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*THE USE OF ENGLISH SONGS AS A STRATEGY TO IMPROVE THE LISTENING SKILL ON
SIXTH GRADERS AT SOJOURN CHRISTIAN SCHOOL DURING THE SECOND QUARTER
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ABSTRACT

In this project, the main objective is to work with sixth-grade students to determine how songs can be a good tool for improving their listening skills during classes. Five songs are selected going from easy to advanced and the lyrics are heard at different times for the students to fill out some spaces with missing words.

At first, an observation is done to know how the group works. An interview is made with the teacher also to know more about her and her experience. A survey is done as an introductory activity to start working with the students and then is when the songs take place.

This activity takes place at Sojourn School and generally was felt how students got involved with the activities and also liked the way learning can take place not only around books but in an interactive way.

When the students were finished, some activities were added like comprehension questions about what the songs said and also using the dictionary to locate any words that were not recognized.

Then, the grades were entered and some graphics were designed to measure the average notes between them.

A lot of research was done and a lot of writing was done. It was a very nice experience that helped this project become real. It is a meaningful topic that is part of a graduation thesis that helped a lot of students go through this test that was finished being a total success.

RESUMEN

En este proyecto, el objetivo principal es trabajar con alumnos de sexto grado para determinar cómo las canciones pueden ser una buena herramienta para mejorar sus habilidades auditivas durante las clases. Se seleccionan cinco canciones que van desde fáciles a avanzadas y las letras se escuchan en diferentes momentos para que los estudiantes llenen algunos espacios con las palabras que faltan.

En un primer momento se hace una observación para saber cómo funciona el grupo. Se realiza una entrevista con la docente también para conocer más sobre ella y su experiencia. Se realiza una encuesta como actividad introductoria para empezar a trabajar con los alumnos y luego es cuando se desarrollan las canciones.

Esta actividad se lleva a cabo en Sojourn School y, en general, se sintió cómo los estudiantes se involucraron en las actividades y también les gustó la forma en que el aprendizaje puede tener lugar no solo en torno a los libros sino de una manera interactiva.

Cuando los estudiantes terminaron, se agregaron algunas actividades como preguntas de comprensión de lo que decían las canciones y también el uso del diccionario para localizar palabras que no fueron reconocidas.

Luego, se ingresaron las calificaciones y se diseñaron unos gráficos para medir las notas promedio entre ellas.

Se investigó mucho y se escribió mucho. Fue una experiencia muy linda que ayudó a que este proyecto se hiciera realidad. Es un tema significativo que forma parte de una tesis de graduación que ayudó a muchos estudiantes a superar esta prueba que terminó siendo un éxito total.

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Chapter I

Introductory Framework

It has long been established that learning a second language requires significant commitment; however, there are several factors that can facilitate this process, enabling students to acquire the language more effectively.

In order to develop the learning process in a complete way, it is necessary for different areas to be optimized so that knowledge is transferred in an appropriate manner. On many occasions, several attempts are made to encourage new teachers to carry out games and activities that provide dynamism to the lessons, since it has been proven that teachers need to take care of the attention that the students are paying so that the activity is effective and positive for their knowledge.

In this project, the teaching of the English language will be handled using a learning strategy based on the use of songs in English. A pleasant activity provides a nice and comfortable environment for students so that they can complete the necessary tasks to improve their listening skills in the language. An increase in their listening skills is sought with the objective of developing their general understanding, so that they can function with greater amounts of strengths in the language and for it to become even more familiar day by day.

1.1 Problem Statement

Students often focus on learning grammar and reading literature; however, they frequently encounter difficulties when trying to apply their knowledge in practical situations. This is largely because they have been primarily engaged in passive learning from textbooks, without sufficient opportunities to practice speaking and applying the language actively.

Today we face a real challenge when it comes to learning English. The institutions are generally centered on the grammar and vocabulary; however, the listening skill is one of the main areas that need to be developed in order to generate an adequate pronunciation in concordance with a fluent way to speak. This needs to be handled properly so that we can avoid deficient abilities in the future generations.

For this project, the following research question is proposed:

How can listening skills be improved by implementing song activities in sixth grade students at Sojourn Christian School?

1.2 Objectives of the Investigation

The objectives of this investigation serve as a guiding framework, ensuring the research remains focused and aligned with its intended outcomes.

1.2.1 General Objectives

To analyze the effect of the interactions with songs in the classroom to the improvement of listening skills in sixth grade students.

1.2.2 Specific Objectives

- To identify listening comprehension questions in the group.
- To apply songs in the classroom to improve the listening skill.
- To evaluate the outcomes of using songs to improve the listening skill.

1.3 Justification of the Study

Teaching English poses significant challenges, especially for students who do not have consistent exposure to the language. Arias (2020) discusses the limitations faced by both teachers and students in achieving a high level of English proficiency in secondary education. The study highlights various pedagogical strategies to improve English teaching outcomes, emphasizing the need for comprehensive language education.

The author mentions several pedagogical strategies that can be used in order to improve the results when teaching English, however, the main idea is that among the years this deficiency has been notorious and needs to be taken care of as soon as possible, so that the students can begin obtaining quality education without this kind of inconveniences. It's important for teachers to cover all the language aspects when teaching, since the opportunities for the students will increase as long as their abilities to use the language are even better.

With this project one of the goals is to make English lessons more entertained and create some sort of enthusiasm on students to be motivated to learn a second language in a way where they can actually develop other areas. This investigation seeks to change the way how the students feel learning a simple song. This is essential in order to analyze how their feelings may change their performance and general results. A simple song can make a student feel better, it can increase the energy such as the moments in which exercise is made and the strength can reach maximum points.

This project will be applied to sixth graders from Sojourn Christian School, so the goal is to work with them gradually so that they can feel happy studying English and understanding how they can feel with several songs. It is really important to mention that a student can be totally affected in a good or bad way by its emotions, so that's why this project is meant to prove that

students can increase their performance in general as long as they are motivated and learning in nontraditional ways, for us to obtain better results and taking them out of their daily monotony.

The idea is to work with at least 5 different songs where they can improve the listening skill by filling out some blanks with words, they will be hearing through the songs so they can identify the missing words by sound and also knowing their meaning at the same time. The use of dictionary also becomes a very useful tool for this practice.

The teaching learning process becomes benefited with this practice because we all get involved in the activity even implementing two teams working as groups in order to get a winner on which one gets the words in a faster way in order to develop intelligence on a daily and timely basis. The sense of competence can also play its part with this way of learning being obtained in a funny way.

1.4 Antecedents

The problems or situations that we can find today in our teaching experience can be caused due to a specific event that has been studied throughout the years, this is the main reason why it is important to analyze the background of English teaching for the purpose of this project. What happened in the past may be totally useful for us to find the correct path that we need to follow in order to let our students achieve their goals as desired. Maybe there are some errors that we can avoid today thanks to a previous study or project, so it can be helpful for us to save time and resources.

There are situations that need to be in constant investigation due to the amount of time that remain in our society. One example of that is the ways that people have to learn specific languages. In this case, English needs to be taught always covering the different aspects such

as grammar, reading, listening and speaking. If somebody tries to focus only in one dimension, then the results could have deficiencies, and this is why every teacher needs to take care of the evolving process of each student, so that the knowledge can keep increasing in every aspect. Specifically in listening, we have projects that have been covering this matter even more than 24 years ago. This is the case of McErlain (1999), who developed a project that proved that listening is essential for academic purposes in English. This specific work was handled in Spain and it showed that the English programs tend to focus on reading and writing skills, and this is totally useful, however, we can't leave the other aspects behind if we want to obtain a complete advance in the students. This study was handled in a university but it can be totally related to this case, since students never stop learning and developing their capabilities.

It is important to analyze that this kind of projects have been developed around the world, and it's really typical to find lots of foreign works, however, in our country this is something that has also been analyzed in an extensive way. This is the case of Gamboa and Sevilla (2014), which are two students from a university in Costa Rica that were interested in analyzing the gaps that we can find in secondary bilingual schools between theory and practice. Lots of institutions have several programs that assure a great performance of their students in grammar, however, when a student reaches the point where he needs to communicate using the English language, lots of limitations come up and here is where lots of authors have agreed on the fact that the listening is a key that needs to be improved in order to reach a deep and transcendent comprehension of the English language. In this project that was applied in Costa Rica the authors point out that the auditive ability has been ignored in lots of English teaching programs, which leads to greater problems for the students' performance when trying to speak the language. The most important fact here is that we can't let a program to be focused only in the theory, instead we need to create dual programs based on the theory but also on the practice, so that the students can be autonomous when trying to apply the knowledge.

Costa Rica has been known for its continuous evolution in education, however, there are several countries that serve as a guide in order to reach specific goals. At this moment we can find that a transition is being handled in education, that's why it is relevant for the teachers to keep updated with the most recent investigations, so that we can avoid being left behind in educational matter. This investigation is useful since it shows that some years ago, the most important element was the theoretical one, but now the education in general is being based upon practical approaches that can help students to learn by themselves and letting the teacher to be a guide instead of a boss.

In the project managed by Arévalo and Alberto (2010), we can evidence the importance of using English songs as a tool to motivate students in order to develop great abilities to understand the English language when listening to it. In their project the authors handled several workshops at a university in Tunja. In this specific case there were six workshops that were applied based on different songs. At the end the results show that practicing listening with songs can be a great way to train students in the development of higher levels of comprehension in every area. Something that was also really interesting in this project is the fact that the authors involved the cultural aspects, so that the students even if they were originally from Colombia, would be in contact with the different North American and English culture related to the songs and the topics that were covered in their lyrics.

The cultural element is transcendental for a student, since it will determine the different adaptations that a student may have. If a student is surrounded by its original roots or the influences that they have been in contact with since their childhood, that would help in a great way to obtain better results when listening to music, since it would be a tradition and the student would be used to it. This doesn't mean that a student can't adapt to a new culture, however, it may take some time for it to be properly assimilated.

One of the main ideas of this project was that the students were from Tunja and they were in contact with North American songs. This would not be easy for them if they had no contact with this culture, however, since it is something that has been available in their daily lives, then it becomes something easier to understand and also to handle for their specific studies of the English language.

The oral communication must be something that needs to be developed since the childhood, and that's why some projects are also based on little children, so that the knowledge and different abilities can be built and developed in a natural way. In the case of Castro and Navarro (2014), the songs were also used as a strong tool to increase the children's ability to understand English and develop their oral communication, however, they applied their investigation to first graders, so we can evidence that this kind of projects are remarkable and they can generate a positive impact on the educational processes that a teacher needs to handle. Kids need to be totally focused and entertained so that they can pay the required attention in order to learn, that's why using songs can be a great way to improve the results of their learning experience because they will be paying attention to a specific element. The authors handled this investigation using several tools such as field notes, video recordings and interviews, which can also improve the experiment by obtaining a more personalized result according to the different approaches that were used during the project.

When a professor needs to teach a specific area to kids, all the strategies must be in accordance to the age of the students, that's why the alternative activities used for learning tend to have great success. Kids are able to pay attention during some minutes, but if a person pretends to talk during lots of time, then it will be an issue not only for the kids who will get bored, but for the educational objectives, where the approach would not have an adequate result. Teachers need to apply all the experiences that help students to focus, since it will be the key to provide a great quality education.

Some teachers are really traditional and prefer to apply the strategies that they have been applying since they graduated, however, a teacher needs to keep updated with the new perspectives and studies. That will assure a good result for the teacher, the institution and mostly important, the students.

According to Linares et al. (2018), is a very good option to use songs during a class and as a way of learning because the brain is used in different manners helping sound and language too. The authors from Mexico state that when we listen to different songs we can also act and feel in numerous ways depending on the type of music that is heard. During their project, they worked with two groups of forty students in subjects of electrical engineering and electromechanics in order to develop a better learning through songs and the results were that more than 50% of the students improved their learning process with songs since they were able to feel different things with songs, with rhythm and not only to learn something just because it is required for a class.

As it can be evidenced, a good strategy works with all the fields. We may find projects based specifically in English or teaching; however, we can apply the strategies with different perspectives according to the area, just like it was handled in the universities. Music is a universal language, so this element is useful when trying to teach a specific content, since it has no limitations according to the level, age or even the country. As long as people continues listening to music, it will be a great resource in order to stimulate the brain and create better scenarios for learning strategies.

Throughout history we have been able to witness that music is a complete stimulus for several activities in our daily lives, however, we can focus in the process of learning specifically. In Mexico an investigation was developed by García et al. (2023). The authors mention that music can stimulate different areas such as the ones involved with cognitive, sensorial and physical factors. The investigation was applied specifically with a didactical method called

Mediaa Music. This didactical instrument has specific steps in order to obtain values that can guide the teacher in order to reach the best possible results. This project was applied in two universities during 2021. The importance of this project is that since it has a quantitative approach then several percentages were obtained. With these values the professor would be able to identify areas where the method needs to improve or where the approach needs to be applied in different ways. The research aimed to identify if Mediaa Music can improve the learning of the language, so that's why the conclusions are totally relevant for this investigation.

1.5 Scope

Goal #1

This project aims to enhance the listening skills of students by utilizing English songs as a teaching tool. While mastering active listening, especially in a non-native language, can be challenging, practical exercises such as fill-in-the-blank activities using song lyrics can significantly improve students' attention to detail and comprehension.

A good way to work on this is by putting things in practice that will benefit this skill for example listening to songs and paying attention to its lyrics.

That way this will improve accuracy on the way students pay attention to the details in order to get the right words.

A good exercise and practice for this is by playing a fill in the blanks game by teams dividing the class in two groups and giving them papers with a song and some blank spaces that the students need to fill out with some missing words. The song will be played for a couple of times while they pay attention and at the end the words are going to be reviewed in order to check on the meanings on the dictionary too.

Goal #2

With I would also like to implement the use of the dictionary so that the students can have a wide vocabulary knowledge. Within the different languages there are words where we easily detect their meaning while on the other hand there could be a variety of words that we hardly can tell their meaning.

In order to improve knowledge, after reviewing the words heard during the songs, at the end a practice will be done where the students will create a list of the words that were discovered with listening skills during the song. They will also include their meaning found in the dictionary.

Chapter II

Theoretical Framework

2.1 Listening skill

In this chapter you will be able to check all information provided from regarding listening skill and different books while explaining how everything is reviewed within different points of view.

2.1.1 Definition

Whenever you listen to a bird, if you listen an instruction from your teacher, if you listen to the sea, or if you listen to your mother talking to you, those are sounds transmitted in different ways, but you are always getting a message from those sounds directly or indirectly. The messages can be totally different depending on the sources; however, we always get a reaction when we listen different sounds. According to Oxford Languages Dictionary (2024), the definition of the listening skill is the ability to pay attention to and effectively interpret what other people are saying.

The listening skill is very important and is to be used every day with every single person that interacts with you in a daily basis. As Olsen (2019) states, if the message said is misunderstood and you do not pay attention carefully on what the other person said, then all the communication can be ruined without having good listening. Listening is very important in many areas besides learning because for example when having a couple, you would like that person to listen to you, to pay attention on what you like and what you actually do not like. Parents as well would love their children to listen to them too when they tell them what is good and bad for them. These combinations can be truly important since they can make people feel totally understood. Ideas could be transmitted successfully and this can make the difference in many ways.

2.1.2 Teaching listening

As Rogers (2021) mentioned, listening is a skill that not everybody develops in the same way. If someone thinks about a time when something wanted to be shared with someone and maybe no one was paying attention, it probably would make that person feel bad and lonely since the person wanted to be heard and no one paid attention to the message that wanted to be transmitted. On the other hand, if a person finds someone that actually listens to what is being said, the person will feel valuable and respected because someone else is interested in the message that is being shared. This generates a confident environment and helps people to feel better in order to communicate in a desired way.

Developing the listening skill can be done every day from the time that you go to a class and listen to your teacher, to the time where you have to listen instructions from your boss during work. Also, if a friend tells you something is not a matter of being quiet, but to listen carefully on what is being said. And if a friend tells you something you would like to give your opinion and even some advice, but to become an active listener, you need to hold your thoughts and words until is your turn even when it could sound difficult.

Sometimes people can gain lots of advantages when listening to others. One of the best ways to learn is to be an active listener, since everything remains in the long-term memory. Lots of people can avoid studying prior to a test because everything has already been learned at the moment of the test. Time can be saved and also people can obtain great results with significant learning, which will make the difference between this kind of student and one that only studies for a specific exam. A student with this way of working can save lots of time and enjoy more quality time with friends and family for example.

Whenever a person decides to become a teacher, that is because the person truly has that feeling of helping others to learn. That is a very important role that not everybody can play. It

is the sense of transmitting knowledge to others, is having patience to clear all doubts. There is a lot of responsibility in the teacher, since all the knowledge needs to be transmitted and developed. The confidence needs to be stimulated in the students so that they can feel comfortable. Students need to find an equilibrium in order to improve their learning abilities and also feeling at home. School is the place where people spend half of their time, that means that it is a great idea to create a good environment in order to feel comfortable. It is not just a matter of giving out some topics on a subject, but to be part of the student's growth.

Listening and reading are considered receptive skills as per Bailey (2020). In her book she explains that the students are receiving the language when listening and reading. This is widely developed when those skills are used in the native language or also in a second language. All the information received will be taken as learning development including new words, new sounds, new pronunciation and as the students advance practicing those skills it would be better for them in order to communicate in a more efficient way.

In their work, Goh and Vandergrift (2021) talk about metacognition which is the act of thinking about thinking or cognition. It is the ability to control thoughts and regulate learning. Enhances thinking and comprehension. This comes from the root work meta that means "beyond". It could actually make people think deeply about the way they think and also about the way they learn because it is something that could vary from person to person and could change a lot. Metacognition is the way how people could search deep into one's thinking in order to analyze beyond on a single thought. Metacognition has two components which are knowledge about cognition and regulation of cognition. Those two components are basically considered to know about people's thinking or thoughts and to regulate them. Metacognition could be linked to the idea of watching movies in English, watching the news in English, listen to the radio in English and that would improve the way people think and at the same understand things in a different language.

People often may not have much knowledge about the force that thoughts exert in their daily lives, however, at an educational level it is essential that this be understood, given that it is the thoughts of the students themselves that are to make them go as far as they can. When the teacher pays attention to the way the students perceive the subject and also the way they feel, that is when they themselves will be grateful since a much more comfortable environment will be available to them. and for the teacher. Metacognition allows us to deduce that as long as there is a happy and comfortable environment, it will be much more likely to easily generate greater acquisition of knowledge. Students will be able to feel the environment intrinsically, but not in an external way, since this is something internal in education.

Cai (2022) talks about survey research examining learners' perceptions on teaching materials, approaches and activities. In this case, the language in which the study focuses is Mandarin, however, the emphasis is placed on the importance of listening in order to learn a second language. It explains how words are initially processed so that they can be able to understand them later and finally pronounce them, so listening represents one of the basic and primary skills to give way to a much deeper understanding. This can improve the abilities that a student obtains according to the adequate learning process.

A student's perception represents a large part of what is experienced in the classroom. If the perception is not good, this will be reflected in the class environment, since motivation can be affected. If a student perceives a lack of motivation in the teacher, as well as boredom and negative emotions, this will affect the environment, since the learning will not be transmitted to the full extent as it should. On the other hand, if the environment of a class is interactive, with the use of multiple tools supported by technology as well as mixed and creative modalities, this will ensure that students remain focused and linked to the contents that must be developed. The teacher himself will be able to notice the moments in which the class is developing with total

effectiveness, all for the good of the students in accordance with the goals established at the beginning of the course.

In its research, Nafa (2023) explains how listening familiarizes learners with articulations, sounds and pronunciation. Listening is the first gate through which human beings receive knowledge. Also helps develop speaking, the communicative skill. Listening is a fully active process constructed from verbal and nonverbal messages with clues.

The way a student can develop their skills is by first listening and then applying. This also applies to knowledge of the English language. A very effective way to learn the proper pronunciation is by listening. You can use movies in English, which are a great entertainment tool, however, something much closer to everyday life are melodies, which is why in this project the students are going to work with songs, which can be very pleasing for everyone. A melody can bring such a great quantity of memories, they can be happy or sad, however, all of them are retained in the brains because they are related to a moment of great emotion. Nafa's project is related with the way students have to link their daily lives with the pronunciation, so this is basic for the current investigation.

There are seven key things to have an effective listening process. Number one is volition which is the act of listening which requires to be open to the other person thoughts considering how other's think keeping in mind that this can be against of what you think and that could also place people thoughts in doubt. Number two is attention which is required in order to get the needed information. Number three is reception where people place effort to understand the other person and mostly its message. Perception number four is listening in an objectively and critically manner to what the other person would say without judging. Fifth is interpretation of the message according to what people have lived and know. Sixth is remembering which important to keep as long-term memory. And the seventh is response in order to provide feedback and

assimilate the other's message. This is an entire process teachers need to focus in order for this to be developed in students.

In his book, Newton (2020) describes the four strands of teaching English as a second language. The basic argument of the book is that a well-balanced language course should consist of four roughly equal strands. The first element involves learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language. The second element talks about learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person. The article also talks about learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning strategies and language use strategies. The authors also talk about developing fluent use of known language items and features over the four skills of listening, speaking, reading, and writing; that is, becoming fluent with what is already known."

These strands are totally important since they are meaning-focused. A well-planned language course has an appropriate balance of these four strands, and as we can evidence, the listening skill is one of the main parts of the methodology. Listening includes lots of elements that can be covered with adequate lessons.

It is also noted that there are different types of listening. We can talk about informational listening, which needs a high level of concentration usually used for job trainings where you need to gain information or for learners. We also have the discriminative listening verbal and non-verbal components of message. The comprehensive listening is indicated in listening of lectures, comprehends overall content of a message. The critical – evaluative listening is an

advanced type of listening achieved after accomplishing discriminative and comprehensive listening. The appreciative listening is getting message for pleasure where listeners get in a good mood and in harmony on what is around. When we talk about extensive listening, it is done to understand a text where all info is appreciated. The intensive listening refers to linguistic forms, type of listening used in classrooms. Empathetic listening refers to emotions where you put yourself on the others side like for friendly listening when needing an advice. Biased listening is also called selective listening where the other person's message that responds to your needs. Selective listening is focused on specific details for the message the other person is giving, concentrates on the most important details, ignored unimportant details from it. Responsive listening is when you usually express your point of view about a message that is given by another person. Active listening used to understand content. Paraphrasing. Finally, the autonomous listening is usually done outside the classroom and is referred as an individual listening and self-evaluation of the message given.

During the teaching process there are usually different activities that are developed with the students as pre teaching or warming activities where the teacher could present a video in order to activate the students' energy, catch their attention and then ask them questions about the video and what they liked.

Then we have the while teaching activities where students should practice their active listening in order to be engaged with the main activity. Usually, the song is played a few times where on the first time the students are only required to listen to the song without any type of paper Reading the lyrics because then they would be also involved in Reading and what we actually want to develop is the listening skill. Students can also refer to some words they do not recognize to be looked into the dictionary to take even more advantage of the activity and get more knowledge about it.

The second time the teacher can hand out a paper with the lyrics for the students to sing the song and if the teacher gets involved in the activity, most of the times the students like that and feel more encouraged.

Then a third time can be heard and this time singing could be done by the students in order to practice pronunciation while the teacher pays attention on any correction to be done.

A fourth time the song could be played again while filling out some spaces on the paper with some difficult missing words and check if those missing words could be some of the selected by the students to check on the dictionary previously.

As Newton and Nation (2020) refer to four basic strands that need to be well balanced in order for teachers to give good quality courses. Those strands can be used from training teachers that are just starting to experienced teachers. One of the strands talk about learning through meaning-focused input which is learning through listening and reading based on ideas and messages carried by the language. It is done in a receptive way where the learning process is based on understanding what you read and listen to. We can also talk about learning through meaning-focused output which is learning through speaking and writing based on ideas and messages carried to another person. It is done in a productive way where writing a letter or telling a story are the main goals. We also have learning through paying attention to the language on its different ways such as vocabulary, grammar, the different sounds between Languages as phonetics. This includes a lot of learning and practice at the same time using different strategies. Dictation could work in this learning-focused area. Finally, we can develop frequent use of language skills on what we already know about it and develop it deeper in listening, speaking, reading and writing. Repetition could be a good example here.

The more time you spend with a task is the better you are likely to be at it, practice makes you a master and that is a nowadays reality with language and on whatever you may

think you can do. These strands help you to communicate in a better way. A language learning course is used to reach learning goals as well.

The content of an English course for beginners need to be introduced by the new alphabet that will be in use since letters are the base of the language and what gives form to it, vocabulary for everyday life and classroom expressions.

There are five principles for teaching. The first one is related to the meaning, focused on important and precise content of language that has importance. Gives basic meaning to communication. Some examples could be: My name is... I live in... The second principle is interest, creating different activities in order to keep students motivated. Some examples are the activities with movement and outside of the classroom as a bingo. The third principle is the new language, but not using too much information in order to overwhelm students on their learning process. An example would be when learning the parts of the body, since we would need to use the most common ones and not every little part as the elbow. Understanding is another essential element, since we have a lot of comprehensible information as "broken phone". Finally, we can talk about a stress free environment, creating a nice friendly environment during class where mistakes will not be seen as sins but as opportunities to grow.

A very fast way to gain fluency at the beginning is memorizing phrases that are used a lot and that helps communicating, for example using phrases as good morning. A good start is by students letting know the teacher about the purpose on why they are learning so that the teacher could also know what to teach and even be guided with a book.

Sentence patterns also help such as: Teacher: Hello, how are you? Student: I am good and you? Teacher: I am good, thank you

Also it is good for students to know how to say things they like and even the ones they do not like as the following examples: I like ice cream. I do not like to play football.

Describing objects is also a good technique in order to know about different characteristics an object could have.

2.1.3 Evaluating listening

Ockey and Wagner (2018) center their research in the listening skill. They explain that listening is really essential because it helps develop automatic processing skills. It also helps or even forces the student to internalize the core linguistic and cognitive processing skills that are necessary for successful language use. The authors mention that “language processing is a very complex skill, and the human brain has two main ways to perform complex skills, whether physical skills such as driving a car, or cognitive skills, such as comprehending language. The first of these is through conscious controlled processing - thinking about how to do it, while doing it. The second way is through automatic processes that take place outside conscious control. Automatic processing is much faster and far more efficient than conscious, controlled processing. Of course, most complex skills start out as conscious processes, but then with practice, we develop the ability to do them with less effort, until eventually they become fully automatic, and outside conscious control. Language processing is far too complex to be done consciously, and successful language processing requires completely automatic processing. I believe listening is the best way to achieve that, because it is the only skill where the speed of language processing is not determined by the user. A student can read and write at their own speed, and the speaker can speak as slowly as they want, whereas generally, the listener must process and comprehend the language at a speed determined by the speaker: usually quite quickly, at a rate of about three words a second. This forces the student to automate their language processing. This is the core of linguistic competence. As a corollary to this, good listening ability is also probably the best way to ascertain whether a second-language learner

has successfully internalized the core of the linguistic system.” It is important to understand that listening is not the only important skill of the English language learning process, however, it is one of the basic ones and it can help the student to develop the other skills in a more effective way.

Kingen (2000) covers in her investigation the topic about having to assess and evaluate the listening skill. It is mentioned in this work that assessing and evaluating listening is nearly impossible because it is invisible. People can use indirect measures since they are the only tool that teachers have to get an idea about how the student is progressing and advancing in its learning process.

One of the main tools that can be used to evaluate listening skills are interviews. These resources can be enormously beneficial since they provide information that would be very difficult to obtain using a traditional mean such as a survey or a document that must be filled out momentarily. In the interview, the student's strengths and weaknesses can be elucidated, as well as their ability to speak the language fluently. This is why the tool is optimized for this specific cases.

Sahlén et al. (2020) talk about different elements that can be great risks when attempting to improve the listening skills in children. Some kids may have poor perceptual, linguistic and cognitive skills. These kids may have a greater risk of listening difficulties than those with typical development. These kinds of vulnerabilities can be found in the groups, so teachers need to be really careful managing the specific strategies in order to develop the listening skills.

The ability to listen is a skill that is developed from childhood, which is why it becomes essential to carry out this project at such an early age. By stimulating listening skills in infants, adequate language management at the basic level is encouraged, which considerably improves the proper development and learning of the main elements of the English language.

Mutta et al. (2019) refer to fluency in students, how the students learn at the beginning and how students even describe that fluency in their own words. Students are also able to evaluate themselves in order to understand what they need to improve. Most of the students associate being fluent with having a good speech and pronunciation. Is also associated with foreign languages. During a survey made, a lot of students answered that language had to be used as much as possible in order to be effective and develop better skills as fluency. Teachers consider the best activities are the oral ones to help students in this matter.

The fact that oral skills must be developed does not mean that the others are forgotten, since learning a language and being fluent requires great knowledge not only at a practical level, but also at the level of grammar and reading. These elements together are what make the skills develop comprehensively, thus forming students with a completely complete control of the language. Students are the same ones who on many occasions tend to prefer activities where they do not have to speak, this occurs when they are embarrassed, however, activities where they use speech also greatly improve their condition. Pronunciation in speaking develops in parallel with listening, which is why education in all facets is necessary to obtain the best results.

Gamble, T. and Gamble, M. (2020) refer to public speaking and how situations are handled because this usually causes anxiety and the way you breathe changes and heart rate increases. If students adapt a powerful pose, that might be helpful as well as having self-communication to stop thoughts across our mind to be focused on what really matters. The authors also mention some ideas that Buddha said:

- The mind is everything. What you think, you become.
- Nerves are not your enemy and people can learn how to control them to turn this into a positive thing.

It is always good for students to present a topic which is of interest that will make them be interested and what needs to be kept in mind is that the audience is not aware on how we feel if we are scared. If a person smiles that can change the way they feel and a frown would be eliminated naturally.

Another important phrase was said by Henry Ford which states “Think you can or think you can’t; either way you will be right”.

The ways in which difficulties are faced tend to be very different in each individual, specifically when we talk about education. In the groups there tend to be students with great social skills who can talk for hours, however, you can also find shy students who find it more difficult to express their ideas. It is important to emphasize that if there are difficulties at the level of the native language, these difficulties arise even more when applying the knowledge of a new language, since the influence of many factors such as grief, fear, shame and the terror of being judged. Each of these elements can be controlled with confidence and trusting that the skills that have been acquired are sufficient to demonstrate good control of the language. The confidence will be complimentary with the acquired knowledge.

We can talk about the importance of listening when people need to learn a language, that’s why we need to go even deeper regarding the styles of listening that we can find. For listening styles we have:

1. People oriented listening for those who care on what the others feel.
2. Action oriented listening for those who go straightforward
3. Content oriented listening for those who relate what is being listened with our own views
4. Time oriented listening expect that the speaker gets to the point without going around too much.

2.2 Songs in English teaching

2.2.1 Using songs in class

In education there are a series of methodologies that can work to increase the effectiveness of the learning process. Among them you can find visual, auditive and kinesthetic methodologies. For the purposes of this research work, the relevance of auditive methodologies is analyzed, including the use of songs to increase the understanding of the English language in general.

Without a doubt, the use of songs has always generated changes in people's moods, which is why their use is encouraged in a positive way in students. The fact that songs are ways to express emotions makes people identify with them and even learn the melodies and especially the lyrics. In this project, the strength of the songs is used, which is the degree of adherence they have in people's minds. The fact that people learn the lyrics of songs helps significantly since the minds get used to the language in a daily basis. By using songs in the English language, you are working on vocabulary and pronunciation, which is why it represents a very useful and effective tool to encourage the practice of the language and its progressive learning.

It is important for students to maintain positive emotions in their classes since it has been shown that motivation makes a difference when it comes to learning. If students are motivated, this will allow them to be focused and concentrated, thanks to which learning can flow in a much more direct way. Students may identify with different musical genres, so a genre that is happy and positive will be used to foster an optimal environment for the acquisition of knowledge in any area.

Fallin and Tower (2018) say that students feel better trying new things when working in groups rather than individual activities. Music listening activities implemented by teachers are the most common ones and the improvement on also learn about a new instrument can also be implemented as the use of a guitar for example. Those type of activities help students to listen actively and accurately.

Music and emotions are very tight and even singing a morning class everyday could be good for students to know the class started and to feel motivated about it making them feel the rhythm. If somebody is not feeling right, then that would totally be reflected in the behavior in class, however, as teachers we can provide help by guiding the student in order to be calmed and manage the emotions in a better way.

Music can have a powerful effect and impact and also listening to some calm background music can make a difference when working during class with a low volume it can cause a very positive environment. As teachers, we can know if the students have had a hard day or if they're having a really wonderful time. In this way we can use music to make them feel right and eager to learn. If students are happy, they will find the lessons even more interesting and their brain will also absorb the information in an effective way.

Simple activities can be implemented in music as well as when the teacher is going to teach a new topic the mystery song can be played for students to try to guess about the new topic that will be seen in class. Another type of music or selected song can be selected to listen during cleaning time before going home or even to be heard during lunch since this can be implemented on a daily basis to even learn without even noticing it.

As basic information, the elements of music are rhythm, melody, harmony, form and expressive qualities. The rhythm is the pattern of sound, silence and emphasis in a song. The melody is based on pitch and rhythm and creates the most memorable aspect of a song. The

harmony combines different sounds to create musical ideas. The form is how different parts of a song are organized, and the expressive qualities are divided into tempo, dynamics and articulation which are different elements used to create an emotional content. All those elements together would create a song, so those are also the aspects that we need to take in consideration according to how we want the students to feel with the music activity.

Moir, Powell and Smith (2019) refer to the opportunities given to students in order to choose in a rotative way a song that they like in order to be placed each day during certain activity done during class which shares with the classmates and teacher what they like and is a way to have visibility too. Of course, the teacher at the end has the last word to choose the song to be heard, but the purpose is to have a good and different time. Students sometimes may feel that the teacher is the only one that makes the decisions, however, if they are considered for the song, then they can obtain confidence and also feel that what they want is special and important.

2.2.2 Giving instructions

A good way to practice active listening could be by giving instructions to the classroom about an activity or task to follow and then with thumbs up and down the students could repeat the instructions that were said in order to recap when the teacher repeats the instructions and the students can agree or disagree on the correct order of the instructions.

Arif (2023) explains that giving instructions in front of a class and even more if it is a foreign language can be one of the most challenging tasks for a teacher to perform since there can also be a variety of ways in order to do that. Also, because students who do not understand the foreign language very well could feel lost and could be difficult for the teacher to explain

even with mimics. That is the reason why is so important for the teacher to try to give a clear idea on what needs to be done for the class to be successful. The listening abilities are going to be developed progressively, but meanwhile, we need to support our students with pictures, translators or every useful tool that we can handle in class in order to make the experience easier for them.

The definitions for the term instruction as per dictionary is something that someone tells you to do. This is the most common action teachers will be doing each day and is where students need to practice active listening since there was a case where the teacher gave instructions on something, the students were working on that and then a student raised the hand asking...what are we supposed to do? There is where the conflict starts. If something is not properly delivered, then it will not be properly understood. Instructions should not be too complex, but quiet simple. Body language and gesture can take place to provide a better body language. If there is a lot of conflict the use of the mother language can be used, but teachers need to take into consideration that the over use of that would affect the students since they will not be applying the desired language.

Booth, T. and Sanford, L. (2018) explain how course books work stating they play a good part during the learning process including graphics to better understand the different topics. There is usually a book for each skill or sometimes there are books that include all skills. On the other hand, the practice books include activities to go through the information that was studied in order to reinforce it. This could also be used as homework practices in order to compliment what has already been covered in the lessons with the course book. Some of these books may also contain listening sections, which may be totally useful for the course, since the students will be developing their grammar along with their reading and listening skills. This may assure great quality for the contents that are being covered.

2.3 Choosing a song depending on level

2.3.1 Beginners

In education, it is essential to understand that groups will always be different. The fact of having a level, for example, sixth level, does not mean that all students will handle the language in the same way. That is why teachers must use tools that adapt to the environment of their students. In this case, songs for beginners may contain songs with limited vocabulary where the lyrics are repeated a lot. The fact of generating repetition in the songs makes the information adhere more directly since the lyrics remain hanging around the student's mind on a recurring basis.

Cooper (2020) shows some graphics created in a class where most of the students are beginners. Teachers in this case need to check on the strengths of the students and also weaknesses to be developed in order to move to the next level. Confidence plays a good part. There are a lot of factors that can interfere, but since it is the first stage the students are very receptive.

Hallam and Himonidés (2022) state that for children is good to practice a second language so their parents could talk to them different times and even when they do not understand at the moment this could maximize learning. The level in this case could be defined as A1, people with this level can usually communicate using everyday expressions and basic phrases. Young people tend to learn in a faster way, however, this level doesn't go deeper for a better understanding.

2.3.2 Intermediate

In the case of students with an intermediate level, songs that implement a vocabulary with greater diversity can be used, since the handling occurs with a more developed level and the students' ability must be tested with more difficulty. The speed of the songs can be intermediate; however, it is also recommended to use slow rhythms where the pronunciation can be understood clearly, this so that students refine their listening skills and this can be beneficial for their learning experience.

Progress is as good and important as proficiency and at this point the level starts to increase. It is the point where we have to put in practice all we have learned in order to become masters of language.

Sun et al. (2023) state that as proficiency improves, the target response improves. In this case there were three elements that were used, specifically the conceptualizer, formulator and articulator. The relationship between speech production and speech perception was also analyzed. At this level, the student can be defined as B1, so he would be able to understand information about familiar topics and would be able to communicate in most situations during a trip in an English-speaking area.

In this section, teachers need to be really careful because the students may seem experienced, however, we cannot apply exercises with the maximum amount of difficulty, even if they are competitive. We can test their abilities and skills with the exercises that we propose, however, we can't go to the maximum level. Students can have an acceptable level in order to be independent using the language.

2.3.3 Advanced

When dealing with students with advanced knowledge of the English language, the tool of songs can be used to energize the lessons, however, songs with a large amount of vocabulary should be chosen and, as far as possible, to avoid the repetitions. This is recommended in order to test the students' listening skills so that they can develop their abilities with more complex melodies. The speed of the song can also be much more flexible in this case, since slow rhythms do not necessarily have to be chosen.

When this level is obtained, there are certain areas that still need improvement and is not true that support is no longer needed. This is needed as a native English speaking person would need help with language too since this is constantly varying.

Czura and Dooly (2022) state that the advanced level is usually achieved when previous intense training was taken, exposure of language has been experienced in a considerable amount.

This article specifically refers to communication and how it is related to technology since it can connect learners. Technology has been growing for language teaching due to the amount of advantages that it offers. This was increased during pandemic and has been a success for students in all levels because it is easy to connect around the world. This accessibility is the main strength of this resource.

Rhythm to learn might be harder or easier to the students, depending on their nature and how interested they are in learning.

Students at this level could be defined as C2, since they can easily understand everything and can express fluently. People could also be able to get a job using the foreign language with no problem.

In the end it does not matter which is the level of English a student has, but is actually the motivation that is given to the students what can keep them enthusiastic about something. The student has as much commitment than a teacher has during the learning-teaching process and if both parts work together as a team there is a huge possibility that the process is going to become successful.

A level will not be able to determine the totality of a student's abilities, so the teacher must be fully trained to know his or her group and address the topics with the appropriate difficulty for the students. If there is a group with different abilities, the practice or daily work must be adapted to each student according to their level, since it cannot be generalized, since in that case advanced students might not take advantage of the class as they should or On the contrary, students at the beginning level may not understand anything and feel disoriented throughout the entire activity.

The teacher is essential in the educational process, since together with the students they are the protagonists of the process. Every moment is essential to observe student learning, and full attention must be given to provide an effective experience where all students can increase their skills according to the expected objectives.

Chapter III

Methodological Framework

This thesis needs this chapter to understand the different ways to examine and explain studies and their findings using numbers and measurements. It is the practical part where the

research that has been done becomes real and can be determined if it has a good benefit for learning.

3.1 Research Approach

3.1.1 Quantitative approach

In the article, Taherdoost (2022) talks about the quantitative approach. He explains that it employs numerical values derived from observations to explain and describe the phenomena that the observations can reflect on. This method employs both empirical statements as descriptive statements about the meaning of the cases in real words, not about the ought of the cases and methods. It also applies empirical evaluations that intend to determine to which degree a norm or standard is fulfilled in a particular policy or program. Finally, the collected numerical data is analyzed using mathematical methods.

3.1.2 Qualitative approach

It addresses societies' scientific and practical issues and involves naturalistic and interpretative approaches to different subject matters. These methods utilize various empirical materials, such as case studies, life experiences, and stories, to show the routines and problems that individuals are struggling with in their lives by focusing on their in-depth meaning and motivations, which cannot be defined by numbers. Qualitative research discusses two general criteria, including the way to do things and the outcome of tasks.

The qualitative approach aims to collect primary, first-hand, textual data and analyze it using specific interpretive methods. It is useful in studying a phenomenon with limited accessible

information, as its nature is exploratory. Thus, the qualitative approach can discover new insights and ideas and generate new theories. It often concentrates on findings of events in a particular context at a specific time without considering the consequences and results that may happen in the future or other contexts to generalize the results of the study.

In this case, the thesis is qualitative because it can achieve detailed and in-depth information regarding feelings or events. It obtains real meanings of the actions, discovers individuals' experiences in different situations historically, provides ideographic research, allows interaction with the participants during the data collection procedures, addresses complex issues due to the flexible structures, and gives freedom to the participants. Qualitative data collection brings qualitative data analysis. This type of research includes observations, interviews, and focus groups. As an example, what will be developed in the research will be how students react when English songs are applied as a learning method during classes to improve their listening skills and focus on a phenomenon and how it interacts based on non-numerical data and mostly on humanities.

3.1.3 Mixed Method Approach

Mixed-method methods simply employ a combination of qualitative and quantitative approaches based on the purpose of the study and the nature of the research question, aiming to provide a better understanding of the subject. However, the focus can be on both methods equally or on one of the methods, considering the selected integration process.

Utilizing the integration of both methods can help researchers address complex research circumstances in different research fields, such as social and health research. As these methods cover the advantages of both qualitative and quantitative methods, they can be useful in case employing one of the approaches is not adequate in a study. Nowadays, in an interdisciplinary

research atmosphere, a team of researchers with different methodological choices and interests can also benefit from utilizing mixed methods.

Nowadays, mixed methods are utilized in different fields and disciplines, ranging from psychology to health and education. However, they are not necessarily recognized as mixed methods and can remain unknown. Therefore, researchers can promote the benefits of the applications of mixed methods if they utilize them to the maximum extent possible.

3.2 Research Design

Sacred Heart University (2020) also explains the research design. This refers to the strategy chosen to integrate the different components of the study in a coherent and logical way so that all the pieces make a good match. For English teaching, the ones used are action and descriptive design.

3.2.1 Descriptive design

Sacred Heart University (2020) explains descriptive design. It explains that a descriptive design helps provide answers to the questions of who, what, when, where, and how associated with a particular research problem. It cannot give answers to why. It is used to obtain information concerning the current status of the phenomena and to describe what exists with respect to conditions in a situation.

The subject is being observed in a completely natural and unchanged natural environment, which leads to important recommendations.

The results cannot be replicated because descriptive designs often use observational methods. It is heavily dependent on instrumentation for measurement and observation.

3.2.2 Action design

It follows a characteristic cycle where an exploratory stance is adopted, an understanding of a problem is developed, and plans are made for some form of inventory strategy. Then, the invention is carried out, during which pertinent observations are collected in various forms. The new interventional strategies are carried out, and the cyclic process repeats until a sufficient understanding of the problem is achieved. It is intended to foster a deeper understanding of a given situation, starting with conceptualizing the problem and moving through several interventions and evaluations. This often has direct and obvious relevance to practice.

3.3 Information sources

3.3.1 Primary sources

Primary sources are books since they are the tools that handle the contents that must be taught.

3.3.2 Secondary sources

Secondary sources are documentaries, thesis, newspaper, and investigation articles. These elements are transcendental since they capture other people's investigations and allow the authors to compare results and evidence differences and similarities between the discoveries.

3.3.3 Tertiary sources

Tertiary sources are dictionaries, glossaries, or places where definitions are taken from. They are also official websites where meanings can be gathered to compare with current work.

3.4 Analysis categories

3.4.1 Song

It combines music and words with a person or group's rhythm.

3.4.2 Listening skill

It is the skill where you develop active listening and pay attention to what the other person tells you in a detailed way.

It involves receiving sound, understanding the message conveyed by the sounds you hear, evaluating the message, and responding to it.

A very good example of this is the famous game "Crazy Phone," which, to provide an idea of how it works, is based on about five people in a row. The first person reads a message and then passes the message to the next person, and so on. Usually, the curious result ends with the last person getting a different message than what it was at the beginning.

Most of the time, the message is not delivered well, and some other times, it could be received incorrectly. Many factors are taken into consideration and interfere with effective communication.

Considering that is where people demonstrate how important listening is and, more than that, to pay attention to the message because it could turn on a very different thing. Mostly when two individuals are involved since even more factors get involved.

3.5 Data Collection Instruments

#1 Initial survey

This instrument was designed to be presented to the students during day one to know what they think and feel about the topic I will introduce about songs. The survey is designed to have ten closed questions that students can answer with a multiple-choice option to mark. This is based on closed questions that students will answer.

It is a good way to start connecting with the students and break the ice with an introductory activity to the class. That way, the students' confidence would be better when participating and getting involved in the activity. During this practice, even with more reason, the person in charge will not be the daily teacher but a teacher who will be working for some time, and the interaction can be dynamic.

It is also a way to know more about the students and do it entertainingly so they will feel it as something other than work, but something they are interested in.

#2 Interview

This instrument was designed for the teachers, especially the English teacher in charge of the sixth-grade group I worked with. The experience and knowledge teachers can provide new teachers is very important information that needs to be considered as a future reference. When a career starts, there will always be so much to learn, which is why an interview with the

teacher is a fundamental clue for the next steps. An interview is as if someone is applying for a new job and detailed things that will make someone a good fit.

The instrument is based on different areas such as experience based on time, academic preparation, techniques used during class, concepts, and ways to motivate students, among other tips and advice that can be considered guidance.

Twelve questions are asked, and the teachers are free to answer on their own about themselves.

No one is born with all the knowledge already learned, which is a very helpful tool to keep to yourself to gain confidence.

In this case, the teacher in charge was very helpful and nice, created a good environment, and gave all the required space to develop the needed activities.

It is always good to be respectful among teachers to create a good work environment and a nice and safe area for the students to attend every day.

#3 Missing words (9 of them out of 5 songs)

This instrument will help the investigation to accomplish the main goal. It will help determine if the desired knowledge will be obtained, and the objective will be listening skills.

The instrument is based on selecting five songs adaptable to sixth-grade students regarding language, level, and rhythm. The school where this activity takes place is a Christian school, which is why Christian songs were selected for this. Those songs are very good examples because there is diversity in the vocabulary, and at the same time, it leads to giving a good and nice message to the students. This instrument is also improved as it goes on, as it goes on, the number of songs used with the students depending on their difficulty level.

Song number 1, in this case, will be the easiest one, song number 2 will show a higher level, and so on, number five will be the most difficult one, but at the same being a level that students can handle. The lyrics are printed on a sheet of paper with a space on top for the students to put their names. The song's title is found, and after that, there are some missing words that the students need to fill out while listening carefully to develop their listening skills effectively.

The songs will be played at different times. First, without the paper, they know what the song is about and check if they can follow. A second time will be for the students to fill out the missing words among the lyrics. After that, if needed or requested, we could listen again for the students to double-check and then, finally, a last time, review them together, checking out the lyrics on the classroom screen. Some students were surprised with the results, sometimes for good, sometimes confusing, but at the same time funny, trying to figure out the right words.

The dictionary is also used after using this instrument to create comprehension and help the students better understand the songs.

At the end of each song, it was asked if there were words that were difficult to understand that they would like to review, and most of the time, the results were very good reading the definitions of the words.

This practice helped me find different words that could have the same sound but different meanings. That is how two words are written differently but with the same pronunciation, such as weak and weak, also showing another meaning. That was also a good example that caused emotion by realizing how language can get so confusing sometimes with examples like that.

Language and its forms can be transformed even with one single letter

The dictionary's use in some places or depending on how education is developed has been lost. It used to be a tool that guided students to better understand and complete homework. Technology surpassed educational usage like this, but it is always good to use those tools that can be very beneficial.

#4 Rubric

To obtain the grades, a table was designed in Excel where the number of points is placed, and the percentage grade is obtained through the mathematical operation $((pts*100)/9)$. "Pts" refers to the number of points obtained, while the division is carried out by taking the total score, which is 9, as a reference since each song had nine words that had to be completed by listening.

This is a very useful instrument that makes life much easier for a teacher when evaluating a student's work. It can also save much time if the teacher has many groups with different evaluations.

Evaluation is a very important part of learning because it provides the idea of whether a student is learning or not, how the process is going and determines progress.

Parents can also have a precise idea about how the learning process is being developed to guide the study time.

The rubric was designed to cover all five songs. The nine words that had to be completed in each of the five songs were taken as a reference, so the rubric evaluates all of them simultaneously. If one of the words in the first of the three blocks has been correctly written down, one point is added, while if two words are correct in the first block, two points are added, and so on. The creation of this rubric allows the points to be taken into account objectively

without leaving room for subjectivity where the grade would be affected. Thus, with these percentages and results, a real reflection of the student's understanding in the listening area can be evidenced.

The rubric is essential so students and teachers can support themselves when providing a grade. This means keeping space from subjectivity where opinion could become decisive, as this would hinder the teaching and learning process. It is essential that the rubrics have detailed information about what is going to be evaluated since if something needs to be clarified, this can lead to great confusion for students and even for teachers since there would be no consensus regarding which information can be supported.

In this research work, the rubric was developed to leave no room for doubt since the grade refers to the exact number of words written correctly. It is up to the teacher to determine whether a misspelled letter will be taken into account as a wrong word or not, given that the group may have cases of international students whose mother tongue is Asian, such as the case of this work, or cases where the native language is not English or the language has been practiced more recently. The teacher has an essential role since he is the one who determines these particular cases for which reason and common sense are intended to be used. In addition to this, no element tends to generate confusion since there are exact numbers.

The rubric can be created in a very personalized way since each assignment is extremely different. Rubrics can be created for case analysis, portfolio of evidence, tasks, daily work, and so on, so the instructions must be clear and provide an adequate score according to the conditions of the assigned work. The teacher and the student benefit when the rubric is prepared clearly since no room is left for complaints or doubts that generate confusion in general, regardless of the subject or topic in question.

3.6 Collection data process and data analysis

The project takes place in May 2024 at Sojourn Christian School with sixth-grade students.

The first activity takes place with a survey handed to the students for the topic to be introduced and helps them start gaining confidence. This can be shown in the following images:

Student's name: Emma Isabel Kallas Mora

Survey

Instructions: Please provide your opinion and mark with an X the best answer to the given question.

- How often do you like to listen to songs in your daily routine?
 - A) Frequently
 - B) Neutral
 - C) Sometimes
 - D) Not at all
- How effective do you think learning with songs would be effective?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all
- What kind of activities do you prefer...writing a story or listening a song?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

I like doing both tho it depends on how much energy or motivation I have that day :)
- Do you like working in groups?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all
- How confident do you feel listening to rap music? Native speaker
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

I don't like rap I like jazz, indie pop and indie rock.
- According to the video we just saw, how do you consider was your comprehension level?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all
- How can a song influence the way you feel?
 - A) Positively
 - B) Negatively
 - C) Neutral
 - D) Not at all

It depends the rythm and the lyrics of the song they can make me feel happy or sad
- How do you feel listening to a native speaker?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

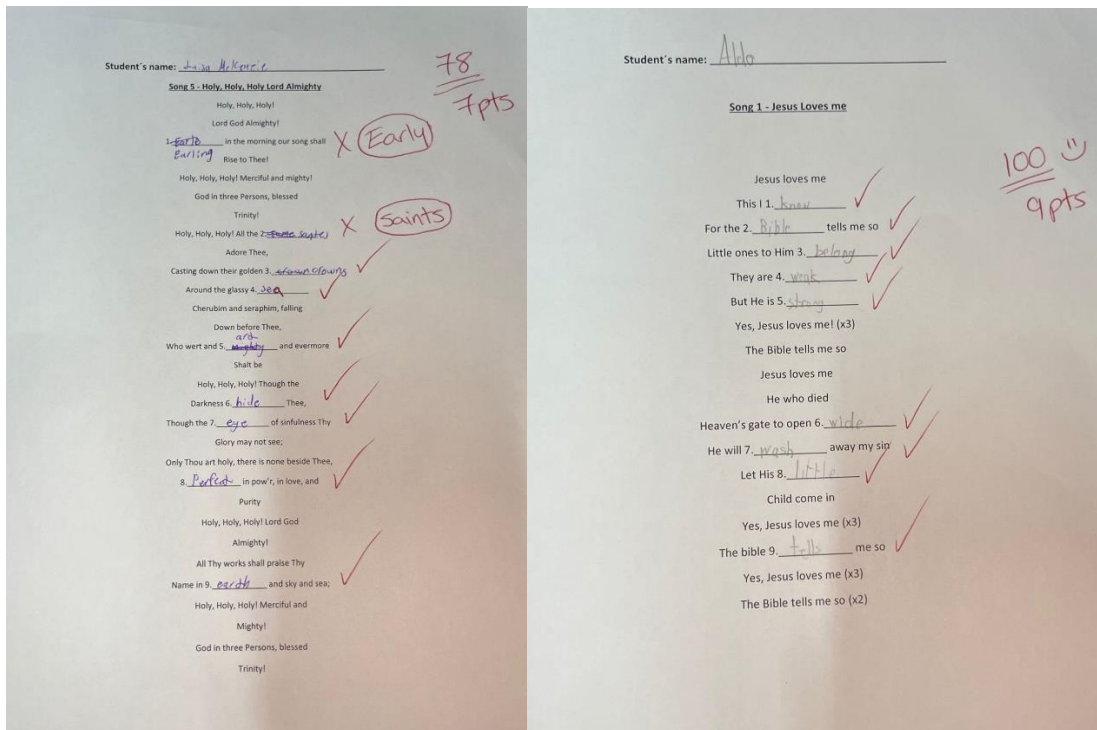
I like listening to native english speakers since I have a better understanding in general.
- How do you feel singing in class?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

Umm... I don't know I'm very self concious :-(
- What are the benefits of listening to music in English learning?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

the benefits are that if they have lyrics which are words I haven't heard before I can use that word in my day to day life :D

After that, the 5 songs are presented to the students so that they can take advantage of the project and enjoy different activities during the days while the project is developed.

The activities consist of listening to a song first without the lyrics and then handing out the papers with the lyrics for the spaces to be filled out with the missing words. Here, we can find two examples of the mentioned activity.



At the end of each song, we reviewed the results together. We also prepared some comprehension questions about what each song is about and finally looked in the dictionary for words the students were not familiar with. This process was totally important since it developed the students' skills according to the vocabulary that was not learned yet. In this process, the students showed interest, and it was really positive for them since they expressed really happy feelings.

The evaluation was done by counting the correct points each student got on each song and comparing that to the evaluation table in the annexes.

When the project was done with the students, some time was given to provide an interview with the teacher in charge of the group in order to know more about her and her experience in her career. Here, we can find the instrument used to understand more about her perspectives.

Teacher's name: Cassandra Tabor

Interview

Instructions: Please provide the best answer to the given question.

- How old is your experience as a teacher?
I have been teaching for 30 years.
- What is your academic preparation to become a teacher?
I graduated from the University of Idaho with a Bachelor's degree in Elementary Education.
- How long have you been working for this school?
I have been working for 5 years here.
- Which techniques do you like to implement during class?
I like to use a variety of techniques with teacher directed learning, practice, and investigation as well as student directed activities. I use games, songs, art, drama, lecture and assessment.
- What do you think is necessary to give a class?
Classes are important to explain difficult material and facilitate students as they learn by practicing. Any material that students don't understand, a teacher should be present to guide as the student works through the process to understand.
- How is the relationship between teachers?
A teacher should be a coach, facilitator, guide, instructor and an example of what they expect in every day life for students to follow.
- Which would be a good definition of "Education"?
Education is facilitating a student's natural curiosity about the world to encourage further exploration, to develop their mind and expand their knowledge of it.
- What is the relation between learning and games?
Students are motivated by competition and learn through play. Games are an important part of learning.
- Which is a good way to motivate your students about English?
I try to put them in situations where they will be using spelling or grammar or speaking skills with Native speakers. I also use English for cross cultural subjects.
- Do you use the English language at all times with your students?
Almost always. I only use Spanish in case where every other outlet has been exhausted.
- What is your opinion about using English songs during the learning process? Do you think this benefits the listening skill?
I do like to use songs to help with certain rules and for lessons or party.
- What would you do if you do not have enough material to work with your students?
If I don't have enough material, I challenge students to read or write a short story using spelling (or vocabulary) words.

Her answers were positive since they showed the reality in a classroom. Her experience is important for me to consider numerous variables that may be involved during my teaching career.

An observation was also involved. Prepositions were reviewed with the students, and they created sentences to practice the correct meaning. Students worked together, and the teacher asked them to create sentences with different prepositions. A preposition song was involved.

Chapter IV

Data Analysis

This is a very important chapter designed to help people understand how the project is developed and how it is applied to the students. The process is explained while the different instruments are used to help people better understand how everything starts to make sense and takes shape.

This is the main chapter where everything becomes real, the project goes live, and the heart of the project is presented.

4.1 Analysis and interpretation of the results

In this chapter, we will analyze the activities done with the selected students to determine how the results went and check how activities like this can have a determined impact on the students, providing benefits during the learning process and having a good time.

4.1.1 Observation and Survey

The institution where the project is taking place is Sojourn Christian School, where the students are generally very intelligent with an advanced level of English; most of them are from the United States and even native speakers who speak little Spanish or not at all. On the other hand, other students are actually from here and are learning English normally, but it is a very nice place to study. Some others are Asian, and some even their parents study other languages there. Among all of this is a nice environment where everybody tries to help each other. Different cultures are shared, and different things are learned. Everyone around the institution is very polite, starting with the cleaning lady and moving up to the principal.

The classes are very neat, and each has a window so that the students do not feel locked at school. There are also green areas around, a soda shop, a gym, and everything very colorful. It is a place that invites people to be there. The project took place in June 2024.

At the beginning of the project designed for the students, apart from working with them directly, it was also very important to observe them first, get to know them, understand how they work, how the relationship between them and the teacher works, and, very importantly, take some time to check their English level.

The first activity involved them taking the time, as the words say, to observe them and pay attention to what they do and how they act.

It always feels weird when there is a stranger in the classroom, someone who is not known, and students may feel shy or distracted by being in that position. Even more, is the case when this other person is not involved in the class but is only watching?

Observing a class is a very helpful way for a student who aspires to be a teacher to understand the class environment and what someone can expect for the future since that would be the career to be developed.

The way a class is organized starts from the physical part, from what you see since it is where the students stay most of the day.

When I arrived, the teacher in charge of the students introduced me, and there was a desk on a corner where the adventure began. At that moment, the class continued as normal. Prepositions were the subject the students were checking on. A song was being reviewed with the prepositions, which was found funny because the activity that would be implemented involved songs, too. The place started to feel nice and familiar since it realized how songs can impact the learning process even without starting with the project itself.

The teacher-reviewed the list of prepositions and asked the students to make sentences with the prepositions they could choose. The students worked in an organized way with the teacher and participated a lot. The feeling was that the students probably wondered why a teacher was sitting there and had no interaction, but everything was fine.

The next step was to use the survey to interact with the students as an introductory activity to break the ice and also introduce the topic and themes for the project to be developed.

Instrument number one is introduced to the students by explaining the steps to follow, the situation, and the reason why they will be part of a project that will help implement the English area through the use of songs.

The importance of developing listening skills is explained, taking into consideration the factors that could go against this practice and also the ones preferred by the students where songs are involved.

In most of the cases, what was reflected in the survey was that the students do like the songs being part of the learning process because it makes the difference not only in learning by memory but as a natural and funny process as this project could offer

4.1.2 Evaluation rubric (in annexes)

This is a very simple and, at the same time, precise tool to determine the grades and results for the students when working with the main instrument that involves the students and, at the same time, the five songs selected for the project to be developed.

It is very easy to determine grades by calculating the points obtained by the students. This is based on each of the missing words the students need to write down while listening to the songs. Each word equals one point, up to a total of nine points on each song, which would equal a hundred if all the points are correct.

4.1.3 Interview

As important as it is to interact with the students, it is also a great opportunity to interact with the teacher in charge to get more details about how experience can be gained starting as a teacher and learning from a person who has worked in that area and that provide key points to take into consideration.

As an example, almost like a job interview, the idea is to learn more about that person and how growth was developed. The teacher was asked to answer some questions in her own words about the experience obtained up to now. This is an important piece for the puzzle to be completed because it guides the project and gives important details involved in the process when a teacher starts their way.

For this project, the teacher selected has more than thirty years of experience, which we can say is hugely important since she is not a new teacher but a person who already has a lot of advantages, and knowledge is to be taken intelligently.

The teacher also has five years of experience at the institution in question, and the transition process is over. This teacher already knows the students she is dealing with. The teacher shares techniques and personal advice, and it is important to pay attention to details like that, which can help during a career.

A personal definition of education is also given, as well as points of view regarding the topic to be developed about songs involved and how they can impact students.

A strong and deep advice from the teacher in charge is always to respect the students and ask them to receive the same respect. Sometimes, a teacher needs to be tough, but in the teaching area, not much confidence can be shown because the students could take it differently,

and this could interfere badly with the process since the teacher needs to lead and create boundaries, too. At the same time, that does not mean that you need to be serious or angry at all times; a nice environment can be created, but just making sure that everyone is surrounded by harmony.

Peace is another important aspect to consider. It is important to take it easy and avoid conflicts.

Also, please keep track of how students are doing and keep their parents informed so this is not a surprise at the end of the year.

4.2 Tables

This section about tables will explain to the reader the outcome of the evaluation process done with the evaluation table, which is found in annexes and comprehends scores that could go from 100 to 0.

This is a very easy way to come up with notes where each missing word equals one point. The total missing words on each song are nine; if a student gets all the correct answers, it would be 100. If a student fails one word or point, which means the student gets eight points, and the grade would be 89; if the student fails three words and gets seven points, the score is 78; if a student fails four words and gets six points, then it would be 67 and calculation goes on following that easy table.

The first thing to do is calculate the number of points the student got correctly, which leads to the final grade.

Generally speaking, the grades were really good, and the average outcome was very productive since most of the grades among the five songs were hundreds, which means a high level of understanding.

There were other cases where students got one or two wrong answers, which was also a good level.

There was a very bad grade, 33, meaning that the student got only three correct words. This was the result of an Asian student and, in a way, is understood due to the big difference presented in language. That does not mean the student has a bad level because it was just one song; the others were generally good.

The following graphics will allow readers to see the whole picture of what was just explained and get a real idea of the grades.

Table 1

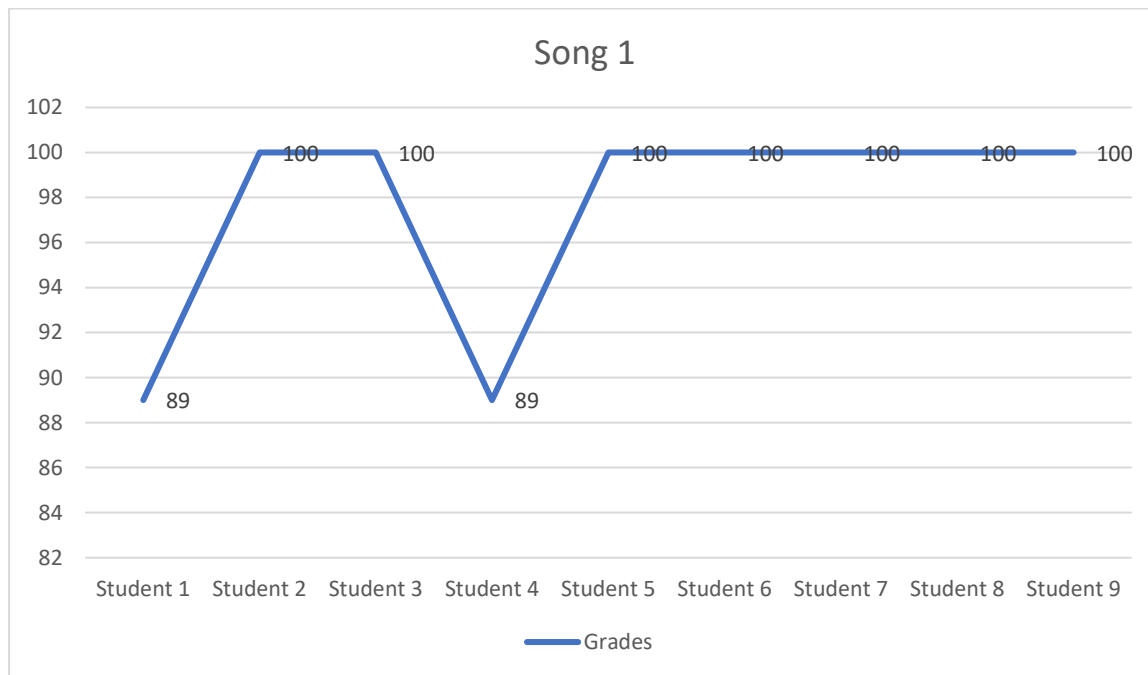


Table 1. Raquel Mena García, 2024.

Average grade: 97.55

In this table, we can find evidence that Song 1 is the easiest one among the other songs in terms of vocabulary, lyrics, and level. The grades were very good, with only a few students

having one wrong answer for each. It is important to keep in mind that many factors are taken into consideration for activities like that. They start from the time this activity is taking place, for example, during the morning when the students can be sleepy, after lunch when they usually feel tired, or almost at the end when students can feel tired. Other things could interfere, even if this activity requires little physical effort. For example, nowadays it is raining a lot, this could be a problem for the listening skills we are trying to put into practice if a student is doing something else and can cause distraction because there could be a noise in the next class. There is no perfect environment, but we need to deal with it daily to develop skills.

Song 1 was first heard without reading the lyrics, first for the students to determine if it was a song they had already heard before or a new song they had never heard. Another option is that if it is a known song, we can probably have it memorized, but what is intended is to start from scratch, paying attention to the lyrics of the song as we listen to it at the moment while the listening skill is put into practice.

Afterward, the song is played for a second time, and this time, all the students already have the papers with the lyrics, with nine missing words along the song for those words to be filled out while listening.

The room was quiet because the students seemed very interested in getting those correct words.

After this was done, the students requested the song to be played again to enter any corrections needed.

Lastly, we listened to the song, but this time, checking the correct words to be filled out.

A good practice was implemented, which was to use the dictionary to look for any words we found unknown.

They thought the words were understood for this song, and there were no doubts about that.

The students liked the activity and were excited about the next song.

As an easy way to identify if the students were paying attention as well to the song itself, I asked at the end a couple of questions to check if they were practicing active listening, too, and they were able to answer successfully.

Table 2

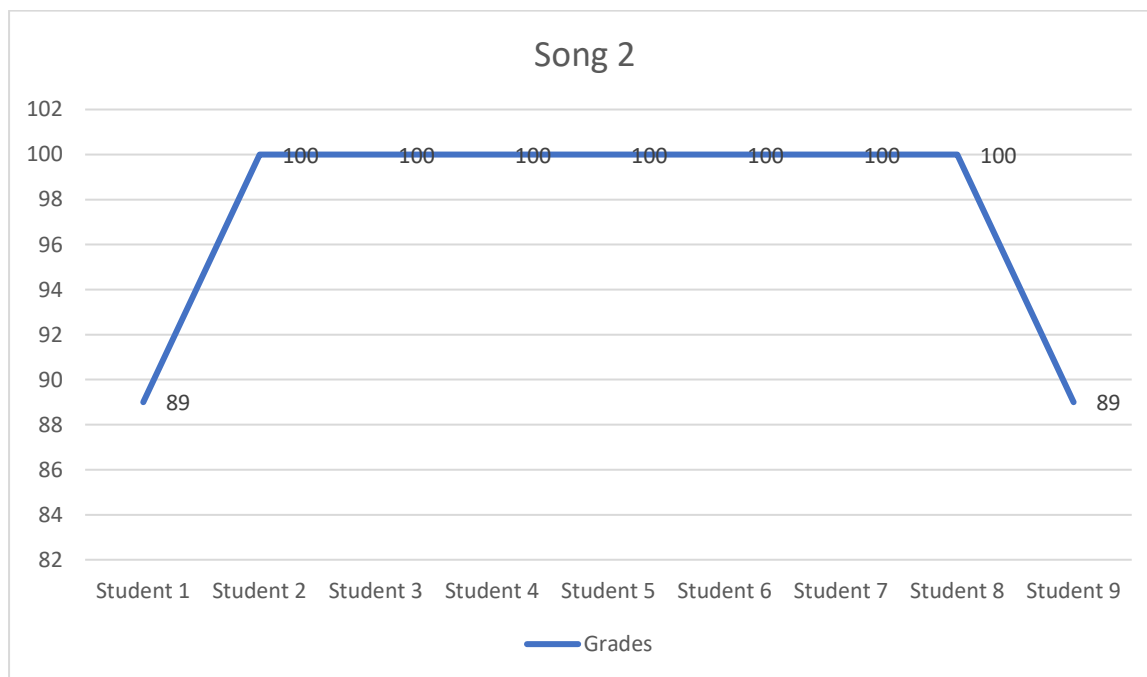


Table 2. Raquel Mena García, 2024.

Average grade: 97.55

In this table, we can evidence that there is little difference in level between this song and the previous song since it starts to increase in difficulty, but most of the students present very good results about this exercise. Two students had one wrong answer each, while one of the students had the same result in the previous example.

Still, having just one wrong answer is a good grade. This time, I noticed that the students were trying to interchange and compare answers ahead of time, but I asked them not to do that to measure what they were understanding at the moment without any lies. The only person who is involved in the lie is yourself.

The teacher is not the one affected or your classmates, but you and how you learn and care about it.

The students were obedient and continued to work on their own.

The same process was followed regarding the times the songs were heard.

The students continued to pay attention to the lyrics, and in the end, they reviewed the words while writing them on the board.

This time, a student asked to look for a word directly in the dictionary, and this was done in groups, having at the end productive results because another student was surprised by the meaning and was good at clearing any doubt, even from the students who thought they understood the meaning but was not correct after all.

The fact that a student asks a question could be the answer to another student's same question that maybe the student is not willing to ask because the student is shy or maybe, as in this case, the student thought he or she already knew about it when that was not the case. Thanks to the other student, the doubt is cleared anyway.

The dictionary is a very old tool that, with the usage of technology nowadays, can feel left behind, but it can become the best friend when it comes to new vocabulary. It helps improve our language and new languages that are in progress.

Using the dictionary is the old-fashioned way to be up-to-date and on top of the evolution of words.

Good use of the dictionary develops a good habit that prevents you from doubting the meaning of a word and how it is written. Looking for the word and its definition helps

you recognize it visually.

At the end, a couple of comprehension questions about this song were asked, and they answered correctly, too.

Table 3

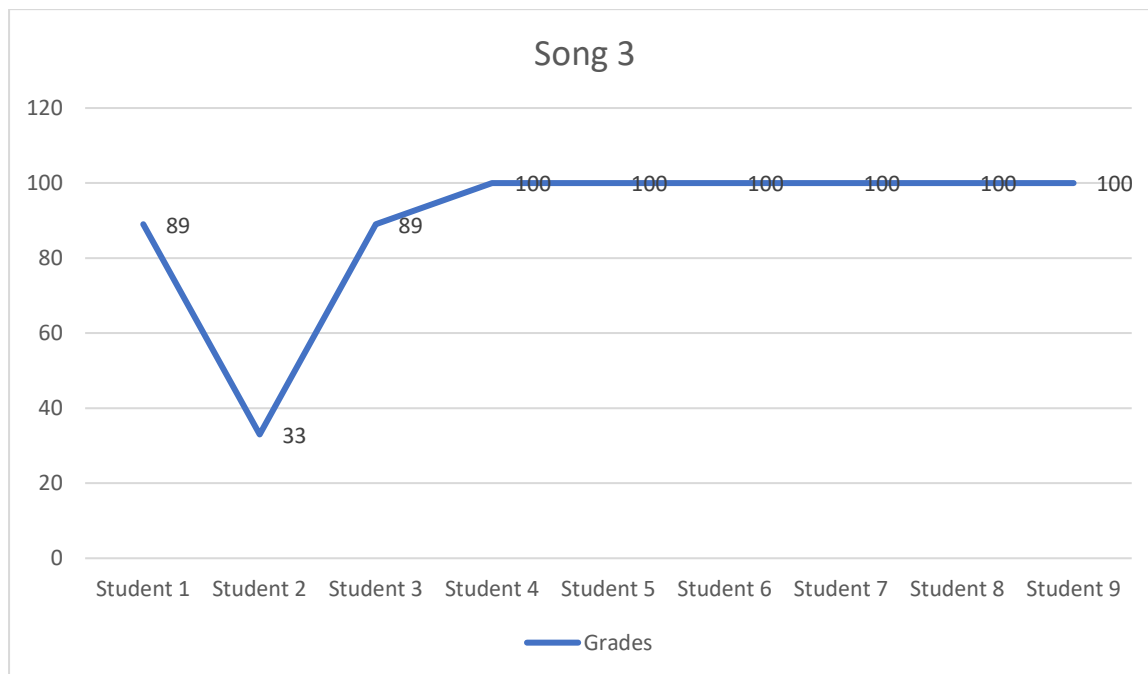


Table 3. Raquel Mena García, 2024.

Average grade: 90.11

This table demonstrates that we are working with the middle song, which gets a little more complicated.

In this case, two other students have two wrong answers. Student number one continues the same path with one wrong answer for the third song.

This song represents a student with the worst grade among all five songs. It is the case of an Asian student who got six wrong answers or, the other way around, three correct answers. We notice a big difference between the two languages he manages, where it could be even harder to develop listening skills different from the ones that are already known. This is also a very active and energetic student, constantly moving and communicating with the students around him.

He is always the center of attention, trying to say funny things and maintaining an entertaining environment, which can also be good for other classmates not to be bored but, at the same time, a distraction.

Emphasis was made on this student to make sure that at the end of the activity, there was no doubt left and at least determine the errors to understand them and be able to correct them in the future if the case is presented.

The usual problem with young students might be that study is not taken seriously, and if a mistake is made, it is okay to just let it go. The right thing to do is locate it, identify it, and correct it to ensure that measures will be taken to prevent this from happening again.

On the other hand, if this is not corrected, the probability of making the error again is high, and knowledge needs to do its part.

It takes dedication to get to perfection.

Besides the example, the other grades were very good, and the average grade was not seriously affected.

At the end of this song, to make it a little interactive, I asked a couple of students to ask another student a question about the song, and they got engaged with that.

The activity was successful because they exchanged opinions about the movie Titanic, which has a very recognized main theme. The students felt the connection between the song and the movie, resulting in a positive outcome.

Table 4

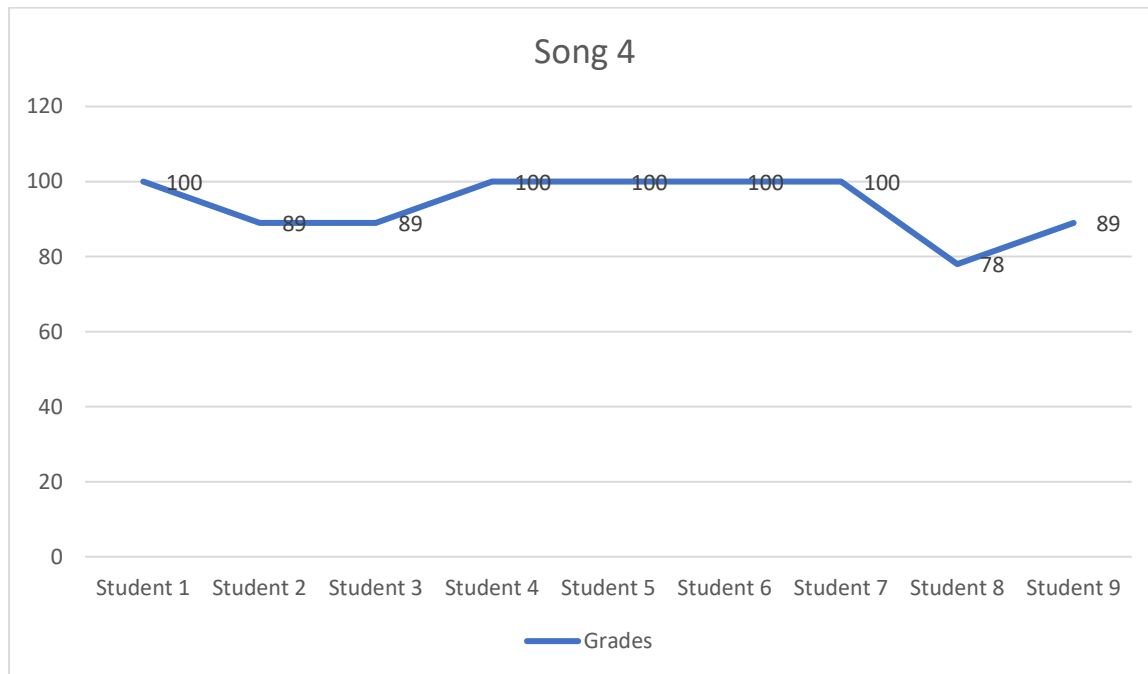


Table 4. Raquel Mena García, 2024.

Average grade: 93.88

This table shows that we are about to finish the activities, and the students continue to provide good results. They were entertained while learning the songs and even discussing the song that they liked the most.

They followed the activities very well, so it could be seen that it is very good for the students to have different learning processes, which in this case for the listening skill is adequate as well for the level.

Students were engaged in selecting the correct words to fill out the spaces and were excited when we reviewed them. The sense of being challenged and feeling safe competition among students can create a very nice learning environment.

In this case, the grades continued to be very good as an average. Most of the students knew this song and were even singing. They opened their arms when the chorus was taking place, saying, "I believe I can fly".

It was good to feel that the students were getting involved in the activity and that they were feeling confident. The students also discussed which song could be the next and which would actually be the project's last activity. The students were expecting more songs to come, which was taken as a very good thing. Otherwise, the students would remain calm and maybe even without interacting with each other. However, it was a different point of view from theirs, and the students reacted differently.

At the end of this song, another word was looked up in the dictionary, and the results were also very positive.

This time, they even volunteered to ask questions to other students and wanted to put other students on the spot to measure their knowledge.

It was a safe competition between them that made the activity even more interesting. We all noticed that all the students were paying attention to what was going on and even wanted to demonstrate it among themselves.

The students even proposed to win candy if they got the correct answers, which showed their involvement in the activity and its outcome.

Table 5

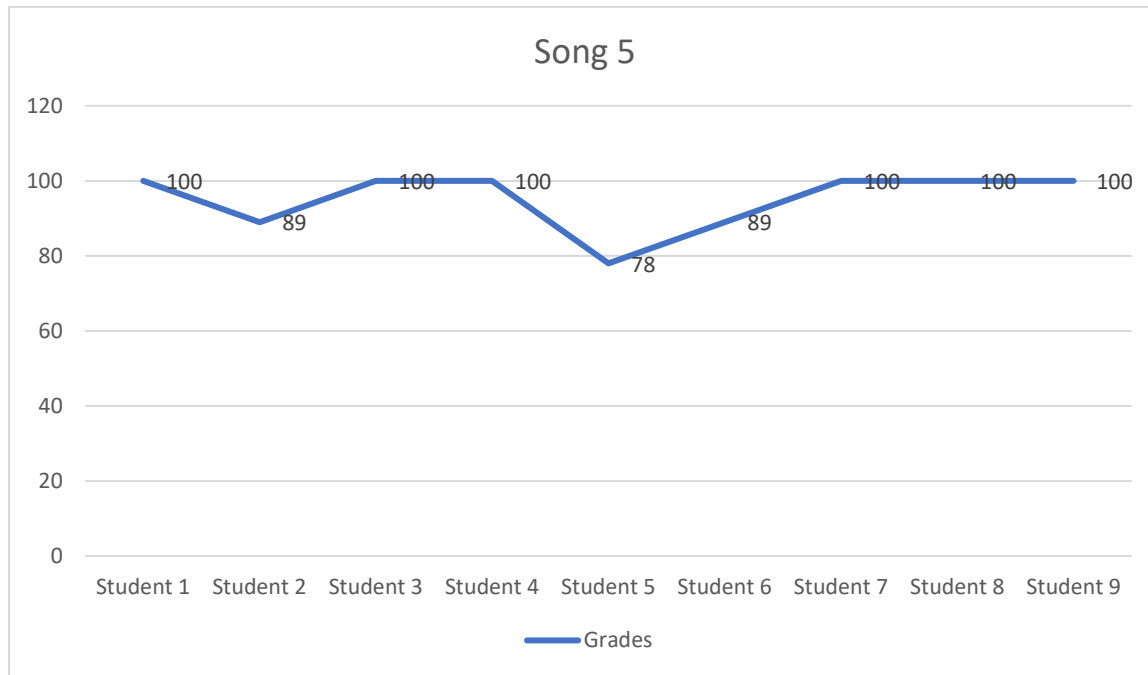


Table 5. Raquel Mena García, 2024.

Average grade: 95.11

This table shows that this is the last but not least song on the activity, which is also the hardest one in different aspects. Lyrics and vocabulary are even more complicated, but the students also had very good results.

They were still waiting for another song, but I prepared only five songs selected for the project to be developed.

The students were very interactive and paid attention at the same time. They even sang if they knew the lyrics or liked the melody, and it seemed the students did not want the songs to stop. They felt motivated and wanted to continue learning in this funny way.

Students thought it was a joke when they were told that only five songs were part of the project, but they were happy with the results.

At the end of the activities, the students were asked if, in their opinion, activities like that were helpful for them, and they all agreed.

The students raised their hands to share their thoughts about the activity and expressed different things, like how they felt the listening skill was used in the activity, how it could change without the paper, how it got with the paper following the lyrics, and even more when having to guess the missing words.

It was a good practice to use the dictionary, and I also mentioned how this impacted the classwork because the students admitted they hardly ever use a dictionary daily.

It was a very nice experience to develop this activity as part of a career, to feel the goal of developing listening skills was accomplished, and to appreciate that even the students had a good learning adventure.

In the end, since they did a great job, the chance could not be missed to also thank them with the candy they were previously asking for, but as part of saying thank you, the students were given a chocolate each.

I spent a short time on this project for the university, but it created a feeling of engagement with what was done, and I wanted to share this with them.

Students were very happy about the gesture, which also represents the idea that even a small thing can mean a lot.

Table 6

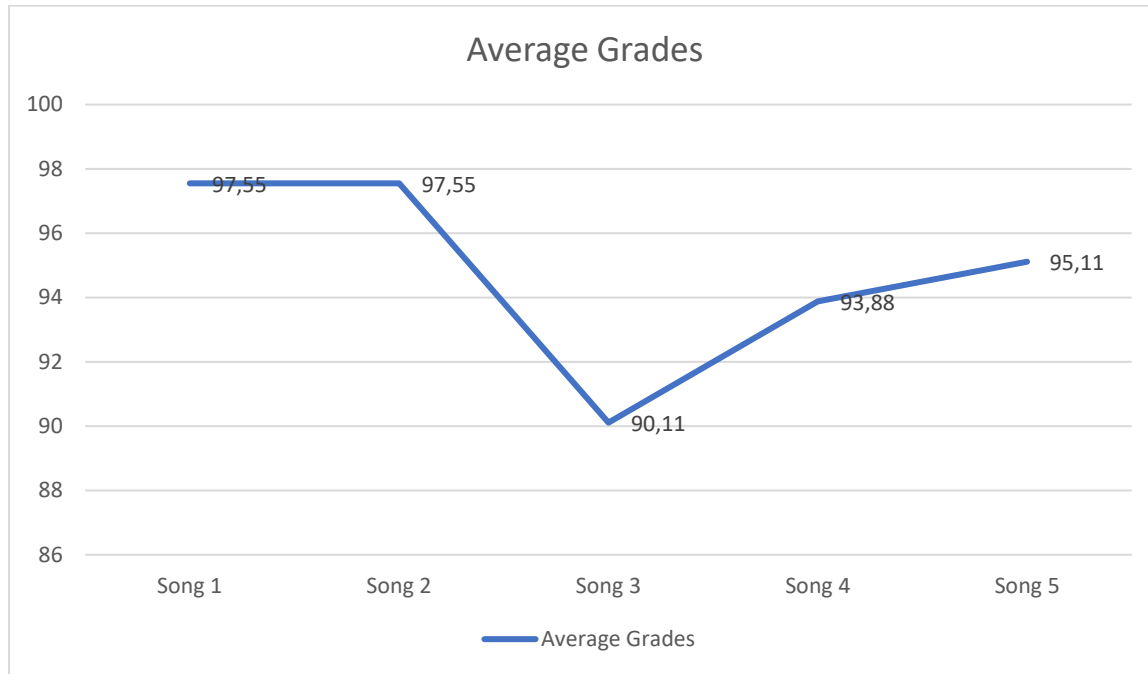


Table 6. Raquel Mena García, 2024.

General average grade: 94.84

This table shows that the results were very good among all the songs, considering that the minimum grade was 90.11, the highest grade was 97.55, and the average grade was 94.84.

With those numbers, we can notice that the sixth-grade students from Sojourn Christian School have an advanced English level. Students were able to demonstrate that they accomplished very good grades in the different activities that were designed for this project.

Having grades from 90 and up speaks very well about the students because it gives a very good impression and shows the way students care about having good grades, how they are interested in learning every day, and how they want to be better. That also involves taking good

results home so the parents can be proud of the outcome because it was very satisfactory in all areas where everybody saw the benefits.

Average grades are a general form to obtain estimated results from a general population. In this case, it is of utmost importance to take these values given that there are differences concerning fluency and language management from their native language or from learning as a second language, which is why the results are averaged. However, we can see that the effectiveness is quite large, given that the low ratings were almost imperceptible.

It is convenient to note that the level is very high at a general level, which generally helps the listening skills be reflected in the application of the tests, given that the students remain in constant contact with the language, either by their parents or teachers.

Depending on how Schools are managed, many factors can affect the learning process, but generally, we can ensure that the students who were part of this project are committed to obtaining good results and do not just go to classes to waste their time or only to play.

Those are the type of students who have a balanced education throughout the year, and they are not just waiting on results at the end of the year to study to win back a couple of points that were lost in a previous test.

Results were amazing among all students, and they showed a positive way of working together.

Chapter V

5.1 Purpose of the conclusion

It is a very important detail to define the conclusion of this thesis to close with the most remarkable ideas that can summarize the importance of how this project goes to an ending with a recapitulation of the main objectives noted beforehand when the project was just an idea starting to be built.

5.2 Conclusions

The final ideas for this thesis are explained by double-checking the objectives stated from the beginning, checking the final results, and explaining how the evolution was done.

5.2.1 To identify listening comprehension questions in the group

Besides the project's main objective, which was to improve listening skills, another good result was that the students could comprehend the meaning of the songs while developing listening skills. The additional benefit is that besides looking for the missing words to be filled out, the lyrics were understood, and the meaning of the songs was captured because, at the same time, the students could answer questions that referred to the songs and their topics.

Even though the lyrics were easy to understand, many times, the students were focused on the missing words rather than the main idea of the song. On this occasion, the students worked with the songs in as many different areas as possible to cover as much as they could and take advantage of the activities.

Along with the learning process, many factors were involved. The goal was not only the missing words but the whole understanding of each song, being able to learn many different things involved in a song.

Identifying listening comprehension questions in the group allows the students to answer any question about the lyrics and ask their classmates any questions about the topics they listened to.

As Rogers mentions on page 15, listening is a skill that only some develop similarly. When we refer to listening comprehension questions, it is all about the message of the different songs, and the questions can only be answered if the main message is understood.

During this activity, the students demonstrated how important it is to practice active listening because they could answer all the questions. Even the questions they made between each other acknowledged how all the students could get the main messages because they had to understand the lyrics to ask the questions rather than to answer them.

Every message remains in the long-term memory, and it is much easier to pay attention and keep memories about an idea that was understood rather than if that idea is learned at the moment just because.

Comprehension questions are made as the word says to comprehend a text, a message on what was read or heard.

5.2.2 To apply songs in the classroom to improve listening skill

It was a great exercise, and the songs were the center of attention for the class to develop. It involved many things within the class because many factors interfere daily.

If the class next door is too loud or the music class is using different instruments, those are different things that may affect the attention, but during the different activities, the results were very favorable.

The students were very excited about the different songs, and they even admitted that it was a very good exercise to practice their listening skills.

Some students concentrated on figuring out the words to fill on their papers. They realized how this practice is to develop listening skills, not only to hear something but also to practice active listening, where students can pay attention to what was said. The way something is said, the accent, the pronunciation, and almost every detail are taken into consideration, and that is when we realize how important the fact of developing listening skills is.

As Nafa states on page 18, listening is the first gate through which human beings receive knowledge. He also agrees that this is a fully active process.

This project is based on five songs, which are the main tools used to describe it properly because all the knowledge is obtained through listening.

The songs with their rhythm make it more entertaining and helpful so that the activities are enjoyed simultaneously because not all learning processes need to be boring.

5.2.3 To evaluate the outcome of using songs to improve the listening skill

The activity was very interesting. At the end of the project, 100% of the students raised their hands, stating they believed this was a very good practice.

As Kingen states on page 24, evaluating listening is nearly impossible because it is invisible.

Different ways can be used to evaluate. In this case, the main tool used to evaluate was the table created that considers the points obtained on the different songs with the correct words on the blanks.

Another indirect way to evaluate is to consider the different students' participation during class because that is where you see who is interested, engaged, and wants to learn.

Even when listening is invisible, we can notice which students have good listening skills in how they communicate.

Tests and quizzes are always helpful for the evaluation process, and even repeating different words with similar sounds is a nice way to learn because students will find that difficult at the beginning and require practice.

5.3 How can listening skills be improved by implementing song activities in sixth-grade students at Sojourn Christian School?

The songs and activities implemented in class improve listening skills, taking this project to the limit because the students practice active listening.

First, they listen to the songs without the lyrics, only to consider what they understand. Second, check out the lyrics to determine how good and asserted what was heard. Third, pay more attention to determining which missing words to fill out. The students get involved and are generally surprised by the results obtained. The students felt proud and happy that they got the most answers correctly.

The fact that the songs were planned by levels increasing each time was helpful, too, because the activity was planned gradually. That way, the students can work on achieving a

step-by-step goal. Considering all the factors around the class, this was a great opportunity to place the listening skills into action, but the students needed to focus. The understanding of how different two words could mean when they sound the same way was also something that impressed the students

5.4 Recommendations

In activities like this one, it is very important to be careful about how to choose songs for students nowadays. We have a variety of rhythms and, most importantly, lyrics that we need to select carefully to know which songs can be shared with the students.

It is important to consider that the students may like specific genres of music, but not all of them will be adapted to be used in a class. It is good to select neutral lyrics to provide a good message for the students, or at least something good, a nice message.

It is a must to check out the lyrics because today's songs may have a good rhythm, but the messages they convey might not be the best for a group of students.

In the present time, there are many themes that can be taken in a wrong way by students. A big percentage of students are also violent, and others are depressed. It is good to use the songs as good tools to give a positive message to the students, something they can feel inspired by or motivated by, to transmit a good feeling.

Specifically referring to this project, the students from Sojourn Christian School worked with three Christian songs to be at a level according to their learning environment or at least what is tried to be provided.

Another recommendation is to implement activity games in teams where competition can be taken into practice, and the team with more points wins. It is another good way to gain knowledge.

A good example could be playing bingo with similar words based on how they sound, checking out who the winning student is, and, of course, verifying that the words selected were right.

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Annexes

Jesus Loves me

Jesus loves me

This I 1. _____

For the 2. _____ tells me so

Little ones to Him 3. _____

They are 4. _____

But He is 5. _____

Yes, Jesus loves me! (x3)

The Bible tells me so

Jesus loves me

He who died

Heaven's gate to open 6. _____

He will 7. _____ away my sin

Let His 8. _____

Child come in

Yes, Jesus loves me (x3)

The bible 9. _____ me so

Yes, Jesus loves me (x3)

The Bible tells me so (x2)

Words song 1

1.know

2.Bible

3.belong

4.weak

5.strong

6.wide

7.wash

8.little

9.tells

10.000 reasons

Bless the Lord, O my soul, O my soul
Worship His holy 1. _____
Sing like never before, O my soul
I'll worship Your holy name
The sun comes up
It's a new 2. _____ dawning
It's time to sing Your song again
Whatever may pass
And whatever lies before me
It's 3. _____ to sing Your song again
Whatever may pass
And whatever lies before me
Let me be singing
When the 4. _____ comes
Bless the Lord, O my soul, O my soul
Worship His holy name
Sing like never before, O my soul
I'll worship Your holy name
You're rich in love
And You're slow to 5. _____
Your name is 6. _____
And Your heart is kind
For all Your goodness
I will keep on singing
Ten thousand reasons
For my 7. _____ to find

Bless the Lord, O my soul, O my soul
Worship His holy name
Sing like never before, O my soul
I'll worship Your holy name
And on that day
When my strength is failing
The 8. _____ draws near
And my time has come
Still my soul will sing
Your praise unending
Ten thousand 9. _____ and then
Forevermore, forevermore
Bless the Lord, O my soul, O my soul
Worship His holy name
Sing like never before, O my soul
I'll worship Your holy name
Bless the Lord, O my soul, O my soul
Worship His holy name
Sing like never before, O my soul
I'll worship Your holy name
Yes I will worship Your holy name
Lord, I'll worship Your holy name

Words song2

1.name

2.day

3.time

4.evening

5.anger

6.great

7.heart

8.end

9.years

My heart will go on

Every night in my 1. _____

I see you

I feel you

That is how I know you go on

Far across the 2. _____

And 3. _____ between us

You have come to show you

Go on

4. _____, far

Wherever you are

I believe that the heart does

Go on

Once 5. _____

You open the 6. _____

And you're here in my heart

And my heart will go on and on

Love can touch us one time

And last for a lifetime

And never let go 'til

We're gone

Love was when I loved you

One true time

I hold to

In my life we'll 7. _____ go on

Near, far
Wherever you are
I believe that the heart does
Go on
Once more
You open the 8. _____
And you're here in my heart
And my heart will go on and on
You're here
There's nothing I fear
And I know that my heart will
Go on
We'll 9. _____
Forever this way
You are safe in my heart and
My heart will go on and on

Words song3

1.dreams

2.distance

3.spaces

4.Near

5.more

6.door

7.always

8.door

9.stay

I believe I can fly

I used to 1. _____ that I could not go on
And life was nothing but an awful song
But now I know the meaning of 2. _____ love
I'm leaning on the everlasting arms
If I can see it, then I can do it
If I just believe it, there's 3. _____ to it
I believe I can fly
I believe I can touch the 4. _____
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly (x3)
See I was on the verge of breaking 5. _____
Sometimes silence can seem so loud
There are miracles in life I must achieve
But first I know it starts 6. _____ of me
If I can see it, then I can do it
If I just believe it, there's nothing to it
I believe I can 7. _____
I believe can touch the sky
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly (x3)

Hey, cause I believe in you
If I can see it, then I can do it
If I just believe it, there's nothing to it
I believe I can fly
I believe I can touch the sky
I think about it every 8. _____ and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly (x3)
If I just wings my 9. _____
I can fly (x3)
If I just wings my wings
I can fly (x3)

Words song4

1.think

2.true

3.nothing

4.sky

5.down

6.inside

7.fly

8.night

9.wings

Holy, Holy, Holy Lord Almighty

Holy, Holy, Holy!

Lord God Almighty!

1. _____ in the morning our song shall

Rise to Thee!

Holy, Holy, Holy! Merciful and mighty!

God in three Persons, blessed

Trinity!

Holy, Holy, Holy! All the 2. _____

Adore Thee,

Casting down their golden 3. _____

Around the glassy 4. _____

Cherubim and seraphim, falling

Down before Thee,

Who wert and 5. _____ and evermore

Shalt be

Holy, Holy, Holy! Though the

Darkness 6. _____ Thee,

Though the 7. _____ of sinfulness Thy

Glory may not see;

Only Thou art holy, there is none beside Thee,

8. _____ in pow'r, in love, and

Purity

Holy, Holy, Holy! Lord God

Almighty!

All Thy works shall praise Thy

Name in 9. _____ and sky and sea;

Holy, Holy, Holy! Merciful and

Mighty!

God in three Persons, blessed

Trinity!

Words song5

1.Early

2.saints

3.crowns

4.sea

5.art

6.hide

7.eye

8.Perfect

9.earth

Survey

Instructions: Please provide your opinion and mark with an X the best answer to the given question.

- 1) How often do you like to listen to songs in your daily routine?
 - A) Frequently
 - B) Neutral
 - C) Sometimes
 - D) Not at all

- 2) How effective do you think learning with songs would be effective?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

- 3) What kind of activities do you prefer...writing a story or listening a song?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

- 4) Do you like working in groups?
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

- 5) How confident do you feel listening to rap music? Native speaker
 - A) Absolutely
 - B) Neutral
 - C) Sometimes
 - D) Not at all

6) According to the video we just saw, how do you consider was your comprehension level?

- A) Absolutely
- B) Neutral
- C) Sometimes
- D) Not at all

7) How can a song influence the way you feel?

- A) Positively
- B) Negatively
- C) Neutral
- D) Not at all

8) How do you feel listening to a native speaker?

- A) Absolutely
- B) Neutral
- C) Sometimes
- D) Not at all

9) How do you feel singing in class?

- A) Absolutely
- B) Neutral
- C) Sometimes
- D) Not at all

10) What are the benefits of listening to music in English learning?

- A) Absolutely
- B) Neutral
- C) Sometimes
- D) Not at all

Teacher's name: _____

Interview

Instructions: Please provide the best answer to the given question.

- 1) How old is your experience as a teacher?

- 2) What is your academic preparation to become a teacher?

- 3) How long have you been working for this school?

- 4) Which techniques do you like to implement during class?

- 5) What do you think is necessary to give a class?

- 6) How is the relationship between teachers?

- 7) Which would be a good definition of "Education" ?

- 8) What is the relation between learning and games?

- 9) Which is a good way to motivate your students about English?

- 10) Do you use the English language at all times with your students?

- 11) What is your opinion about using English songs during the learning process? Do you think this benefits the listening skill?

- 12) What would you do if you do not have enough material to work with your students?

Evaluation table

Puntos	Nota
1	11
2	22
3	33
4	44
5	56
6	67
7	78
8	89
9	100