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ENGLISH SONGS AND LISTENING SKILL

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DEDICATION

TO:

To God for supporting me and guiding me during my whole life. He never let me alone so, I am completely grateful.

To my parents Roberto and Rosa who always stayed with me supporting my life with love and encouragement, they teach me the value of love and perseverance.

To my siblings who care about me and show me how to overcome difficulties as a family.

To my sister Ruth, she is one of the most important and unconditional people in my life. Everything I have learned is because of her. To my partner Martin who makes me a better person every day, he rescues me, and I promise to be better for him.

Finally, to my best friend Maggie, who helped me during my bad times. She always stayed loyal and faithful. For always staying by my side during my sadness, this is for you all.

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A. CONTENT

ABSTRACT	XI
RESUMEN	XII
CHAPTER I. THEORETICAL FRAMEWORK	11
1.1 Investigative Background	11
1.2 Theoretical Framework	16
1.2.1 Web 3.0	16
1.2.2 Language material	16
1.2.3 Authentic material	19
1.2.4. Songs	20
1.2.5 Trendy songs	22
1.2.6 The four English language skills.	23
1.2.7 Listening skill.	24
1.2.8 Listening Stages	25
1.2.9. Listening subskills	27
1.3 Objectives	29
1.3.1 General objective	29
1.3.2 Specific objectives	29
CHAPTER II. METHODOLOGY	30
2.1 Resources	30
2.2 Basic methods of research	30
2.2.1 Approach	30
2.3. Research modality	30
2.3.1 Field research	30
2.3.2. Bibliographical research	30
2.3.3. Quantitative and qualitative research	31
2.4. Level or type of research	31
2.4.1 Exploratory research	31
2.4.2 Descriptive level	31
2.4.3 Correlational level	32
2.5 Population and Sample	32
2.6 Techniques and Instruments	33
2.7 Hypothesis	36

2.8 Variable identification.....	36
CHAPTER III. RESULTS AND DISCUSSION	37
3.1 Analysis and discussion of the result	38
3.1.1 Web 3.0.....	38
3.1.2 Web 3.0 tools in collaborative process.....	40
3.1.3 Web 3.0 tools improving virtual education.....	43
3.1.4 Application of Web 3.0 promoting interest, participation, and motivation.	45
3.1.5 Pre-test results	47
3.1.7 Post-test results	49
3.1.8 Pre-test and post-test results.....	51
3.3 Verification of hypotheses	54
3.3.1 Hypothesis statement.....	54
Table 11. Paired Samples Correlations	54
CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS	56
4.1 Conclusions	56
4.2 Recommendations	58
B. REFERENCE MATERIALS.....	59
Bibliographic references.....	59

INDEX OF TABLES

Table 1. Population	33
Table 2. Web 3.0 tools.....	38
Table 3. Web 3.0 tools in collaborative learning.....	40
Table 4. Web 3.0 tools improving virtual education.....	43
Table 5. Application of Web 3.0 promoting interest, participation, and motivation.....	45
Table 6. Pre-test results	47
Table 7. Post-test results	49
Table 8. Pre and post test results	51
Table 9. Pre-test and post-test average and difference	53
Table 10. Paired Sample Statistics.....	54
Table 11. Test of normality.....	55

INDEX OF FIGURES

Figure 1. Importance of using Web 3.0 in learning	38
Figure 2. Web 3.0 tools in collaborative learning.....	41
Figure 3. Web 3.0 tools improving virtual education	43
Figure 4. Application of Web 3.0 promoting interest, participation, and motivation.	45
Figure 5. PET listening section Pre-test results.....	47
Figure 6. PET listening section post-test results.....	49
Figure 7. Pre and post-test results.	51
Figure 8. Pre-test and post-test average and difference	53

INDEX OF ANNEXES

Annex 1. Approval	63
Annex 2. Pre and Post test.....	64
Annex 3. Lesson Plan Template.....	71
Annex 4. Experimental design	72
Annex 5. Evidences.....	86
Annex 6. Urkund report	88

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TOPIC: “ENGLISH SONGS AND LISTENING SKILL”

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ABSTRACT

This research aims to investigate the teaching and learning of the English language focused on listening skills. The following topic: “Songs in English and listening skills” investigates the relationship between both variables and the influence on students’ listening skills. The research has a mixed approach with a quantitative and qualitative methodology taking into account data numbers and descriptions of the production of activities. To obtain data, a standardized PET Cambridge exam was applied that evaluates listening comprehension skills, consecutively a post-test exam was applied to measure the 4 listening skills and sub-skills, such as: listening for the gist or global understanding, listening for specific purposes, listening for details, and intensive listening. Statistical data were carried out with a t-test to measure numerical data. In addition, a survey focused on 3.0 tools was applied to know the importance of these tools in virtual education. In a second setting, for the assessment of listening skills, activities that promote the development of listening sub-skills were implemented following the stages of listening, pre-listening, while listening, and post-listening. The objective of the project was to analyze the influence of English songs on the development of listening skills and their sub-skills. The students who participated in this research were 35 students of the second semester of the PINE course at Universidad Técnica de Ambato. Finally, the results of the research showed that, through the use of songs in English, listening skills improved from 14,5 to 19.1 points out of a range of 25. Concluding that listening skills through the use of songs can improve significantly.

Keywords: English songs, trendy songs, listening skills, listening stages, listening sub-skills.

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RESUMEN

La presente investigación busca indagar en la enseñanza y aprendizaje del idioma inglés enfocada en la destreza del escucha. El siguiente tema: “Canciones en inglés y la destreza auditiva” investiga la relación entre ambas variables y la influencia en las habilidades auditivas de los estudiantes. La investigación tiene un enfoque mixto con una metodología cuantitativa y cualitativa tomando en cuenta datos números y descripción sobre la producción de actividades. Para la obtención de datos se aplicó una prueba estandarizada PET examen de Cambridge que evalúa las habilidades en comprensión auditiva, consecutivamente se tomó un examen posterior para medir las 4 sub-destrezas de la destreza auditiva, como: escucha por esencia o entendimiento global, escucha con propósitos específicos, escucha detallada y escucha intensiva. La estadística se llevó a cabo con una prueba T para medir los datos números. Además, se aplicó una encuesta enfocada en las herramientas 3.0 para conocer la importancia de estas herramientas en la educación virtual. En un segundo panorama, para la evaluación de las habilidades auditiva, se implementaron actividades que promueven el desarrollo de las sub-destrezas auditivas siguiendo las etapas de la escucha, pre-escucha, escucha intermedia y post-escucha. El objetivo del proyecto fue analizar la influencia de las canciones en Inglés en el desarrollo de las habilidades auditivas y sus sub-destrezas. Los estudiantes que participaron en esta investigación fueron 35 estudiantes del segundo semestre de la carrera de PINE de la Universidad Técnica de Ambato. Finalmente, los resultados de la investigación demostraron que, mediante el uso de canciones en inglés las habilidades auditivas mejoraron de 14,5 a 19,1 puntos de un rango de 25. Concluyendo que las habilidades auditivas a través del uso de canciones pueden mejorar notablemente.

Palabras claves: Canciones en Inglés, canciones populares, destreza auditiva, etapas de la destreza auditiva, sub-destrezas auditivas.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative background

Interested in the achievement of research objectives; the researcher has tried to investigate monographs, articles, and pre and post-graduated resources, whose contents help to find a similar connotation and similitude to the current research. It is fundamental to emphasize that the documents previously mentioned contain essential information related to the main investigation.

Lengkoan (2017) in the research entitled “The use of English songs to improve students’ pronunciation and listening skill” investigated whether using songs and listening skills can improve students’ listening skill and student’s pronunciation. This research describes how English songs and pronunciation have an impact on listening skills. The population of this research was 23 students from the second semester of an English educational department. The sample was at an intermediate level. In this case, the instruments were tests, in a written and oral section. Also, observational worksheets and documents. Additionally, this research consists of following the steps of acting, observing reflecting the analysis process. The analysis was developed with the help of a pre-test and a post-test. In the first cycle, there is a remarkable improvement of 43, 48% but in the second cycle, it increased 30, 43% showing a 73, 91% of improvement, in the end, the research showed that English songs improve effectively the student’s pronunciation and listening skills. 86, 9% of the total number of students argued as successful research. Besides, 13, 01% declared not being interested at all. Activities such as answering questions focusing on listening to songs, individual work, and oral development improve word recognition in English learning and students’ motivation. It also showed that English songs can enhance students’ pronunciation applied daily in learning activities for pleasurable learning.

Pistorio (2016) lead an investigation entitled “patterns of listening comprehension strategies used by uppers, secondary school students”. The study aimed to investigated listening patterns memory and listening comprehension strategies used by secondary students in an Argentinian school. The research used a correlational study that manipulated quantitative and qualitative approaches to apply an innovative research tool. Students tried to verbalize cognitive memory and social strategies as well, the

preliminary study in which listening was implemented to evaluate the ability to understand a language and communicate messages in a foreign or second language. The Oxford questionnaire shows that listening comprehension with the help of strategies is highly important in language development, emphasizing extra-linguistic songs and metacognitive strategies and English songs as a source of listening improvement involving efficiency in teachers and students. Finally, it was found that students not only used traditional strategies, but the use of different components allow students to improve linguistic components facilitating their listening level of comprehension.

Heredia (2018) in the research entitled “Improving listening comprehension using practical techniques in the English Third and Fourth levels” describes how listening practical techniques allow learners to improve hearing and listening skills. This research published by Kronos the language teaching journal was experimental and describes how listening activities improve listening comprehension. The treatment was given using a pre-test and a post-test to compare results. This research was carried out in an Ecuadorian university named “Universidad Central del Ecuador”. This was quasi-experimental research. The experimental group received treatment and the control group did not receive any treatment. The instrument was a KET English test. The target population consisted of fifteen students at the pre-intermediate level. The pre-test demonstrated that the control group had a mean of 9,23 of listening comprehension and the post-test of this group showed a mean of 10, 77. Showing a difference of 1,54 marks demonstrating the experimental group students’ listening progress. Furthermore, the background of the study showed that the lack of listening teaching and meager listening habits were the cause of diminishing listening skills. The application of listening techniques such as matching, multiple-choice questions, and filling up exercises helped a lot in class when students got tired and stressed. Finally, the research shows that listening activities increase the progress of listening comprehension because it helps to stimulate English learning acquisition, enriching learning. The students developed listening exercises that focused on listening evaluation and prepared the students to take the KET English test. Both resources worked together and helped experimental group students improve their listening comprehension.

Chica (2020) investigated a study entitled “The use of songs in English classes to improve listening comprehension”. This research aimed to focus on the improvement of listening because it was noted that vocabulary and grammatical activities are widely used in English schools, minimizing the importance of listening comprehension activities. It was mixed research using a descriptive and exploratory type of research. The instruments applied were a survey, an observation guide, and an interview. The participants were students from Rashid Torbay public high school. Thirty-eight students from 9th grade. The findings of the investigation reflected that the use of songs is important in students' lives, to help increase student motivation. Students' curiosity was waked up by learning new activities and exercises. In addition, to the incorporation of innovative materials and resources. More than 80% of students find English songs fascinating and important; this is a positive sign for the educational research objective of improving the listening skill.

Guler (2020) proposed a study in which the goal was to analyze the impact of English as a foreign language (EFL) in listening skills. In addition, there were mentioned classroom activities that teachers develop during the teaching listening process with English songs. It was used a descriptive qualitative research method where the researcher applied the treatment to three teachers from an Indonesian senior high school. The instrument to collect data was a questionnaire and it was handed to sixty students. They were selected at random using observation cards in the classroom. Furthermore, teachers were convinced that their students enjoyed the class and were actively participating in the activities. The researcher concluded that 54 students argued that the listening activity was enjoyable but some other students said that English songs were unfamiliar and they found some difficulties while they trying to understand. According to the findings, was recommended that teachers must organize a variety of activities to attract students' attention. As well the selection of suitable songs to keep all students involved during the class.

To summarize, all of the researchers stated in this first section show that using English songs in the development of the listening skill has favorable learning outcomes. It also demonstrates that learners have enriched their pronunciation, eloquence, and motivation in class. Most of the research was carried out in groups of students who were studying English as a second language.

Rivera (2020) proposed a research called “Improving listening skill through audio-visual aids as authentic material at Universidad Latina from Costa Rica”. The current research works with a group of students from 9th grade at CINDEA in a rural area. The findings show that students have difficulties in understanding meanings from audio and other authentic audio materials. According to the research, it is noticeable that the use of English songs can facilitate learning. Furthermore, the research shows that there are benefits to using audio-visual aids as well, incorporating songs, videos, and audio materials. Including understanding speech in a real context because 62% of students affirmed that interaction is necessary for learning in a better way; on the other hand, 38% of the participants reported that interaction is not necessary for learning. Furthermore, listening activities based on music act as an effective learning tool in the learning acquisition of English as a foreign language. Facilitating learners’ and students’ active participation, grammatical patterns in structure, recognition of English chunks, idioms and expressions, pronunciation, and word stress.

Bastidas (2014) conducted a study entitled “Methodological strategies guide with songs to improve the speaking and listening skills in the English teaching-learning process with seventh-grade learners at Juan Manuel Lasso Elementary School”. The objective of this research was to identify the use of songs as a methodological strategy for improving listening and speaking skills in the learning process with seventh-year learners in Cotopaxi province of Ecuador. Moreover, the purpose of this study was to encourage students’ motivation with the use of English songs as a direct strategy. The study proposed that the development of linguistic competencies can increase students’ motivation and enrich students’ language. The findings suggest that the population increases their language skills in favor of listening activities in the English language. The study recommended that English learners might focus on English songs. Regarding songs in English, help students to develop their listening skills and they are an entertaining technique to communicate and acquire vocabulary, grammatical patterns, and communicative abilities.

The researchers previously mentioned are closely linked to the subject of this project. Furthermore, it presents proof that evidence how English songs influence the development of listening skills. Moreover, these researchers provide a guide to this

research project showing the advantages in education and the improvements in learners' listening skills.

1.2 Theoretical framework

Independent variable: English songs.

1.2.1 Web 3.0

Web 3.0 has its origins in the twenty-first century. Morris (2011) mentions that online learning and technologies have been adapted to explore new materials of research and information. Technology is the application of scientific knowledge for practical purposes. Furthermore, it supports virtual education with useful tools and autonomy for individual learning outcomes. Web 3.0 allows learners to higher their potential related to new online resources. Besides this, it is associated with the transitional web world. The evolution of web 3.0 in learning acquisition integrated the use of different tools to improve learning at network offering challenges and functionalities to manipulate innovative information, websites, applications, social networks, and tools to manage and access innovative platforms.

Web 3.0 is associated with English songs at the time to use lyrics training applications and websites to develop students listening skills with accurate exercises such as: filling gaps and complexion. The listening development acts directly with accurate and practical elements in web 3.0 to encourage students to learn through online resources and English songs. In this way, learners can practice with innovative exercises and enhance listening skills. Collaborative learning at synchronous and asynchronous learning interact in virtual education enhancing students' autonomous learning. Ariebowo (2021) describes autonomous learning in the learning process as a positive learning preference and learning strategy to achieve learning goals. Implementing a learning impact for learners to develop their abilities independently creates learning strategies and avoids obstacles toward long-term learning.

1.2.2 Language material

Lavov (2019) states that language is a form of social behavior in society, the use of language is part of culture and life itself. It deals with linguistics structures, functions of language, and characteristics of the changing social development. Understanding the language consist of understanding linguistics in a social context and as a social phenomenon. This understanding of ourselves as human beings involves a plan for studying and monitoring future learning achievements. Furthermore, this is closely connected with other types of speech activities.

Listening materials play an important role in the study of English as a foreign language, and especially communicative-oriented. Language exists as a means of communication. Based on this, the nature of language is considered as a function of knowledge attained, which means that language faculty may be regarded as a fixed function, characteristic of the species, one component of the human mind, a function that maps experience into grammar.

In other words, language is all at once a tool and the mechanism that determines how we relate to the world, to each other, and, even to ourselves. Language, as noted, is what makes us human. On the other hand, language in oral speech should be an integral part of each lesson contributing to the development of listening and speaking in the learning process. Besides this, language interacts with every aspect of human life and may be considered as a process of functionality to express meaningful communication.

Isanova (2020) argues that the principle of communicative language is the addressing of it. The process needs to be carried out thought-out innovative materials to engage students in oral communication. Furthermore, in listening as a passive skill in which students use traditional strategies it is needed to move toward active communication. The leading methodology serves to achieve better results in language development and social nature; reproducing, repeating, and performing sounds enhancing acquisition of language naturally. During this process listening responses occurs in a way of a reaction to the speech and the received message automatically is understandable and comprehensive. On the other hand, language material helps learners to understand not just listening skills, but several grammatical categories in certain audios. The use of nouns, adjectives, verbs, phrasal verbs, prepositions, and conjunctions. In the development of phonetic and phonology to the recognition of intonation patterns in listening, pronunciation in foreign sound, phrasal, and sentences. Moreover, language materials are interconnected in the educative process, helping the level of understanding of listening materials and other types of speech activities such as perception and understanding in the second language acquisition.

Dobson (2017) affirms that songs as a part of language materials are designed to help students to increase their knowledge and enjoy learning through body movement, gesticulations, and supplementary activities. Learning English through songs is a fun, effective, and fast way to learn the language. It is recognized that most English songs

are related to the same topics focus on friendship, love, perseverance, dreams, and sometimes sadness and disappointment. Those are considered popular people's feelings and highly motivators in language acquisition. Besides this, the enrichment of English vocabulary and stress in the different word categories is one of the advantages of English songs that focus on several word categories and stress patterns which can help students to acquire new knowledge without the intention to do it. English songs can expose students to use language naturally.

Tegge (2017) states that songs that focus on nouns are aimed to address students on how to enhance vocabulary repertoire in nouns. Several findings indicate that word acquisition could be a power increase with songs. English language teachers should use English songs as classroom activities to facilitate students' language learning and motivate them in acquiring new English vocabulary focused on nouns.

Chorievna (2021) argues about the effectiveness of learning adjectives with English songs allowing learners to improve communicative language skills (linguistic, sociolinguistic, and strategic competencies, in which students use language to achieve specific outcomes degrees. Those degrees can be related to adjectives creating authentic sources with multiple choices and facilitating access to other types of authentic texts. This increment of vocabulary adjectives through English songs helps students to overcome several difficulties in the learning of English vocabulary.

Kumayas (2020) describes that songs focusing on verbs can be a familiar way to retain vocabulary words through listening. English songs focus on irregular or irregular verbs help students to memorize and retain verbs in their different grammatical tenses, helpings students to remember and enjoy learning English by singing. Ken (2017) mentions that songs that focus on prepositions increase students' mastery of prepositions of place. Students may improve their writing, listening, and speaking skills. Their memory catches easily information. Moreover, the songs which have simple lyrics also allowed learners to remember the prepositions and it can enhance their interest and motivation and engage in learning English.

The same describe Pérez (2020) arguing about the effectiveness of music in the learning of phrasal verbs and collocations, she mentions that it is not easy to learn the vocabulary of phrasal verbs automatically. English songs applied in the accurate

education context allowed students to use it being unaware. Arlita (2021) describes how English songs allowed learners to identify connectors and conjunctions easily. It states that song lyrics can help students to identify coordinating and subordinating conjunctions, it could be useful for them to organize their sentences and ideas in a written and oral way, furthermore, they feel comfortable with the language feeling free to express and establish their ideas according to their understanding of songs. Obtaining a logical and coherent result can be a difficult task at the time of writing but it is demonstrated that English songs from a practical perspective focus not just on the technique but in the context, support learners to use conjunctions in real situations.

1.2.3 Authentic material

Rogers and Medley (2018) state that “authentic materials refer to oral and written language materials used in daily situations by native speakers of the language”. There are different types of authentic materials such as newspapers, magazines, television programs, videos, songs, and audio. All those materials are created by native speakers for native speakers without any kind of educational purpose. However, teachers can take advantage of it by providing learners with audio-visual aids in their classrooms. Mathew and Alidmat (2020) state that “teaching and learning become monotonous when the language teachers are compelled to rely on the textbooks as the only source of language input” (p.88). It is believed that introducing audio-visual aids as authentic material into the classroom can be a great learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of the native speaker utterance.

It is believed that listening skill performance does not mean just a simple word translation, Consequently, many professors are teaching listening in isolated words without any kind of context, as is well-known listening skills involve a deeper understanding of the meaning. Professors should act as a guide for students to understand proper speech in which pupils learn to deal with factual conversations in real listening situations. Videos could be used as an alternative resource because they provide, gestures, words, and expressions used in everyday communication by native speakers. Rumley (2019) believed that songs help children to learn since they provide a safe and non-threatening context that enables students to play with the language.

1.2.4. Songs

Pratiwi (2018) argues that a song is a piece of music with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. Listening and grammar host English songs. Providing a relaxed lesson to enjoy at home, at school, at the office, at cars and so on. Songs are teaching materials to stimulate and motivate students to comprehend the content. English songs integrate well-known bands and singers suggested as a methodological purpose to practice rhythm, stress, and the intonation patterns of English. Additionally, English songs provide learners with two key elements to develop language accuracy to use correct grammar and vocabulary. In other words, songs as authentic material expose students to activate their brains and feel an association with the rhythm.

Grünert (2019) states that songs are relatively similar to listening activities, both have big potential in learning acquisition. Songs in the process of target language acquisition are used for many educational purposes. In general, it has been demonstrated that songs improve the academic performance of students during scholar activities. Songs can enhance student acquisition of language in the four skills, reading, speaking, and writing. English songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colorful visuals, realia (objects from real life used in classroom instruction), and movement".

Suhr (2019) claims that English songs are a valuable instructional tool since they can assist students to improve their listening and speaking skills while also improving their other English skills. On the other hand, English songs work cooperatively in the process of learning English. They may be an effective instrument through the studying of the newest words, vocabulary acquirement, sentences construction, grammar, and collocations. Additionally, English songs increment students in English lessons. That is to say, motivation. In Fact, "neurologists have found that music and language processing occur in the same area of the brain, and they appear to be parallels in how musical and linguistic syntax are processed" which justifies music as an excellent tool for learning in general, but especially a language. Moreover, "Songs have been an

amusing companion for human beings for as long as or even longer than we can speak” so they are an essential part of the language, both using and learning it too.

Emahi (2021) confirms that there are several ways of using songs in the classroom, depending on the student’s level, age, interest, grammar points studied previously, and songs autonomy. Besides this, it may depend on the teacher’s creativity to develop the class. They help students discover themselves, their capacities, and competencies, help them overcome anxiety, shyness, and increase self-confidence. Moreover, learners increasing self-confidence leads to creativity in communicative patterns of learning. Learners like listening to, repeating, and memorizing songs which facilitate both the process of teaching for teachers and the process of learning for learners. They pick up some ideas and behaviors from songs such as a way of dressing, how to greet people, how to behave with people who are older than them. Using songs with students may contribute to creating a positive atmosphere which may lower the affective filter and thus contribute to language acquisition. Songs can be played as background music when students are doing bookwork or other exercises, background music help to improve memory, song activities make the students more interested in the topic, songs can have slang and idioms so students can learn new expression by listening and repeating the song.

Further activities are mentioned during the development of listening skills such as information gap activities to improve listening skills. These types of exercises require students to collaborate, pay attention and analyze information to fill in the missing information. Summarize information, according to this exercise, learners need to have a piece of text with plenty of information. Moreover, news articles are great for this. Learners need a recording of the text being spoken or a script so they can read it for themselves. Students may have to listen to what is being said, understand it, and then write down a summary of the most important parts. This can be quite a difficult task as there are several different skills students need to employ but it is extremely useful for comprehension. These types of activities make up part of the PTE exam so it is required in academic English for students.

Matching questions are very common in the IELTS Listening exam, so it is expected to get one in learners’ tests. This type of question usually appears in sections 1 or 3 in which the recording is a conversation between two or more people. The question may

contain two sets of information and learners have to match them. Learners need to have a good strategy to answer matching questions successfully and that is what you might learn in this expected lesson.

Additionally, ordering sentences where the questions will be mentioned in hierarchical order, while the recording is played but the answer options will appear randomly. The strategy is to focus our senses in association to collect information.

Synonyms and paraphrasing will be used extensively in the recording and another good use of your preparation time is to quickly think of some words and phrases that might be used to express the information in the question. Predict the answer, in some questions, you may be able to predict some likely matches of information. This will help to quickly eliminate some of the possible answers. This isn't possible in this question but do bear it in mind as you practice with other sample questions. Complete the sentence, this activity consists of predicting what the speaker will say next, this activity involves the ability to think while the other participants are speaking. In other words, think while listening. This activity needs answers with senses and competencies. Which word does not belong? This activity consists of listening carefully using critical thinking to categorize information. In other words, the procedure tends to find the word which does not belong in a specific group. Students must explain their answers.

1.2.5 Trendy songs

Arleo (2019) states that trendy songs are considered meaningful during the adolescent stage. Pop music is a commercial style that appeals to youth by inducing emotions. Depending on the creativity of the teacher, these song genres can be easily incorporated into the curriculum of the students. Popular songs can be integrated easily into grammar lessons and it is beneficial. For example, the learners can memorize irregular verbs by singing them. Nevertheless, memorizing these verbs works better if all of their endings rhyme similarly; thus, the songs will give a unique rhythm and tone while singing. The term trendy songs in music is extremely vague, covers a wide field of the music industry, and ranges over a long period; there have been "popular music" ever since man-made music for his pleasure. In other words, music is principally intended to be received and appreciated by a wide audience, generally in literate, technologically advanced societies dominated by urban culture, young people, and teenagers.

Trendy songs can be used for several purposes and there are many reasons why songs can be considered a valuable pedagogical tool as Murphey (1995) established that songs can help learners to develop their listening skills and pronunciation so they improve their speaking skills, also songs can be useful tools in the learning of vocabulary, sentences structures, and sentence patterns but the greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.

Lo and Li (2018) confirm that learning English as a foreign language using songs in the classroom offers a break from the traditional routine. Also the use of songs to learn English develops a non-threatening atmosphere in which the four skills can be improved together. Songs are more frequently used with the young learners from the point of view of Krashen (2014) who mentions that children are enthusiastic about rhythm and they have not built personal barriers so they participate actively during the activities. Using songs is an effective way to keep students in touch with English even outside the classroom, mainly because nowadays music is around the world, and students are listening while they are doing something, most of them enjoy singing the songs. Songs can change the classic language learning process; they can be a form of breaking the ice in class they are beneficial not only for audiovisual but also for kinesthetic learners.

Dependent variable: Listening skill

1.2.6 The four English language skills.

Usó and Martinez (2018) claim that the four basic skills are linked by two parameters: communication mode (oral or written) and communication direction (receiving or providing the message). In the oral modality, listening comprehension is the receptive skill. When we say we are listening, we truly mean we are listening and comprehending what we are hearing. In the oral form, speaking is a receptive skill. It is more complicated than it appears at first because it involves more than simply pronouncing words, as with the other skills. Listening is a passive and receptive skill. In agreement with Peterson (2018), listening is a receptive skill because it allows students to understand vocabulary and deduce what is heeded, allowing learners to construct and express their own opinions. Listeners are unable to respond to the information easily, instead of this they used to follow a logical process of

understanding the information provided, the listening process needs to be analyzed to respond appropriately. It is more complicated to consider the information before producing the oral response.

1.2.7 Listening skill.

Steward (2018) mentions that the communicative process of listening is the ability to accurately receive and understand signals. It is also essential for objective communication; poor listening skills have a significant impact on the communication process. Listening objectively is a fundamental skill for comprehending procedures, events, or situations; it is a combination of abilities required for interpreting the messages received. Vocabulary, grammar, phonetics, and other language aspects are integrated into the English learning process. Since receptive skills include receiving and processing input while no language is being produced, listening is often viewed as a passive skill.

This proposition is also affirmed by Aryana (2018) stating that where students are exposed to listening audios and active pronunciation such as intonation of unfamiliar words or new words by hearing them for the first time. These processes influence learners in their abilities to produce communicative patterns using functional and lexical items of communication. In this way, responses are lively intangible and physical communication. It would be merely necessary to understand the old overview of listening skills to compare today's definitions. She argues that listening is one of the most important communicative skill in the educative field, it increases the risk involved in applying new activities and facilitate resources for active listening across humanistic approaches, and avoids misunderstanding in language development.

Considering listening as an exceptionally energetic process in which certain activities such as guessing, forecasting, inferring, criticizing, and interpreting are some of the actions that can be done. Furthermore, listening is one of the most important language skills. Listening deals with the comprehension of messages, there are five steps to listening effectively: attending, understanding, interpreting, responding, and remembering. Lestari (2019) confirms that six basic steps must be completed to complement the development of listening skills. The sequence and succession of these stages are: listening is the act of capturing words with the ear, attending is the process of interpreting a message that has been received, the inference regarding the message

is called understanding, remembering is the act of recalling information stored in the brain about the language we use to communicate, evaluating involves determining the relative value of several signals, responding demonstrate that the message conveyed was well understood.

Win (2019) argues that listening skill is one of the most important English skills, inside this; learners can analyze what others speakers are saying. This process consists of understanding several linguistics aspects such as the speaker's pronunciation, grammar features, vocabulary, meaning comprehension, and use of English. In other words, listening is not just recognizing words and phrases; it is a process to obtain meaningful information from the speakers. That is to say, students may focus on listening to understand the message they receive; the communication engagement in which the transmitter and receiver both actively participate. The success of communication is determined by the student's listening capabilities; the primary base is auditory information for the development of language abilities.

1.2.8 Listening stages

Pre-listening stage, this process is the first stage of listening. The ability to listen carefully to what is said. Since listening is a dimension of the communication process, focus on a stimulus that comes into sensory memory, at the stager preserving verbal communications are a place to interpret and the meanings. This process is cognitive and influential in making meaning. The listening objective is a process of comprehension that draws on previous knowledge of reality and active prediction of what they will hear. Brown (2020) describes that the pre-listening stage requires a mental representation of students' experiences. This refers to prior knowledge in the cognitive process of language development. Students activate past knowledge incorporating activities to set the tone of the class. In other words, use the information to assemble an understanding of what is listened to at the time. In this stage, students focus on listening and engage in the listening activity. Listening comprehension relies heavily on vocabulary and grammar skills. Pre-listening exercises such as learning new words and grammatical structures will help students improve their listening comprehension by allowing them to recognize them in the listening text.

Mestres (2019) says that while-listening presents a distinction between extensive and intensive listening during the while-listening stage. Extensive listening refers to

listening focusing on specific purposes, that is to say, to understand the overall information of what is heard. Furthermore, in intensive listening, the listener attempts to pick up specific details about the listening activity. In this stage, learners perceive and pretend to interpret the message working with external stimulus into internal storage. Tomlinson (2017) points out that students must listen to the exercises several times to comprehend and solve anticipated problems. The following examples can be used in this stage. Paying attention to the key topic, such as describing the paragraphs and, searching for the most relevant facts, listening to the main idea, listening for certain activities, such as lines being categorized, or photos being matched or organized. Listening for specific information. All actions that students are instructed to perform while listening to the text are classified as while-listening exercises. While-listening activities help students develop the skill of eliciting messages from spoken language, which is important for listening comprehension. At this stage is where students are exposed to the recorded transcript for the first time. Students may need to listen to the task more than once to complete it.

Kumar (2021) claims that post-listening stage development in English learning are helpful tools in language acquisition. In this stage, students consolidate their answers and verify some issues found in the activities development. Furthermore, teachers can assess students' progress and check students' understanding in the previous lessons. Extending literal, interpretative, and critical levels; helps teachers to measure students' improvement. It is beneficial to domain some activities where students respond to what they have heard at this stage. It allows learners to confirm their understanding and consolidate what they have learned. The teacher to evaluate understanding, determine the growth of listening ability, the increase, and activation of vocabulary, and some structures which can be used during the post-listening activities.

Finally, a post-listening activity represents a follow-up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. If we have listened to a song presenting a certain word category and stress, it can be asked to students to do some research and identify some specific words in the song. Alternatively, we may want to engage the students in a discussion of the merits of the views that were expressed in the listening songs. Like post-reading activities, post-listening activities allow for recycling and further

activation of vocabulary and structures as long as they are interesting and engaging and are carefully thought out.

Although post-listening activities extend students' time to longer listening activities, students have more time to think, discuss, or write about the language from the text; on sound, grammar, and vocabulary. Some of the post-listening tasks may be extensions of all the exercises done during the pre-listening and while-listening work, while others may be completely unrelated to them and serve as a built component of the listening session. Furthermore, students have the opportunity to judge how much they have understood in a listening exercise via post-listening activities. Teachers, on the other hand, can combine listening skills with other abilities, such as communicating ability. They might allow students to debate a topic related to the listening activity.

1.2.9. Listening subskills

Many researchers have looked into the subject of listening sub-skills. Wolf (2019) presents that listening subskills are vital in both everyday life and academic settings, since people must maintain effective communication. For skimming, it is thorough listening. When we listen to obtain a general sense of a topic, this happens. Numerous studies have shown that getting students to listen extensively in the target language is one of the most effective approaches to develop overall competency in the English language. The use of listening subskill is focused on listening in educational pre-service curricula having the potential to grow significantly, but the majority of educators have been hesitant to adopt this strong method to language learning.

Extensive listening

Extensive listening involves fluent materials to a lot of comprehensible language materials. It comes in a variety of types and can be found in a variety of places, including audio recordings of stories, fragments from books, television, and radio. All of the sources mentioned tending to treat unscripted talks, dialogues, and interviews in the same way. Foreign language teachers can provide excellent information to their students by using well-chosen and relevant recordings in a variety of levels, genres, and themes. Innovative teachers can suggest additional recordings and have learners debate whether songs they appreciated the most.

Listening for details

Listening for details is one of the sub-listening skills active in everyday life. Furthermore, this sub-skill describes the ability to listen carefully supporting decision-making and note-taking. It is considered an important aspect of listening skills and is used in everyday circumstances. "The process of hearing for exact sounds, words, phrases, grammatical units, and pragmatic units," it says. In terms of listening for details, it allows students to encounter a variety of personalities, particularly when authentic people are speaking in real-life settings, interacts with speakers, disrupts them, and, why not, ask for an explanation. This is referred to as "live listening."

Listening for specific information

Siegel (2018) points out that listening for specific information involves overall conceptual comprehension rather than an emphasis on specific features or discontinuous listening. This is one of many types of listening that tries to address fundamental issues about the central subject, content, and goal of an audible text. Listening for specific information is when we listen to anything, to learn a specific piece of information.

Listening for the gist

Listening for gist is frequently done at a low level of attention for the listener to acquire topical information from which to decide whether to continue listening or dedicate roughly interest to the text. It is the ability to detect a text's wide range of topics, themes, and important points by hearing skimming of input. Listening for further details is also called scanning or intensive listening. This is when we listen very carefully, paying close attention to every word and attempting to comprehend as much information as possible. Listening for gist and listening for particular information are two fundamental listening skills that students are taught. They assist pupils in concentrating on the information needed to complete the listening activities. The bulk of teachers only operates well in classes with a large number of good students.

1.3 Objectives

1.3.1 General objective

To analyze the influence of using songs in the development of listening skill of students from the second level at “Universidad Técnica de Ambato”.

1.3.2 Specific objectives

- To identify the types of songs that help students develop listening skill.
- To evaluate the student’s level of listening skill
- To describe listening skill stages and the listening sub-skills.
- To apply English trendy songs to improve students listening skill

CHAPTER II. METHODOLOGY

2.1 Resources

The present research used human and technological resources. The human resources were 35 students of second semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Técnica de Ambato. Students consisted of 12 men and 23 women. It was expected that all 35 students have a beginner English level. Technological resources were necessary for the investigation because the process was developed during the virtual modality. So, the researcher used computers or laptops, mobile devices, and the internet. Additionally, the researcher used several platforms and technological tools to collect information lyrics training apps and vocaroo.

2.2 Basic methods of research

2.2.1 Approach

Quasi-Experimental research

Hernández et al. (2014), this type of research involves the manipulation of at least one variable, this research will involve the treatment of groups and it will evaluate the impact between one variable over another. In this research, the first variable already mentioned as English songs will affect directly the listening skill.

2.3. Research modality

2.3.1 Field research

This research will be field research because it will be applied to the students of the second level at “Universidad Técnica de Ambato”. This type of research will allow the investigator to work at the place where the analysis will be developed. In other words, to investigate the problem and collect the data at the institution. In this case at Universidad Técnica de Ambato with students from the second level.

2.3.2. Bibliographical research

This research is bibliographic mainly because it tries to analyze the information retrieve from papers, articles, and websites. In addition, it will include information that will help the research to understand the influence of English songs on listening skill. (Allen, 2017).

2.3.3. Quantitative and qualitative research

Best and Kahn (2006) argue that qualitative research involves collecting and analyzing non-numerical data research. Mainly because the problem was in the social educative field and the content studied was about knowledge development during students' performance. This research was focused on listening development; it was understanding the facts presented by the use of English songs. On the other hand, it is quantitative research. The results and the techniques that were applied during the research process were numeral data and quantitative techniques. Moreover, the study had a quantitative and qualitative approach. The quantitative technique will be used since numerical data will be collected at the time of the pre-and post-test. The researcher has to use statistical tools to measure the findings On the other hand, the qualitative technique will be employed in the study since the researcher was interested in students' progress and whether or not they improved their skills with English songs for listening development.

2.4. Level or type of research

2.4.1 Exploratory research

Swedberg (2020), the exploratory level is defined as exploratory research because of the results of qualitative data. It means that the information collected by the researcher was studied and tested for determining if it is suitable for future investigations. This research has not been studied deeply and detailed in our context and environment. Also is defined as the process of researching deeper into a topic that has not been examined before. As a result, the application of English songs for listening development is still growing up for examination, and the research is, therefore, classified as exploratory.

2.4.2 Descriptive level

Descriptive research is a method of learning who, why, what, where, and how the study's subject is being studied. Furthermore, descriptive design can study one or more variables using several quantitative and qualitative approaches. The author of this study required understanding the student's behavior, particularly when using the English songs, and listening skills could contribute dynamically to their educational goals focus on the web 3.0.

This investigation had a descriptive level because the population was exposed to songs in English to improve their listening skills. A process was followed to get the objective

of this research. Students were able to fill up activities related to complete listening activities. They understood the process of developing listening through songs. This was carried out on the October 2021- to February 2022 academic period with students of the PINE program.

2.4.3 Correlational level

This research had a correlation level since the relationship between English songs and listening skills helped students to improve their abilities in the development of the listening skill. In this way, the research was expected to focus on a correlational level to know the level of the relationship between the two variables English songs and listening skills.

2.5 Population and sample

This research was applied to thirty-five participants in total, they were from the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. In addition, the participants had an average age between nineteen to twenty years old. This research lasted two months with eight sessions through virtual classes inside the phonology class. The next table demonstrates the number of students who were involved in the research.

Table 1.

Population

Population	Experimental group	Total	Percentage
Male	12	12	34%
Female	23	23	66%
TOTAL	35	35	100%

Source: Student's list

Author: Guachichulca (2021)

2.6 Techniques and Instruments

The instruments that were used in this research were: first of all, a pre-test that was applied to evaluate students' listening level at the beginning and the end of the treatment to measure students' weaknesses and strengths in listening skills. This instrument was a listening standardized test called "PET" Preliminary English test. It was taken into account the four parts of the listening section. Part one; multiple-choice questions in short monologues, part two; multiple-choice questions in short dialogues, part three; gap fill in a long monologue, and finally, part four; multiple choice in a detailed interview. This test was applied to the experimental group at the beginning of the research in virtual modality as the classes in Universidad Técnica de Ambato works during 2 years of the pandemic.

Focus on students' strengths and weaknesses in the different listening sub-skills. The tests were applied in a virtual modality because Universidad Técnica de Ambato was working in this way after two years of online modality. There were 35 students in the classroom. The pre-test and post-test had 35 questions and a length of 35 minutes to complete them. Furthermore, it was applied a survey related to web 3.0 as a supportive tool during virtual education in collaborative work.

Moreover, the researcher designed 6 lesson plans focused on English songs according to students' level and needs. In addition, after the treatment, a post-test was applied to measure and compare if the English songs influence the development of the listening skill, in comparison to the results of the pre-test. This was focused on each listening subskill. The post-test instrument was the same standardized test. In the same way, the

post-test was applied to the experimental group at the end of the research in virtual modality. This instrument was applied to students in the virtual classroom.

In addition, the research treatment was carried out through WhatsApp to send important information and some instructions for the activities. Furthermore, several English songs were retrieved from YouTube where students could share, download, and visualize the songs at the classroom and home. Trendy songs were previously chosen before the application.

Moreover, this was applied through Google Classroom to visualize music videos, listen to the songs audios, read the song lyrics, and warm-up students to the class lesson development. Students were able to comment under each video to check if they are accessing the website. Google Docs to upload information about the songs, to practice listening exercises, and to check the student's advances while the research goes on. Furthermore, the pre-test and subsequently the post-test was applied through Google forms to measure students' progress at the beginning and the end of the research using multiple choice questions. After each evaluation, the researcher, received each result to elaborate the statistical analysis.

Finally, it was created a WhatsApp group to keep in contact with the students during the research performance to clarify students' questions, send important, information, remind students of the things they have to do, and send practice at home if it is needed. Finally, through the Zoom platform the researcher works with the students during virtual classes through virtual modality. That is to say, the research was completely online.

Information Collection Plan

Previous the data collection, it was required to start working at "Universidad Técnica de Ambato". Once it was approved, it was designated a teacher who was going to be applied. After that, it was chosen the second semester where the pre-test was applied to know their listening level. Subsequently, eight sessions were applied to improve learners' listening skills. The treatment lasted 6 weeks and 2 designed for the pre-test and post-test. Moreover, each intervention lasted a one-hour class. All the lessons were focused on English songs. It was necessary to present the topic of the lesson at the beginning of the class to brainstorm the word categories for that lesson. Then, the instruction of the methodology of lyrics training was explained to students.

Furthermore, in each session, the researcher asked the students to complete one English song at the lyrics training website and gave feedback about new word categories focused on. The WhatsApp group was appropriate for students in this way they were able to ask something they did not understand at all. Finally, a post-test was taken to evidence the final progress. After the post-test, a survey was taken to evidence the level of importance of web 3.0.

Information Processing Plan

Therefore, the information was collected, it was necessary to perform a reasonable analysis to determine the progress achieved by the students from the second semester. The difference that students had at the initial level in listening skills and after the treatment with lyrics raining. In addition, the statistical program SPSS was used to measure the mean during the research, where it was possible to observe that the group had an evident improvement in their results. The whole process was monitored by the institutional tutor during phonology classes.

2.7 Hypothesis

Alternative hypothesis

English songs influence in the student's listening skill.

Null hypothesis

English songs do not influence in the student's listening skill

2.8 Variable identification

English songs (Independent)

Listening skills (Dependent)

CHAPTER III. RESULTS AND DISCUSSION

The following chapter comprehends all the information that was gathered during the process and treatment of the investigation with the second level from Universidad Técnica de Ambato”. This chapter contains three main aspects. First, a pre-test was applied by the researcher to the experimental group which was 35 students. In the test, the students had to answer 35 questions in 35 minutes. There were four parts in which students have to answer carefully hearing the recording twice. In the end, students had time to check student’s answers.

The first part was focused on listening for specific information identifying the key information in seven short dialogues, observing for the correct visual answer. Each question had three alternatives as it was a multiple-choice test. According to each listening part. Secondly, part two students had to listen for the gist in a multiple choice exercise. Thirdly, students had to fill the gaps listening for details to complete the gaps, and finally, intensive listening to understand an interview for the global understanding of the audios.

Second, the author implements listening activities with English songs during six classes to increase accurate listening activities with filling gap exercises, games, multiple choice exercises in lyrics training, live worksheets, word wall games Kahoot, and vocaroo to practice. The class contained six predesigned lessons plan to handle students’ performance in classes, remembering listening stages such as pre-listening, while listening, and post-listening. Pre-listening, while listening, and post-listening helped students to practice listening activities during the class hour. In every class they had to complete different activities using fillings gaps, exercises, multiple-choice questions, matching questions, predicting, and so on.

Third, the researcher applied the post-test to the experimental group to determine if the treatment with students from the second semester was successful. In the same way, the post-test was the same as the beginning for the group and they had 35 minutes to complete the test. Finally, at the end of the post-test to measure their progress and additionally, the survey 3.0 to know students’ level of satisfaction in virtual education as a supportive tool of knowledge for improving collaborative work in the future.

3.1 Analysis and discussion of the result

Tabulating the data and providing meaning informatively. The results were reviewed according to the pre and post-test applied. The tabulation was done by the research using virtual resources to check it carefully.

3.1.1 Web 3.0

Web 3.0 diagnostic survey question number 19. Importance of using Web 3.0 in learning

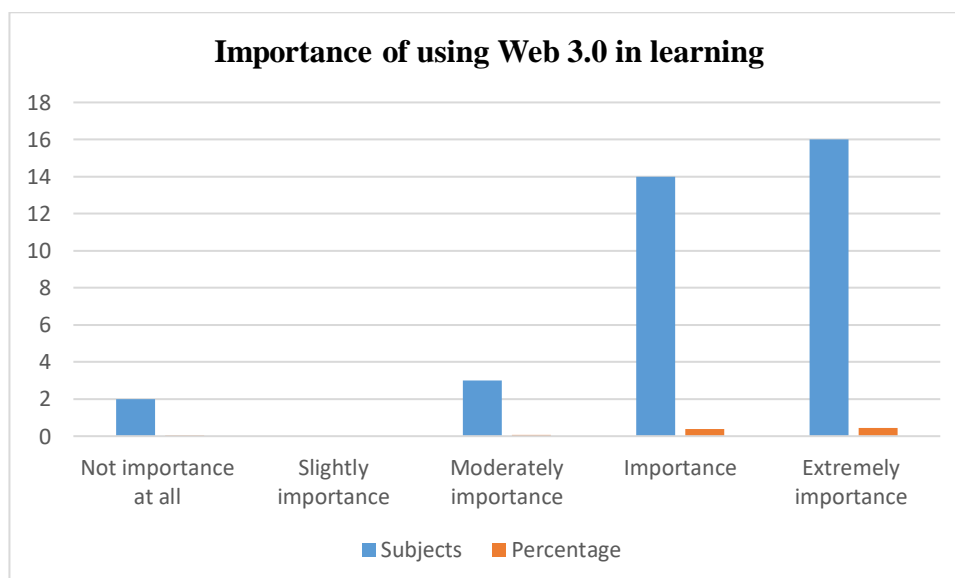
Table 2. Web 3.0 tools

Frequently of importance	Subjects	Percentage
No importance at all	2	5,4%
Slightly importance	0	0
Moderately importance	3	8,1%
Importance	14	37,8%
Extremely importance	16	45,7%
TOTAL	35	100%

Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Figure 1. Importance of using Web 3.0 in learning



Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Analysis and interpretation

Table 2 shows the results of the web 3.0 survey related to the importance of using web 3.0 in learning. Students had the opportunity to select the answers according to their viewpoints. Therefore, table 2 reflects the frequency of importance of using web 3.0 in learning. The table is structured in three elements, first the frequency of importance, the population, and the percentage. It can be seen that 16 students, which is equivalent to 45,6% of a total of 35 students affirmed that they are extremely aware of the importance of using web 3.0 in learning allowing them to work on students' different tasks and assignments. Moreover, 14 students out of 35 in total representing 37% in total declared that web 3.0 is important in their academic life.

Additionally, table number 2 as well graphic number 1 declared that web 3.0 in virtual development shows that only 3 students declared that web 3.0 is moderately important and it is representing 8,1 % of a total of 100%. On the other hand, the results reflect that no-one student responded that web 3.0 was slightly important at all. Finally, 2 learners responded that web 3.0 is not important representing 5,4% of a total of 100% perfect.

Furthermore, the results obtained from the survey reflect that most of the students agree that web 3.0 contributes meaningfully and helps them to enhance significantly in their academic tasks. In this sense, students who answer that web 3.0 is extremely important to help the researcher to find results and this can be interpreted as an effective outcome in the current research among second-semester students. Therefore, based on the information regarding the survey, students are aiming to continue working and understanding the importance of web 3.0 for expanding their current knowledge in virtual education and technology.

3.1.2 Web 3.0 tools in the collaborative process

Web 3.0 diagnostic survey question number 20. Do you consider Web 3.0 use in collaborative learning is?

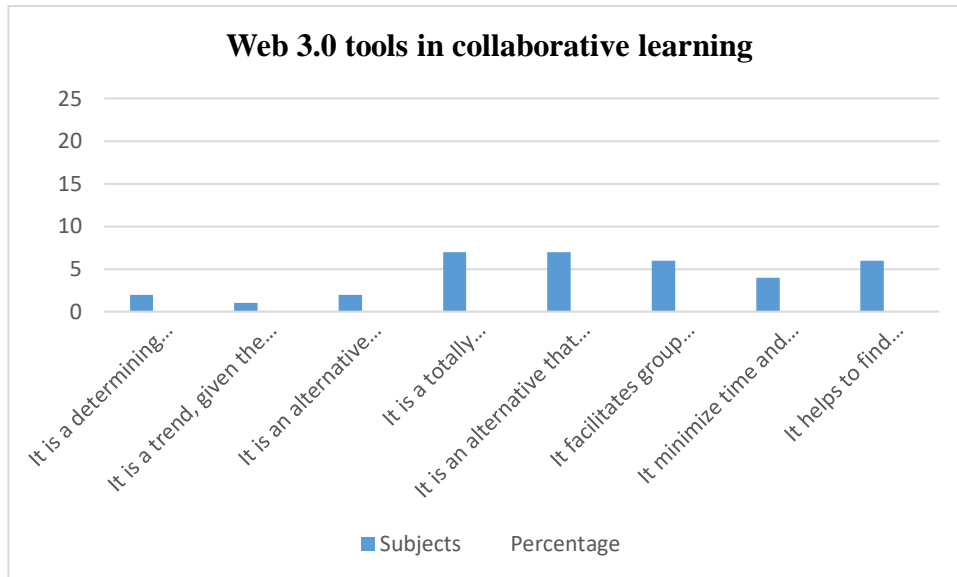
Table 3. Web 3.0 tools in collaborative learning

Options	Subjects	Percentage
It is a determining factor in student learning.	2	5,71 %
It is a trend, given the technological age in which we live	1	2,86 %
It is an alternative support tool for teaching several contents	2	5,71 %
It is an expendable tool.	7	20,00 %
It is an alternative that does not necessarily influence student learning	7	20,00 %
It facilitates group work, collaborative work, and inclusion with students	6	17,14 %
It minimizes time and resources	4	11,43 %
It helps to find information faster	6	17,14 %
TOTAL	35	100%

Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Figure 2. Web 3.0 tools in collaborative learning



Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Analysis and interpretation

Table 3 shows the results of question 20 from the survey web 3.0 survey related to the consideration of using web 3.0 in collaborative learning. Students had the opportunity to select the answer about their perspective from several options. Web 3.0 in collaborative learning is an expendable tool, 7 students representing 20% of the total of 35 students affirm that they strongly agree considering web 3.0 as an expendable tool. Then, the same amount of students 7 representing 20% of a total of 35 students argues that web 3.0 is an alternative that does not necessarily influence students learning, this means they are not considering web 3.0 as a meaningful tool in virtual learning.

Therefore, 6 students representing 17.14% of the total of the students affirm that it facilitates group work, collaborative work and inclusion with students allowing them to work collaborative in classroom activities. On the other hand, 6 students consider that web 3.0 helps students to find information faster, in other words, they affirm the advantages of using web 3.0 for searching information, representing the same 17,14% of a total of 100%. Therefore, just 4 students responded that web 3.0 minimized time

and resources representing 11, 43% of a total of 100% demonstrating that they were not benefiting from these resources.

Finally, 2 students representing 5,71% argue that web 3.0 is a determining factor in students learning, in the same way, 2 students that also represent 5,71% of a total of 100% affirms that it is an alternative support tool for teaching several contents, focus on teacher's tools for education and the same for students learning. Last but not least, only one student considers that web 3.0 is a trend, given by the technological age in which we live for virtual learning, this represents fewer percent 2,86% form a total of 100% of the overall population. The results obtained reflect that most of the participants consider that web 3.0 is an expendable and not popular tool for virtual education and they facilitate students' collaborative work in the classroom.

3.1.3 Web 3.0 tools improving virtual education

Web 3.0 diagnostic survey question number 23. Do you consider that development of web 3.0 resources by the teacher is important to enhance teaching in virtual education to improve collaborative work?

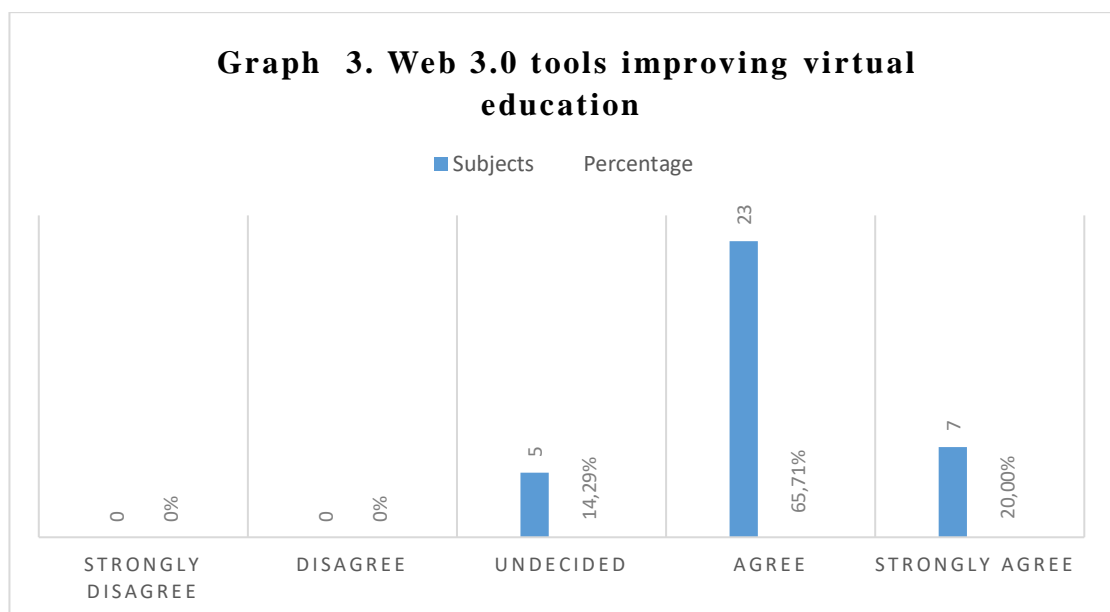
Table 4. Web 3.0 tools improving virtual education

Frequently of agreement	Subjects	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Undecided	5	14,29%
Agree	23	65,71%
Strongly agree	7	20,0%
TOTAL	35	100%

Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Figure 3. Web 3.0 tools improving virtual education



Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Analysis and interpretation

Table number 4 reflects the responses of the students to the survey related to the web 3.0 question 23 considers the development of web 3.0 and the resources used by teachers as an important tool to enhance teaching in virtual education to improve collaborative work. Therefore, it can be seen at the table, 7 students, which is equivalent to 20% of a total of 35 students, affirmed that they strongly agree that web 3.0 tools allow them to enhance virtual education and collaborative work. Moreover, 23 students out of 35 in total, representing 65.71%, declared that web 3.0 tools help students and teachers to implement virtual education with the help of innovative resources.

Additionally, table number 5, as well as figure number 3 related to web 3.0 tools in virtual education by the teachers shows that just 5 students equivalent to 14, 29% of a total of 35 students, affirmed they are undecided considering that the development of web 3.0 helps directly to virtual education. On the other hand, the results reflect that no one student responded to the instrument in disagreeing or strongly disagreeing. In others words, all students confirm web 3.0 help teacher and students to improve virtual education in collaborative work.

The results obtained show that the majority of participants consider that web 3.0 technologies contribute favorably and are meaningful to the development of their academic activities according to the results obtained. Web 3.0. give students a large number of opportunities to improve their abilities in the English language. Based on their response the table and figure show that web 3.0 and innovative teaching materials can enhance students' desire to learn through technologies and websites. As a result of the survey's findings, participants want to continue increasing their knowledge using original and new technologies.

3.1.4 Application of Web 3.0 promoting interest, participation, and motivation.

Web 3.0 diagnostic survey question number 24. Do you think that the correct application and use of web 3.0 tools promote the interest, participation, and motivation of students in collaborative work?

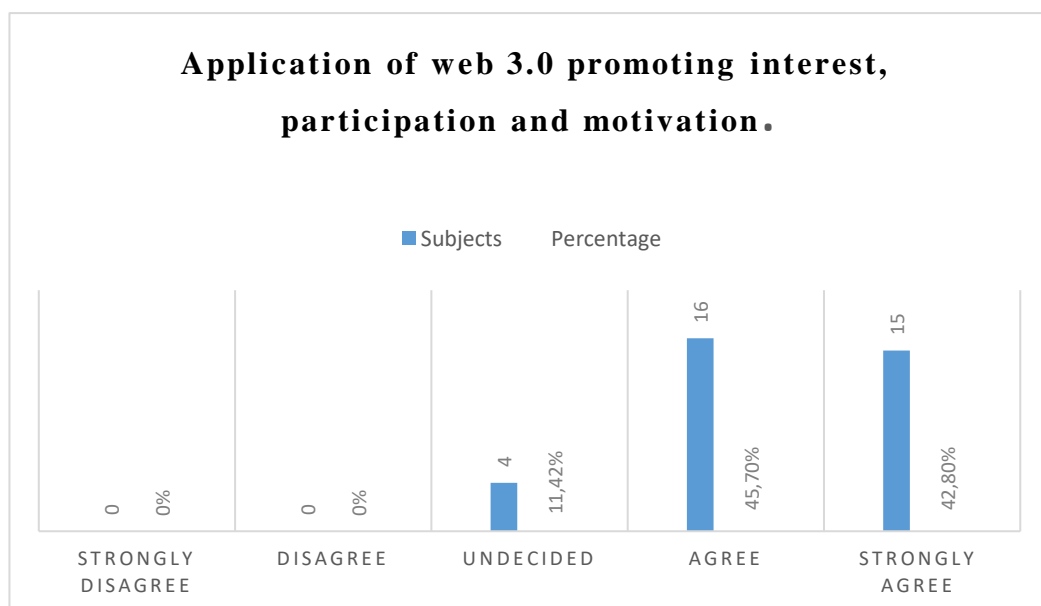
Table 5. Application of Web 3.0 promoting interest, participation, and motivation.

Frequently of agreement	Subjects	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Undecided	4	11,42%
Agree	16	45,7%
Strongly agree	15	42,8%
TOTAL	35	100%

Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Figure 4. Application of Web 3.0 promoting interest, participation, and motivation.



Source: Web 3.0 evaluation survey

Author: Guachichulca (2022)

Analysis and interpretation

Table number 5 reflects the responses of the participants to the survey related to the web 3.0 question 24 related with the correct application and use of web 3.0 tools promote the interest, participation and motivation of students in collaborative work. It can be seen 15 students, which is equivalent to 42.8% of a total of 35 students, affirmed that they strongly agree that technological 3.0 tools contribute to organizing and enhancing motivation in collaborative work inside the classroom. Moreover, 16 students out of 35 in total, representing 45.8%, declared that the correct implementation of web 3.0 can activate students' participation and desire to work with their classmates in pairs, or groups in virtual education.

Additionally, table number 5, as well as figure number 4 related to technology 3.0 tools in promoting students' motivation and participation in class shows that 4 students were not able to decide if they were in agreement or disagreement. In other words, they could not decide if web 3.0 promotes their interest in collaborative work representing 11.42% of a total of 100%. Finally, no one chooses the option of disagreement nor strongly disagreement in this section. Representing a positive fact that enhance students' collaborative learning using web 3.0.

The results showed in table number 5 and figure number 4 can indicate that in general most of the students argued that they are attracted by we 3.0, in this way, they can find innovative resources to learn virtually. As a result, this figure indicates that with indicated stimulus, students increase motivation, which is hardly difficult to maintain during virtual education. Emphasizing and understanding that is the first time that students are working in this modality and probably it is difficult for them to adapt to this new modality of learning.

3.1.5 Pre-test results

Table 6.

Pre-test results

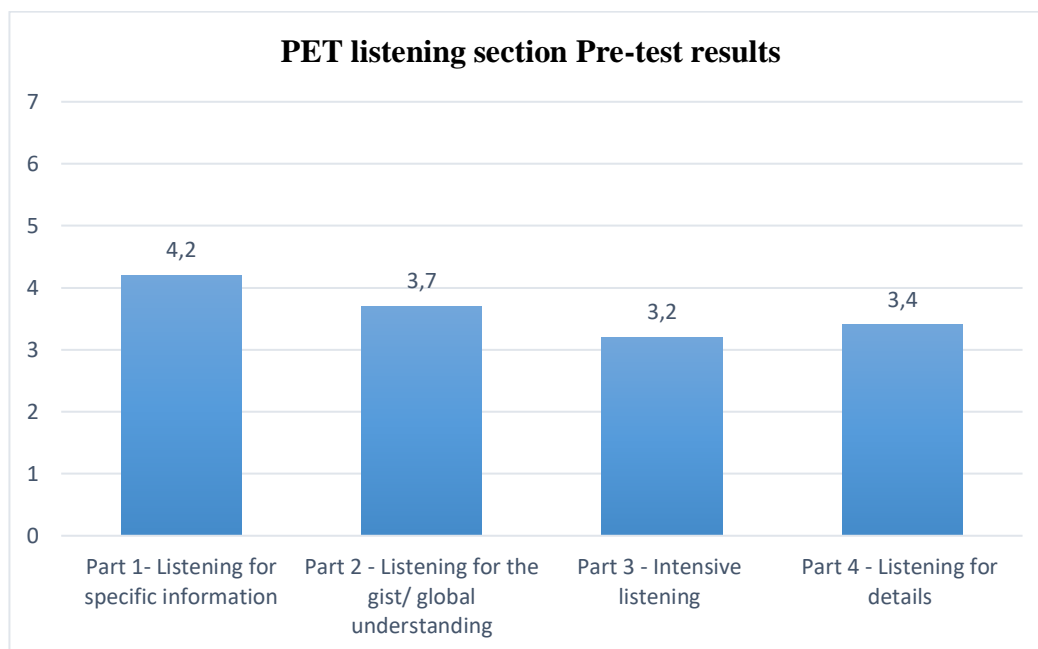
Listening skills	Average
Part 1- Listening for specific information	4,2
Part 2 - Listening for the gist/ global understanding	3,7
Part 3 - Intensive listening	3,2
Part 4 - Listening for details	3,4
TOTAL	14,5

Source: Field research

Author: Guachichulca (2022)

According to the results from the pre-test, the median score is 14,5.

Figure 5. PET listening section Pre-test results



Source: Pre-test results

Author: Guachichulca (2022)

Analysis and Interpretation

Table 6 shows the participant's pre-test grades. For a better understanding, the table is divided into the 4 parts of the PET listening section and the students' general average of the total of all the parts. Listening section corresponding to 25 points. Each listening part evaluates different listening subskills such as listening for specific information on the first part, listening for the gist or also known as global understanding, intensive listening, and listening for details. Furthermore, table 6 showed that, in the pre-test, the average of the 35 students in the different sections of the reading test was 14,5 over 25 points that denote weaknesses in the development of the listening subskills when understanding short and long audios, scripts, monologues, and discussions, especially in longer audios.

Then, figure 5 shows that subjects had problems developing part 3 of the standardized PET test which focuses on intensive listening sub-skill. The student's average in this section was 3,2 out of 6 points in total. Moreover, the figure shows that the students had difficulties when answering questions of the 4 sections of the standardized test, scoring 3,4 points out of 6. Another average was documented in section 2, which evaluates listening for the gist or global understanding listening subskill considering that student's average was 3,7 out of 6 points in total.

The results showed that the students presented problems, mainly because this type of listening asks them, carefully pay attention and listen carefully for the details and every single word that the speaker is saying during the audio recording is playing. Furthermore, they have found difficulties in listening for details especially because speakers usually talk faster and they need to understand vocabulary words, focus on pronunciation, accent, stress, and grammar tenses. Most of the students associate their answers just but guessing the right answer represents an incomplete understanding in all listening sections.

3.1.7 Post-test results

Table 7. Post-test results

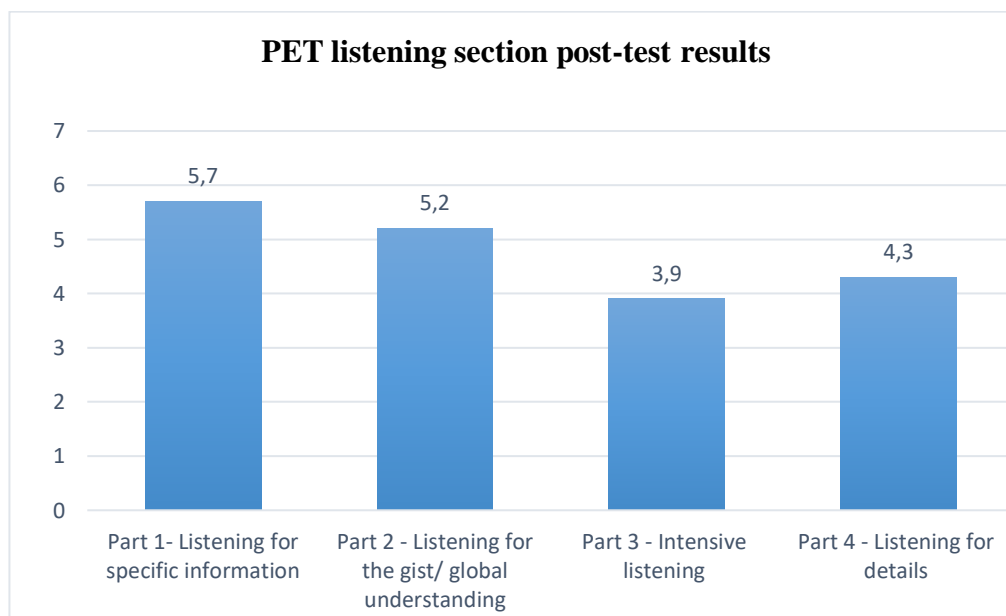
Listening skills	Average
Part 1- Listening for specific information	5,7
Part 2 - Listening for the gist/ global understanding	5,2
Part 3 - Intensive listening	3,9
Part 4 - Listening for details	4,3
TOTAL	19,1

Source: Post-test results

Author: Guachichulca (2022)

According to the results from the post-test, the median score is 19,1

Figure 6. PET listening section post-test results



Source: Post-test results

Author: Guachichulca (2022)

Analysis and Interpretation

Table 7 shows participants' post-test results after the treatment and implementation of English songs for the improvement of listening skills. For a better understanding, the table reflects information making reference in the improvements compared to table 6 which can be observed lower grades in comparison with table 7. The results of the PET listening test after the treatment with English songs and activities following listening stages increased to 14,5 to 19,1 points out 25 in total. It is important to mention that the research work with the same number of students at the beginning and end of the treatment pre-test and post-test. Furthermore, considering that each listening stage and listening subskill were fundamental in the research, students have increased in scores showing a noticeable improvement in their final scores and also, a sudden interest in English songs for learning new vocabulary words and improving pronunciation singing, and having fun.

Consequently, figure 6 shows that participants who had problems developing part 3 of the standardized PET test which focuses on intensive listening sub-skill demonstrated a significant difference relating to the previous table where the higher score was 3,2 out of 6 and at this time, it is 3,9 out of 6. Taking into account that the second worse graded section in the pre-test was part 4 listening for details, but fortunately, figure 6 demonstrated that 4 sections of the standardized test, scoring 3,4 points out of 6 increased to 4,3 out of 6 allowing the research to notice the difference over it. Another average was documented in section 2, which evaluates listening for the gist or global understanding listening subskill considering that student's average was 3,7 out of 6 increase to 5,2 and subsequently, section 1 listening for specific information increase to 5,5 points in total.

The results showed that the students presented problems in intensive listening and listening for details from overall audio, but there is a notably increased in using English songs to enhance students' motivation practicing with listening activities. Furthermore, based on table 7 the scores have shown an important increment in all listening sections mainly in parts 1 and 2 of the PET Preliminary English test.

3.1.8 Pre-test and post-test results

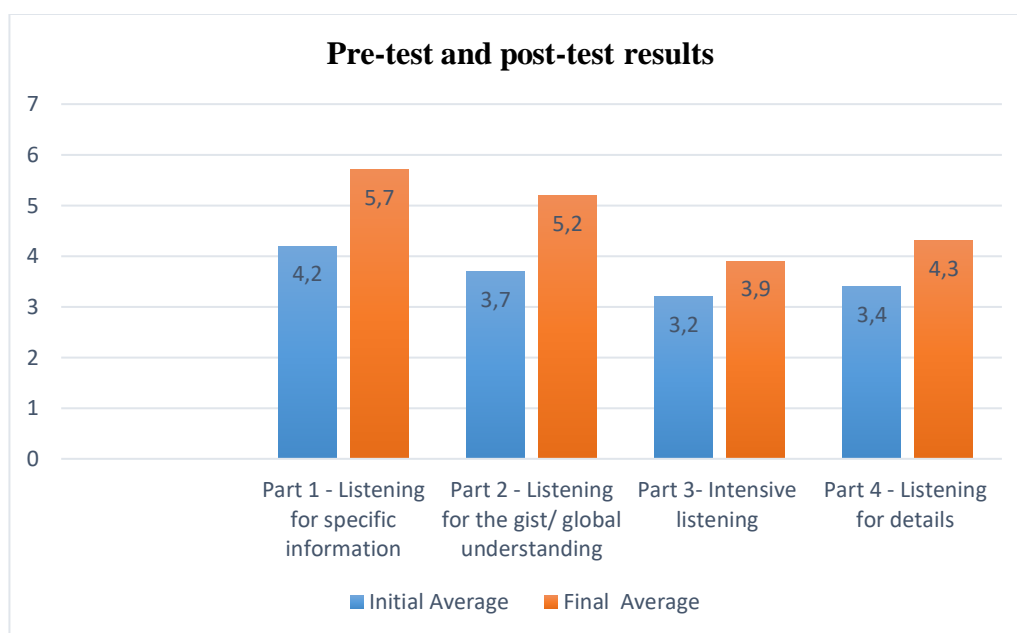
Table 8. Pre and post test results

Listening subskills	Initial average	Final Average
Part 1 - Listening for specific information	4,2	5,7
Part 2 - Listening for the gist/global understanding	3,7	5,2
Part 3- Intensive listening	3,2	3,9
Part 4 - Listening for details	3,4	4,3

Source: Results pre and post-test

Author: Guachichulca (2022)

Figure 7. Pre and post-test results.



Source: Pre and post-test results

Author: Guachichulca (2022)

Analysis and Interpretation

Table 8 shows participants' post-test and pretest results, the comparison before and after implementing English songs to improve listening comprehension in the research. It is important to mention that the population is the same since the beginning of the experiment. In the first column, it located students' average in the different sections of the listening section. However, the second column reflects students' scores after the treatment and practice of English songs exercises for listening improvement. It is remarkably the increase and the encouraging progress.

After this analysis, figure 7 determines that the treatment works appropriately in listening skill to improve students' participation and involvement with the English language. Emphasizing the different listening subskills with numerical data. Figure 7 shows that participants who had problems developing part section one with a score of 4,2 which increases to 5,7. The second section that is listening for the gist was 3,7 increase into 5,2 presenting an important difference from the pre-test to the post-test. The third section intensive listening starts with an initial average of 3,2 increases to measure listening improvements. Finally, part 4 listening for details with a score of 3,4 increase to 4,3 demonstrating that the application of English songs enhances students listening skills to practice English and to improve listening subskills of language.

Consequently, it can be interpreted that the implementation of English songs can enhance students listening skill and subskills in English learning. Figure 7 shows that students after the treatment improve their academic results in comparison to the started resources. The listening skill was improved after the experiment and helped students to perfect their listening abilities.

3.2. Pre-test and post-test average and difference

Table 9.

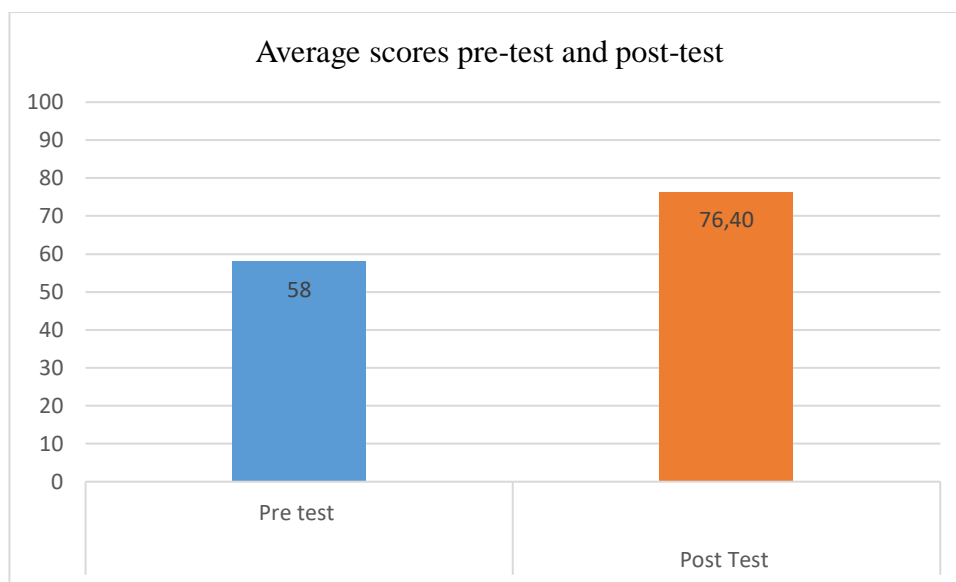
Pre-test and post-test average and difference

Listening Skill	Pre test	Post Test	Difference
Average	14,5	19,1	4,6

Source: Field research

Author: Guachichulca (2022)

Figure 8. Pre-test and post-test average and difference



Source: Field research

Author: Guachichulca (2022)

Analysis and Interpretation

Table 9 demonstrates how the PET listening exam from Cambridge was drastically changed after the treatment. The participant's pre-test scores were 14,5 points out of 25 questions. However, after treatment application, it reaches 19,1 points out of difference among both scores. The final grade is the summary of the four listening

stages in the listening section. This can be concluded that students show a notably increase in knowledge after working with English songs and listening activities.

3.3 Verification of hypotheses

3.3.1 Hypothesis statement

Alternative hypothesis (Ha)

English songs influence in the student's listening skill

Null hypothesis (H0)

English songs do not influence in the student's listening skill

Considering the present experimental research, it was needed to apply SPSS software to evaluate if the hypothesis reveals the expected outcomes. As a result, the Paired Sample T-test was used which represented the average of the pre-test and post-results. The paired sample T-test is in charge of approving or refusing the alternative hypothesis (Ha) that is English songs influence in the students' listening skill in students from the second semester of PINE career.

Table 10. Paired Sample Statistics

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Par 1 Pre test	14,00	35	7,199	1,217
Par 1 Post test	19,09	35	3,239	,548

Source: Hypothesis verification

Author: Guachichulca (2022)

Table 11. Paired Samples Correlations

Paired Sample Correlations

	N	Correlation	P.Value
Par 1 Pre test & Post test	35	,639	,000

Source: Hypothesis verification

Author: Guachichulca (2022)

Table 12. Paired Sample T-test

Paired Sample T-test

	Paired Differences					T Statistical Value	Degrees of freedom	P. Value
	Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Par 1 Pre-test Post-test	-5,086	5,700	,964	-7,044	-3,128	-5,278	34	,000

Source: Hypothesis verification**Author:** Guachichulca (2022)

The statistical data presented according to the research results obtained through the experimental group during the pre-test and post-test application are shown in table 10 paired sample statistics where there is a significant difference among both variables based on the averages generated from Pet preliminary English test over 25 points. There is a notable mean of the result of 35 students before the experimentation was 14, consequently, the final results show that after the implementation the participant grades increased to 19,09 after using English songs in listening skill. As a result, the statistical data takes into account the 95 percent of confidence interval of the difference of means as well as the P-value that is 0,00 which is smaller than 0,05. The null hypothesis H0 is rejected, which means that hypothesis Ha alternative hypothesis is asserted to be true and positive. To sum up, the use of English songs influences positively the development of the listening skill in students from the second semester of PINE career at Universidad Técnica de Ambato.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and interpretation of the results that were obtained after the treatment it was affirmed that English songs work collaboratively in the development of listening skills applied to students from second at Universidad Técnica de Ambato”, some conclusions and recommendations can be provided.

- It can be concluded that using English songs during the development of the listening skill of students from the second semester influences significantly in English learning. Based on the verification of the alternative hypothesis, it was demonstrated that English songs have an effective influence on listening skills. The P-value was less than 0,05 which means that, the null hypothesis was rejected allowing us to verify that the alternative hypothesis was true. That is to say, through interactive activities involving songs students increase their listening and sub-listening skills.
- Trendy songs have the biggest impact on the development of listening skills. The results showed that students’ listening sub-skills were improved through trendy songs according to their age and level. The difference between those final scores was 4,6%. In other words, it was demonstrated that they have a positive enhancement in listening skills. Furthermore, considering that each listening stage and listening subs-skill were fundamental in the research, students have increased their final scores showing a noticeable improvement and a sudden interest in English songs for learning new vocabulary words and improving their pronunciation by singing.
- Based on the pre-test and post-test, students’ listening comprehension level at the beginning and after the treatment obtained an important difference. The pre-test results showed that students have reached 14,5% over 25 points while in the post-test they have reached 19,1%. It could be said that to enhance students’ listening skills, English songs show a notable increase in language.
- Students improved their listening subskills in listening for specific purposes, listening for the gist, listening for details, and intensive listening using listening activities such as: filling the gaps, multiple choice questions, predicting, and

gaming following the listening stages in every class with pre-listening activities, while listening activities and post-listening activities.

- Trendy songs applied with web 3.0 tools for virtual learning improve students learning process. The results showed that listening skills had better results after the application of English songs activities, noticing a positive influence on English learning.

4.2 Recommendations

After the conduction of the research and applying English songs to students from the second level at “Universidad Técnica de Ambato” with the accurate procedure it is recommended that.

- Considering the positive influence of English songs and listening skills, it is advised that teachers and students make use of the application of English songs for the development of listening skill. The use of this is going to be helpful for students to practice inside and outside the classroom.
- Teachers should promote the use of English songs in virtual education to contribute to students’ development of listening skills. It is recommended to focus on trendy songs selected specifically according to the learner’s age and level and if possible according to the student’s requirements and preferences.
- It is of great importance considering the positive results during the pretest and post-test, after the experiment application. It is suggested to implement listening activities with English songs to maintain the listening level of understanding with different audios. Promoting vocabulary acquisition, in several word categories such as nouns, adjectives, prepositions, verbs, phrasal verbs, and conjunctions. Furthermore, enhancing students’ pronunciation in new vocabulary words.
- It is recommended that before preparing listening activities with English songs, teachers take into account the level of completion and speakers accent, this can difficult students understanding in listening.
- Last but not least, it can be recommended that the application on listening activities with English songs includes web 3.0 tools to enhance students’ motivation and attractions in virtual learning, interacting directly with teacher and classmates having fun, and contributing to students meaningful learning.

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Annexes:

Annex 1. Approval

**ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.**

CARTA DE COMPROMISO

Ambato, 18 de octubre de 2021

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

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "ENGLISH SONGS AND LISTENING SKILL" propuesto por la estudiante Raquel Elisa Guachichulca Pilco, portadora de la Cédula de Ciudadanía 185009899-5, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

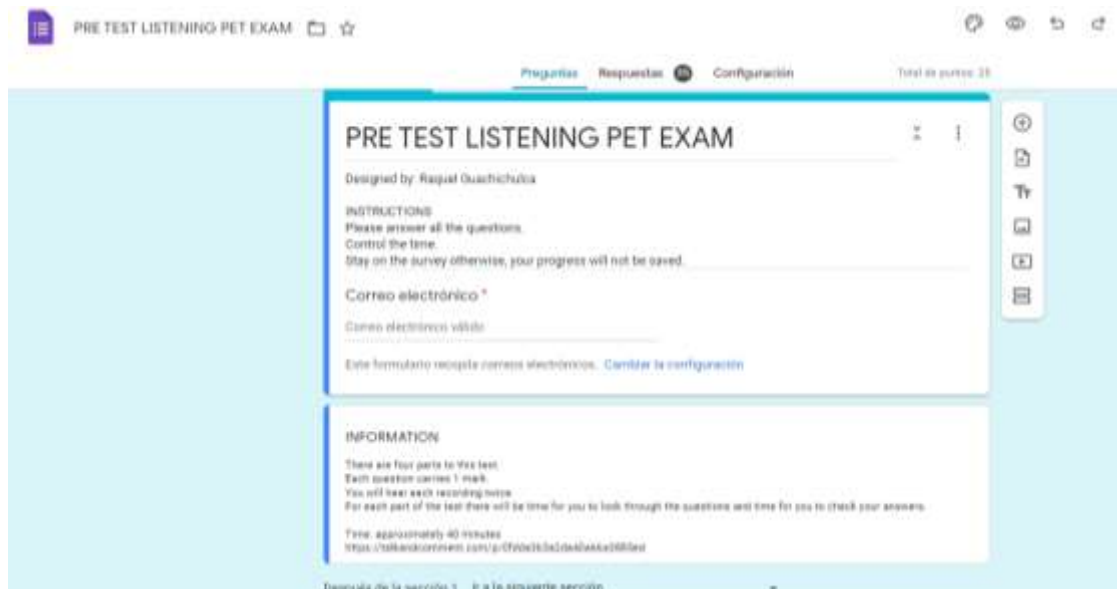
Atentamente.



.....
Lic. Mg. Sarah Iza Pazmiño, Mg
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2. Pre and post test

https://docs.google.com/forms/d/1oBDuNVase9DGq_BuxGaCwOpc29i_HZ5cLdNGLV6XGv8/edit



PRE TEST LISTENING PET EXAM

Designed by Raquel Guaschichúria

INSTRUCTIONS
Please answer all the questions.
Control the time.
Stay on the survey otherwise, your progress will not be saved.

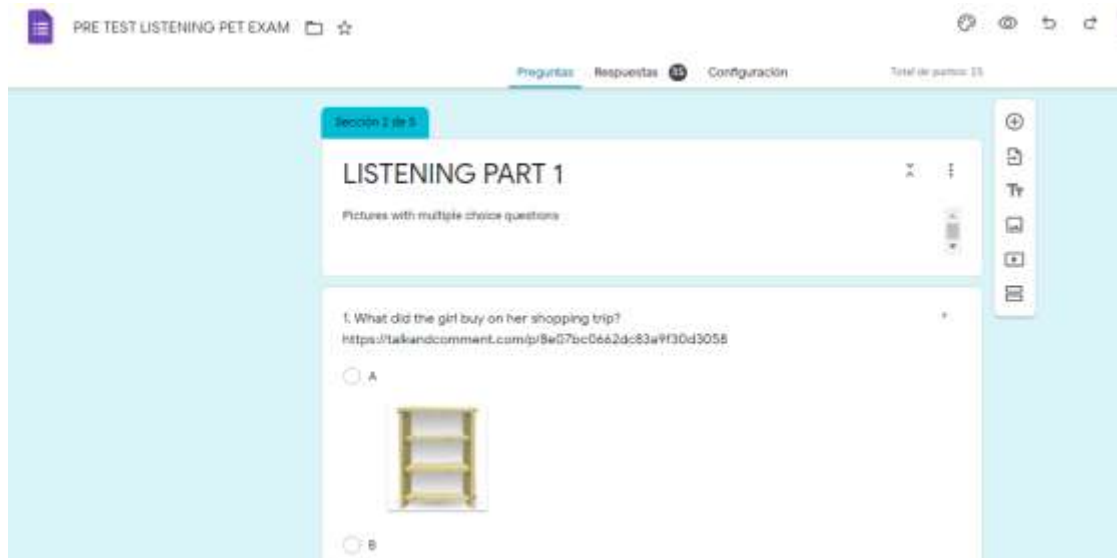
Correo electrónico *

Correo electrónico válido

Este formulario acepta correos electrónicos. [Cambiar la configuración](#)

INFORMATION
There are four parts to this test.
Each question carries 1 mark.
You will hear each recording 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.
Time: approximately 40 minutes
<https://talkandcomment.com/p/0f90d33d3e4066a00b0a>

Después de la sección 1 ir a la siguiente sección



PRE TEST LISTENING PET EXAM


Sección 1 de 3

LISTENING PART 1

Pictures with multiple choice questions

1. What did the girl buy on her shopping trip?
<https://talkandcomment.com/p/8e07bc0662dc83a9f30d3058>

A



B

Part 1

Questions 1 – 7

For each question, choose the correct answer.

1 What did the girl buy on her shopping trip?



A



B



C

2 Why did the plane leave late?



A



B



C

3 What activity does the woman want to book for the weekend?



A



B



C

4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

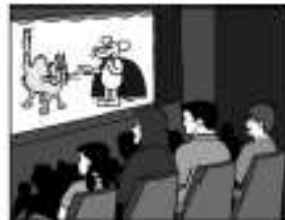
6 What did the family do on Sunday?



A



B



C

7 Which programme is on first?



A



B



C

Part 2

Questions 8 – 13

For each question, choose the correct answer.

- 8 You will hear two friends talking about a new clothes shop.
What does the girl say about it?
- A The staff are helpful.
 - B It only has the latest fashions.
 - C Prices are reduced at the moment.
- 9 You will hear two friends talking about a pop band's website.
They think the site would be better if
- A Its information was up to date.
 - B It was easier to buy concert tickets.
 - C the band members answered messages.
- 10 You will hear a woman telling a friend about an art competition she's won.
How does she feel about it?
- A upset that the prize isn't valuable
 - B excited that the judges liked her picture
 - C disappointed that she can't use the prize
- 11 You will hear two friends talking about the girl's flatmate.
The girl thinks that her flatmate
- A is too untidy.
 - B talks too much.
 - C plays music too loud.

- 12 You will hear two friends talking about a football match.
They agree that their team lost because
- A the players weren't confident enough.
 - B they were missing some key players.
 - C the players didn't do the right training.
- 13 You will hear two friends talking about a tennis match they played.
The boy wants the girl to
- A help him to get fitter.
 - B practise with him more often.
 - C enter more competitions with him.

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one or two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the (14) was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15) away.

On the day in the countryside, Anita almost fell off a (16)

In the capital city, Anita saw a (17) in a theatre.

Anita enjoyed visiting a farm where (18) is produced.

Anita bought some (19) as gifts.

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

- 20 Vicky first went in for competitions because
- A she had joined a swimming club.
 - B her parents were keen on swimming.
 - C her swimming teacher encouraged her.
- 21 As a teenager, Vicky's training involved
- A exercising on land as well as in the water.
 - B going without meals during the day.
 - C travelling to a pool once a day.
- 22 What did Vicky find hard about her training programme?
- A She couldn't go on school trips.
 - B She lost some of her friends.
 - C She missed lots of parties.
- 23 What helped Vicky to do well in the national finals?
- A She was not expected to win.
 - B She trained harder than usual.
 - C She wanted to take a cup home.
- 24 As a swimming coach, Vicky thinks she's best at teaching people
- A to deal with failure.
 - B to improve their technique.
 - C to get swimming qualifications.
- 25 Why has Vicky started doing long-distance swimming?
- A She needed to get fit again.
 - B She thought it would be fun.
 - C She wanted to do some travelling.

Annex 3. Lesson plan template

ENGLISH SONGS LESSON PLAN TEMPLATE

Lesson title:

Subject:

Level:

Time requirements for first exposure:

Time requirement for in-class activity:

Time requirement for post class activity:

Objective:

Students Objective:

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY			
WHILE LISTENING ACTIVITY			
POST LISTENING ACTIVITY			

Annex 4. Experimental design



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Proyecto de trabajo de graduación o titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención: Inglés.

Theme: English songs and listening skill

Author: Guachichulca Pilco Raquel Elisa
Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2021

TABLE OF CONTENT

Lesson plan 1	74
Lesson plan 2	76
Lesson plan 3	78
Lesson plan 4	80
Lesson plan 5	82
Lesson plan 6	84

Lesson plan 1

ENGLISH SONGS LESSON PLAN 1

Lesson title: Word stress (**Nouns**)

Subject: Linguistics I

Level: Second semester

Tome requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post-class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focus on listening for details and words stress (**nouns**)

Students Objective:

To recognize some **nouns** in the songs by practicing filling up exercises

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Listening for details.

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a game with some words (nouns), that are part of the song. Link: https://wordwall.net/resource/25993927/imagine-johnn-lennon
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words	20	Students look to the introduction of lyrics training and learn how to use it to practice listening. Link: https://es.lyricstraining.com/ Students practice with an online exercise the song "Imagine" to practice nouns with filling up activities. Link: https://es.lyricstraining.com/

<p>POST LISTENING ACTIVITY</p>	<p>To verify students' progress on their individual development</p>	<p>15</p>	<p>Students are going to practice with live worksheets to develop listening focus on nouns with the song "Imagine" by John Lennon</p> <p>Link:</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Worksheets_with_songs/Imagine_-_John_Lennon_td2074797ej</p> <p>They create a song by using the same words (nouns) learned in the class. Their songs will be shared by google forms.</p> <p>https://forms.gle/gyoWsNkkywDLERb68</p>
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Lesson plan 2

ENGLISH SONGS LESSON PLAN 2

Lesson title: Word stress (**Adjectives**)

Subject: Linguistics I

Level: Second semester

Tome requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focusing on listening for details and words stress (**adjectives**)

Students Objective:

To recognize some **adjectives** in the songs by practicing filling up exercises and matching words.

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Listening for specific information

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a kahoot with some words (adjectives), that are part of the song. Link: https://play.kahoot.it/v2/?quizId=c3240c39-2681-432d-bc6e-f3472b912e35
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words Matching exercise	20	Students practice with an online exercise the song "Stronger" by Kelly Clarkson to practice adjectives with fillip up activities. Link: https://es.lyricstraining.com/ Further practice: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Stronger_un1328577rq

<p>POST LISTENING ACTIVITY</p>	<p>To verify students' progress on their individual development Multiple choice questions.</p>	<p>15</p>	<p>Students are going to practice with live worksheets to develop listening focus on adjectives with the song "Stronger" by Kelly Clarkson Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparisons/Stronger-Kelly_Clarkson_01898022ai They will sing the song by using the same words (adjectives) learned in the class. Their audio recordings will be shared by vocaroo. https://vocaroo.com/</p>
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Lesson plan 3

ENGLISH SONGS LESSON PLAN 3

Lesson title: Word stress (**Verbs**)

Subject: Linguistics I

Level: Second semester

Tome requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focusing on listening for details and words stress (**verbs**)

Students Objective:

To recognize some **verbs** in the songs by practicing filling up and multiple choice exercises.

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Listening for details.

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a game with some words (verbs), that are part of the song. Past tense. Link: https://wordwall.net/resource/19289609/english-10thirregular-verbs
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words	20	Students practice with an online exercise the song "Someone like you" by Adele to practice verbs with fillip up activities. Remaining verbs in past tense. Link: https://es.lyricstraining.com/
POST LISTENING ACTIVITY	To verify students' progress on their individual development Multiple choice exercises Multiple option	15	Students are going to practice with live worksheets to develop listening focus on verbs with the song "Someone like you" by Adele Link: https://www.liveworksheets.com/gm310397yk They make a mini bibliography of his or her favorite singer using some verbs learned in the class. (PAST TENSE) Their descriptions will be shared by

			<p>Google classroom. They will keep an eye on the following template: https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Biographies/Adele mini bio_lj1427601oq</p> <p>Classroom code: ywq7zhi Join to this class through the following link: https://classroom.google.com/c/MzA0ODI0NTM2OTMx?cjc=ywq7zhi</p>
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Lesson plan 4

ENGLISH SONGS LESSON PLAN 4

Lesson title: Word stress (**Phrasal verbs**)

Subject: Linguistics I

Level: Second semester

Time requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focusing on listening for details and words stress (**Phrasal verbs**)

Students Objective:

To recognize some **phrasal verbs** in songs by practicing filling up exercises

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Intensive listening

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a game with some words (phrasal verbs), that are part of the song. Link: https://wordwall.net/resource/26446276
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words	20	Students practice with an online exercise the song "Shape of you" by Ed Sheeran to practice phrasal verbs with fillip up activities. Link: https://es.lyricstraining.com/
POST LISTENING ACTIVITY	To verify students' progress on their individual development	15	Students are going to practice with live worksheets to develop listening focus on phrasal verbs with the song "Shape of you" by Ed Sheeran Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_and_Writing/Listening_Ed_Sheeran_-

			<p>_Shape of You, complete with verbs vm1912271ic</p> <p>They will sing the song by using the same words (phrasal verbs) learned in the class. Their audio recordings will be shared by vocaroo. https://vocaroo.com/</p>
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Lesson plan 5

ENGLISH SONGS LESSON PLAN 5

Lesson title: Word stress (**Prepositions**)

Subject: Linguistics I

Level: Second semester

Time requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focusing on listening for details and words stress (**prepositions**)

Students Objective:

To recognize some **prepositions** in songs by practicing filling up exercises and matching words.

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Listening for the gist

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a game with some words (prepositions), that are part of the song. Link: _ https://www.english-grammar.at/online_exercises/prepositions/rep039.htm
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words Matching exercise	20	Students practice with an online exercise the song "Umbrella" by Rihanna to practice prepositions with fillip up activities. Link: https://es.lyricstraining.com/

<p>POST LISTENING ACTIVITY</p>	<p>To verify students' progress on their individual development Multiple choice questions.</p>	<p>15</p>	<p>Students are going to practice with live worksheets to develop listening focus on prepositions with the song "Umbrella" by Rihanna Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Friendship/Umbrella_Song_zv1638510es They will record a video singing their favorite songs emphasizing in some (prepositions) learned in the class. Their videos will be shared through YouTube. https://www.youtube.com/</p>
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Lesson plan 6

ENGLISH SONGS LESSON PLAN 6

Lesson title: Word stress (**Conjunctions**)

Subject: Linguistics I

Level: Second semester

Tome requirements for first exposure: 15 minutes

Time requirement for in-class activity: 30

Time requirement for post class activity: 15 minutes

Objective: At the of the class students will use English songs to improve listening skill focusing on listening for details and words stress (**conjunctions**)

Students Objective:

To recognize some **conjunctions** in the songs by practicing filling up and multiple choice exercises.

To get familiar with the song's lyrics and rhythm

Listening subskill(s): Listening for details.

Content type	Learning objective	Time	Activity
PRE-LISTENING ACTIVITY	To active students' knowledge	15	Students play a game with some words (conjunctions), that are part of the song. Link: https://wordwall.net/es/resource/15719335/conjunctions
WHILE LISTENING ACTIVITY	To review grammar and vocabulary To practice filling up exercises Vocabulary Missing words	20	Students practice with an online exercise the song "Someone like you" by Adele to practice verbs with fillip up activities. Remaining verbs in past tense. Link: https://es.lyricstraining.com/
POST LISTENING ACTIVITY	To verify students' progress on their individual development Multiple choice exercises Multiple option	15	Students are going to practice with live worksheets to develop listening focus on verbs with the song "Someone like you" by Adele Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Conjunctions/And_Or_But_So_Because_mo825729el They make a mini bibliography of his or her favorite singer using some

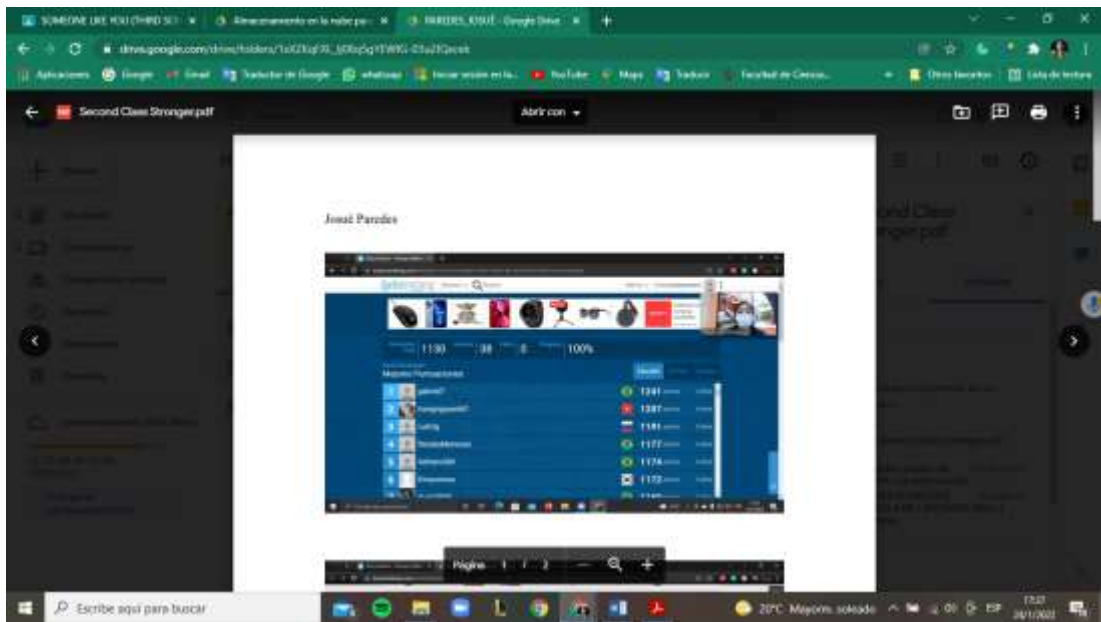
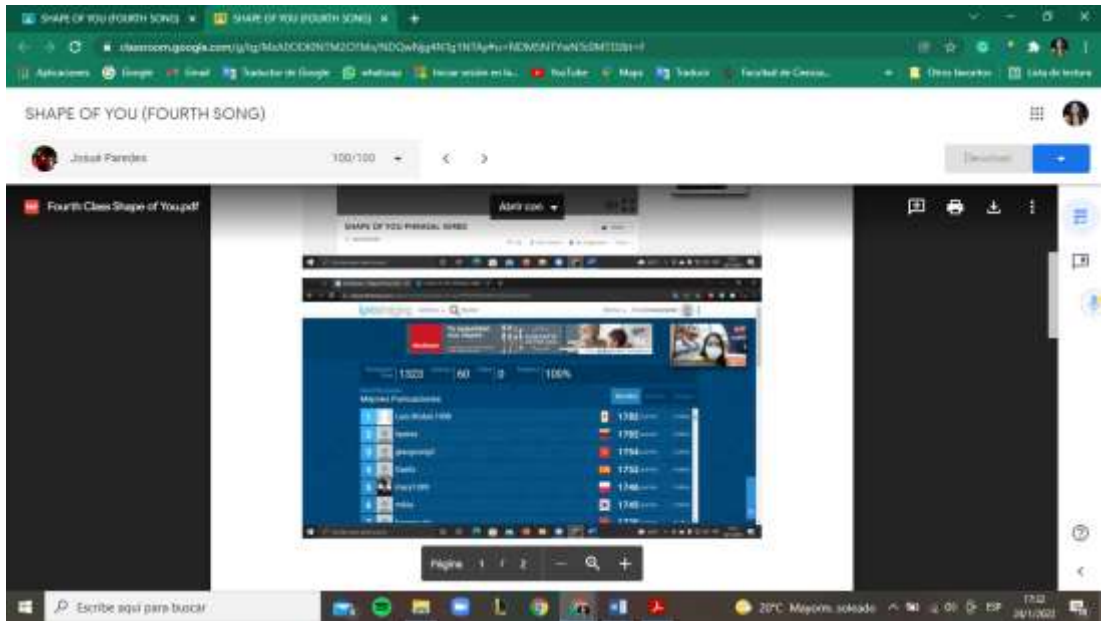
			<p>verbs learned in the class. (PAST TENSE) Their descriptions will be shared by Google classroom. They will keep an eye on the following template:</p> <p>https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Biographies/Adele mini bio_lj1427601oq</p> <p>Classroom code: ywq7zhi Join to this class through the following link: https://classroom.google.com/c/MzA0ODI0NTM2OTMx?cjc=ywq7zhi</p>
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Annex 5. Evidences

Classroom

The screenshot shows a Google Classroom interface. At the top, the page title is "SECOND SEMESTER (SONGS AND LISTENING)" with a sub-tab for "Listening". The main banner features a smartphone displaying a document and the text "SECOND SEMESTER (SONGS AND LISTENING) Listening". Below the banner, the class code is "ywq7zhi". A "Proximas" (Upcoming) section lists two assignments: "Rakel Guachtelica publicó una nueva tarea: CONJUNCTIONS SONG (SIXTH SONG)" due on 23 de 2021, and "Rakel Guachtelica publicó una nueva tarea: UMBRELLA (FIFTH SONG)" due on 27 de 2021. The bottom of the page shows a Windows taskbar with the date 17 de 2021 and temperature 20°C.

This screenshot shows the "Trabajo en clase" (Classwork) tab of the same Google Classroom. It displays a list of assignments under a "Crear" (Create) button. The assignments are: "CONJUNCTIONS SONG (SIXTH SONG)" (due 23 de 2021), "UMBRELLA (FIFTH SONG)" (due 23 de 2021), "SHAPE OF YOU (FOURTH SONG)" (due 16 de 2021), "INTRODUCE YOURSELF" (due 23 de 2021), "SOMEONE LIKE YOU (THIRD SONG)" (due 17 de 2021), "STRONGER (SECOND SONG)" (due 10 de 2021), and "IMAGINE (FIRST SONG)" (due 9 de 2021). The Windows taskbar at the bottom shows the date 17 de 2021 and temperature 20°C.





Annex 6. Urkund report



Document Information

Analyzed document	Guachichulca rakel_urkund revision.docx (D127607035)
Submitted	2022-02-11T02:35:00.0000000
Submitted by	
Submitter email	rakelelisa98@gmail.com
Similarity	2%
Analysis address	rutheinfantep.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.slideshare.net/ijtsrd/the-effect-of-listening-activities-on-students-listening-comprehension Fetched: 2020-11-25T01:34:32.7230000	 4
W	URL: https://askinglot.com/what-is-post-listening-stage Fetched: 2021-05-04T02:27:21.6830000	 1