening is the action of discriminating between different sounds, understand vocabulary and grammatical structures, interpret stress within the immediate context and a broader socio-cultural context. Listening is a process of active and complex interpretation in which the listener establishes a relationship between what is heard and what is already known to him or her. This clearly refers to the fact that this ability is a process of receiving what the sender actually expresses, creating meaning through participation, imagination and transformative guidance (Common European

Framework of Reference for Languages, 2001).

6.7. Methodology

For this proposal, the author has designed class planning taking into consideration the communicative approach and the process of listening (pre, While, and post- listening activities). The class activities were combined with the technique of using song lyrics. The texts of these songs are usually very simple and repetitive which favors the memorization of new words and the consolidation of those already known. Songs' lyrics are obtained from the Lyrics training website to make the classes active for students.

6.8. Operational Model

Table 10

Operational model

Stages	Objectives	Activities	Resources	
Identification	• To identify the topics according to the students' needs and level.	Review and analysis of the songs for eighth year of basic education	English modules	
Design	• To identify songs' lyrics according to students' needs. • To design class plans to enhance listening skills.	- Analysis of songs' lyrics according to students' needs. - Designing class plans and worksheets.	Computer Internet connection	
Promoting	• To apply the proposal during the intervention phase	- Working with students during the intervention phase	- Class plans - Worksheets - Internet connection	

Class plan 1

LESSON PLAN N.º 1

Area: Foreing Language	**Subject:** English	**Time:** 2 hours
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students
Class: 8ᵗʰ EGB	**Topic:** Describing people	**Materials:** https://es.lyricstraining.com/en/... are/HJ3ymUHmIJ#b7w Worksheet

Class objective: Students will be able to describe people by singing a song.

ACTIVITIES		
Pre-listening	**While listening**	
- Teacher presents some cards with words and ask students to classify them into words to describe physical appearance and words to describe personality. - Students (Ss) work in pairs and classify those cards. - T monitors the task and provides support if needed. - T presents a reading text and asks students to read in order to circle the physical traits and underline the personality descriptions; then, draw a picture to portrait the information in the text. - In pairs, students negotiate meaning and contribute to portrait the information in the reading text. - T plays music while students are drawing.	- Teacher plays the song: "Just the way you are" and - Ss watch the video in https://www.youtube.com/watch?v=LjhCEhWiKXk. - T asks students to recognize the singer. - T presents the lyrics of the song - Ss read the lyrics and use different colors to paint the words that rhyme. Look at the examples to guide. - Ss listen to the song again and complete the blank spaces by using Lyrics training website. As many times to have the "perfect" score. - T checks understanding. - Students sing the song.	- Ss answer - Students r song in grou - Students v physical app

Rubric lesson 1
Writing a description

CATEGORY	**4 Excellent**	**3 Good**	**2 Beginning**
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes in grammar ar spelling
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were so organized, bu very clear. It t than one read out what the l about.
Content Accuracy	The description contains at least 5 accurate facts about physical appearance and personality traits.	The description contains 3 -4 accurate facts about physical appearance and personality traits.	The descriptio 1-2 accurate f physical appe personality tra

Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes in capitalizati punctuation.

Created through Rubistar. com

Class plan 2

UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

LESSON PLAN N.º 2

Area: Foreing Language	**Subject:** English	**Time:** 2 hours
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students
Class: 8th EGB	**Topic: T**eenage life	**Materials:** **https://es.lyricstraining.c** **cold/UZDLkEvrHZ#b7w** Worksheet

Class objective: Students will be able to talk about how adolescents feel by using ing/ed adjectives.

ACTIVITIES		
Pre-listening	**While listening**	
- Teacher presents a matching task about adolescents' lives. - Students (Ss) work in pairs and match words. - T monitors the task and provides explanation about their meaning. - In pairs, students read a situation and talk about possible advice by using -ing and -ed adjectives. - Teacher plays music while students are working. - Students watch the video in https://www.youtube.com/watch?v=kTHNpusq654 - Students answer some questions about the scene in the video. Where are the people in the video? What celebration is taking place? What relationship do the people in the video have?	- Teacher presents the lyrics for students to review. - Go to https://es.lyricstraining.com/en/play/katy-perry/hot-n-cold/UZDLkEvrHZ#b7w and fill in the blank spaces until you obtain the highest score. And students fill in the blank spaces individually until they obtain the highest score. Ss compare their answers with a partner or teacher checks the answers as a class.	- Ss answ used. - Ss match - Students groups of - Ss role p

Rubric Class 2
Role playing

CATEGORY	**4 Excellent**	**3 Good**	**2 Beginn**
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-v and soluti were som character.

Required Elements	Student included more information than was required.	Student included all information that was required.	Student i informati required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student u which ma presentati

Created through Rubistar.com

Class plan 3

UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

LESSON PLAN N.º 3

Area: Foreing Language	**Subject:** English	**Time:** 2 hours
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students
Class: 8th EGB	**Topic**: From graffiti to creative murals	**Materials:** **https://es.lyr tree/HDLkEvr12D#b7w** Worksheet

Class objective: Students will be able to describe what a graffiti means.

ACTIVITIES		
Pre-listening	**While listening**	
- Teacher presents a picture and ask some questions about it: Do you think graffiti is art? Why? Why not? Are there examples of artistic murals in your city? - In pairs, students work to analyze a short reading text and answer questions. - T monitors the task. - T explains about the use of -ing form to describe a graffiti. - T presents the song and its lyrics.	- Teacher presents the lyrics for students to review. - Students go to https://es.lyricstraining.com/en/play/fools-garden/lemon-tree/HDLkEvr12D#b7w and fill in the blank spaces until obtaining the highest score. - Ss compare their answers with a partner or teacher checks the answers as a class.	- T asks stude song Lemon - Ss write a li - Ss draw the - Ss present th

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Rubric for Lesson 3

CATEGORY	4 Excellent	3 Good	2 Beginning
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expres language are generate enth somewhat fa
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clear most (94-85% Mispronound one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a goo of parts of th
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens and supports others in the sometimes is member.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabu for the audie include any v might be nev

Created by using Rubistar.com

Class plan 4

LESSON PLAN N.º 4

Area: Foreing Language	**Subject:** English	**Time:** 2 hours	
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students	
Class: 8th EGB	**Topic**: Talking about myself	**Materials:** Worksheet	**https://e me/HTX6w0Z5fT#b7w**
Class objective: Students will be able to describe themselves by using photos			
ACTIVITIES			
Pre-listening	**While listening**		

| - Teacher presents his picture and describe himself: name, date of birth, zodiac sing, likes and dislikes.
- T presents some pictures about emotions and have students analyze and talk about them to answer question: What makes you feel ….?, in pairs.
- T monitors the task.
- T checks understanding.
- T presents the song "Hi, it's me!" and its lyrics. | - Teacher presents the lyrics for students to review.
- Go to https://es.lyricstraining.com/en/play/ashnikko/hi-its-me/HTX6w0Z5fT#b7w and fill in the blank spaces until you obtain the highest score.
And students fill in the blank spaces individually until they obtain the highest score.
Ss compare their answers with a partner or teacher checks the answers as a class. | - T asks stude
Do you like t
Does your bo
friend's name
Do you feel g
Does your mo
- Students ma
photos and p
- Ss sing the s |

Rubric for lesson 4. Talking about myself

CATEGORY	4 Excellent	3 Good	2 Beginning
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expres language are generate enth somewhat fa
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearl most (94-85% Mispronounc one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a goo of parts of th
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens and supports others in the sometimes is member.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabu for the audie include any v might be new

Created through Rubistar.com

Class plan 5

UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

LESSON PLAN N.º 5

Area: Foreing Language	**Subject:** English	**Time:** 2 hours
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students
Class: 8th EGB	**Topic**: Living in the countryside	**Materials:** **https://es.lyricstraining.com/en/pla** **cover/HilzhbW8Pi#b7c** **Worksheet**

Class objective: Students will be able to describe a rural town.		

ACTIVITIES		
Pre-listening	**While listening**	
- Teacher presents two pictures: one related to the countryside and the other of the city. - T encourages students to talk about the advantages and disadvantages of living in the countryside and living in the city. - T monitors the task. - T checks understanding. - T presents the song "girl from the north country" and its lyrics.	- Teacher presents the lyrics for students to review. - Go to https://es.lyricstraining.com/en/play/passenger/girl-from-the-north-country-cover/HilzhbW8Pi#b7c And students fill in the blank spaces individually until they obtain the highest score. Ss compare their answers with a partner or teacher checks the answers as a class.	- Ss sing the s - Students m traditions, foo small groups

Rubric for class plan 5. Living in the countryside

CATEGORY	**4 Excellent**	**3 Good**	**2 Beginning**
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expres language are generate enth somewhat fa
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearl most (94-85% Mispronounc one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a goo of parts of th

Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens and supports others in the sometimes is member.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabu for the audie include any v might be nev

Created through Rubistar.com

Class plan 6

<table>
<tr><td colspan="4" align="center">UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

LESSON PLAN N.º 6</td></tr>
<tr><td>Area: Foreing Language</td><td colspan="2">Subject: English</td><td>Time: 2 hours</td></tr>
<tr><td>Trainer: Lic. Marco Veloz</td><td colspan="2">Level: A1.2</td><td>Participants: 39 students</td></tr>
<tr><td>Class: 8th EGB</td><td colspan="2">Topic: Time flies</td><td>Materials:
https://es.lyricstraining.com/en/play/
Worksheet</td></tr>
<tr><td colspan="4">Class objective: Students will be able to talk about their birthday parties.</td></tr>
<tr><td colspan="4" align="center">ACTIVITIES</td></tr>
<tr><td align="center">Pre-listening</td><td colspan="2" align="center">While listening</td><td></td></tr>
<tr><td>- Teacher presents a picture and ask questions for students to brainstorm their ideas.
What is this?
When do people eat it?
What are the materials to do it?
When is your birthday?
- T encourages students to read a short text and answer questions about it:
How old is Suzanne now? How many times a week does Suzanne go to her grandma's house for lunch? How long did Suzanne stay at her grandma's before getting back home?
- Students answer
- T checks understanding.
- T presents the song "time flies" and its lyrics.</td><td colspan="2">- Teacher presents the lyrics for students to read.
- Go to
https://es.lyricstraining.com/en/play/porcupine-tree/time-flies/HdGuRFPj8d#b7c

- And students select words to fill in the blank spaces until youobtain the highest score.
- Ss compare their answers with a partner or teacher checks the answers as a class.</td><td>- Ss sing the s
- Students ma
the events hap
- Students pre</td></tr>
</table>

Rubric for class 6: Time flies

CATEGORY	4 Excellent	3 Good	2 Beginning

Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expres language are generate enth somewhat fa
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clear most (94-85% Mispronoun one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a goo of parts of th
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabu for the audie include any v might be nev

Created through Rubistar.com

Class plan 7

Area: Foreing Language	**Subject:** English	**Time:** 2 hours	
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students	
Class: 8th EGB	**Topic**: My dreams	**Materials:** boy/Hg21St7USg#b7c **Worksheet**	https://es.l
Class objective: Students will be able to talk about imaginary situations			
ACTIVITIES			
Pre-listening	**While listening**		

- Teacher presents some pictures and encourages students to answer some questions in short form: Are you a teacher? Are you the president of Ecuador? (Pointing to a girl) Are you a boy? (Pointing to a boy) Are you a girl? Are you a queen? Are you a king? - Teacher asks students. Imagine: What would you do if you were the president of Ecuador? - Students answer - T checks understanding. - T explains about second conditional. - T presents the song "If I were a boy" and its lyrics and asks students to underline the second conditional phrases.	- Teacher presents the lyrics for students to read. - Go to https://es.lyricstraining.com/en/play/beyonce/if-i-were-a-boy/Hg21St7USg#b7c - And student select words to fill in the blank spaces until youobtain the highest score. - Ss compare their answers with a partner or teacher checks them as a class.	- Ss sing the s - Students ma - Students sel groups.

Rubric for class 7

CATEGORY	4 Excellent	3 Good	2 Beginning
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expres language are generate enth somewhat fa
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearl most (94-85% Mispronounc one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a goo of parts of th
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens and supports others in the sometimes is member.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabu for the audie include any v might be nev

Created through Rubistar.com
Class plan 8

UNIDAD EDUCATIVA "RODRÍGUEZ ALBORNOZ"

LESSON PLAN N.º 8

Area: Foreing Language	**Subject:** English	**Time:** 2 hours
Trainer: Lic. Marco Veloz	**Level:** A1.2	**Participants: 39** students
Class: 8th EGB	**Topic**: Travelling	**Materials:** https://es.lyricstraining.c line/HLkEvrcRBL#b7c Worksheet

Class objective: Students will be able to talk a touristic place in Ecuador		
ACTIVITIES		
Pre-listening	**While listening**	
- Teacher presents some pictures and encourages students to answer some questions in short form: Where is this place located? - Teacher gives students a situation and they make a list of the most common touristic places in Ecuador. - Students answer - T checks understanding. - T has students read about The Amazon Region of Ecuador to decide if they want to go visit this place. - Students analyze and ask teacher's question. - T checks understanding. - T presents the song "End of the line" and its lyrics	- Teacher presents the lyrics for students to read. - Go to https://es.lyricstraining.com/en/play/the-traveling-wilburys/end-of-the-line/HLkEvrcRBL#b7c - Ss select words to fill in the blank spaces until you obtain the highest score. - Ss compare their answers with a partner or teacher checks the answers as a class.	- Ss sing the s - Students im write a short - Ss perform

Assessment Checklist: Students' conversation

Student's behavior	Always	Often	Sometimes	Rarely	Not observed	Comments
Attentive to instruction/instructor						
Begins tasks promptly						
Follows teacher's oral instruction						
Follows teacher's written instruction						
Participates in group discussion						
Responded appropriately to Correction						
Responded appropriately to Praise						
Seems prepared & organized for activity						
Works effectively in small groups						
Effectively communicates wants/needs/emotions about touristic places						

Demands teacher's attention						
Out of seat/area without permission						

WORKSHEET 1

Describing people

In pairs, look at these cards and classify them into two groups: physical appearance and personality traits.

Source: Ministerio de Educación del Ecuador (2016)

Physical appearance	Personality traits

Read this text with your partner. Then, circle the physical traits and underline the personality description; then, draw a picture to portrait the information in the text.

Rosie's Family

My family is not very big. I have one baby brother and no sisters. We live with our parents, my grandma and our dog Flocky. My mother is 38 years old. She is a very kind and happy woman. She is short, a little fat, and she has long hair. She works at a supermarket. My father is 42. He is a very funny and honest man. He works as a mechanic with my uncle Carlos, his younger brother. My younger brother is sweet so I love playing with him. My grandma is only 59 years old. She's a really good cook and her chocolate cake is the best in the world. Her hair is grey and short. Flocky is our pet dog. He's small and noisy. Finally, I am Rosie. I'm 14 years old. I'm short and thin. I am a bit quiet, but friendly.

Portrait the information in the text above

Listen to the song and guess the singer's name

a) John Lennon

b) Whitney Houston

c) Bruno Mars

d) Bryan Adams

https://www.youtube.com/watch?v=LjhCEhWiKXk.

Listen to the song and guess its title:

e) Without you

f) With you

g) Just the way you are

h) The wheels of my car

In pairs, read the lyrics and use different colors to paint the words that rhyme. Look at the examples to guide.

Oh, her eyes, her eyes Make the stars look like they're not shinin' Her hair, her hair Falls perfectly without her tryin' She's so beautiful and I tell her everyday Yeah, I know, I know When I compliment her, she won't believe me And it's so, it's so Sad to think that she don't see what I see But every time she asks me, "Do I look okay?" I say When I see your face There's not a thing that I would change 'Cause you're amazing Just the way you are And when you smile The whole world stops and stares for a while 'Cause girl, you're amazing Just the way you are Yeah	Her lips, her lips I could kiss them all day if she'd let me Her laugh, her laugh She hates, but I think it's so sexy She's so beautiful and I tell her everyday Oh, you know, you know You know I'd never ask you to change If perfect's what you're searchin' for, then just stay the same So don't even bother askin' if you look okay You know I'll say When I see your face There's not a thing that I would change 'Cause you're amazing Just the way you are And when you smile The whole world stops and stares for a while 'Cause girl, you're amazing Just the way you are	The way you are The way you are Girl, you're amazing Just the way you are When I see your face There's not a thing that I would change 'Cause you're amazing Just the way you are And when you smile The whole world stops and stares for a while 'Cause girl, you're amazing Just the way you are Yeah

Go to https://es.lyricstraining.com/en/play/bruno-mars/just-the-way-you- are/HJ3ymUHmIJ#b7w **and play the filling blanks game as many times asyou want until you have got the highest score!**

Answer these questions about the song

Does the singer is in love?

Is the song about a boy?

Is the author comparing the girl's eyes with stars?

What are the words the author uses to describe the

girl?

In groups of four, sing the song in front of the class

<div align="center">

WORKSHEET 2

Teenage life

</div>

Look at the pictures and match the words about teenage feelings.

excited

surprised

disappointed

confused

Vocabulary

disappointed. sad or displeased

<div align="center">

Source: Ministerio de Educación del Ecuador (2016)

</div>

In pairs, read this situation and try to give advice.

Grammar Tip

Remember to use *ing adjectives* to express *your opinion* about things that cause feelings. For example: *boring, thrilling.* Use *ed adjectives* to say *how you feel.* For example: *tired, excited.*

One of your close friends has serious problems because she feels her life is really complicated now.

Watch this video in https://www.youtube.com/watch?v=kTHNpusq654

Look for a partner and answer some questions about the scene in the video.

Where are the people in the video?

What celebration is taking place?

You change your mind Like a girl changes clothes Yeah you, PMS Like a bitch I would know And you over think Always speak Cryptically I should know That you're no good for me 'Cause you're <u>hot</u> then you're <u>cold</u> You're yes then you're no You're in then you're out You're up then you're down You're wrong when it's right It's black and it's white We fight, we break up We kiss, we make up (You) You don't really want to stay, no (You) But you don't really want to go You're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down	We used to be Just like twins So in sync The same energy Now's a dead battery Used to laugh 'bout nothing Now you're plain boring I should know That you're not gonna change 'Cause you're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down You're wrong when it's right It's black and it's white We fight, we break up We kiss, we make up (You) You don't really want to stay, no (You) But you don't really want to go You're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down	Someone calls the doctor Got a case of a love bipolar Stuck on a roller coaster Can't get off this ride You change your mind Like a girl changes clothes 'Cause you're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down You're wrong when it's right It's black and it's white We fight, we break up We kiss, we make up You're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down You're wrong when it's right It's black and it's white We fight, we break up We kiss, we make up (You) You don't really want to stay, no (You) But you don't really want to go You're hot then you're cold You're yes then you're no You're in then you're out You're up then you're down

What relationship do the people in the video have?

Read the lyrics below and underline the adjectives

Hot n Cold

By: Katy Perry

Go to https://es.lyricstraining.com/en/play/katy-perry/hot-n-cold/UZDLkEvrHZ#b7w and fill in the blank spaces. Practice as many

times as you want until you get 100%.

Answer these questions

How does the singer feel?

How does the boy in the video feel?

What are the guests' feelings?

What should the girl do?

What should the boy do?

In groups of five, prepare a choreography to present in front of the classwhile singing the song.

WORKSHEET 3

From graffiti to creative mural

Look at the picture and answer your teacher's questions.

Do you think graffiti is art? Why? Why not?

Are there examples of artistic murals in your city?

What is the person in the picture doing?

In pairs, read this text and answer the question below.

Source: Ministerio de Educacióndel Ecuador (2016)

"Muralism"

Street Art Something, exciting for some and shocking for others, is appearing on streets worldwide. The typical graffiti has been replaced with some sort of urban art called "muralism." This is a way to pay tribute to those who are artists, but have not had the chance to show their work at galleries. These murals are pieces of art that make the walls attractive, making streets nicer. They also permit people to express themselves.

Imagine, you are arriving at your house and see a big picture of a beautiful ladywhose hair is made of your grandma's plants. What would you think and feel?

………

……………

Look at the pictures, what are the characters in the graffiti doing?

Grammar Tip

Remember adjectives ending in *"ing"* (exciting, impacting, amazing, interesting, scaring) are used to say what you think about things that cause feelings, and adjectives ending in *"ed"* (excited, impacted, amazed, interested, scared) are used to say *how you feel*.

Read the lyrics below and discover what the title of the song is.

I'm sitting here in a boring room It's just another rainy Sunday afternoon I'm wasting my time I got nothing to do I'm hanging around I'm waiting for you But nothing ever happens And I wonder I'm driving around in my car I'm driving too fast, I'm driving too far I'd like to change my point of view I feel so lonely, I'm waiting for you But nothing ever happens And I wonder I wonder how, I wonder why Yesterday you told me 'bout the Blue, blue sky And all that I can see Is just a yellow lemon tree	I'm turning my head up and down I'm turning, turning, turning, turning Turning around And all that I can see Is just another lemon tree Sing dah Dah-dah-dah-dam, dee- I'm sitting here, I miss the power I'd like to go out, taking a shower But there's a heavy cloud inside my head I feel so tired, put myself into bed Well, nothing ever happens And I wonder Isolation is not good for me Isolation, I don't want to Sit on a lemon tree I'm steppin' around in a desert of joy Maybe anyhow I'll get another toy And everything will happen And you wonder	I wonder how, I wonder why Yesterday you told me 'bout the Blue, blue sky And all that I can see Is just another yellow lemon tree I'm turning my head up and down I'm turning, turning, turning, turning Turning around And all that I can see Is just a yellow lemon tree And I wonder, wonder I wonder how, I wonder why Yesterday you told me 'bout the Blue, blue sky And all that I can see And all that I can see And all that I can see Is just a yellow lemon tree

What is the name of the song?

a) Nature

b) Yesterday

c) Lemon tree

d) My family

Go to https://es.lyricstraining.com/en/play/fools-garden/lemon-tree/HDLkEvr12D#b7w and fill in the blank spaces until you obtain the highest score.

In a different sheet of paper, draw your own mural or graffiti based on the lyrics of the Lemon tree song. Write a list of things you want to include in your mural (use present progressive).

Sing the song and present your mural to the rest of the class.

WORKSHEET 4

Talking about myself

Look at the picture, listen to your teacher and take notes.

Name:

Date of birth:

Zodiac sign:

Likes:

Dislikes:

Read the text, talk to a partner to ask and answer questions using the vocabulary in the pictures below.

Uh, when I'm with you I have amnesia, got me without my mind My stupid brain thinks that I need you, misleads me all the time It's like I need a babysitter, someone to come and get me 'Cause I forget the crazy shit, the littlest things impress Medioc... bestie w... Uh, I di... I slip up... forget... That yo... disresp... I did w... wouldn... Why ar... for a fu... Hi, it's...	When I'm with you I have amnesia, I'm weaker than before My stupid brain thinks that I need you, I'm eager to here more My best friend thinks that I'm a dumbass My dumbass should be a little more cautious 'Cause I can't believe I say	Hi, it's me, back again Here to remind you that he's not worth it Hi, it's me, your best friend Take his old t-shirt off and burn it Repeat after me, "I'm over it" Yeah, we're so over, over Repeat after me, "I'm over	*Ex. What makes you feel **happy?*** **Read these lyrics and listen to the song**

Did you know that… Some of us do not like to talk about ourselves. However, thirty to forty percent of people worldwide love talking about themselves. It is considered a need just like the good sensation you feel when you eat after being so hungry. That is a sensation that your brain feels when you talk about yourself. So, if you don't usually talk about yourself, start doing so. It can give your body a good sensation.

happy   sad   angry

surprised   distracted   disgusted

Hi, it's...
Here to remind you that he's not worth it
Hi, it's me, your best friend
Take his old t-shirt off and burn it
Repeat after me, "I'm over it"
Yeah, we're so over, over
Repeat after me, "I'm over it"
Yeah, we're so over, over

Hi, it's me, back again
Here to remind you that he's not worth it
Hi, it's me, your best friend
Take his old t-shirt off and burn it

Here to remind you that he's not worth it
Hi, it's me, your best friend
Take his old t-shirt off and burn it
Repeat after me, "I'm over it"
Yeah, we're so over, over
Repeat after me, "I'm over it"
Yeah, we're so over, over

...ver ...k or ...thon ...y r, it's I n. it's ott by doll
I'm single now, let me drunk dance on the tabletop
Let me be wild now, just let me be hysterical
Old me is dead and gone, I just went and buried her, like

Hi, it's me, back again
Here to remind you that he's not worth it
Hi, it's me, your best friend
Take his old t-shirt off and burn it
Repeat after me, "I'm over it"
Yeah, we're so over, over
Repeat after me, "I'm over it"
Yeah, we're so over, over

Go to

ps://es.lyricstraining.com/en/play/ashnikko/hi-its-   me/HTX6w0Z5fT#b7w

and fill in the blank spaces until you obtain thehighest score.

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Work in pairs to answer these questions:

Do you like to talk about yourself? What things do you say?

Does your best friend like to listen to you? What is your friend's name?

Do you feel good when you talk about yourself?

Does your mom (or dad) talk to you about school or friends?

Make a poster to talk about yourselves.

In pairs, sing the song in front of the class.

WORKSHEET 5

Living in the countryside

Look at these pictures, talk and write about advantages anddisadvantages of living in the countryside and the city.

PLACE	ADVANTAGES	DISADVANTAGES
COUNTRYSIDE		
CITY		

Read these lyrics and choose the place they are about.

If you're travelin' in the north country fair Where the winds hit heavy on the borderline Remember me to one who lives there Oh she once was a true love of mine See for me if her hair's hanging down It curls and falls all down her breast See for me that her hair's hanging down That's the way I remember her best	If you go when the snowflakes falls When the rivers freeze and summer ends Please see for me if she's wearing a coat so warm To keep her from the howlin' winds If you're travelin' in the north country fair Where the winds hit heavy on the borderline Please say "hello" to the one who lives there Oh she was once a true love of mine	If you're travelin' in the north country fair Where the winds hit heavy on the borderline Remember me to one who lives there Oh she once was a true love of mine A true love of mine A true love of mine True love of mine A true love of mine A true love of mine She was once a true love of mine

A) City

B) Countryside

Go to https://es.lyricstraining.com/en/play/passenger/girl-from-the-north-country-cover/HilzhbW8Pi#b7c and fill in the blank spaces until you obtain the highest score.

Sing the "Girl from the North Country" song.
Make a poster about any place in the rural area and talk about the advantages and disadvantages of living there and present it to the restof the class.

WORKSHEET 6

Time flies

Look at the picture and brainstorm to answer your teacher's questions.

What is this?

When do people eat it?

What are the materials to

do it?When is your

birthday?

In pairs, read this text (Suzanne's story) and answer the questions.

> Hi! My name is Suzanne and I clearly remember my last birthday when I turned 12. It was on Thursday, April 4th last year. It was a normal school day so I did not have any plans to celebrate it. In the morning, my mom and I had a typical breakfast before I went to school. At noon, I went to my grandma's house. It's what I always do at lunchtime on school days. In the afternoon, I did my homework and walked home at 5:30 pm. When I opened the door, what a surprise!!! My family and two school friends were there to say "Happy Birthday Suzanne!!!!" In the evening, we ate a delicious cake, drank some tea, and had a really nice time together. My friends left at 9 o'clock because on school days, we need go to bed early. I hope I can do the same thing on my next birthday that is coming soon.

Source: Ministerio de Educación del Ecuador (2016)

How old is Suzanne now?

How many times a week does Suzanne go to her grandma's house for lunch?

How long did Suzanne stay at her grandma's before getting back home?

Read these lyrics and underline the prepositions in – on- at

I was born in '67 The year of Sgt. Pepper And Are You Experienced Into a suburban heaven Yeah, it should've been forever It all seems to make so much sense But after a while You realize time flies And the best thing that you can do Is take whatever comes to you 'Cause time flies She said "Luck is what you make it You just reach out and take it Now let's dance a while"	She said "nothing ever happens If you don't make it happen And if you can't laugh and smile" But after a while You realize time flies And the best thing that you can do Is take whatever comes to you 'Cause time flies And laughing in the summer showers That's still the way I see you now How does time break down? With no marker, things slow down A conference of the strange And your family is deranged	I could tell you what I'm thinking While we sit here drinking But I'm not sure where to start You see there's something wrong here I'm sorry if I'm not clear Can you stop smoking your cigar But after a while You realize time flies And the best thing that you can do Is take whatever comes to you 'Cause time flies And the coat you wore to Alton Towers Is still the way I see you now

Go to https://es.lyricstraining.com/en/play/porcupine-tree/time-flies/HdGuRFPj8d#b7c and select words to fill in the blank spaces until you obtain the highest score.

In pairs, sing the song and present it to the rest of the class.

Make a poster to talk about your last birthday and the events happened that day

WORKSHEET 7

My dreams

1. **Look at the pictures and answer the questions.**

Are you a king?   **Are you a king?**   **Are you a boy?**   **Are you a girl?**

……………..   ……………..   ……………….   …………….

Are you a teacher?   **Are you the president of Ecuador?**

……………………..   ………………………………

Talk to a partner and think about what you would do if you were the president of Ecuador?

Listen to your teacher and answer the questions below

Grammar Tip

Use the second conditional to talk about an unlikely situation in the present or future.

Condition	Result
If Ecuador were a monarchy,	we would have a king or a queen.
If I were the legal age,	I could vote.

Note: In the second conditional, the verb to be is always *were* in the condition.

What would you do if you were the president of Ecuador?

……………………………………
…………….

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Read the lyrics before and <u>underline</u> the phrases containing second conditional.

If I were a boy Even just for a day I'd roll out of bed in the morning And throw on what I wanted then go Drink beer with the guys And chase after girls I'd kick it with who I wanted And I'd never get confronted for it 'Cause they'd stick up for me If I were a boy I think I could understand How it feels to love a girl I swear I'd be a better man I'd listen to her 'Cause I know how it hurts When you lose the one you wanted 'Cause he's taken you for granted And everything you had got destroyed	If I were a boy I would turn off my phone Tell everyone it's broken So they'd think that I was sleeping alone I'd put myself first And make the rules as I go 'Cause I know that she'd be faithful Waiting for me to come home To come home If I were a boy I think I could understand How it feels to love a girl I swear I'd be a better man I'd listen to her 'Cause I know how it hurts When you lose the one you wanted 'Cause he's taken you for granted And everything you had got destroyed	It's a little too late for you to come back Say it's just a mistake Think I'd forgive you like that If you thought I would wait for you You thought wrong But you're just a boy And you don't understand (And you don't understand, oh) How it feels to love a girl Someday you'll wish you were a better man You don't listen to her You don't care how it hurts Until you lose the one you wanted 'Cause you've taken her for granted And everything you had got destroyed But you're just a boy

Go to https://es.lyricstraining.com/en/play/beyonce/if-i-were-a-boy/Hg21St7USg#b7c and select words to fill in the blank spaces until you obtain the highest score.

In pairs, sing the song.

Choose a character and make a poster to talk about imaginary situations.

Ex. What would you do if you were a millionaire?

WORKSHEET 8

Travelling

Look at the pictures and brainstorm to answer the questions

Where is this mountain located?

Where is this waterfall located?

In what region is this beach located?

In what region can you eat ayampacos?

You are interested in traveling next summer but you are not sure whereto

go yet. Make a list of the most popular tourist places that you have heard. Compare the list with a partner.

Read about The Amazon Region of Ecuador to decide if they want to go visit this place.

Most people travel in order to visit and discover new places, new cultures and traditions. Many tourists prefer very well-known attractions like Disney World in the U.S.A., The Eiffel Tower in France, and the Egyptian pyramids. However, there are some others that prefer to go to exotic places like the Amazon region in Ecuador or the ancient ruins of Machu Picchu in Peru. The Amazon region of Ecuador is an incredible place that hundreds of tourists choose to visit every year. They love to see the amazing vegetation of its rainforests, its wild animals or the way some communities live. They want to learn from their customs, see their houses, try their food, and go fishing. Indigenous people from the Amazon have a different way of dressing, they grow different types of fruits and vegetables, and use different ways of cooking. For example, they use spices that are typical in the region. Some spices are even brought from the rivers that connect to the famous Amazon River, the largest river in the world. Also, there are some tribes that are still uncontacted. For all of the reasons mentioned, the Amazon Region of Ecuador is an attractive tourist place where people from all over the world come to visit and enjoy it.

Source: Ministerio de Educación del Ecuador (2016)

Write here you decision and your reasons

Read these lyrics from the song "End of the line"

Well, it's alright, ridin' around in the breeze Well, it's alright, if you live the life you, please Well, it's alright, doin' the best you can Well, it's alright, as long as you lend a hand You can sit around and wait for the phone to ring (at the end of the line) Waiting for someone to tell you everything (at the end of the line) Sit around and wonder what tomorrow will bring (at the end of the line) Maybe a diamond ring Well, it's alright, even if they say you're wrong Well, it's alright, sometimes you gotta be strong Well, it's alright, as long as you got somewhere to lay Well, it's alright, everyday is judgment day	Maybe somewhere down the road a way (at the end of the line) You'll think of me and wonder where I am these days (at the end of the line) Maybe somewhere down the road when somebody plays (at the end of the line) Purple Haze Well, it's alright, even when push comes to shove Well, it's alright, if you got someone to love Well, it's alright, everything'll work out fine Well, it's alright, we're going to the end of the line	Don't have to be ashamed of the car I drive (at the end of the line) I'm just glad to be here, happy to be alive (at the end of the line) And it don't matter if you're by my side (at the end of the line) I'm satisfied Well, it's alright, even if you're old and grey Well, it's alright, you still got something to say Well, it's alright, remember to live and let live Well, it's alright, the best you can do is forgive Well, it's alright (alright), riding around on the breeze Well, it's alright (alright), if you live the life you please Well, it's alright, even if the sun don't shine Well, it's alright (alright), we're going to the end of the line

Go to https://es.lyricstraining.com/en/play/the-traveling-wilburys/end-of-the-line/HLkEvrcRBL#b7c and select words to fill in the blankspaces until you obtain the highest score. And sing the song in groups

Imagine you are tourists and tourist guides and write a short conversation about any touristic place. (in pairs)