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**RESEARCHING HOW TO ENHANCE PREPARATORY STUDENTS'
LISTENING STRATEGIES THROUGH ENGLISH SONGS LYRICS**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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RESEARCHING HOW TO ENHANCE PREPARATORY STUDENT'S LISTENING STRATEGIES THROUGH ENGLISH SONGS LYRICS

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Abstract

This present research addresses to some aspects about the listening skill experiences and pitfalls that some students in a preparatory school face in their EFL classrooms. Also, this paper shows some of the found insights from well-known authors who have given their extensive knowledge of this skill regarding to the implementation of music and song lyrics in English in EFL classrooms and some other EFL learning environments.

The purpose of this quantitative research is to show through the data given by the students who participated in this study, that listening is the skill with less paid attention and how they use the English lyric songs to perform listening activities and use them for their EFL learning. Since the results demonstrated that lyric songs in English are an attainable material for the preparatory students, they to some extent, helped to enhance EFL language since practicing phonetic and intonation aspects they also provide different forms to model syntax and dissimilate among the different of registers of English language that are spoken across the world. Then, the significancy of this study is to provide some insights that using music and songs in English in EFL to motivate students and set up a learning environment, student's call on the music's qualities that provide a meaningful learning and to highlight what the music skills can influence in the EFL learning and vice versa.

Finally, the instruments and the method applied to accomplish this research was by constructing Likert scale questionnaires to appraise the behavior, attitude and student's opinions towards music in English which finally students confirmed in the results that most of them, music in English is present on their daily lives.

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DEDICATIONS

“It wasn't just a girl's curiosity but the music itself what made her to get inside its essence, and later, to start the journey to the musical language, but not without firstly comprehending the human language” A. (2022)

A mis queridos y viejos amigos de la facultad de lenguas y a la música.

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CHAPTER I: INTRODUCTION

Introduction

Language is largely a complex trait of humankind because it entails the phonetic sounds and written symbols, so language works when these sounds and written symbols are joint together to form words, sentences and paragraphs. Spoken language is a system of sings which humans use to communicate needs, thoughts and ideas to make the world´s cogs work. Thus, texts and millions of literature books are made around the world. Some human traits that are namely to produce language are the vocal cords, the anatomy of the mouth muscles, the capacity to move the tongue to utter some consonants and most important, the brain´s auditory area which deals directly with language processing. Hence, Genetti (2014) affirms that: “the fact of language in human has several important implications for the nature of language. Language is embedded into our physiology, our cognition, and our thought processes” (p. 5). Notably, within the stage of learning and/or teaching English as a Foreign Language, the development of all four basic language skills such as speaking, reading, writing, and listening is of a paramount relevance for the EFL learners´ success on academic purposes and personal goals. In fact, there are EFL learners who attend to public schools and within these contexts, it is still thought that learning English as an EFL is uniquely reduced to develop speaking skills, without considering the development of the rest of the language skills. However, within this academic context, in some cases the first steps of writing skill start to be developed with the teaching-learning of subskills such as basic grammar structures and vocabulary learning. Also, the reading of long texts and passages is also present, but listening is the skill, which is the less paid attention, and in some cases, it is absent due to the shortage of listening materials, listening strategies, and equipment to carry out so. For this reason, listening is the skill that must be always integrated within the teaching-learning process of EFL, because it

helps to the right pronunciation of words, and also, helps to the fluency on the speaking skill and provides accuracy on reading skills.

This piece of research exposes the absence of listening skill development which is a common problem in some public schools. For that, this research intends to apply lyric songs in English as a listening material that may support and reinforce the learning of EFL learners of new vocabulary words, reinforce and complement grammar structures, practice words and sentences, with a good intonation and get involved to the dissimilar intonation of spoken English language in another countries. By doing this, listening is being practiced and then, listening comprehension is worked as well. To get an in-depth understanding of the act and concept of listening, the definition of this word must be known. Based on Downs' statement, (2008) defines this term as:

“The word listening is defined as making an effort to hear something; to pay attention or heed. It is different from hearing, which is the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain. Hearing is necessary for listening, but listening is much more than processing sound. Someone may hear very well but be a very poor listener.

Furthermore, listening generally involves a five-step process: attending, understanding, interpreting, responding and remembering” (p. 1).

The first step for listening is to hear sounds and noises, that the ears are in healthy and physical conditions to assimilate them. Thereby, listening to language sounds implies paying attention, comprehend and process the information and associate it with already known words. Based on that, the given information is interpreted and finally an answer is given.

As Listening skill is the most difficult skill when learning English Foreign Language (EFL) and, to practice this skill, EFL learners need attainable listening materials which might help them stepwise to develop this skill. Certainly, the objective of listening materials is to help EFL

comprehend and process English listening as use them as an input to enhance vocabulary and English knowledge. One noticeable aspect when learning EFL, is that sometimes learners wish to learn and process English input as they do in the first language (L1). For that, it is necessary to develop English as a Second Language (ESL) listening skills which also might sound challenging for second language (L2) learners because many times “the listener recognizes what he has been spoken to, but s/he has no idea what the message contained in the speech was” (Anderson & Lynch, 1988, p. 5). Sometimes, Second Language (L2) learners usually experience L2 listening problems such as surrounding noise, speed of the passages, stress, and rhythm from the speaker, hereby these facts hinder learner’s comprehension. In view of this, Graham in 2017 asserts on the function of listening: “listening as a complex process where learners first describe the complex process by which listeners encounter a foreign language; they only hear a string of meaningless sounds”, (as cited in Mahmoud Ghoneim, N. M., & Abdelsalam Elghotmy, H. E., p. 9., 2021). As EFL learners are not able to control the speed of spoken language, listened instructions from the radio or a song in English, as an English native speaker does, learners have to acquire more vocabulary words from listening and reading texts, and develop grammar and speaking skills in order to comprehend listening passages, not only hear streams of unknown sounds.

To a certain extent, listening is the most difficult skill to develop even when it is as important as the reading skill, because EFL listeners can comprehend the gist from the communicated message at different stages. However, unlike reading, listening requires instantaneous processing with little or no option to access the spoken input again, making the skill arguably more complex than, for example, reading (Walker, 2014, p. 168). By stating the aforementioned, L2 learners will be able to communicate their own messages, so it can be enhanced through spare activities such as listening to music in English and reading along the lyric song, which may help them in aspects

such as to acquire speed of the speech, identify and practice sounds and phonemes differences in listened and written form. Since lyric songs in English deploy the written content of the song and what the writer intends to communicate, they can also start to develop the listening and or reading comprehension. Another definition of listening is the one provided by Mahmoud Ghoneim, N. M., & Abdelsalam Elghotmy, H. E. (2021) who conclude that listening then, consists of complex and dynamic procedures of understanding in which listeners coordinate what they hear with what they know. Thus, using lyric songs in English, many EFL learners can acquire new vocabulary words, different models to build syntax, read and understand the given message and finally, to develop the foreign or L2.

1.1 Rational for topic selection

Listening to music in English to learn English as a foreign language, is a creative activity and its lyrics can be used as listening material to learn EFL language autonomously or in the ESL classrooms, because this listening material and lyrics can be utilized for the acquisition and practice of new vocabulary words. Reading and pronouncing simply phrases to long sentences, the listener unintentionally sings and practices the EFL at different speeds of speech, accents, and rhythm. This fact can be used as a teaching or learning strategy to practice pronunciation, to reinforce reading and if this last strategy would work successfully, its adapted and designed according to L2 learners' level and objectives.

Nevertheless, listening to music in English nowadays, has been the preferred activity of young population. "Rock music in general, seems to be the music of preference of contemporary college students" (Sttraton & Zalanowski, 2003, cited in Becknell, Firmin, Hwang, Fleetwood, Tate & Schwab, 2008, p. 24). Since music in English has been spread world widely, rock music has

appealed foreign learners because of the complexity of its riffs, styles of rhythm, and ways of expressing feelings through the speed from the music playing. In fact, young people identify themselves through their musical preferences, especially with rock music. Additionally, technological growth has influenced and made easier the link between music in English and people, via apps or social networks, where music artists publish their musical work to their audiences. Also, there are cases where some L2 and EFL listeners are limited to solely know the title from the song in English, and they do not comprehend and reflect upon the meaning of the song's lyrics in English.

Listening skill and comprehending ESL and EFL implies to have knowledge of English language. Its vocabulary, grammar and the mastery of the four basic language skills. Additionally, it is important to mention that listening skill is mainly aimed to understand and process the whole picture of the conveyed information. Otherwise, learners would think they must understand every single word from it as exactly as they do with L1. Nonetheless, this misconception deals directly with cultural context. Larsen-Freeman and Anderson (2011) agree that culture consists of the everyday behavior and lifestyle of the target language. Such linguistic habits formed in mother tongue meddle with producing or understanding ESL. Indeed, ESL students must separate those habits during the English Foreign language.

Accordingly, Backer (1996, p. 98) refers that "linguistic input concerns the type of second language input received when listening or reading in a second language". For this reason and making emphasis on lyric songs in English, which form part of the diversity of listening materials that can also be utilized as a kind of input for reading. lyric songs in English can be adapted and designed according to the teaching and/or learning objectives and techniques, such as pronouncing properly words, phrases and sentence and reading short simple texts.

Additionally, lyric songs are composed and arranged with written verses to be sung, voices from singers, sounds of accompaniment such as orchestration and instrumentation. Some other traits of songs in English are the pitch, timbre and the tessitura of the singer, where his/her notes vary to be placed in high, bass and soprano. So, this arrangement of sounds might influence the listener's comprehension because sometimes, trying to listen a song in English from a soprano or growling voice, makes the English language comprehension laborious for the EFL listener and due to the voices s/he is not accustomed to. While the listening task, the listener does not share the learned language from the song. He/she is only limited to keep or repeat the listening content. On the other hand, another example of input can be stated as follows: when the listening skill is given through a natural spoken English i.e., a conventional conversation; which could be named as a clear input speech, considering that surrounding noises do not hinder the listener's comprehension. In other words, the listener comprehends clearly the input and listener is able to follow up the conversation.

Songs in English are resources frequently used as listening materials in classrooms to practice listening skills. Also, they portray the ways of how the language is built and spoken. For instance, word order for grammar patterns is conveyed, but this factor does not affect or change the gist depending on a specific meaning or sense which the author of the song wishes to transmit. Taking as references all the above-mentioned factors and examples, I chose to base my research on English listening skill with the help of English song lyrics to improve English language learning. Another point I considered when deciding on my research topic was my own tenure and experience as an English second language learner.

Listening to songs in English is an active skill, as Underwood (1989) defines "the activity of paying attention to and trying to get the meaning from something we hear" (p. 1). I also agree that

EFL learners activate their previous knowledge when listening to songs while they are processing the input message. That was another fact I considered when deciding on my research topic. Because everyone when learning a second language experiences difficulties with receptive skills, in this case listening, I reinforce my statements on what made me choose this topic to carry out: personal and professional experiences on learning and teaching EFL.

1.2 Research setting

This research project was carried out at a public preparatory school in Central Mexico, where English is taught as subject included in the curriculum. The 973 students enrolled have English language classes four hours per week. From the total of learners, 480 students study in the morning shift and 493 in the evening shift. The learners are grouped from first to third academic year and organized according to the first six letters of the alphabet. 18 groups were scheduled in the morning shift and the other 18 in the evening shift. In this public school, just a group of 41 learners enrolled in their first academic year was selected to be the participant of this project, because I was assigned this school to carry out my professional practice. First, I attended to this Buap preparatory school and I had a brief interview with the teacher of this class to ask him information about the students' learning background. In this manner, I could design my lesson plans and adapt EFL activities, considering the student's EFL level, school and learning conditions. Finally, reviewing and reinforcing English topics previously studied in their classes. The participants were aged fourteen to fifteen years old at that time.

1.3 Purpose of the study

This study aims to use lyric songs in English as an ESL teaching/learning material for students, because listening songs in English is a common activity that students like to do, e.g., listening

songs from their favorite music band, which in most cases most rock music bands produce songs in English and unquestionably, some EFL learners identify themselves with the genre of music they like listening to., In this manner, students may enhance listening skills by the use of song lyrics, which can also be adapted to teach and enhance listening skills and subskills such as vocabulary recognition, words and sentences pronunciation, intonation and listening comprehension. Likewise, lyric songs in English have also an effect to acquire and learn new vocabulary, practice reading and grammar skills. So, L2 or EFL learners may have a stepwise listening skill development towards more complex listening tasks in English. This listening material helps significantly to reinforce speaking, listening and reading comprehension skills. Hereby, this strategy could help L2 or EFL learners as a supplementary material to practice the all four basic language skills in a very simply manner and this material could serve to expand vocabulary acquisition, to identify complex ideas before sitting for listening exams or within a real context where L2 / EFL learners are challenged to listen and follow conventional conversations.

1.4 Research questions

This research aims to answer the following questions:

- 1. How often are students involved in the listening activities carried out in the English language classroom?**
- 2. How are song lyrics used by preparatory students in the listening activities?**
- 3. What kind of listening strategies do preparatory students' follow when listening to English songs?**

1.5 Significance of the study

This research highlights and addresses the use of lyrics of songs in English as a classroom material for ESL/EFL develop their listening skill. This study is centred on how to learn English with the use of English lyric songs, because as an English teacher, it could help me to know how to adapt listening activities as strategy, when working listening skills with students. Additionally, students' listening skill could improve and, therefore, this could help them to acquire a proficient English language level and pursuit further education. Secondly, language learners' success, could be achieved by putting into practice those English language learning strategies along the self-study. Then, once acquired language knowledge from working on songs in English, the learner would be aware about the importance of developing listening skill and improve it with the lyric songs in English at the end of this study.

1.6 Justification

It is worth to carry out this research based on the use song lyrics in English as a EFL listening material that supplements their language learning, because songs in English are used in EFL classrooms during the teaching to practise listening skills. And for the same reason, it may help ESL teachers to instruct their learners to work on English listening skill or ESL learners can develop this receptive skill independently. Also, the results provided relevant information about the need of paying further attention to work on this skill. So, first year students will be aware that listening and speaking skill require producing and recognising the English language sound system and the importance to develop phonological awareness, to know the sound system of the L2 or EFL, in order to improve their English language learning using this material.

In brief, the use of English lyric songs as a listening material plays a significant role on L2 /EFL students to work on the other language skills such as reading, writing and speaking. while they enhance fluency on speaking skill, because it provides the way on how to pronounce words and sentences. Therefore, listening and reading lyric songs in the English may be a good strategy for L2 learners listen and interact with sounds of words phrases in pronounced, read and written form. So, ESL teachers and First year students can use the lyric songs in English in different ways such as assigning them as a classroom activity or learners practise listening skill independently.

1.7 Key terms

Listening comprehension: Rost (2011) defines listening comprehension as the acquisition, processing, and retention of information in the interpersonal context. (p. 4).

Songs in English: it is a composition of verses to be sung in music making. Forster (2006) highlights that tunes are too a successful instrument for educating phonetics, language structure, elocution, lexicon building and encouraging memorization. (p. 68)

Learning strategy: Wenden (1991) outlines that learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. (p. 18)

Autonomous learning: the ability to take charge of one's learning (Holec, 1981, as cited in Shakouri & Jooneghani, 2012, p. 1).

Conclusion

Listening is an active skill and the most preferred activity among young students is listening to music in English. This leads the listener towards certain genres of music, which motivate him/her to learn English as a second language. Since listening has become a learning strategy, it is important to raise the awareness about the meaning of lyrics content such as the vocabulary, grammar and comprehension of what they listen to.

Also, this helpful strategy can be approached by students to fulfil their personal goals in the L2 and or EFL learning with listening music in English in an innovative, autonomous, and a creative way. Also, this research aims ESL and teachers to use English lyric songs as an auxiliary material to develop listening skills. Additionally, this practice could help them to achieve academic and educational purposes in a stepwise and straightforward manner, overcome the listening problems and enhance the language development.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter aims to explore relevant issues to the research questions. Some of the topics discussed here include for example: second language input, listening skills, listening processes and models, listening strategies, listening problems, lyric songs material and other listening materials and activities for listening and types of listening materials. Likewise, I include topics regarding listening skills which will help to get a deeper understanding of this research study. Additionally, in this chapter, the background theory of different areas is provided by authors who are well known in this academic field. Their findings and contributions are the foundations to construct this research. Their work helped me to throw light on some terms and to reinforce the findings during my research.

2.1 The importance of developing Listening skill in early stages of ESL learning.

ESL learners are expected to be proficient in all four language skills so, the pressure for teachers and learners lies onto finding the appropriate ESL listening materials and appropriate settings to teach and learn English language. As it was previously mentioned, listening is the primary skill when acquiring and learning a foreign language but, in some contexts or schools where ESL learning takes place, the shortage of ESL listening materials remains within the English language classroom. Such fact means a significant regression on students' language learning, proficiency and progress.

According to Buck, 2003 and Chaudron, 1995, p. 1 (as cited in Vidal, 2019) the following assertion about the lack of listening skill is provided: "the neglect listening usually suffers in most language programs can be explained by the difficulty of training students in this skill." From this

point, it can be said that L2 learners hardly have access to listening materials and consequently, to be taught listening learning strategies. For instance, when ESL learners are placed in a target language or in an English subject taught as a curricular subject, it implies teaching specific vocabulary and grammar tenses, and ESL learners are expected to develop these specific skills to improve their English language level proficiency gradually. Another element I considered for the successful teaching and learning, was to select the ESL materials according to the learner's English language learning context and background by applying some extra materials such as lyric songs in English and Murray, (2005, cited in Temur, M. 2021) asserts that: "music engagement through, particularly, contemporary lyric songs, open the window of the world for the learners of language learners in classroom motivation". From this point, lyric songs in English can be utilized as alternative teaching materials, while motivating students to participate alongside the classroom. As a result, to perform better on listening skills. Thus, a teacher or student who wishes to improve English language vocabulary, to know in-depth grammar structures or unusual phrases, also, to know the different registers of spoken EFL language, so, lyric songs in English are the asserted material to do so. Also, this listening material can be adapted as self-management activities, for learners who take own responsibility, pace, and creativity of their ESL language learning.

Moreover, within the ocean of songs in English produced around the world by thousands of musicians and artists, they have of wealthy of vocabulary, parts of speech such as grammar structures, verbal tenses, idiomatic expressions, compound adjectives, gerunds, imperatives, conditionals which can be found in the lyric songs in English. Therefore, this listening material is used to reinforce those mentioned content. At first, it may sound hard for the ESL learners to comprehend and learn, but considering that listening to songs in English is a free time activity, learners should be aware of what they listen to. According to Underwood (1989), students need to

learn to use more than their knowledge of the structure of the language, its syntax, its phonology, etcetera. If they are able to listen successfully, they need to learn not only to fathom out what is meant by the words spoken, but also and at the same time, to establish or elaborate the context which it relates exert.

For this reason, it is essential for English second or foreign language learners to know the sounds of English vocabulary, sentences, grammar patterns on verbal tenses, and the use of the all-four English language skills. In addition, another aspect of the lyrics of songs in English, is that its grammar and syntax may vary upon the author's intentions of what s/he wants to express, so EFL learner could grasp these "errors" as s/he scaffolds the meaning from the heard language. Another point is that as the listener has to place the context from the heard material, s/he also has to get the meaning from the speakers who convey the message to the listener.

2.2 The use of music and songs in English, as a listening teaching resource in EFL

Music is relatively recognised as an art and science. It is also an essential element for controlling and ease emotions, whereas its implementation in EFL classrooms (during the teaching process) the EFL learner's motivation is rekindled. Regarding the EFL materials to learn listening skill, lyric songs in English are one clear example to reinforce and comprehend what EFL learners listen to. As Shen (2009) alludes that: "Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes so, why should songs be overlooked by the teachers?" (p. 88). Thus, using and adapting the lyrics of song in English, is a significant way to help EFL learners to learn EFL. Likewise, there are more studies that have put forward the musical skills in EFL learners and the use of music in EFL such as the research suggestion of Jentschke & Koelsch, 2009; Slevc, Rosenberg, & Patel, 2009 they attest

that: “with respect to shared syntax and meaning processing in music and language, research suggests that the neurophysiological mechanisms responsible for syntax are enhanced, and develop earlier, due to the musical training”. (as cited in Zeromskaite, 2014. p. 1).

Furthermore, English as an internationally spoken language, is present on different means of communication and technology, well known as ICT (information and communications technology). Meanwhile, EFL learners have the accessibility to English language input using this means and where English language has heightened its importance. Hereby, teachers and students should be aware to find sustainable strategies and get involved in the English language. Hence, this research intends lyric songs in English to be implemented as an EFL material to teach and learn EFL language.

Furthermore, Temur, M. (2021) p. 1 emphasises that: “it is essential that teachers should improve awareness of learners in the perception of comprehension in audio-visual, listening and speaking skill through constant listening to music in English for a certain period of time.” which could help them to practice, identify and get new vocabulary, grammar structures and further development on listening, speaking and reading skills. Evidently, Orlova (2003) expresses that:

In my view, the main purpose of using songs in an advanced class should be for the development of the students speaking skills and the promotion of their cultural competence. The model of speech development through songs was worked out with the tasks mentioned above in mind. This model should be comprised of three stages - preparatory, forming and developing - each of them having its own logistics.

Therefore, an EFL teacher’s task is to investigate his/her students most preferred genres of music in English in order that s/he can adapt or design listening activities with the use of English lyric songs. This can help to make a meaningful environmental classroom by including English songs as part of listening material. In fact, Filipowitsch (2011) suggests that music could help to

transform the language of current curriculum by infusing it with emotional conversations that stimulate students to think critically and respond through creative expression and cooperative learning. By doing so, students will awake their interests to learn to have a topic of discussion.

Because songs in English have different topics and ways to express the English language, they rely sometimes on language syntax changes, (i.e., to change word order or even grammar rules to give priority to regency of musicality) and these might vary according to cultural expressions which properly belong to English language. Accordingly, Anderson and Lynch's (1988) statement about culture is that language is mainly used by a community to express facts, ideas, beliefs, rules and so on to express culture, and a way to express it, is through the lyrics of songs. Also, songs are a way to express culture and art. Thus, this kind of art that it is classified in genres, but one that calls attention to contemporary listeners particularly, is rock and its sub-genre death metal. Generally, the input of this subgenre, at first sight, is difficult for the EFL learner to comprehend by the surrounding music, constrained growling voices and the instrumentation used for the song in English.

Subsequently, Weinstein's thought about death metal (1991, cited in Berger, 1999, p. 164) deals directly with the content of the lyrics and songs is described as follows: death metal as a kind of heavy metal fundamentalism, a subgenre that distils from metals complex mixture of themes and musical forms only the most Chaotic and aggressive element. At the same time, those musical forms can hinder EFL listener's comprehension due to the complexity of sounds and the language expressed on them.

What is more, the mouth muscles are firstly adapted to articulate vowels and consonants of the mother tongue. Nonetheless, when listening and singing in EFL, it helps to do the same process of

articulation but now in EFL. Thus, the fact that EFL learners listen and or sing to music in English merely as a hobby, benefits them to warm up and start to develop the elasticity of the mouth muscles and, at the same time, it helps to enable the ears recognise EFL sounds, articulation and intonation. Whenever speaking and listening to English language (whose vowels and consonants sounds are very different to pronounce), listening and singing the songs in English, with the help of printed lyric songs, can be used to practice English language sounds and therefore, their listening, reading and speaking skills can be enhanced.

Moreover, based on Celce-Murcia, Brinton, and Goodwin's assert (2000, as cited in Vidal, 2019) who state that the ability to segment and decode speech depends, to a great extent, on the listener's ability to exploit knowledge of the sound system. Regarding that, EFL teachers must provide ESL learners activities aimed to enhance on listening skills and together, spend time and some effort on developing listening and speaking skills, to practice the pronunciation of phonological sounds of words and sentences and intonation. Additionally, these activities may enable EFL students to deal with more complex listening comprehension tasks.

2.3 Second language input

Learning English as a Second language is a challenging task to the ESL learner, because in most of the times, s/he faces the shortages of English input and they hardly have access to it and it is of paramount importance that ESL learners are immersed, to a certain extent, to English language input and to have attainable EFL materials for s/he take them as reference to Learn the foreign language. Additionally, the knowledge of system of sounds and the written form of English language plays a crucial role because this aspect will help the learner stepwise to exploit English

knowledge on listening, reading, writing and speaking. Hence, this present research intends to focus on listening skill, and it lies on the ability of sounds recognition and production.

On the other hand, a sound cannot be produced without being listened first. The same fact occurs when acquiring a language in terms of syntax and grammar rules in order to assimilate new English language knowledge, it must be recognised in listened and in written form. According to Pütz, & Niemeier, (2001), they describe that: “the acquisition of syntactic knowledge is part and parcel of the acquisition of lexical knowledge and therefore, occurs little by little as individual lexemes are learned” p. 168. Thus, as the EFL learner assimilates on his/her input new vocabulary words, phrases, contextual knowledge while s/he develops language skills, his/her English language level gradually improves, and it can be evaluated through his/her English output. However, the contextual situation is a factor which plays an important role for the English input and the EFL learner’s success in EFL proficiency. In Mexico, some EFL students are in a full-time school where English language is taught, learned and spoken in a daily session of class or if the learner is enrolled in a full-time school where all his/her scheduled subjects are taught in English with a certain percentage and permission to use L1 to clarify some doubts of what was said in L2. However, the participants of this study take four hours of EFL classes a week, distributed in two days proportionately. They were not given a daily English class, so the input in this context is limited. In relation to language input and Second Language Acquisition (SLA), which is the fact of learning a L2 by the high exposure to it without the formal and academic intervention, there are many hypotheses suggested by expert researchers, but one of the best known is Krashen’s (1981, cited in Bahrani 2014).

The basic assumptions of the input hypothesis are summarized as: (1) access to comprehensible input is the main feature of all cases of effective SLA, (2) more quantities of comprehensible input seem to cause faster or better SLA,

and (3) lack of access to comprehensible input causes little or no SLA. Another aspect of the input hypothesis in relation to acquiring the language in informal settings (out of the classroom environment) is the importance of direct exposure to a source of language input. Language acquisition can take place in an informal environment if language learners are directly involved in intensive exposure to language input (p. 4).

The previous hypothesis suggests the extensive exposure to English language, it might enable EFL learners to acquire the L2 input progressively and perform better in the all-four skills. Furthermore, Wang, (2022) claims that:

“Certain aspects of language (e.g., the phonetic aspect of second language acquisition) may be constrained by a sensitive period. In other words, language acquisition, whether L1 or L2, is more efficient during the sensitive period, although individual factors play important roles.” (p. 5).

Either formal or informal language environment, the participants of this research have a lack of listening input since students only have EFL language classes four hours per week, and just some of them listen to music in English. Thus, these factors interfere with their individual development of EFL language.

2.4 Listening processes and models

For listening process, many aspects are considered to describe how this skill works and how the learners comprehend and produce English language. Therefore, it is worth to mention and describe briefly, the three main known listening models: bottom-up, top-down and interactive. Additionally, listening processes are described, too.

The bottom-up model of listening comprehension involves the ability to recognize the linguistic features of the language. That is, the bottom-up model is based on the L2 learners' knowledge of

the language itself (words, syntax, and grammar) and the ability to use that knowledge to process the information in texts (Buck, 2003, cited in Ableeva, 2008, p. 2).

The top-down model of listening comprehension contends that the decoding of verbal messages depends more on listeners' prior knowledge of the world and/or the topic of the text than on knowledge of the language itself or its acoustic signals (Buck, 2003, *ibid*).

Since listening comprehension is a complex multidimensional process in which many factors come into play, the interactive model of text comprehension argues that learners employ their prior contextual knowledge (top-down process) as well as their L2 knowledge (bottom-up process). Thus, both text processing models are called for if we are to view text comprehension as an interactive process (Buck, 2003, p. 3).

Along with, talking about listening processes, it is necessary to define it on first stage. Listening is a complex process—an integral part of the total communication process, albeit a part often ignored. This neglect results largely from two factors: speaking and writing (the sending parts of the communication process). According to Kline (1996), listening is the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Often, the steps of responding and remembering are also included.

Moreover, in listening process, both listener and speaker share information: speaker encodes a message and the listener decodes the information in a way that both participants of the speech are processing the language from the minimal units to form a larger unit until forming a discourse. And all these interrelations between listener and speaker form part of the listening process, too.

2.5 Practising listening skill in self-learning of EFL

Listening songs in English while reading their lyrics is a type of EFL input so, songs can be set up in EFL classrooms for learners to acquire listening, reading and speaking skills. In this manner, EFL learners practise pronunciation, sentence sound patterns, and they decode the received language. According to Shen's statement (2009), "We can easily find songs sung by either American, British, Canadian or Australian singers and let learners choose which pronunciation they would like to imitate. By repeatedly listening to and learning these songs, students will gradually correct their errors and achieve a more native-like pronunciation" (p. 92). As a natural behaviour EFL learners tend to sing the song's content whilst listening the ongoing song or just listening the song many times until the EFL learner memorise it, and sing it at any time.

Henceforth, the pronunciation practise helps to speak sounds fluently. The register of spoken English is a conspicuous quality in listening skill, because if a song sang in American English is far different from a song sang in British English, due to the phonological phenomena that normally appear such as the elision of some letter sounds, loss or glued sounds but these particularities of sounds cannot be perceived by EFL listeners, so it can be said that British English is less clearly than American. Hereafter, the music plays a role itself, making the learners to acquire phonological production, speech sounds recognition and so, learners outperform positively English Language comprehension. As evidence for this, the conducted study by Slevc and Miyake (2006, cited in Zeromskaite, 2014, p. 78) concludes that musical skills have an impact to L2 receptive and productive phonology, as distinct from L2 syntax or lexicon.

The aforementioned information is related with a clear concept of self-learning, whenever learners conduct their own learning with extra English material such as songs, subtitled videos,

video lyric songs, and so forth. Thus, according to their preferences, they can train the language within the content of the given material. However, all the above given information becomes contrasted by Flowerdew and Miller's (2005) statement when they agree that to teach effective listening, we must be aware of how students approach their learning in general, and how they prefer to develop their listening skills since giving to learners the opportunity to choose their listening material and to motivate them. To say it in other words, what these authors suggest is that a factor that can affect students' language listening improvement, is their learning styles.

On the one hand, we have what many people think about listening, and that is that they consider hearing different from listening, even though everyone can hear any kind of sound. However, talking about language, listening implies paying attention and processing the listened information in the mind. Additionally, Flowerdew and Miller (ibid) provide us with some points to take into consideration to make the listening skill practice: *phonological*- the sound system; *syntactic* – how words are put together; *semantic*- word and propositional knowledge, and *pragmatic*- the meaning of utterances situations. Therefore, all the factors mentioned require paying careful attention to students' learning styles because not everyone has the same style. This is because the student is the most important protagonist when caring about his/her second language learning improvement.

2.6 Listening problems

During the language learning it is common that some problems of listening comprehension and production of the language arise. If this lack of comprehension of ESL learners is not solved, it will remain until they face a real situation with complex understanding of syntax and phonetic sounds that learners are unable to master.

Burley-Allen (1995) argues that the average time spent on basic skills during the daily communication process is 35% for speaking, 16% for reading, 9% for writing and 40 % of listening. On a second stage, Flowerdew and Miller (2005), suggest that it is worth that EFL students practice more on their listening skill. Notwithstanding the timed activities for listening are poor to develop listener's skills and sub-skills.

Nevertheless, dealing with the speed of delivery message, the learners placed in any context, hearing the accent of the incoming speech, they are not aware of processing the ideas of the incoming information, even in complex syntax they would also have difficulties, or even to make it harder, if (from the bottom – up and top-down models) they want to grasp every word of the entire message. Even if EFL learners train their ears to process and develop the ability to comprehend spoken message, learners will still have the opportunity to hold the message on the short-term memory or long-term memory. This means that in a listening task, a non-proficient learner only hears stream sound even though spoken language is less complex than the written language.

Underwood (1989, p. 16) states the following main problems that ESL Learners have during the task and process of listening comprehension:

The learner-listener cannot control speed of delivery

He/she cannot always get things repeated

He/she has limited vocabulary

He/she may fail to recognize "signals"

He/she may lack contextual knowledge

It can be difficult to concentrate in a foreign language.

The learner may have established certain habits, such as a wish to understand every word.

To summarise, these are some of the most common problems that every EFL learner has due to the little or no practise of the reading, pronunciation and speaking skills. Hence, they solely hear a string of sounds that EFL learners cannot understand and respond. For this reason, it is important that EFL teachers first provide English language vocabulary words in their classrooms and provide learners interactional activities by using pictures, gestures and mimic movements, and place them in related activities along the reading and speaking skills and finally, in listening skill.

2.7 Listening strategies

When a person listens to an auditory speech and follows an unconscious sequence, that person is using his own general way of listening. However, when an individual listens and knows how to do it properly, that subject is using some specific plan of listening known as strategies.

Sharma (2011) defines listening strategies as techniques or actions that provide directly to the comprehension and recall of listening input. She also mentions that listening strategies can be classified by how the listener processes the input.

Listener based: listening for the major idea, predicting, drawing assumptions and cutting. The listener depends on the language in the message, that is, the arrangement of words, sound, and grammar that creates meaning. *Text based:* listening for specific information, recognizing cognates and recognizing word-order patterns. Listeners who follow the strategies, they plan and evaluate their listening. They plan by deciding which will be the best listening strategies in a particular situation and determine whether they have achieved their listening comprehension goals (p. 13-14).

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the

listener to interpret what he has heard and anticipate what he will hear next. This means that the listener will understand or comprehend from the speech, and by doing this, the listener would be able to succeed on his/her listening purpose. Additionally, Andersen (2008) points out that besides listening is hearing and attending the speaker's words and needs, this skill is also remitted to a step-by-step process, which she establishes as "active listening skill". Since the communication between listener and speaker can be distorted by personal beliefs, assumptions, judgments and filters (p. 85). In the same way, she also suggests this process of active listening skill as follows:

Skill 1: Clarify. Ask open-ended questions to clarify content and to gain more information.

Skill 2: Paraphrase and Verify. Restate in your own words what you hear the other person saying, so the speaker can confirm that you are hearing correctly.

Skill 3: Reflect or Empathize. Let the speaker know you not only understand the content of the message but also perceive the feelings or thoughts involved.

Skill 4: Summarize. Briefly sum up what has been said. Restate action items and commitments. Ask for confirmation or agreement from the speaker.

Hereby, the listener is not just listening passively to the speaker. The listener becomes active at the same time, since paraphrasing the speaker's words by exchanging words and information is done, in order to equate the information between listener and speaker's interaction.

2.8 Activities for listening and types of listening materials

In most of the times, lyric songs in English are an attainable material for teaching and learning English language. Following this, lyric English songs can be implemented by EFL teachers and students during English lessons to reinforce a specific type of vocabulary, whereas listening and

pronunciation can be worked as well, to develop grammar skills and instruct them to comprehend what they are listening and reading.

To carry out this kind of task, it is plausible to include several types of listening tasks in the English language classroom. The following list is one of Ur's (1984, p. 2) samples of listening sources that a second language learner should use to improve his language skill.

1. Listening to the news/weather forecast/ sports report/ announcement etc., on the radio.
2. Discussing work/current problems with family or colleagues
3. Making arrangements / exchanging news, etc., over the telephone.
4. Chatting at party or other social gathering.
5. Hearing announcements, over the loudspeaker (at a railway station for example an airport)
6. Receiving instructions on how to do something/ get somewhere
7. Attending a lesson/ seminar
8. Being interviewed / interviewing
9. Watching a film/ theatre show / television programme
10. Hearing a speech/ lecture
11. Listening to recorded/ broadcast songs
12. Attending a formal occasion (/ prize-giving/ other ceremony)
13. Getting professional advice (from doctor, for example)

14. Being tested orally in a subject of study.

These samples give a panorama about the diversity of listening materials which can serve as a guide to design or adapt own listening materials according to the student's learning needs, objectives and context. All the above-mentioned sources have a variety of sound, rhythm, speed of delivery, stress and context where communication is situated for a proficient English second language learner to comprehend the stream of language sound. However, for advanced English language learners, some problems spring during the listening comprehension from a recorded listening material. Flowerdew and Miller (2005) argue that:

At the level of group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech (p. 27).

Since artificially-made audio materials differ rather than natural conversations, EFL learners need to apply bottom-up process based on previous knowledge of vocabulary words, grammar patterns to identify them on the listening material. First, it would be plausible that EFL language learners practice active and lively speaking skill activities such as being assigned topics of discussion in peers or groups, to talk about a determined topic and being asked to discuss about it. So, within these activities natural and spontaneous conversations, where listening skill is ongoing, and learners can easily listen and comprehend easy vocabulary sounds and simple phrases said by their peers at their own ease and pace.

2.9 The relationship between reading and listening skills

Reading and listening are receptive skills while speaking and writing are the productive skills and related to that, reading texts in English helps to acquire new vocabulary words. Based on Brown's assertion (1994), about classifying these skills into receptive and productive, he claims that: "It is perfectly appropriate to identify language performance thus. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. (p. 232)". Henceforth, as the act of reading provides written vocabulary words in texts or passages while listening does so, via spoken conversations or pieces of recorded podcasts, songs or attending to the radio. Vocabulary words compound the sense or ideas of what the writer of lyric songs or speaker wishes to convey. For that, listening and reading a text like the lyric songs in English at the same time, implies to so according to their music's speed, on which vocabulary words, grammar knowledge, sound of long to short sentences and texts, altogether are the foundation for reading and listening comprehension of the lyrics. This listening material provide a wellness of vocabulary words which are contextualised on phrases and sentences for a better understanding. On the contrary, some vocabulary words are difficult to understand, and under these circumstances, it may be necessary to look them up and understand clearly the definition. In view of this, Milan, (1995) gives the following assertion to start to develop good reading skills: "a good vocabulary is probably the single most important prerequisite for good reading. Every other skill-comprehension, retention, making inferences, drawing appropriate conclusions, evaluating -depends on whether you know what the words on the page mean in relation to each other and according to the context" (p. 6) Thus, learning and improving new vocabulary words frequently, is the fundamental basis that may help in both reading and listening comprehension skills.

Notably, there are underlying differences and similarities between listening and reading texts, the fact of reading and/or listening to words in isolation or contextualised at the same time, both can be controlled and conducted if they are listened and repeated by EFL students. Sticht, et al., 1974; Smiley, et al., 1977 (as cited in Ching-ning Chien, & Hsu, M., 2014) emphasise that the processes associated with listening and reading comprehension are quite similar in nature. Hence, since listening and reading share the same underlying processes of cognitive competency, there should thus be a close correspondence between listening and reading skills, especially for the adult learner who is presumably cognitively sophisticated (p. 24).

Whereas both processes are separated: reading from listening, EFL learners might experience pitfalls, because visually words can be recognised, and contrarily, if EFL are asked to pronounce them and recognise them through spoken sounds, they would attempt to do so, but they would not know the proper pronunciation of sounds for each word. Another aspect between reading and listening, is that in reading, the EFL learner can control the speed of reading, while in listening or attending a conversation, a podcast or instructions coming from a speaker, these things cannot be asked to be repeated, because the listener cannot control the speed of spoken language and volatile passages.

Therefore, using lyric songs in English may help to contribute to develop two receptive skills: reading and listening a lyric song text. Because this material provides to the learner the strategy to practise the following skills: listening comprehension skill, reading comprehension skill, acquire phonological skills, vocabulary words learning, practising the pronunciations of different lengths of sentences which also they can be repeated and pronounced quickly or slowly, for that, by listening and repeat them, it also can contribute to the acquirement of how to pronounce words and

sentences, causing that the mouth muscles be accustomed to pronounce new English language words, consequently to help the flow of speaking skill.

2.10 Lyric songs in English as a listening material to enhance listening skills

This material has been utilized by EFL teachers as a complementary classroom activity to instruct his/her learners to practice listening skill with use of printed lyric songs as well. There are some strategies to work listening skill according to the learning objectives, such as word and phrases ordering, reinforcing vocabulary words with a specific purpose i.e., identifying and writing adjectives, verbs or verb tenses, to pronounce and practice connected speech to speak as an English native speaker or just simply to analyze the unknown vocabulary words from the songs.

Another two strategies to reinforce pronunciation words and phrases are listening to the English song and reading its printed lyrics for the learner to be able to know how to speak properly words and phrases and/or just listening and reading the song from lyric's video in order to gain fluency in speaking. EFL learner can do this activity, if necessary, repeatedly. In addition, working solely on listening skill may seem that EFL learners are solely exposed to intensive input, and active listening comes into play when EFL learner interacts and discusses the topic from the lyric song. Regarding to the assert of Cunsolo Willox et al., 2012; Ellison & Wang, 2018, (as cited in Tabieh, A. A. S., Al-Hileh, M. M., Abu Afifa, H. M. J., & Abuzagha, H. Y.2021):

Listening is the first condition for developing the language and enriching the linguistic bank of the child. Therefore, it is vital to seek implementation of new strategies in helping students enhance this particular skill in addition to the active listening skill, which involves listening with all the senses and interacting with the speaker by showing verbal and non-verbal responses that indicate comprehension. (p. 1).

Developing successful listening, implies that EFL learners must interact with others and cope to different forms to expressing and understanding speech from lyric of songs. From that point, EFL learners gradually start to develop listening skill, enriching in-depth vocabulary, identify connected speech and start integrating common phrases used by native speakers which are usually found in song lyrics as well. Regarding that, EFL teachers can enable his/her learners to practice and reinforce the all-four language skills. Once EFL have practiced the correct pronunciation of the song, EFL learners can also be asked to discuss the topic of the song, for that, they call on words and/or sentences which appear in the lyric song. As Smiraglia & Lacerda, (2018) claim that: “listening is also important for students in general social interactions—in the classroom and beyond”. (p. 2). By so doing, the practice of speaking among peers affords EFL learners’ confidence because they already read on the lyrics of the song and at the same time the social interaction is produced, and it is an essential environment where learner can actively participate in listening and speaking by exchanging information and opinions.

Conclusion

In this chapter, I explained widely the main concepts that deal with the present research. I also cited some authors’ findings from their worthy and interesting investigations. Moreover, these concepts will help in the following chapters to interpret the results. Although in this chapter were mentioned concepts and authors, it is important to clarify that those perceptions are not forcedly told to be followed as authors mention since contexts are different, so are the results. They just give us the idea of how to employ certain points of view and findings as well to adjust them according to our own context and convenience.

In the following chapter, it will be described the research methodology used to carry out this piece of research.

CHAPTER III: METHODOLOGY

Introduction

In this chapter the procedure of the instrument's application will be described with the aim to have an explicit overview of students towards listening exposure. The setting where this research was carried out will be described as the instruments' structure and methodology that were used to obtain the data. Also, a brief description of the participants that were the subjects of this study will be given.

Finally, in the next chapter the results will be carefully analysed and interpreted in order to understand the real answers that participants gave when answering the questionnaires and the listening activity that they were assigned. So, the following section describes detailly the setting where the participants study English as a Foreign language.

3.1 Setting

The context where this study took place, was at a public High School; and it is one of the ten public preparatory schools that belong to BUAP university (the acronym in Spanish that means: Benemérita Universidad Autónoma de Puebla). This university is a public and a government institution who offers its educational services (from preparatory to university level) to students who generally are of limited economic resources. Usually, the students from this public preparatory schools of BUAP university, continue their studies at BUAP university. This university is in one of the biggest cities in central Mexico. At the time of this study, there were around 973 students attending this school: 480 in the morning shift and 493 in the afternoon shift.

All the students in this preparatory course their studies from first, second and third grade, each grade was distributed into six groups, and they were named accordingly to the first six letters of

the alphabet in both shifts. The addition of all the classes is of thirty-six. Among these groups, a first-year group of 41 students from the evening shift was chosen and, at that moment of the group selection, they were also studying their first semester. These students were enrolled in the academic subjects that correspond to the curriculum of basic level and to the first semester. The curriculum for the first semester is composed of a total of eleven subjects, and among these subjects, there is one that is called Foreign Language I. So, students learn English as a Foreign Language in this academic subject which was scheduled in four hours per week. By doing so, this study was accomplished with their participation. The 41 students who performed on answering the questionnaires on a scale from 4 (the most frequent) to 1 (never); it was revealed that students should pay attention to develop listening skill with extra materials, which are different from their English course.

3.2 Participants

Forty-one first year preparatory group of students participated to answer the instruments of this study. This group was formed of 20 males and 21 females. The students' age was about fifteen and sixteen years old. It is important to mention that these EFL students weekly had four hours of English classes which, for this class specifically, they were divided into two days per week (two hours). Their English teacher, who was in charge to teach English as a foreign Language to this group, had a master's degree in English Language Teaching and I had a very brief interview with him. He shared to me that that the participants of this study did not have an English course book, due to external factors. For this, the teacher designed an English anthology as an English material for his learners to learn and work throughout their first academic semester. The anthology included general topics which are relevant to study EFL in their academic subject, and it was based on students' EFL level of knowledge such as basic grammar structures exercises, vocabulary and

readings. Also, the teacher applied on his English classes some English Language games to review and reinforce seen content in class such as vocabulary, grammar structures.

3.3 Research methodology

The present research is based on a quantitative method since it shows graphics and numbers, and their explanation as well. Additionally, this research counted on frequency rating scale and Likert scale questionnaires to show the 41 students' level of agreement to the questions and statements and to gauge the frequency of their listening activity. The questionnaires were used as instruments to give the proper analysis of the data obtained.

Since this research was based on quantitative research, it is worthy to give a precise definition about it. According to Kumar (2011), quantitative research takes into account everything that forms the research process – objectives, design, sample, and the questions that you plan to ask of respondents – is predetermined and is more appropriate to determine the extent of a problem, issue or phenomenon.

Furthermore, the study is classified as quantitative if you want to quantify the variation in a phenomenon, situation, problem or issue; if information is gathered using predominantly quantitative variables; and if the analysis is geared to ascertain the magnitude of the variation. (Kumar, 2011, p. 31-33).

3.4 Instruments

The data of this research was collected by means of four questionnaires and four different activities using a lesson planning.

Brown (2001, cited in Mackey & Gass, 2005) defines questionnaires as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting those existing answers. Furthermore, Dörnyei & Taguchi (2010) give a brief explanation of how to use questionnaires to gauge the participants' responses in performing certain kind of activity in second language research:

Broadly speaking questionnaires can yield three types of data about the respondent: factual, behavioral and attitudinal. (p. 5).

1. Factual questions are used to find out about who the respondents are.
2. Behavioral questions are used to find out what the respondents are doing or have done in the past. They typically ask about people's actions, lifestyles, habits and personal history.
3. Attitudinal questions are used to find out what people think. (p. 5).

Since I was an EFL practitioner, I first made some class observations in the student's EFL classes and I observed that they were sometimes given speaking activities and rarely listening conversations. Under these circumstances, I decided to base my instruments on Dörnyei & Taguchi's (2010) sample questionnaires to construct my own instruments to research and as a means to evidence these observed factors and to know to what extent students have the habit to listening to English songs and their attitudes towards listening activity. Secondly, I asked them to give their responses on the questionnaires. Since this research is based on a quantitative method and due to the nature of this paper, I considered to administer a rating scale and a Linkert scale

questionnaire, so I could count the students' answers as distinct from asking them open answers, such fact could have misled to different responses that do not have to do with the listening activity.

With all of the above, I firstly decided to use three different scale-questionnaires: two of 11 questions each (see appendix B and C) and one of 14 questions (see appendix A). It is worth to mention that those questionnaires referred to listening difficulties faced by students now of carrying out listening comprehension tasks, and strategies to comprehend syntax and vocabulary as well. In addition to scale-questionnaires, I also gave to students one listening activity with their corresponding four-open questions to know whether students were improving their listening comprehension skills and to know exactly what they did.

I carried out those questionnaires and activities since I consider that they bring advantages for us who are interested in gathering quantitative data, also they are versatile and an inexpensive way to gather them. Moreover, they can be applied in one location at a time, and the researcher does not affect/influence the outcome since respondents answer the items by their own, without feeling stressed. As Bryman (2008) points out that questionnaires can even tap into attitudes that the respondents are not completely aware of, and a well-constructed can reduce the bias of interviewer and thus, increase the consistency and reliability of the results" effects (p. 6., as cited in Dörnyei & Taguchi 2010). Finally, the questionnaires were made to look short and anonymous to protect the student's information as their responses to the questions and statements. Also, the questionnaires length was the less crowded as it was possibly.

Questionnaire 1. This was composed by 14 questions (Appendix A) and it is structured as follows. It has a general instruction in the English language, a section to write their age, and the fourteen questions were written in Spanish for EFL students answer them according to a given

scale from number 4; which represents the most frequent to number 1; which represents the less frequent. I considered to write them in Spanish in order to not mislead or confuse students with complex and in-depth reading, which could have spent more time to answer them since they were coursing their first academic semester of preparatory and English proficiency level, so they could feel comfortable and without any pressure to answer the questions. The aim of this questionnaire is to know how often the specific activity of listening to songs in English and English conversations is employed by EFL students along the process of learning English. Also, to know to what extent the habits formed L1 such as trying to translate during the listening content to L1 was present, because it is still believed that translating to L1 while listening in English is a good idea for a better comprehension. Also, to know some other factors or actions that hindered EFL learners listening comprehension.

Questionnaire 2. This instrument was composed by 11 questions (APPENDIX B) to be answered with the following scale: number 4; which represents *Totally agree*, number 3; *I agree*, number 2; *unsure* and number 1; *I disagree* and with a general and simple instruction to answer it. Those questions were addressed to know the EFL students' level of agreement about to what extend the outside noises, the register of the song and rhythm interfered during and after the first listening task and if the EFL students were able to recognise their acquired vocabulary and sentences patterns during the listening task and place their knowledge on real contexts such as listening to audio material or in conversations. Also, there are questions (from 6 to 11) which were intended to know the quantity of students who have and practise listening habits. If they use lyric songs in English to practise English pronunciation as a usual habit in or outside their EFL classes. At the same time, to know if EFL learners search for the lyrics of an interested song to practise pronunciation and while so doing, whether they reinforce known vocabulary and assimilate new

vocabulary and grammar patterns to their EFL language during the comprehension tasks and production of written and/or spoken language based on the use of lyric songs in English.

Questionnaire 3. This Linkert scale questionnaire survey is also composed of 11 questions, (APPENDIX C) and it has a general instruction for students to answer it with a four-level scale. Number 4; which is the highest punctuation for: *I totally agree* to number 1; which is the lowest punctuation and means "*I totally disagree*". The questions were addressed to know the EFL students' agreement about the given listening task, and to measure the quantity of students who experienced trouble during and after the given listening activity having the aim to collect information from how many students employed listening strategies during the listening task such as practising the song's pronunciation and reading with the help of a printed song in English lyric for a better listening comprehension. At the same time, some questions were asked to inquire if EFL students comprehend and assimilate new English vocabulary and grammar patterns which EFL students find along the lyric songs.

Listening comprehension activity. This listening activity (APPENDIX D) was designed with the aim to reinforce and review vocabulary verbs and grammar patterns such as past simple, perfect simple present and present continuous tenses. I decided to choose an English song without surrounding background, with a medium speed of the song; since it has repetitive sentences, learners could listen and comprehend the song played in a tape-recorder. Likewise, the lyric song had to do about lessons previously seen in their EFL classes.

As a starting point, EFL learners were given the listening activity and also, they were asked to fill the gaps with the correct tense verbs given in brackets according to the song and write them the lyric song's gaps. Secondly, EFL students were asked to answer some questions which were

written in Spanish in order to know about their experience during listening to this song in their EFL classroom. The answers were intended for students provide information about whether they tried to translate while listening to the song and explain their reasons. Furthermore, if from the given song's title and a short introduction, they made an idea of what the song was going to be about. Eventually, to know if despite of the chosen song's qualities (such as medium speed song and about seen content in their previous classes), the students found it hardly to concentrate and comprehend.

Finally, the listening activity includes a lesson plan, and it details the procedure of how the listening activity was carried out.

Lesson plan. It is relevant to understand what a lesson plan is, and to describe the components of this format. Therefore, a definition of this term must be given. Brown, (1994) defines this word as “the term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes” (p. 149). Moreover, this lesson plan (APPENDIX D) fulfils with the main components of a lesson format: objective, procedure materials and evaluation.

I started to structure the lesson plan with an enabling objective, and I also considered the First-year learner's proficiency, and correspondingly, I set up this objective according to the topics that EFL learners previously studied on their classes and on what these students will be able to do at the end of the lesson. Secondly, the activities are named and sequenced as follows: pre-listening, listening and post- listening. Each activity is timed, and they describe what EFL practitioner and learners will do during the lesson and the specific interaction that I must consider among teacher-student and student-student. Finally, I included the materials that I used to carry out the listening

activity and I ended the lesson by asking them to answer the listening comprehension questions and their opinion about their experiences during the listening activity.

3.5 Data collection procedure

Since the questionnaires and listening activities were designed specifically for first graders who had English lessons at a BUAP preparatory, the questions were set up as scale based and were divided in sections regarding each phase of the listening research. They also contained a section for open answers regarding students' perceptions, according to their context and feelings.

The instruments previously stated were applied to 41 students: 20 males and 21 females. The questions were as simple as suitable for gathering proper information from students to be analysed. Also, there is some estimated time for students to feel free, confident, and not putting pressure on time for answering so fast. Instruments' information and answers are gathered confidently. Emphasizing on the listening activities carried out with students, it is important to mention that they were divided according to the listening's: stages pre-listening, while-listening and post-listening.

Before applying the listening tasks to students, I first administered the questionnaires to know the frequency that students are involved in this receptive skill, to what extent learners are skilled to comprehend and process the listened and spoken language. After gathering the needed information, I handled a suitable activity to know which one (s) worked the best with students' needs and help them improve their listening skills.

Conclusion

In this chapter, I described how this research was carried out, starting with the setting, and ending with the data collection procedure. I consider worth to mention again that this research was carried out at a preparatory school, and as a result, I had to ask for permission to the group's English teacher to work with his first-grade group. The instruments I used were scale-questionnaires, and once I obtained the results, I analysed them and began writing the next section where the analysis of results is carefully re-analysed.

CHAPTER IV: RESULTS

Introduction

Throughout this research, the findings regarding to listening activities of EFL students at a BUAP preparatory school such as issues and difficulties that EFL learners face during an assigned listening task while studying EFL at the preparatory school were found and analysed as well. That is why in this section, the gathered information from 41 students who participated to answer designed questionnaires, is analysed in order to research the main difficulties. Additionally, the reasons that cause these complications, are presented as well. All the information gathered from the instruments were registered in different appendixes named as APPENDIX A, APPENDIX B, APPENDIX C, APPENDIX D, respectively. As a means of evidence, some examples of listening activities are provided to support and present a clearer idea of this research. Finally, to relate data analysis to the purpose of study, the aims and research questions are also provided.

4.1 Purpose of the study

As it has been previously stated, songs in English and their respective lyrics have a complex structure of language, in which it is produced firstly in written form for it to be sang further. Consequently, songs in English are used to make them as a music material to listen. Considering that another factors, like the song is played on different intonation and pace, way of pronunciation, and type of English, they are out of learner`s control when listening. Thus, these factors interfere that s/he can listen successfully; However, these implications may help to the development of listening skill. And those factors previously mentioned, are part of the songs in English may contribute to the development of listening skills. That is why the purpose of this study is to provide some evidence, foundations that songs in English are the suitable material to do so and to have better understanding to the answers to the following research questions.

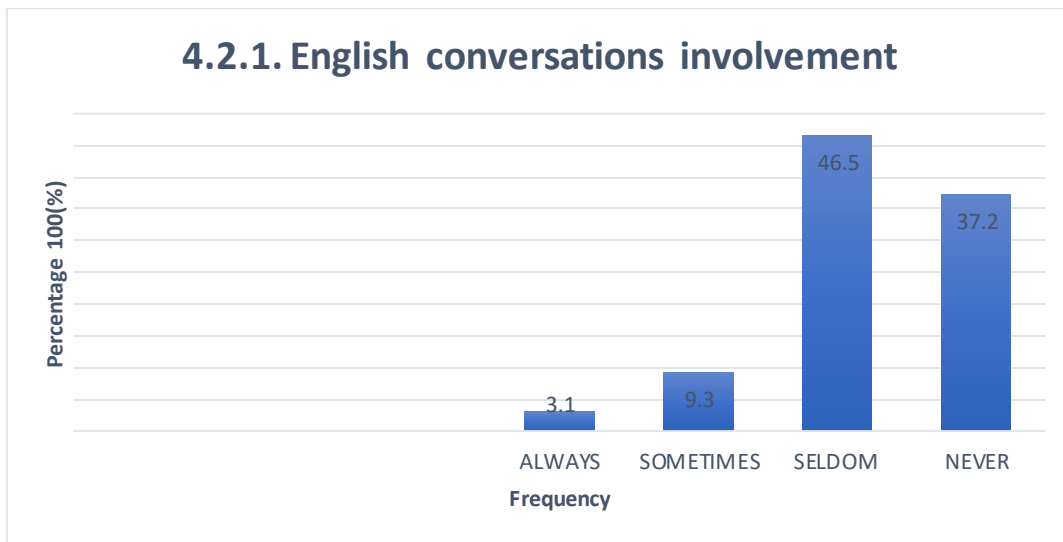
4.2 Research questions

This research aims to answer the following questions and the results are provided in detail in the following graphics:

4.2.1 1. How often are students involved in the listening activities carried out in the English language classroom?

Before starting the class, the EFL students are greeted and they are also instructed that they are going to be assigned a listening activity which will reinforce among the different grammar tenses which were previously studied in some classes such as past simple, past participle, present continuous and future simple with the aim that students recall on the main grammar structure for each verbal tense. Later, EFL students revised some isolated vocabulary words from the lyric's song for EFL students contextualise them with what the song was to be about and anchor their previous knowledge with the new vocabulary words in the song. In this manner, they would activate word sounds mentally through the written form. Later, they recognised those word sounds during the ongoing song, although the data collection showed that some of the participants from the preparatory school stated that they heard *strings of sounds (they could only hear but not listen/or comprehend the message)*, and had some trouble when changing the base verb to the correct tense. In summary, the revision of the lyrics of the songs in English before taking them as a material for the practise and development of the EFL listening skill, can work as a good strategy. Thus, in this way EFL learners familiarise their previous English knowledge with the song's English language content and, at the same time, they may acquire new vocabulary. These mentioned steps may be taken for an effective listening practise and, they interact with the progressive development of listening skill

Figure 4.2.1 English conversations involvement.



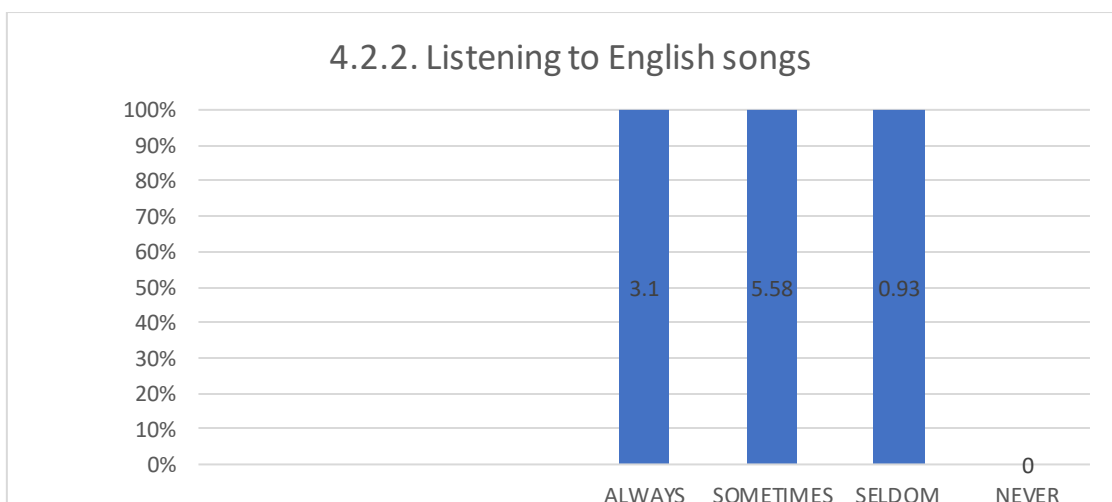
As it can be seen in the previous graphic, the 46.5% of the 100% of group of students revealed that they are “seldom” involved into English conversations. 9.3% of the students affirm that they “sometimes” participate in English conversations. 3.1% of the students stated that they always participate in English conversations, whereas the 37.2% contend that they “never” do. Therefore, it can be inferred that the lack of listening and speaking skill can affect their foreign language improvement. This means that they need, at least, to carry out more speaking and listening activities during their English lessons to help them achieve the listening skill’s goal: be able to comprehend and convey information in an oral task through a conversation.

4.2.2 How are song lyrics used by preparatory students in the listening activities?

Based on the data collection and on the analysis result, it was observed that after the listening task, most of the participants acquired new vocabulary from the song in English along with the lyric because they were asked to underline and look up the vocabulary words which they were unknown for them. Then, to form and create new sentences with these new vocabulary words to

reinforce the meaning and contextualize them in different situations. After the task, the students wrote simple sentences in different verbal tenses and they were asked to review some grammar and spelling errors and then to write them correctly in a separated piece of paper, to fold them and scramble them in a box. Later, some students were asked to pick up the piece of papers and read them aloud. Hence, it can be assumed that the fact of listening to the song in English and reading its lyric, were the support for participants in parallel to acquire new vocabulary in written form from the lyric in English and its respective sound with the right pronunciation from the played song. Since this activity was carried out on EFL learners' classroom, and following the steps of the given listening activity, this can be worked as a subsequent activity for the gradual development of listening skill, either in a classroom or by the learner's autonomy. In sum, the acquisition of new vocabulary and an adequate sentence intonation through songs in English and/or their lyrics, can be taken as tools to enhance a gradually listening skill and English language learning.

Figure 4.2.2 Listening to English songs.

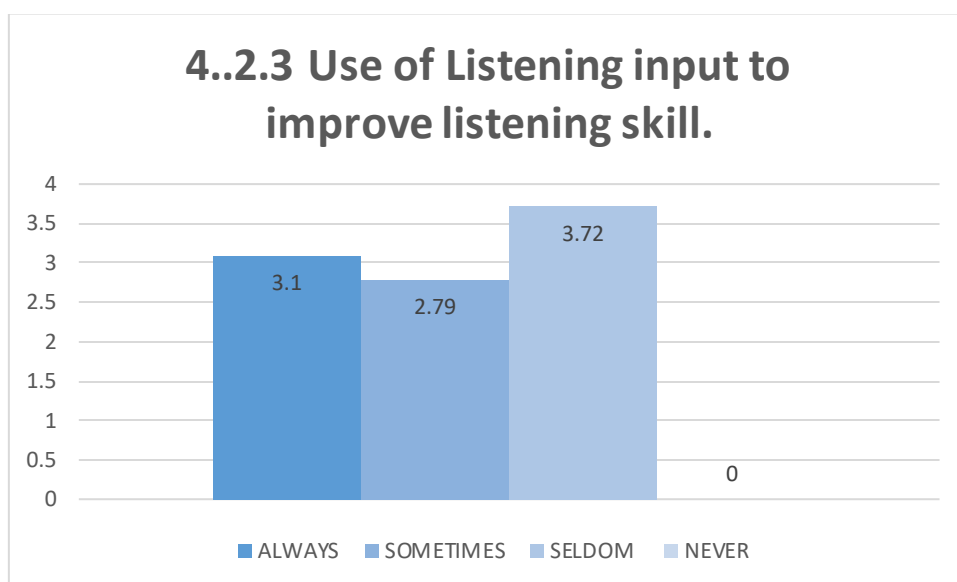


The following eight (8) questions asked how often students listened to music in English in their daily life. This figure shows that more than half of the participants listened to music with regular

frequency, while nearly a third of the students affirm that they listened to music all the time. Overall, nearly 90% of the students listened to English songs in their routines.

The findings show as well that the vast majority of students like music and, it is thought that they prefer to listen to English songs. Thus, these results suggest that the students may be willing to improve their listening skill through English songs.

Figure 4.2.3. Use of listened input (songs) to improve the listening skill.



The figure, evidently shows that the participants use songs to improve and acquire new vocabulary from the listening activity. From the range of 0 to 4. The total amount of participants gave the following answers: 3.72% seldom add new English language vocabulary from the listened song, whereas 3.1% stated that they always use new EFL language vocabulary and grammar structures from the lyric song to integrate them to improve listening or speaking abilities. Furthermore, 2.79% sometimes do the same. This means that they use what they achieve to identify more English vocabulary, such fact aids EFL learners are encouraged to practise listening skill, assimilate new vocabulary, or reinforce grammar structures from listening and consequently to

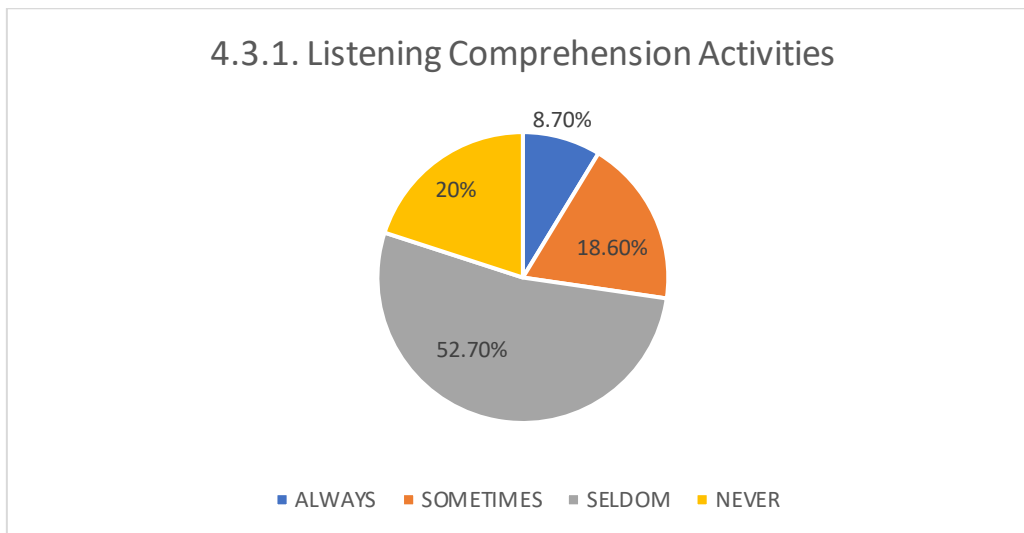
develop speaking skills with listened speech patterns within the songs or even utterance of sound words. By the other hand, English songs are nowadays well-liked by young people and such fact allows the use of songs as a useful tool to help learners develop their listening skills.

4.2.3 What kind of listening strategies do preparatory students' follow when listening to English songs?

This section points out the reason of EFL learners' listening problems when they work on listening tasks with songs in English and even outside the classroom. First, the responses from the scale-questionnaire and the number of answers will be provided in graphs. Then, the analysis of the activities applied will be given. To better understand the graphics and images provided, the questionnaires will be shown in the corresponding appendixes section.

Since one of the purposes of this research was to identify students' listening strategies when listening English songs repeatedly, the frequency of practice to improve their listening skills using English songs and their lyrics, there were administered three scale-questionnaires. One of the found problems was that learners showed a lack of English language input and output. They seldom or never practice or listen English conversations, as showed in figure 4.3.1. Moreover, when carrying out listening tasks with audio materials, in this case songs in English and/or a spoken conversation, involves both forms of producing English foreign language. This leads EFL learners' speech production with the support of handling material or just by asking them to produce spontaneous speech. Thus, it can be added that such facts help to develop listening skills, and the learner's previous knowledge is reflected whenever s/he identifies simple and long sentences, word sounds, stress, and rhythm to comprehend the gist from songs.

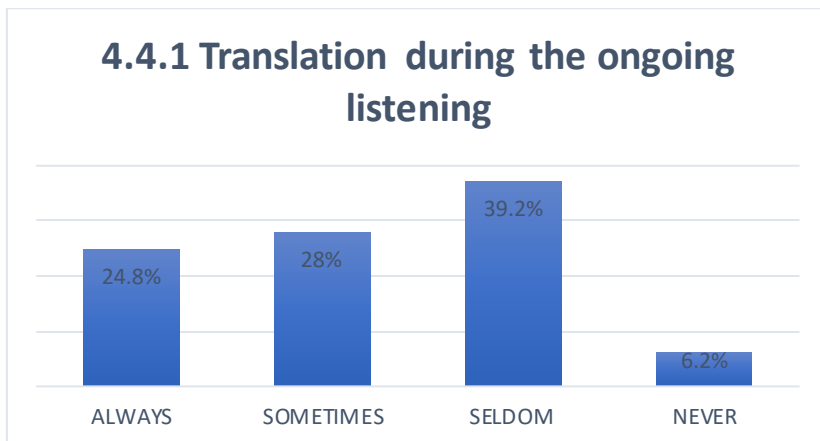
Figure 4.3.1 Listening comprehension activities.



Since listening is the primary skill to develop when learning a foreign language, it is important to put a higher value on the frequency of performing listening tasks and speaking conversations as well. However, the figure 4.3.1 clearly shows a shortage of listening skill practice on second grade of this public preparatory school.

To develop the listening skill, it is taken for granted to prioritise the practice of listening skill initially, with producing and listening spoken language. At first, they listened the song in English and then, they showed some difficulties to comprehend or infer the general idea of the song in English. The participants could grasp some words or speech patterns from conversations but not comprehend the speaker's communication or singer's passages as it is seen in graphic 4.3.1 , where 52.7% of participants attest that they are seldom given or have English comprehension tasks in their class. Furthermore, 20% out of them confirm that they are never given these types of activities. 18.6% of participants contend that they sometimes work on listening comprehension while just 8.7% assert that they always work with comprehension activities in their English classes.

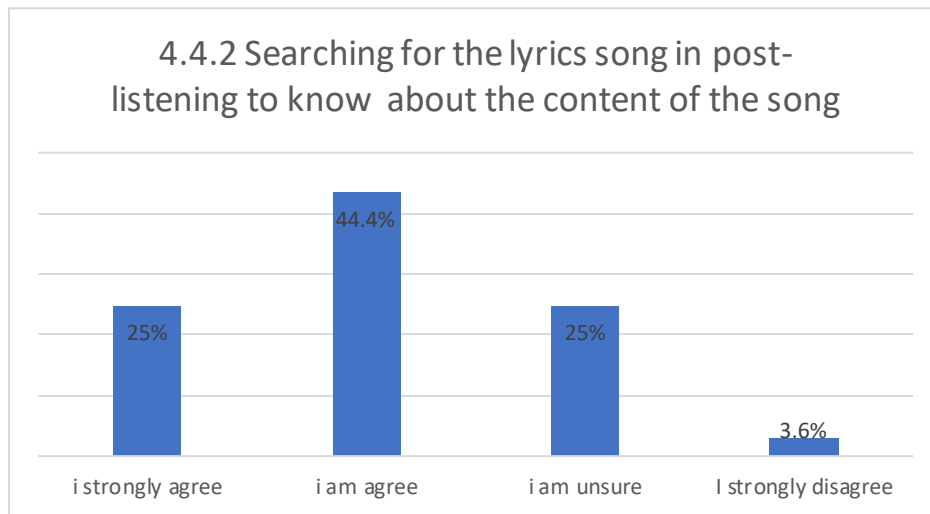
Figure 4.4.1. Translating while listening.



Translating to comprehend better the incoming listening is a common problem among EFL learners. Additionally, English language is not used through thinking and producing directly, and the use of the native language sometimes influences the foreign language learning process. However, this finding shows what is suggested to do, and it is to practice listening and speaking skills at the same time to express themselves. Finally, this graph shows the frequency in which the participants translate during the ongoing listening, but do not get the real meaning.

From the total of participants, 24.8% affirmed that they “always” translate while listening in a foreign language. whereas 27.9% agreed that they do this “sometimes”. Just 39.2% “seldom” have this practice. And the 0% answered that they never do.

Figure 4.4.2. Searching for the lyrics song in post-listening to know the content



Another issue appears during the ongoing listening since learner might pay attention to grasp general ideas from the song and might catch some words. Thus, figure 4.4.2 shows what learners do in the post listening.

First, 44.4% of the participants agreed that they read and analyse the lyrics while 25% mentioned that they were unsure or strongly agreed to do that which means that EFL learners only identify and practice their own acquired knowledge of the English language. While 3.6% strongly disagreed to read the lyrics in the post-listening.

The strategies to apply the instruments were firstly to find songs of easy complexity, to monitor learners' English level and adapt a song related to their level of English. The audio within the classroom had to be the clearest. The students were asked to practice the song orally then, to listen to it. After that, learners filled the blanks with information they heard from the song.

It was found that, during the listening task, students concentrated on the instructions. However, the volume was not loud enough to listen the song, due to the classroom and group's size. Some

others said that there were words which they did not know the meaning, either how to pronounce them. For the participants, it was a little bit complex to fill in the blanks activity. Finally, during the class time, students were asked listening comprehension questions, and some participants answered correctly because they were reading the lyrics.

4.3 General research findings

All the results made evident that EFL students initially, should practice listening skill and coordinate it with the speaking skill. This strategy is contrary of solely being assigned reading and writing tasks, which are regarded more on: fill-gapping grammar exercises, drilling syntax and recognizing isolated vocabulary words on based-text reading activities. Under these learning conditions, the listening task was performed with the use of a song in English with its respective lyric. First, participants were asked to observe and practice the vocabulary from the word bank with the aims of activating their background English knowledge and engage them with the song's language content. Then they were asked to fill those words on the gaps of the lyric.

With this, it was observed that some of the participants filled incorrect words on the gaps. Furthermore, the data showed that students needed to pay grader attention on practising and developing listening skill. Also, the inclusion of oral practice and comprehension of the spoken English language since the production of oral language leads to understand and grasp the sound of the spoken language. Particularly, L1 helps them to encode words and sentence order in written form. On the other hand, listening skill practice requires different teaching and learning strategies for learners situate their previous English knowledge.

Additionally, on a higher level of English knowledge, learners may be asked to speak EFL without the support of their L1 syntax. So, within this stage, they begin to get familiar with the

language by practicing, recognizing, and acquiring the sounds through EFL or native speakers' voice and consequently, they come up and interplay with the rhythm of speech, stress of some words, phonological awareness and the adequate intonation of expressions and sentences. Such facts convey EFL learners to the phonological aspects which are properly of the spoken English language.

Therefore, the inclusion of the songs in English and their lyrics as a material for English practice listening in the classroom or by the EFL learner's autonomy, is an attainable strategy to enhance the listening skill. Songs and music together also entail the right production of English word sound and sentences at different pace or rhythm. Given this point, Genetti, (2014), acknowledges that:

“Some may argue that music and art are non-linguistic, but note that they often incorporate language, as with lyrics. Even works that do not contain language are interpreted and understood through verbal thought, discussion, and critical analysis. Similarly, mathematics could be argued to be non-linguistic, but again language is used to teach, understand, and interpret it.” (p. 4).

So, the ESL learner can use the song in English's content as a material to perceive English language thoughts and as a support to discuss and/or share ideas, beliefs and opinions and on how sounds are uttered by speakers 'voice if s/he catches the general sense of what s/he is listening to.

Such those factors, aid and provide to learners a complex content of English language in written form, which s/he will not understand or comprehend at first, but it will help him/her to recall those sentence patterns and words as a support to build English production in the future. In this way, learners build a strong basis of English with the acquisition of sentence patterns and word sound, and consequently help EFL students to flow on the production and comprehension of spoken language.

One relevant aspect to consider is that students faced some difficulties when they listened to the song in English due to a deficiency of listening skills and subskills development, which they should have acquired during their process of learning English as a foreign language. This means, that students should concentrate on working out and developing writing skills. Admittedly, vocabulary, grammar and syntax exercises are the basis to encode the spoken English and progressively, learners begin to move onto the skills of reading comprehension and written production. Also, it would be ideal if they work in the same pace with listening and speaking skill.

Another element that I want to highlight, is that all students showed a high consistency of the activity of listening to English songs. As it was shown throughout this paper, EFL learners showed an affinity towards the songs in English. Thus, starting from this point, this fact can be taken as a pivotal encouragement to use the music in English as an alternative strategy to help learners to develop and practice their listening skills. Also, I found that songs could help them to get to know English language and further, to reinforce the basis of language knowledge on its general aspects, because the content of songs in English, portray the written and spoken form.

Conversely, the lyrics of songs in English, are firstly a combination of written and spoken language and the regency of musicality is the main item when arranging the English song. Due to those mentioned aspects, lyrics' syntax makes that learner face difficulties to listen successfully and/or go on misunderstandings. As another point to spot, it is important to set the goal of each listening skill task if we want the learner listen to catch the general sense of the song and/or listen for specific information. Owing to the deep practise while stating strong English basis of their English knowledge to perform this task in an effective way.

Also, the inclusion of lyrics played a strong role because, learners showed a need to look on what they were listening to, and situated the sound on the written words and sentences. Within this stage, learners felt less anxious, and they were curious of what they were listening to. Although before the listening task, they started to engage their EFL knowledge with the material because of the easiness and low difficulty of the song. Before they were asked to perform the listening task, they first observed the word bank to then, fill them in the gaps of the lyrics while they were listening to the song. Lastly, to listen to the song and reading the lyric at the same time.

Finally, it was observed that, some students began to chant the song after the listening task. Hence, as two types of follow up activities can be created: learners can be asked to sing the song in English taking the lyrics as a language support and then, by their own. By doing so, they are drilling on word and sentence patterns sound, stress of words, adequate intonation of sentences and acquiring phonological awareness. To close the listening activity, EFL learners can be asked to use the listened content to perform a previously set and guided conversation, or even to improvise a speech conversation to reinforce the listened sounds. In this way, the skills of reading, listening, writing and speaking are working harmonically.

Regarding the previous points of the lyrics' content and the affinity of EFL learners towards the activity of listening of songs in English, teachers can explore learners' link with the kind of music they like listening most. In this way, teachers can design and/or adapt a listening activity based on student`s music preferences to make a handholding activity for his/her EFL learners. Although, there may be some disregards among students sharing and knowing diverse kind of preferences towards the types of music genres.

Therefore, songs in English and their lyrics are an alternative and a attainable tool to use them as a resource to teach and/or learn English language, if they are conducted specifically on the development of listening and speaking skill. The inclusion of songs in English as an audio material, helps the EFL learner to identify sounds through the interaction of musicality and flow on the acquisition of sounds and do fine sentence intonation.

Additionally, the lyrics of songs in English language, assist the learner to reinforce their English knowledge since identifying and/or acquiring vocabulary and syntax help them to get the general sense of the song and comprehend the meaning in written form too. Likewise, songs in English can be taken as a language support for learners who have difficulties to recognize and merely to produce the right word-sound pronunciation. With regard of pronunciation practise, Münte, Altenmüller, & Jäncke's opinion about the phases of learning along the consistent practise during a significant period they reveal that: "This is succeeded by a slow learning phase that occurs during continued practice and leads to gradual increases in performance" (p. 475). Therefore, when a song in English is played, EFL learner listens and retains it the word sounds and sentence patterns on the brain. Then, drilling the word as many times as necessary, because some songs after listening to them, are retained on the brain, and the rest of the day, the learner recalls it and begin to sing it. Thus, the music co-operates with the language learning acquisition and learning.

Ultimately, as a suggestion, before setting a listening task with the use of an English song, EFL teachers can research their student's music preferences to define a kind of song according to the musical genres which students like and/or listen most. Since EFL learners 'needs are the most important factor before applying English language curriculums and designing English lesson plans, researching learners' preferences towards the kind of music, is one relevant aspect within learner's needs. Furthermore, music in English prompts learners to acquire English as a foreign

language autonomously with the right application of listening strategies, and the role of EFL learners' English level in terms of CEFR. (Common European Framework).

Conclusion

Given these points, some listening problems were observed such as lack of practice and production of EFL listening and speaking skills- Additionally, recognition of word and sentence sound and the use of L1 to construct and comprehend EFL. Although the participants showed a prominent affinity towards the frequent activity of listening to music English.

Evidently, the EFL students who participated in this study have English classes of four hours per week. As a suggestion, the EFL teacher and EFL students need to pay further attention on the all-four skills and subskills of grammar usage, vocabulary, inference and detail. Then, listening firstly for a general understanding, and then for detail. However, during their English course, the students gave information about the frequency they had to develop English skills. They also revealed a lack of speaking practice, vocabulary and sentence pronunciation, and some other students indicated that they use L1 to translate for a better listening comprehension. Lastly these circumstances and classroom conditions affect listening skill.

EFL learners begin to know the language first by recognizing vocabulary words through reading. Simultaneously, they should start by reading the lyric, practicing sound word oral practice, sentences sound with different rhythm and intonation before the listening task. Also, reading the lyrics of the song in English to work with before and/or after the practice of listening activity, should be considered as a basic part of the listening practice since most of the time those students identify the words vocabulary, contractions and so forth in written form, but not in spoken language. That means that the participants recognize the language by sight, but EFL learners

practice different types of functions such as: stress and intonation, right form of pronunciation word and sentences sound at different rhythm and pace; that they can master in language recognition through listening songs in English.

CHAPTER V: Conclusion

Introduction

During this research project, I found that listening is the skill less worked by the participants, but, at the same time, it is their most frequent activity in their everyday life. As the main aspects that affect English listening comprehension were found and analysed, also more problems appeared during the listening task. That means the four skills and sub skills work together, and teachers just focus on one or two of them. The findings from the previous chapter answered that the listening and speaking skills needed to be worked a bit more

5.1 Limitations of the study

To make the students feel confident to answer the instruments and home them in the listening task, they first read the lyric song aloud to improve this task and, in this way, to get a good result from the listening task. Some of the limitations were the background noise, classroom and group's size which made students hardly concentrate on the song. Also, the students who were at the back of the classroom were not able to clearly listen to the song, even though the volume was suitable to be spread within the classroom and the volume sound was as loud as possible.

5.2 Contributions and further research

After the analysis result, it was concluded that before starting to involve EFL learners into a listening task using a song in English, it is advisable that teachers set up a listening environment in the classroom with music in English. Also, based on my EFL teaching experience it would be helpful to incorporate on EFL lesson plans for teenagers and children in the phase of warming up with very simple body percussion exercises, tongue twisters or warm up exercises for pronunciation, such as before setting a speaking task, the EFL teacher should ask their EFL

learners to get face muscles ready with tongue movements, evoking each vowel sounds slowly and gradually faster, as a stimuli for the learners hear the foreign language sounds of words and sentences as well. It is relevant to include them because some learners have difficulties with when pronouncing some syllables or even words. Also, body percussion accompanied with music have a positive effect when learning a language. Regarding the similarity of phonetic pronunciation, according to the statement of Mackenzie (2003) and Dankovičová et al. (2007) (as cited in Wang, 2022) “showed that music aptitude is predictive of phonetic skills. Phonetic skills are a modular aspect of language” (p 3). Subsequently, that activity joint with exercising isolated phonetic sounds aloud, allows the speaking fluency and the development of EFL listening skill. As a matter of fact, EFL learners’ English knowledge should be evaluated along the study of EFL subskills and the coordinated study of the four skills: reading, writing, listening, and speaking. In addition, formal and informal language should be incorporated into the practise of spoken language, because within this learning conditions, learners are also acquiring cultural aspects which are typical of the English language.

Spoken English’s traits like speed of speech, variations of sound words in context of stressing and intonation, scrambled syntax may not be understood by the learner if s/he has not a well mastered EFL skill. Also, if his/her English level is not related with the audio material’s English language content. Highlighting that, there may be some learners who listen to passages of English sound and do not perceive English songs as an audible language, but strings of sound instead. This happens whenever the string of sound (*when you heard the speech but the message cannot be understood*) comes up, and learners tend to fail to get the gist of the song’s content or just s/he can pick up and recognise a few words of the song in English. So, before setting a listening task with a song in English, it is recommended to provide the lyrics to learners song before they start the

listening and complement the activity by singing the song aloud if the EFL teacher considers. So, in this manner EFL teacher would be instructing their learners and s/he would induce their learners to a partial extent, to practise or develop music skills. Based on Wang's opinion (2022), she holds the view that: "given that some aspects of language learning (e.g., phonetics) resembles music learning (e.g., pitch identification or discrimination) and engages the same brain regions, there is a good reason to speculate that the sensitive period for music training at least partially overlaps with that of language acquisition". (p. 5). Meanwhile, at lower levels of EFL learners, they can be asked to read the lyric aloud and practising the vocabulary as well. In this manner, they come up with the general idea of the song and activate their background English language knowledge. In this manner, they do not struggle with trying to understand the passage of sound.

Another significant aspect was the EFL learners' age and their level of English language knowledge. Based on this aspect, the song was to be fitted enough with learner's preferences towards the kind of music they listen most. All with the aim that learners did not find difficult the listening comprehension and motivate them to pay fuller attention to the listening task.

An applied strategy was to ask listening comprehension questions to call the student's attention and predict the general sense of the song in English. For that, whenever learners are asked to perform a listening comprehension task, they firstly must rely on the content or warm up the listening activity by reading aloud the lyric for they in the future, foster their EFL speaking and listening skills.

Some EFL learners do not realize when they are having problems with their language learning or do not feel confident to ask for their interest with English language. Thus, the role that teachers

have is to explore, adapt or design EFL materials according to learner's age, preferences, and goals. Moreover, there might have students who dislike English music, for that is important to add different types of listening materials for these students not to lose their interest to English language learning.

Spoken English should also be included (e.g., a conversation, to give a talk about themselves) to train EFL listening skill. This process can reinforce their ability to produce and understand language and get them into the interaction among learners and native English language speakers.

Whenever students are asked to work on audio material or even in autonomous ways within the classroom, teachers and professors, should be aware to provide materials and tools for an effective listening. Give and adapt songs that he or she consider appropriate to work on and asks learners to make a journal about the English songs they like to listen and practice the pronunciation afterwards, for including and building their English language. Even if learners are not interested in songs, it can be used and adapted this type of resource, audio/books, video songs etc.

To hear how the language functions or words are uttered, is a good technique to enable students listening skills and reading. According to Shen's statement (2009), "Songs have been an amusing companion for human beings for as long as or even longer than we can speak. As an integral part of our language experience, it can be of great value to foreign language teaching. And the many-faceted merits songs possess may enrich and activate our foreign language class (p.1)". Based on this, it is always important to use songs, even with children whenever they are played or taught to chant English songs, they start to imitate what they hear from it.

5.3 Personal reflection and conclusion

In this research study, I have given relevant recommendations to use songs as an alternative resource to enhance the EFL learning and mainly I home in listening to songs in English activity and the use of the lyrics. Later, I realized that I could have a better listening performance accompanied with different activities such as body percussion, tongue twisters or face muscles exercises. As Patel, 2010 (ibid) acknowledges that: “The ability to comprehend and produce a language and music is unique to humans” both processes of learning an EFL and applying some music exercises such as body percussion and doing vocal exercises as most of the singers do as a warmup these activities can elicit the EFL learning since the auditory sense and motor skills play a role when listening to EFL sounds and producing them. So, listening to music and practicing alongside its lyrics is arguably hand in hand with EFL language learning.

The findings on the previous chapter established that the vast majority of the students like music in English. The strategies that participants performed in the listening task, were designed regarding my EFL learning experience. Since the autonomous learning was part of my EFL learning experience, listening to songs in English and reading the lyrics during and after listening to the song in English, were part of my language acquisition process, and they helped me to acquire gradually new vocabulary as well as to understand better the syntax of the language. Also, reading the lyrics was a bit challenging because I sometimes found scrambled syntax in the lyrics of the songs in English, making sentences were also difficult and challenging for me to understand at first.

Considering that as an EFL learner, I was used to be given activities in the classroom that usually did not catch my attention and under those circumstances, I preferred to learn the English

language with songs and lyrics in an autonomous way. Alongside, I was listening to songs in English and reading the lyric at the same time, I was matching the written word or groups of words with the heard pronunciation from the song. With the aim in mind to get the general sense of the song in English and/or the lyric, I ordered the steps to listen and read the words. After that, I could translate some words to my L1. By doing so, I decided to apply the same strategies and ideas to research listening skill and give some recommendations for the learners and teachers who would like to use songs in English as an EFL material with the aim to improve their listening skill, to produce right articulation of word sounds and get a good language intonation and fluency. Also, these tips help to the speaking skill, producing and understanding sounds at any context or language situation. The lyrics may also help to improve reading comprehension when acquiring new vocabulary to understand complex syntax.

Referring to the literature review, Filipowitsch (2011) suggests, music could help transform the language of current curriculum by infusing it with emotional conversations that stimulate students to think critically and respond through creative expression and cooperative learning. As music can be part of an environmental classroom, the use of songs in English could generate motivation for learners as they did during my EFL learning.

Furthermore, there is another general perspective carried out by Münte, Altenmüller & Jäncke (2002) they analyzed several studies addressed on neuroplasticity, anatomical changes that the brain has due to the effects of music training exposure and on its motor and auditory areas. They also concluded that:

“Finally, one has to bear in mind that music can elicit powerful emotional reactions. Strong emotional responses to music, leading to shivers down the spine and changes in heart rate, are accompanied by the activation of a brain

network that includes the ventral striatum, midbrain, amygdala, orbitofrontal cortex and ventral medial prefrontal cortex-areas that are thought to be involved in reward, emotion and motivation.” (p. 477).

In sum, EFL teachers should seek that students be musically involved by using songs in English since it affects learning from brain level which involves the auditory sense which regards to language acquisition because a human being learns a language by hearing and absorbing sounds which ones will be imitated later as a part of language development in the stage of speaking. Songs in English are also seen as a kaleidoscope of culture, and they also may lead to a different perception of the language learning and teachers may explore and research his/her EFL learners' preferences to genres of music. After that, teachers could adapt the songs as an EFL material to perform a listening task in the classroom and gradually enhance EFL learning skills. Finally, including music in English should be also integrated EFL language classroom activities, since they help to improve to identify EFL phonology sounds and improve the pronunciation as well and consequently to facilitate speaking and reading skills in EFL language. Delogu et al., 2010 (ibid) they established that: “Since music training can facilitate both the tonal and timing aspects of L2 phonology, the implicated facilitation may apply to different language groups, including tonal languages”. So the music in English and music itself underlie on the enhancement of EFL learning.

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APPENDIX A

QUESTIONNAIRE 1

Read carefully and answer the questions according to the following scale: always (4), sometimes (3), seldom (2) and never (1). And tick your answers in the squares.

What is your age? _____

	QUESTIONNAIRE	4	3	2	1
1	¿Qué tan a menudo escuchas canciones en inglés, conversaciones, radio, televisión, noticias o algún otro material de audio en inglés?				
2	¿Usualmente estás involucrado en actividades conversaciones en inglés dentro y fuera de tu salón?				
3	¿Qué tan seguido haces actividades de comprensión de listening ya sea que tu profesor te lo pida o por tu propia cuenta?				
4	Cuando escuchas una canción en inglés, ¿predices alguna idea general del contenido de tu audio y la analizas a partir del nombre de la canción?				
5	Durante la reproducción de una canción, ¿puedes reconocer algunas palabras desconocidas o vocabulario, así como ideas generales?				
6	Después de escuchar una canción, ¿comparas tu idea predicha con la nueva idea en curso?				
7	Cuando buscar las letras de la canción después de haberla escuchado, ¿te das cuenta que palabras conocidas y modelos de habla estuvieron dentro de la canción y no las pudiste reconocer y/o escuchar?				
8	¿Practicas la pronunciación correcta de cada palabra que lees de acuerdo a la canción que escuchaste?				
9	¿Qué tan seguido escuchas música en inglés y las cantas?				
10	Las letras de las canciones son herramientas útiles para conocer y practicar el idioma inglés, ¿piensas y utilizas estas nuevas palabras y nuevos modelos de habla en la construcción de tu segundo idioma inglés?				
11	Cuando escuchas una canción, ¿usualmente traduces lo que escuchas para tener una mejor comprensión auditiva?				
12	Cuando estás involucrado en una actividad auditiva, ¿siempre intentas pensar más tu contexto en inglés ya sea de una forma mental o hablada? Es decir, no traducir desde tu lengua materna.				
13	Cuando buscas una palabra en el diccionario ya sea impreso o en línea, ¿prestas atención y conoces el sonido de los siguientes símbolos fonéticos (i.e. /Λ/ /Θ/ /ε/ /ʃ/)?				
14	Si tu respuesta anterior fue 2 o 1, ¿le pides o preguntas a tu profesor de inglés como pronunciarlas?				

APPENDIX B

QUESTIONNAIRE 2

Instrucciones: utiliza la siguiente escala para responder las siguientes preguntas y afirmaciones. La información que des será procesada y analizada para una investigación. 4: totalmente de acuerdo 3: de acuerdo 2: inseguro 1: totalmente en desacuerdo.

	QUESTIONS AND STATEMENTS	4	3	2	1
1	¿El ritmo de la canción afectó tu comprensión auditiva?				
2	¿El tipo de música hizo que se te dificultara leer y escuchar al mismo tiempo?				
3	¿El ruido de afuera, o del exterior te distrajo para poderte concentrar en la canción?				
4	¿Hubo palabras que sí conocías y que aun así no pudiste identificar y/o encontrar?				
5	¿Hubo palabras y oraciones de fácil comprensión para ti que sí fueron fáciles de identificar?				
6	¿Utilizas los modelos de habla mostrados en la canción para expresarlos y/o utilizarlos en tu inglés hablado o escrito?				
7	¿Después de haber escuchado una canción, siempre buscas las letras de las canciones para saber de lo que se trató el contenido?				
8	¿Practicas la pronunciación a partir de las canciones en inglés con su respectiva letra?				
9	Siempre que escuchas música en inglés, ¿identificas algunas palabras y modelos de habla que ya conocías sin haberlas visto en la letra?				
10	¿Cuándo entablas una conversación en inglés, te basas en lo que escuchaste en alguna canción para pronunciar adecuadamente?				
11	¿Practicas la pronunciación que escuchas en las canciones para poderte expresar en inglés?				

APPENDIX C

QUESTIONNAIRE 3

Instrucciones: utiliza la siguiente escala para responder las siguientes preguntas y afirmaciones. La información que des será procesada y analizada para una investigación. 4: totalmente de acuerdo 3: de acuerdo 2: inseguro 1: totalmente en desacuerdo.

APPENDIX D

	QUESTIONS AND STATEMENTS	4	3	2	1
1	¿Antes de escuchar la canción, es más fácil para ti interpretarla a partir del su nombre o título de la canción para facilitar de lo que se iba a tratar?				
2	Discutir el significado del vocabulario desconocido antes del listening task, ¿Te ayudó a saber de lo que se iba a tratar la canción?				
3	¿Fue fácil para ti practicar la canción de forma oral para que después no te fuera complicado leer y escuchar al mismo tiempo?				
4	¿Haber ensayado la canción de forma oral, fue de mucho apoyo para que después pudieses identificar y reconocer el contenido de la canción?				
5	¿Fue fácil para ti cambiar las formas de los verbos mientras escuchabas la canción para llenarlas en tu hoja de trabajo?				
6	¿Haber practicado la pronunciación de cada palabra y oración de la canción te ayudó a escuchar correctamente toda la canción?				
7	¿Alguna vez has utilizado los modelos de habla que estuvieron dentro de la canción en la producción del inglés en forma hablada o escrita?				
8	¿Después de haber escuchado la canción, incluyes el nuevo vocabulario, y los nuevos modelos de habla en la producción de tu inglés?				
9	¿Te es más fácil practicar la pronunciación del inglés a través de canciones que hacerlo de forma individual, o sea buscándolas en el diccionario?				
10	¿Aprendes a comprender más el inglés escuchando y leyendo canciones?				
11	¿Pronuncias y hablas palabras y modelos de habla en inglés porque los escuchaste en el contenido de alguna canción?				

APPENDIX D

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD DE LENGUAS SEMINAR RESEARCH II

ENGLISH LISTENING COMPREHENSION TASK

INSTRUCTIONS: Read the lyric the listen to the song. Then change the form of verbs in brackets in the right form according what you listen from the song. Finally answer the questions below.

"Can You Remember" Kamelot

"Hey! Woo! Thank you! Okay, we're gonna slow it down for a bit now.
This is a song about a girl that might have forgotten me by now.
But I hope we will meet again sometime in the future."

A flame within my heart has _____ (die)
This a song, it's song with no reprise
Today I just don't know why
What we _____ (have) and what we _____ (share), so divine

Sunrise in Osaka, but I'm cold tonight
The northern lights are _____ (shine), and my dreams _____ (take) flight

Can you remember? Tell me how far I have to go
Can you remember lost in the eastern skies?
Can you remember when you _____ (tell) me sayonara?
Can you remember me? 'Cause I will never say goodbye

A flame within my heart has _____ (die)
Too far away, it's too far for me to say
I wish I _____ (can) turn back time
Is there anyone to blame? Show me the way

Sunrise in Osaka, but I'm cold tonight
The northern lights are shining, and my dreams take flight
Memories _____ (be) forever, and I _____ (see) your face
_____ (cry) in the distance, 'til we _____ (fall) from grace

Can you remember? Tell me how far I have to go?
Can you remember lust in the eastern skies?
Can you remember when you _____ (tell) me sayonara?
Can you remember me? 'Cause I will never say goodbye

Can you remember? Tell me how far I have to go
Can you remember lust in the eastern skies?
Can you remember when you _____ (tell) me sayonara?
Can you remember me? 'Cause I will never say goodbye

<p>How is the singer expressing in the whole song?</p> <p>A. He misses a girl and he is sad for that.</p> <p>B. He is happy of saying goodbye</p> <p>C. None of the above</p>
<p>Where do you think the song took place?</p> <p>A. Tokyo</p> <p>B. Sayonara</p> <p>C. Osaka</p>
<p>What does the singer ask to the girl?</p> <p>A. To travel far and turn back the time.</p> <p>B. To remember the farewell and be together again,</p> <p>C. To miss him and never say good bye.</p>

1. ¿Fue difícil concentrarte durante la actividad de *listening*? _____

¿Por qué? _____

2. ¿Trataste de traducir lo que escuchaste para comprender mejor? _____

3. ¿Pudiste comprender la idea general de la canción por su título? _____

4. ¿La velocidad y ritmo de la canción afectó tu comprensión auditiva? _____

¿Por qué? _____

APPENDIX E

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

SEMINAR RESEARCH II LISTENING COMPREHENSION ACTIVITY LESSON PLAN

Aim: students will comprehend among the different tenses of the given verbs from a song in English and write them in the gaps of the song's lyrics.

STAGE	SET UP	TIME	PROCEDURE	MATERIALS
PRE-LISTENING ACTIVITY	T-Ss	5 min	First, EFL practitioner greets students and lets them know that they are going to be given a listening task. Second, EFL practitioner hands out Ss printed lyric songs and after that, EFL practitioner asks Ss to read aloud the lyric song in English.	<ul style="list-style-type: none"> • A tap recorder • Printed song in English: Can you remember by Kamelot
	S – S	5 min	Students are asked to discuss the topic of the song in English.	
	T-Ss	10 min.	Then, EFL practitioner gives them step by step instructions about carrying out a listening task; they are asked to listen and fill in the gaps with the corresponding tense of verb according to the song ongoing.	
LISTENING ACTIVITY	SS	5 min. 15 min.	First, EFL practitioner plays the song on the tape recorder and EFL students must listen and attend to the song once. Then, EFL practitioner plays the song one more time for students fill in the gaps with the correct verb tense while listening to the song.	
POST-LISTENING ACTIVITY	T -Ss	15 min	Students are asked to answer the listening comprehension about the song.	

		10	<p>Then, learners are asked to underline and look up unknown words and form or create sentences with the new vocabulary.</p> <p>Finally, students are asked to write answers to the given questions about the issues they experienced after the listening task.</p>	
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