



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TITLE

**“SONG LYRICS FOR ASSESSING/TEACHING LISTENING SKILLS TO 9TH-
GRADE EFL LEARNERS.”**

RESEARCH PAPER

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES ENGLISH MENTION**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title, **SONG LYRICS FOR ASSESSING/TEACHING LISTENING SKILLS TO 9TH-GRADE EFL LEARNERS**, prepared by **SAMANIEGO ORRALA JORGE ANDRÉS**, a graduate student of the **PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER, FACULTY OF EDUCATIONAL SCIENCE AND LANGUAGE AT PENINSULA OF SANTA ELENA STATE UNIVERSITY**, I declare that after reviewing the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

EVELYN VERONICA ALMEIDA GARCÍA

ADVISOR

STATEMENT OF AUTHORSHIP

I, SAMANIEGO ORRALA JORGE ANDRÉS.

I DECLARE THAT:

The practical component of the comprehensive exam entitled "**SONG LYRICS FOR ASSESSING/TEACHING LISTENING SKILLS TO 9TH-GRADE EFL LEARNERS**", before obtaining the Academic Degree of **MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES SECOND COHORT** has been developed based on exhaustive research, respecting the intellectual rights of third parties by the citations and whose sources are incorporated in the bibliography. Consequently, this work is of my total authorship.

By this declaration, I take responsibility for the degree work's content, integrity, and scientific scope.

Santa Elena, 4 de enero de 2023

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DEDICATION

To my eldest beloved daughter Kirsten Samaniego Wright, my first beloved son Noah Samaniego Hidalgo and my youngest beloved daughter Romina Samaniego Moreno.

Jorge Andrés Samaniego Orrala.

ACKNOWLEDGMENT

To myself for showing empathy and kindness with the ones that are not prepared in life for teaching and for the ones that aren't ready for learning.

Jorge Andrés Samaniego Orrala.

INDEX

ADVISOR´S APPROVAL	1
STATEMENT OF AUTHORSHIP	2
TRIBUNAL DE SUSTENTACIÓN	3
DEDICATION	4
ACKNOWLEDGMENT	5
INDEX	6
GLOSSARY.....	7
RESUMEN.....	9
ABSTRACT	10
INTRODUCTION.....	11
Formulate and systematize the problem:	11
OBJECTIVES	12
General Objective:.....	12
Specific objectives:.....	12
METHODOLOGY.....	13
STATE OF THE ART	14
Lyrics of Developing Teen EFL's Listening Ability.	14
Lyrics assess listening ability.	15
Research gaps and future directions.	15
FINAL CONCLUSIONS	17
REFERENCES.....	19
APPENDICES.....	21
Appendix 1. Compilatio Plagiarism Check Result.....	21
Appendix 2. Compilatio Plagiarism Image Result	23

GLOSSARY

English as a Foreign Language, or EFL: Is the term used to describe studying English for those who live in non-English speaking nations where English is not their first language.

Listening Skills: The capacity to comprehend and analyze spoken language in various contexts, including vocabulary, syntax, and situational awareness.

Pedagogical Tool: Teachers use This tool or method to help students learn. Here, it refers to teaching and evaluating listening abilities through song lyrics.

Cultural Relevance: The degree to which song lyrics, as an educational resource, correspond with the cultural background and experiences of the students, improving their comprehension and participation.

Authentic learning: Real-world contexts and resources are used in the learning process to give students experiences that closely mimic the circumstances they would probably face in speaking with others in real life.

Multimodal learning: To accommodate various learning styles and improve comprehension, learn through several sensory channels, such as visual, aural, and kinesthetic.

Involvement: The degree of a learner's interest, focus, and active participation in the educational process. Motivated students are more likely to retain and learn the information more efficiently.

Emotional resonance: A learner's emotional response to or relationship with a learning material, such as song lyrics. Motivation and retention may both be enhanced by this emotional bond.

The emotional filter hypothesis: Postulates that motivation and other emotional variables,

such as anxiety, may impact language learning.

Task-based language learning (TBLL): This approach to education emphasizes students' learning by completing relevant tasks that mirror real-world language use.

Constructivist learning theory: This theory holds that via experience, interaction, and reflection, students actively create their knowledge.

Sociocultural theory Highlights the role of social interaction and cultural background in learning and growth.

Task-based learning: This approach to teaching languages centers on helping students complete tasks that mimic language use in real-world contexts, enabling them to apply their language abilities to authentic situations.

Affect (in language learning): Refers to the emotional, psychological, and behavioral elements that can impact a student's language learning process.

Authenticity (in language learning): This is the degree to which the resources and activities replicate real-world language use, taking into account contextual and cultural aspects.



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO
TEMA**

**“LETRAS DE CANCIONES PARA EVALUAR/ENSEÑAR HABILIDADES AUDITIVAS
A ESTUDIANTES DE EFL DE 9º GRADO”.**

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RESUMEN

Este estudio investiga la posibilidad de utilizar letras de canciones como ayuda de instrucción para mejorar la comprensión auditiva de los estudiantes de idiomas extranjeros (EFL) en el noveno grado de inglés. El informe explora las diversas ventajas del uso de letras, como un mayor compromiso, relevancia cultural y el fomento de experiencias de aprendizaje de idiomas en el mundo real, y se basa en investigaciones de última generación. Los estudios también demuestran que tan bien las letras de las canciones apoyan una variedad de estilos de aprendizaje a través de la instrucción multimodal. Según los hallazgos, incluir cuidadosamente letras de canciones en el plan de estudios puede crear un entorno de aprendizaje interesante y estimulante que mejore la comprensión auditiva. Los profesores que busquen formas creativas de maximizar los resultados del aprendizaje de idiomas para estudiantes de inglés de noveno grado encontrarán excelente información en estos hallazgos.

Palabras clave: *Letras de canciones, Aprendizaje auténtico, Aprendizaje multimodal, Relevancia cultural, Habilidades auditivas y Estudiantes de inglés como lengua extranjera.*



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO**

THEME

**“SONG LYRICS FOR ASSESSING/TEACHING LISTENING SKILLS TO 9TH-GRADE
EFL LEARNERS”**

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ABSTRACT

This study investigates the possibility of using song lyrics as an instructional aid to improve foreign language learners' (EFL) listening comprehension in the ninth grade of English. The report explores the various advantages of using lyrics, such as heightened engagement, cultural relevance, and fostering real-world language learning experiences, and is based on state-of-the-art research. Studies also demonstrate how well song lyrics support a variety of learning styles via multimodal instruction. According to the findings, carefully including song lyrics in the curriculum can create an interesting and stimulating learning environment that enhances listening comprehension. Teachers looking for creative ways to maximize language learning outcomes for English language learners in the 9th grade will find great information in these findings.

Keywords: *Song lyrics, Authentic learning, multimodal learning, Cultural relevance, Listening skills, and EFL learners.*

INTRODUCTION

The development of proficient listening skills is critical in the field of English acquisition. Understanding this basic concept can be particularly challenging for 9th-grade English as a Foreign Language (EFL) students because of pronunciation quirks, accent variances, and the fast-paced nature of spoken language. Conventional approaches frequently fail to offer interesting and useful ways to improve these abilities. This study looks at a fun and innovative method for testing and improving the listening skills of 9th-grade EFL students: song lyrics. Its captivating melodies and abundant linguistic content, music offers a special medium for engaging in vivid language exposure.

This project aims to close the gap between traditional teaching approaches and the realistic requirements of education by incorporating song lyrics into the learning process. This paper will help to narrow and make traditional teaching approaches easier with learners and the pragmatic requirements of authentic listening scenarios. The study aims to gain important insights into the efficacy of song lyrics as a tool for improving listening skills through a systematic investigation of this approach. It seeks to ascertain whether this approach is more successful than conventional approaches, opening the door for 9th-grade EFL learners to have a more thorough and interesting language learning experience. The study addresses a crucial language acquisition component and adds knowledge regarding cutting-edge pedagogical approaches suitable for teenage language learners.

Formulate and systematize the problem:

Developing and honing listening skills is one of the most important components of language proficiency when teaching ninth graders English as a foreign language (EFL). However

traditional teaching approaches frequently fail to hold students' attention in a way that adequately readies them for the diverse accents, fast speech patterns, and intricate contexts of real-world listening scenarios.

The urgent question of how to help 9th-grade EFL students' listening skills is addressed in this study. It looks into the possibilities of using song lyrics as an original testing method and instructing listening skills. aptitude for listening. While it is evident that music is appealing, there is still research on systematically integrating music into school curricula. This study's primary focus was comparing the efficacy of traditional listening skills development techniques with song lyrics. It also seeks to pinpoint the precise areas of listening comprehension that this new strategy has the greatest positive effects. This study aims to offer specific insights that can illuminate and transform pedagogical approaches related to listening skills in 9th-grade EFL instruction by analyzing this complex problem.

OBJECTIVES

General Objective:

To assess the effectiveness of using song lyrics as a teaching tool to improve listening skills for 9th-grade English foreign language (EFL) students.

Specific objectives:

" To evaluate the effects of including song lyrics in the English as a Foreign Language (EFL) curriculum on ninth-grade students' listening comprehension abilities, as shown by increases in their capacity to identify and comprehend spoken English in a variety of circumstances".

To identify the specific linguistic elements (e.g., vocabulary, pronunciation, idiomatic

expressions) most positively influenced by incorporating song lyrics into listening instruction.

To Propose practical recommendations for educators on effectively integrating song lyrics into teaching listening skills to 9th-grade EFL students.

METHODOLOGY

Research design: Conduct a thorough review of the literature to find and evaluate previous studies on using song lyrics in teaching and evaluating listening skills in 9th-grade EFL students.

Selection standards: Studies that were released in the last five years (2018–2023) were included to guarantee their applicability and timeliness. focuses on empirical research that expressly examines how song lyrics can help people become better listeners.

Search strategy: To find relevant articles, use academic databases (such as Google Scholar, ERIC, and JSTOR) and keywords like "lyrics," "skills," "listening," "EFL learner," and "grade 9."

Data collection: Create a database with the titles, authors, publication dates, methodologies, and important conclusions of a few chosen studies.

Data analysis: classifying studies according to their primary findings and methods (e.g., qualitative, quasi-experimental, and experimental).

Key findings: Compile and highlight the most important conclusions from each study, particularly how well song lyrics can help with listening comprehension.

Limitations and gaps: List the current research's shortcomings and gaps, considering factors like sample size, cultural background, or the particular listening skills under investigation.

Comparative Analysis: Considering variations in methodology and participant demographics, compare the efficacy of song lyrics in evaluating and instructing listening skills across various studies.

This approach outlines a methodical way to carry out a thorough analysis of how song lyrics are used to evaluate and instruct Grade 9 EFL students in listening skills. It covers techniques for searching the literature, procedures for gathering and analyzing data, and ideas for compiling and presenting the findings.

STATE OF THE ART

The potential advantages of using song lyrics to improve listening comprehension in teenagers and young adults learning English as a foreign language (EFL) have been investigated in recent studies. Academic success depends on students' ability to listen, yet traditional listening exercises in EFL classes frequently fall short of providing the real target language and level of engagement that young learners require to stay motivated—youthful students (Ramirez, 2019; Casamarca, 2021). With the right linguistic foundation, well-chosen lyrics can capitalize on ninth graders' innate musical interest to help close this gap. To create the most effective speech-based listening assessment and instruction strategies that are suitable for Grade 9 EFL students, more research is still required.

Lyrics of Developing Teen EFL's Listening Ability.

While most research has concentrated on the use of songs rather than lyrics, some recent studies have shown promising results when teaching adolescents to listen to lyrics. Le (2021) discovered that pop music lyrics helped Vietnamese EFL students become more proficient listeners. Zambrano (2018) also revealed that an emphasis on song lyrics in the curriculum had positive effects on Ecuadorian 9th-grade students. Adolescent EFL listeners in Colombia and Chile benefited from reggaeton and karaoke lyrics, as shown by Baez (2019) and Cabrera and Bazurto

(2018). Age-appropriate song lyrics are advised by these studies because they can improve teenagers' EFL listening abilities.

Lyrics assess listening ability.

Students in the 9th grade can also have their listening skills assessed using lyrics. Top-down abilities like listening for main ideas and drawing conclusions can be evaluated through lyric interpretation and discussion exercises (Le, 2021). Bottom-up processing assessment is aided by completion and dictation tasks (Zapata, 2022). Micro and macro listening abilities can be assessed when speech is at the proper level (Gonzalez, 2022).

Research gaps and future directions.

Few studies have specifically looked at the integration of song lyrics in 9th-grade EFL listening programs, despite the encouraging results, and few have compared the efficacy of song lyrics with other approaches. more conventional (Macedo, 2019; Domínguez, 2020). Best practices for choosing suitable music, creating lyrics-based exercises, and creating lyrics-centered listening evaluations for teenagers learning English as a foreign language should be further investigated (Cajamarca et al., 2021).

In conclusion, new studies indicate that song lyrics have unrealized potential as a tool for helping teenagers acquire and use EFL listening. Regarding the best teaching frameworks and how effective they are in comparison to more conventional approaches, there are still a lot of unanswered questions. Further investigation, with a particular focus on ninth-grade students, is necessary to direct the successful incorporation of speech into secondary EFL listening curricula.

Table 1.
Theoretical foundations on the effectiveness of song lyrics for EFL listening skills.

THEORY	DESCRIPTION	IMPLICATIONS
Socio-Cultural Theory	Emphasizes social interaction and cultural context in learning. The lyrics reflect authentic language use in different cultural and social contexts.	Using song lyrics to teach listening skills exposes learners to authentic language, promoting cultural understanding and interactive competence.
Auditory-Visual Integration Theory	Suggests that engaging the auditory and visual senses will simultaneously improve comprehension. Lyrics combine auditory input with visual text, enhancing language acquisition	Incorporating song lyrics supports auditory-visual integration, potentially leading to better comprehension and retention of material heard.
Motivation Theory	It is assumed that learners will be more engaged and motivated when learning materials match their interests. Song lyrics often reflect popular culture, which can attract students' attention.	Incorporating song lyrics into lessons will stimulate students' interests, promoting a more dynamic and engaged learning environment.
Task-Based Language Learning (TBLL)	Favor learning tasks that resemble real language use. Analyzing and interpreting song lyrics reflects an authentic listening task.	The use of song lyrics as learning material is consistent with the principles of TBLL, providing learners with practice exercises that reflect real listening situations.
Affective Filter Hypothesis	Argues that emotional factors influence language acquisition. Songs, with their dynamic content and melodies, can positively affect learners' emotional engagement.	Including song lyrics in teaching can reduce the emotional filter, creating a more comfortable environment that is more conducive to the effective development of listening skills.

This table provides a brief overview of the rationale supporting the effectiveness of song

lyrics in teaching and assessing listening skills of 9th-grade EFL students. Each theory is explained briefly, followed by its implications in the context of using song lyrics for language instruction.

FINAL CONCLUSIONS

Multifaceted Instructional Potential: State-of-the-art evaluation shows that song lyrics have a lot of potential as a versatile tool for teaching and evaluating listening comprehension in 9th-grade EFL students. Research carried out in various settings The benefits of incorporating song lyrics into language instruction have long been recognized by people speaking various languages and cultures.

Engagement and motivation: Learners can relate to lyrics on an emotional and cultural level, which boosts motivation and engagement. This emotional bond with the content is essential for fostering a positive learning environment, lowering anxiety, and enhancing listening comprehension skills.

Authenticity and real-world relevance: Lyrics that are authentically written mimic real-world listening scenarios, introducing learners to a variety of tones, cultural quirks, and colloquialisms. Both cultural competency and more thorough language learning are facilitated by this authenticity.

Advanced multimodal learning: Song lyrics that incorporate both visual and auditory elements are consistent with the principles of multimodal learning. This method offers students a richer sensory experience and supports a variety of learning styles, which may promote greater comprehension and retention.

Supports Theories of Language Acquisition: The application of song lyrics aligns with accepted theories of language learning. Offering authentic, interactive, and emotionally

compelling learning experiences, enhances the tenets of emotionally filtered, task-based, and sociocultural learning.

Bridge to cultural understanding: Through their ability to shed light on the social, historical, and emotional context of language, lyrics act as a conduit for cross-cultural understanding. A more comprehensive approach to language learning is made possible by this cultural immersion, which also improves the learner's general aptitude.

Recommended Practice: Teachers should think about including song lyrics in their curricula to teach and evaluate listening skills in light of the current circumstances. To enhance the efficacy of this teaching strategy, thoughtful consideration should be given to the song selection process and the addition of activities that complement the lesson plan.

Future research directions: Even though the reviewed studies offer insightful information, more research is required to examine particular issues like the influence of various musical genres, the significance of lyrics in the development of listening habits specific to sub-skills, and the impact of different musical genres. The cultural setting in which this method works well.

Holistic language learning: When utilized carefully, song lyrics can be a vital component of an all-encompassing language learning approach. They can support a thorough language education that covers speaking, reading, writing, and cultural awareness when combined with other teaching strategies.

In summary, the state-of-the-art assessment demonstrates that song lyrics offer a dynamic and culturally rich pathway to improving the listening skills of Grade 9 EFL learners. By leveraging the emotional resonance and authenticity of music in language use, teachers can create engaging and engaging learning experiences that promote more comprehensive language acquisition.

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APPENDICES

Appendix 1. Compilatio Plagiarism Check Result

ANTI-PLAGIARISM CERTIFICATE

In my capacity as Advisor of the Research Report, " SONG LYRICS FOR ASSESSING/TEACHING LISTENING SKILLS TO 9TH-GRADE EFL LEARNERS, prepared by the graduate student SAMANIEGO ORRALA JORGE ANDRÉS, before obtaining the Master's Degree in PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES. I declare that once I have analyzed the anti-plagiarism COMPILATION, after having met the required evaluation requirements, the presently executed project is % of the allowed evaluation, therefore I proceed to issue this report. A similarity report is attached.

Sincerely,

PhD Evelyn Almeida García

ADVISOR

Appendix 2. Compilatio Plagiarism Image Result

