



TECHNICAL UNIVERSITY OF COTOPAXI

CAMPUS PUJILÍ

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

UNDERGRADUATE PROGRAM

RESEARCH REPORT

ENGLISH MUSIC IN EFL STUDENTS' LISTENING COMPREHENSION

Research report before obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major

Author:

Mantilla Pérez Christopher Darío

Tutor:

Dra. Venegas Álvarez Gina Silvana, PhD.

PUJILI-ECUADOR

AUGUST-2025

DECLARACIÓN DE AUTORÍA

Mantilla Pérez Christopher Darío, con cédula de ciudadanía No. 2200222210 declaro ser autor del presente **PROYECTO DE INVESTIGACIÓN: “ENGLISH MUSIC IN EFL STUDENTS’ LISTENING COMPREHENSION”**, siendo la Dra. Venegas Álvarez Gina Silvana, PhD., tutor del presente trabajo; y, eximo expresamente a la Universidad Técnica de Cotopaxi y a sus representantes legales de posibles reclamos o acciones legales.

Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Pujilí, 30 de julio del 2025

Mantilla Pérez Christopher Darío
C.C: 2200222210

AVAL DEL TUTOR DEL PROYECTO DE INVESTIGACIÓN

En calidad de Tutor del Proyecto de Investigación sobre el título:

“ENGLISH MUSIC IN EFL STUDENTS’ LISTENING COMPREHENSION”, de Mantilla Pérez Christopher Darío, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, considero que dicho Informe Investigativo es merecedor del aval de aprobación al cumplir las normas técnicas, traducción y formatos previstos, así como también ha incorporado las observaciones y recomendaciones propuestas en la pre-defensa.

Pujilí, 30 de julio de 2025



Dra. Venegas Álvarez Gina Silvana, PhD.
C.C.: 0501598643
TUTORA


AVAL DE APROBACIÓN DEL TRIBUNAL DE TITULACIÓN

En calidad de Tribunal de Lectores, aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y, por la Extensión Pujilí; por cuanto, el postulante: Mantilla Pérez Christopher Darío, con el título del Proyecto de Investigación: **“ENGLISH MUSIC IN EFL STUDENTS’ LISTENING COMPREHENSION”**, ha considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de sustentación del trabajo de titulación.


Por lo antes expuesto, se autoriza grabar los archivos correspondientes en un CD, según la normativa institucional.

Pujilí, 30 de julio de 2025

Para constancia firman:


Mg. Romero Palacios Amparo de Jesús
C.C: 050136918-5
LECTOR 1 (PRESIDENTE)


Mg. Mena Vargas Nelly Patricia
C.C: 050157429-7
LECTOR 2 (MIEMBRO)


MSc. Estuardo Vladimir Sandoval Vizuite
C.C: 050210421-9
LECTOR 3 (SECRETARIO)

GRATEFULNESS

I would like to express my thanks for everyone in my life that helped me in any way. To my teachers at the Technical University of Cotopaxi who taught me so many things for my professional and personal development. I would like to thank my Dra. Venegas Álvarez Gina Silvana, PhD. for the support and feedback along the development of this project. Lastly, to my family that support me along this journey, and made possible for me becoming a respectable member of the society.

Cristopher Mantilla

DEDICATION

I wouldn't be here without the support of many people along the way. Firstly, my family who always trusted me, my mom, my dad, and siblings. As well, I would like to thank to every single one of my friends, especially Cristian, the best friend you could ever ask for. I am also grateful to my teachers, especially those who I used to talk to, teacher Gina, Kinzee, and Emma. A special thanks to Wendy, one the best people I would ever met. Finally, thanks again to everyone, without you I wouldn't be here. I love you all.

Cristopher Mantilla

TECHNICAL UNIVERSITY OF COTOPAXI

CAMPUS PUJILÍ

THEME: “ENGLISH MUSIC IN EFL STUDENTS’ LISTENING COMPREHENSION”

Author: Mantilla Pérez Christopher Darío

Tutor: Dra. Venegas Álvarez Gina Silvana, PhD.

ABSTRACT

The main objective of this research was to determine how exposure to English music affects the listening comprehension of English as Second Language (EFL) students at the Technical University of Cotopaxi. Also, to accomplish the general objective, there were planned three specific objectives which also need to be fulfilled, they proposed specific goals, including determining the level of motivation that English music brings to language learning, examining how regular song listening helps recognize and distinguish English sounds and structures, and suggesting educational activities based on songs that improve auditory comprehension in a logical and meaningful way. The hypothesis describes: there is no link between EFL students' exposure to English music and their increased listening comprehension. It is important to mention that the method employed was quantitative and descriptive, using questionnaires and tasks centered on English songs with third-semester students. The levels of motivation, identification of sounds and language structures, as well as the effectiveness of music-based pedagogical activities were assessed. What is more, the findings showed that the implementation of songs in the classroom significantly increased students' motivation and interest, promoted incidental vocabulary acquisition, and enhanced the ability to differentiate English sounds and structures. The statistical analysis revealed a significant difference between the groups who used music and those that did not, with a very low p value ($p = 0.0000126$), reaffirming the effectiveness of using songs as a teaching tool. Additionally, greater engagement and willingness to exercise listening skills outside of formal contexts were noted. In conclusion, the incorporation of English music as a pedagogical tool is effective in enhancing listening comprehension in EFL students, fostering more interactive, contextual, and stimulating learning. Research suggests teachers systematically include songs in their teaching methods to foster the growth of listening skills and motivation for learning English.

Keywords: Music, English music, learning process.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TÍTULO: “MÚSICA EN INGLÉS EN LA COMPRENSIÓN AUDITIVA DE ESTUDIANTES DE INGLÉS”

Autor: Mantilla Pérez Christopher Darío

Tutor: Dra. Venegas Álvarez Gina Silvana, PhD.

RESUMEN

El objetivo principal de esta investigación fue establecer cómo la exposición a música en inglés afecta la comprensión auditiva de los alumnos de inglés como segundo idioma (EFL) en la Universidad Técnica de Cotopaxi. Además, para alcanzar el objetivo general, se establecieron tres objetivos específicos que también necesitan ser alcanzados. Se plantearon objetivos específicos, tales como determinar el grado de motivación que la música en inglés aporta a la educación lingüística, investigar cómo el frecuente oído de canciones ayuda a reconocer y diferenciar sonidos y estructuras en inglés, y proponer actividades educativas basadas en canciones que mejoren la auditoría en un sentido lógico y significativo. La hipótesis sostiene: no existe una relación entre la exposición de EFL a la música en inglés y su mejora en la comprensión de la música. Es importante mencionar que el método empleado fue de orientación cuantitativa y descriptiva, implementando cuestionarios y tareas centradas en canciones en inglés a los alumnos del tercer semestre. Se evaluaron los grados de motivación, identificación de sonidos y estructuras del lenguaje, así como la eficacia de actividades pedagógicas basadas en música. Además, los hallazgos mostraron que la implementación de canciones en el salón de clases aumentó notablemente la motivación y el interés de los alumnos, promovió la obtención incidental de vocabulario y potenció la habilidad para diferenciar sonidos y estructuras del inglés. El análisis estadístico mostró una notable discrepancia entre los grupos que emplearon música y los que no, con un valor de p muy bajo ($p = 0.0000126$), corroborando la eficacia de emplear canciones como herramienta de enseñanza. Además, se observó un aumento en el engagement y la disposición para practicar las habilidades de escucha fuera de contextos formales. Adicionalmente, se notó una mayor implicación y voluntad para desarrollar habilidades auditivas fuera del contexto formal. Para concluir, el uso de música en inglés como herramienta pedagógica resulta eficaz para potenciar la comprensión auditiva en alumnos EFL, favoreciendo un aprendizaje más interactivo, contextual y estimulante. La investigación sugiere a los profesores incluir canciones de manera sistemática en sus métodos de enseñanza para impulsar el crecimiento de habilidades auditivas y la motivación en el aprendizaje del inglés.

Palabras clave: Música, música en inglés, aprendizaje.

INDEX

COVER.....	i
COPYRIGHT REFUSE	ii
AVAL DEL TUTOR DEL PROYECTO DE INVESTIGACIÓN	iii
AVAL DE APROBACIÓN DEL TRIBUNAL DE TITULACIÓN	iv
GRATEFULLNESS	v
DEDICATION.....	vi
ABSTRACT	vii
RESUMEN.....	viii
INDEX.....	ix
1. GENERAL INFORMATION	xii
2. PROBLEM STATEMENT	1
3. JUSTIFICATION.....	4
4. OBJECTIVES.....	4
4.1. General objective: To determine how exposure to English music influences the listening comprehension skills of EFL students.....	4
4.2. Specific objectives:	4
4.3. Activities and task system in relation to the objectives proposed.....	5
5. SCIENTIFIC AND TECHNICAL FOUNDATION.....	6
5.1. Background.....	6
5.2. Theoretical framework	7
EFL.....	7
Advantages of music.....	8
Motivation	8
Reception to learning	9
Learning Styles.....	9
Visual learning	10
Auditory learning style	10
Kinesthetic learning style	10
Reading/Writing	11
Other types of learning.....	11
Analytical and logical students	11

Language and social learners	11
Individual learners	12
Nature learners.....	12
English skills	12
Listening skills	13
Speaking Skills.....	13
Supporting skills.....	16
Cultural Abilities	18
Music	19
Song as material for learning.....	20
Elements of a song	21
Music and comprehension	22
Music and language acquisition	22
English music	24
Types and Genres of English Music	25
Exposure to English music	26
Mechanisms of language acquisition through music exposure	27
Pronunciation and Listening Skills.....	27
Motivation and Engagement	28
Cognitive and Social Benefits	28
Learning a new language.....	28
Listening comprehension skills.....	29
Factors affecting listening comprehension	31
Music in English teaching	35
The problems.....	37
6. METHODOLOGY.....	37
6.1. Research approach	37
6.2. Research design.....	39
6.3. Types of research.....	40
Descriptive.....	40
6.4. Instruments for data collection	41
6.5. Population	41
6.6. Data collection and processing.....	42
6.7. Analysis and interpretation of the collected information	42

7.	ANALYSIS AND DISCUSSION OF RESULTS	43
7.1.	Hypothesis	44
7.2.	Results	45
7.3.	Discussion and Implications	45
8.	RESEARCH IMPACTS	46
8.1.	Educational impacts	46
8.2.	Social Impacts.....	47
8.3.	Technological impact.....	47
9.	CONCLUSIONS AND RECOMMENDATIONS	47
9.1.	Conclusions.....	47
9.2.	Recommendations.....	48
10.	REFERENCES.....	49
11.	ANEXES	53

1. GENERAL INFORMATION

Theme: English music in EFL students' listening comprehension

Starting date: October 2024

Ending date: February 2025

Place of research: Technical University of Cotopaxi (UTC) Campus Pujilí

Sponsoring faculty: Campus Pujilí

Linked research project:

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work team:

Mantilla Pérez Cristopher Darío

Dr. Venegas Álvarez Gina Silvana, PhD

Knowledge area:

Education, applied linguistics, communication

Research line:

Education, Communication and Design for human and Social development.

Research sub-line:

Pedagogical, didactic, curricular and inclusive practices in the areas of knowledge.

2. PROBLEM STATEMENT

Since everyone's life is impacted by music and people are surrounded by it, learning through songs and music may be a successful approach. In this way, music, including its rhymes and melodies, can be a powerful tool for active learning that influences the process of learning. The majority of kids love to sing, and it's frequently a pleasant diversion from the daily grind of learning a foreign language. Furthermore, using songs in the classroom can act as a break from rigorously following a set curriculum. Songs can be adapted to different class sizes and skill levels. Similarly, songs may play a significant role in young learners' acquisition of a foreign language (Laica & Fajardo, 2024).

The Ecuadorian Curriculum for Teaching English states that listening is a complex process that involves tying together several techniques that students can use and develop through listening exercises based on relevant settings. Information and communication technology (ICT) is also incorporated into the curriculum as a tool to expose students to a variety of hearing resources, such as songs, poetry, and short conversations, as well as informative texts like messages and announcements. Additionally, listening techniques will help students with pronunciation abilities like intonation, rhythm, and emphasis. In this regard, the Ecuadorian Curriculum recommended that educators locate resources to assist pupils in honing their listening abilities (Laica & Fajardo, 2024).

Although awareness of the importance of listening skills has increased in this era, many problems still occur when teaching listening in English as a Foreign Language (EFL) classrooms. This refers to learning media and strategies that are not paid attention to by teachers. Nowadays, many teachers still use traditional strategies to teach students. In addition, many teachers use conventional media such as textbooks, so there is no interaction between students and teachers in the classroom (Lengkoan et al., 2022).

When teaching listening, the teachers only use ordinary audio, which causes students' absorption of spoken words to be non-optimal. Also, students cannot fully engage in learning, making the learning experience passive and boring. Poor classroom conditions, boring topics, and

inappropriate learning media can make English listening skills difficult to master (Lengkoan et al., 2022).

Therefore, to overcome this, a solution is needed to use appropriate media in listening learning to increase student engagement and learning experience in the classroom. Several learning media can be used in listening learning, one of which is songs. According to Almutairi & Shruki (2016) a song is a work of art that can be expressed in words and accompanied by music. Songs offer language learning in an effective and fun way. In general, songs contain colloquial language with lots of repetition. The repetition of words or phrases in the song can facilitate students' language acquisition. When listening to songs, students unconsciously hear several phrases and sing simultaneously so that they can improve their English listening unconsciously. Moreover, since songs often follow us wherever we are, using songs as listening media will not make us tense (Jumadullayeva, 2020).

The main issue is the challenge faced by English as a Foreign Language (EFL) students in developing effective auditory comprehension skills. Limiting exposure to authentic and motivating materials is a common barrier. In this context, English-language music is presented as a potentially useful resource to enhance students' auditory comprehension. EFL students frequently struggle to understand various accents, speech rates, and vocabulary in authentic listening contexts. Also, English-language music is an approachable and appealing medium for students who regularly listen to English-language songs, which makes it easier for them to become familiar with the language. Research indicates that music can enhance the learning experience, increase motivation, and make it easier to practice listening consistently based on proficiency level (Nurfika et al., 2023).

Situations that are related to this subject are using digital platforms like Spotify to listen to English-language music encourages active and motivated learning, and using songs in the classroom to create a relaxed and inspiring atmosphere that promotes anxiety reduction and improves readiness for learning. Besides, although it's used in the classroom is not well organized or appreciated, English music is currently recognized as a valuable and effective resource to improve auditory

comprehension in EFL students. Digital platforms and the availability of English-language music have increased students' incidental and voluntary exposure to the language, improving their vocabulary, rhythms, and sounds (Nurfika, Indriani, & Dian, 2023).

According to the PUNI UTC-Pujili students' perspective, teachers would instruct English in online classes using traditional methods. Conversely, pedagogical aids like e-books and learning guides are beneficial since they allow students to look up material to strengthen their abilities. Aside from that, poor communication and methodological execution of the instructor feedback cause students to lose interest and desire in attending class, and the concepts covered in class are not sufficiently reinforced. Students' reactions to the online modality are demonstrated by affective and emotional components, which highlight how teachers' and families' lack of support makes them less motivated to learn English (Constante & Hidalgo, 2022).

The methods used, the technology available, the degree of communication, the amount of time allotted for each task, and motivating variables are some of the elements that hinder students' language learning in an online classroom. Therefore, adopting creative approaches, strategies, and exercises in the teaching-learning process is crucial, with an emphasis on enhancing the language proficiency of the students (Constante & Hidalgo, 2022).

The study on how English-language music affects EFL students' auditory comprehension is important because: music provides an authentic and appealing background that enhances auditory comprehension and makes incidental vocabulary acquisition easier; also it creates a relaxed and inspiring atmosphere that may increase students' willingness to practice and learn. Including music in English instruction can broaden the scope of methods and accommodate various learning styles. And improving auditory comprehension is essential for effective English communication, and music is a useful and accessible tool for this (Jazvin, 2024).

Therefore, this study seeks to answer the following research question:

How does the use of English music affect the listening comprehension of EFL students in the third semester of PINE in the Technical University of Cotopaxi Campus Pujilí?

3. JUSTIFICATION

Research on the use of English-language music to improve auditory comprehension in English as a foreign language (EFL) students is essential because: EFL students face ongoing challenges in auditory comprehension due to factors like speech speed, diverse accents, and limited vocabulary, Music is a motivating and accessible resource, but its pedagogical integration in EFL classes is inconsistent and requires strong empirical foundations. Also, in a digitally connected world, listening to English-language music is commonplace, which presents untapped opportunities for incidental learning.

Besides, it is important to do this research because it is necessary to increase the effectiveness of teaching listening skills that are historically related to EFL curriculum and using everyday exposure to English-language music for educational purposes will optimize the existing resources.

The main beneficiaries of this research are EFL students which are mostly adults and children in non-English speaking environments who are able to access meaningful and contextualized learning. Also, teachers who got tools to make their classes more engaging and productive. And educational institutions can maximize resources by using existing materials (songs) instead of expensive external methods.

4. OBJECTIVES

4.1. General objective: To determine how exposure to English music influences the listening comprehension skills of EFL students.

4.2. Specific objectives:

- To define the level of motivation that inspires students to perform English music during language learning.
- To analyze how regular exposure to English songs aids in the recognition and differentiation of the language's sounds and structures.
- To establish conclusions and recommendations in educational activities based on the analysis made of students.

4.3. Activities and task system in relation to the objectives proposed

To determine how exposure to English music influences the listening comprehension skills of EFL students.

Table 1

Activities

Specific objective	Activities	Results of activities	Verification means
To define the level of motivation that inspires students to perform English music during language learning.	Conduct a survey or questionnaire about students' attitudes toward learning English through music. - Group discussion or reflective journal entries on how music influences their interest in English.	Definition of data analysis for the drafting of theoretical framework.	Literature review of Student reflections and academic comprehension

<p>To analyze how regular exposure to English songs aids in the recognition and differentiation of the language's sounds and structures.</p>	<ul style="list-style-type: none"> - Listening exercises using selected English songs focusing on pronunciation, stress, and intonation. - Phonetic comparison activities between native and non-native pronunciation. 	<p>Data analysis</p>	<p>Analysis and discussion of results.</p>
<p>To establish educational activities based on English songs that enable working on auditory comprehension in a logical and meaningful way.</p>	<ul style="list-style-type: none"> Gap-fill exercises (lyrics with missing words) - Song-based comprehension questions and discussions - Matching lyrics with meaning or summary tasks 	<p>Conclusions and recommendations</p>	<p>Conclusions and recommendations.</p>

Note: This table shows the activities related to the objectives.

Author: Mantilla Pérez Cristopher Darío

5. SCIENTIFIC AND TECHNICAL FOUNDATION

5.1. Background

The British Empire's imperial expansion in the 19th century is responsible for the English language's proliferation. The English language was extended by the British Empire language to many regions of the world, such as Africa, India, Australia, and North America. Since the United States emerged as the leading world power in the 20th century, the English language's significance persisted even after the British Empire ended (Walia, 2023).

English is being used in a wider range of fields, including business, education, research, and technology. International trade, commerce, and finance are all conducted in English. It is employed to facilitate communication between individuals from other nations who do not speak the same language. English is utilized for research and publications in the academic sector and is the language of instruction in many universities. Research papers, conference presentations, and patent applications are all communicated in English in the fields of science and technology. English is the primary language of the internet in the digital age and is used for email, social networking, and other online communication (Walia, 2023).

Teaching English as a second or foreign language has grown in importance in the global education system. With millions of students registered in online courses, private tutors, and language institutions, English language teaching (ELT) is a multibillion dollar industry. Every educational level, from elementary schools to universities, offers English instruction. The old grammar-translation method of teaching English has given way to a more communicative strategy that prioritizes speaking and listening abilities (Walia, 2023).

5.2. Theoretical framework

EFL

EFL refers to the study and use of English by non-native speakers in countries where it is not the official or predominant language. Since they are rarely exposed to English outside of the classroom, EFL students typically study the language in their home country as part of their school curriculum or as part of their private education. Different from ESL learners who live in English-speaking

countries and have more immersion opportunities, EFL learners primarily depend on formal instruction and structured learning environments (Quimosing, 2022)

English as a Foreign Language (EFL) is the study and use of English by non-native speakers in countries where it is not the official or majority language. EFL learners typically study English in their home country as part of their school curriculum or as part of their private education, with limited exposure to the language outside of the classroom. Unlike ESL learners who live in English-speaking countries and have more opportunities for immersion, EFL learners primarily depend on formal instruction and structured learning environments (Quimosing, 2022).

Particular challenges for EFL learners include a lack of exposure to natural language use, a lack of practice opportunities, and the need for encouragement to use the language outside of formal contexts. But EFL courses are generally accessible everywhere, especially in countries where speaking English is seen as a valuable skill for cross-border contact and globalization (Quimosing, 2022).

Advantages of music

Motivation

Both the teacher and the learner are equally concerned with motivation, which is largely dependent on the teacher's and the students' attitudes. Students must be inspired to learn and apply the language in a variety of real-life contexts because motivation is a crucial component of a foreign language classroom. Extrinsic and intrinsic motivation can be distinguished from one another. The former is brought about by a variety of external variables, including individual requirements or objectives; the approach taken in the L2 classroom also affects how motivated the students are to learn (Atlantic University, 2024).

However, intrinsic motivation originates from within the person, therefore if a student enjoys the learning process, they will be more encouraged to learn. As a result, it is the duty of the instructor to assist students in discovering this self-motivation and to arrange activities in the classroom that will encourage extrinsic drive. Anyone studying a second language is aware of how difficult this process can be, therefore engaging in fun and engaging activities, like listening to music, can be crucial to success (Atlantic University, 2024).

Reception to learning

Although it is well known that music, including all types of songs, affects emotions, research has also looked into how music affects the brain and thought processes. According to research, music can alter brain waves during an electroencephalogram (EEG) and increase the brain's receptivity to learning. The right and left hemispheres of the brain can cooperate and facilitate learning through the connection that music creates between their activities (Atlantic University, 2024).

Information learning and retention are maximized when the left and right brains work together. While the music stimulates the right brain, the information under study stimulates the left. Additionally, simultaneous activities that activate both sides of the brain, like singing or playing an instrument, improve the brain's capacity to comprehend information (Atlantic University, 2024).

Dr. George Lozanov, a well-known Hulgarian psychologist, created a method for teaching foreign languages in a fraction of the typical learning time by including specific baroque-era classical music compositions. Due to the way that baroque music affects brain waves, his experiments have demonstrated that foreign languages can be learned with 85- 1.00% efficiency in only thirty days utilizing these compositions (Atlantic University, 2024).

Learning Styles

In addition to varied instructional approaches, students absorb and process knowledge in a variety of ways, including hearing, seeing, and doing. Students may become disinterested and lose interest in the course if there is a mismatch between the instructor's teaching style and the learning styles of many of the students in the class. Students' many learning methods are tapped into when they listen to music, and by using music in activities, they can practice the language anyway they see fit.

Visual learning

People who like to absorb information visually, whether through charts, graphs, maps, diagrams, or other visual aids, are known as visual learners. They require information through various visual aids, such as patterns and forms, and may not react well to images or movies. Visually illustrating the connections between several concepts is the most effective technique to communicate with visual learners. For example, a flow chart can be used to illustrate a scientific procedure (Atlantic University, 2024).

Auditory learning style

Those who are auditory learners absorb information more effectively when it is stated or heard aloud. They tend to sort their thoughts after speaking instead of considering them first, because speaking aloud aids in the understanding of the idea. Auditory learners learn best when material is provided to them through talking-intensive tactics like lectures and group discussions, especially when they are learning a second language or a new theory. Repeating the courses, using technology to record lectures, participating in group activities where peers must explain concepts, etc., can all be beneficial to them (Atlantic University, 2024).

Kinesthetic learning style

People who learn best by doing are known as kinesthetic learners. They like to get their hands dirty. They need tactile experience to better understand things because they are typically more connected to and in tune with reality. For a kinesthetic learner, practice, examples, simulations, or personal

experience are the most effective ways to introduce new material. For example, they can recreate an experiment to help them remember it (Atlantic University, 2024).

Reading/Writing

Information is best absorbed by reading and writing learners when it is presented in written form, whether by reading or writing it down. They believe that word has greater force than any type of visual or aural depiction of a concept. These people typically do exceptionally well on written assignments. A reading or writing student might be engaged and comprehend a lesson in a variety of ways. For example, it would be ideal to give them written homework, written quizzes on the subjects, or written statements explaining charts and diagrams (Atlantic University, 2024).

Other types of learning

It is crucial to remember that opinions on the many kinds of learning styles, their names, and even their numbers vary. There are between three and 170 distinct learning styles, according to recent research and hypotheses from psychologists and subject-matter specialists. Other categories of learning styles that are dependent on social factors and one of the senses are as follows.

Analytical and logical students

Analytical learners, as their name implies, rely on reasoning and analytical abilities to comprehend a given material. In their learning, these learners look for relationships, causes, trends, and outcomes. By asking interpretive questions, providing resources that encourage problem-solving techniques, and encouraging students to draw conclusions from evidence or logic, a teacher can engage and inspire these children.

Language and social learners

These students like learning activities that involve group projects or participation. Social and linguistic learners gain two benefits from this involvement: a deeper comprehension of a subject and the opportunity to socialize, which they enjoy. Role-playing and various communication exercises, such promoting student interaction (asking questions, sharing experiences, etc.), are two ways that teachers might inspire these kinds of students.

Individual learners

These pupils are the antithesis of social learners and are also referred to as lone learners. Solitary learners would rather study by themselves without having to communicate with other students. The strength of a lone student is individual labor. By employing activities that call for individual work (such as journaling) and problem-solving abilities, as well as by acknowledging each student's unique achievements, teachers can support these kinds of learners (Atlantic University, 2024).

Nature learners

When these learners are exposed to nature, they perform exceptionally well. The perfect learning space for a nature learner is one that is serene and tranquil. Nature learners would be compared to tactile learners if we had to choose one. The nature component of this deal is the only distinction, as nature learners require outdoor environments to study more effectively. Even if it might not always be feasible, teachers can nevertheless support this learning style in their students by giving them practical assignments, holding courses outside when feasible, and illustrating new concepts with examples from nature (Atlantic University, 2024).

English skills

English proficiency includes a wide range of skills needed to interact, communicate, and understand the English language. In an increasingly international world, these abilities are essential for everyday communication, career progress, and academic success. Speaking, listening, reading, and

writing are the four fundamental English language skills. Grammar, vocabulary, pronunciation, and cultural competency are other important supporting abilities.

Listening skills

The capacity to precisely receive and decipher messages during conversation is known as listening. It is a dynamic process that calls for comprehension and concentration in addition to verbal hearing.

Listening Types: asking questions, interacting with the speaker, and seeking clarification are all examples of active listening. And hearing without participating or reacting is known as passive listening (Archibald & al, 2008).

Elements:

- Comprehension: Being aware of the details, the basic idea, and any implied implications (Archibald & al, 2008). Critical listening involves assessing the communication and differentiating between opinion and fact (Archibald & al, 2008).
- Among the tactics are: content prediction based on context, paying attention to specific details and the gist, or major idea and making notes and summarizing them (Archibald & al, 2008).

Importance

It is crucial for social interactions, professional meetings, and scholarly lectures, and it improves pronunciation and vocabulary by exposing oneself to native speakers. Even though, there are some difficulties included such as idiomatic language and slang may generate misunderstanding and accents, speaking rate and background noise might hinder comprehension (Archibald & al, 2008).

Speaking Skills

Speaking is a productive ability that entails verbally conveying feelings, thoughts, and ideas. It is essential to connection and communication that works (Archibald & al, 2008).

Speaking Types:

The main speaking type skills are the following (Archibald & al, 2008):

- Conversational: Casual interactions in day-to-day interactions
- Presentational: Formal discussions, speeches, or presentations.
- Transactional: Aiming to accomplish a particular objective, as placing an order for food or lodging a grievance.

Elements:

- Pronunciation: Accuracy and clarity in sound production.
- Speaking fluidly and without needless pauses is known as fluency.
- Accuracy: Proper vocabulary and grammar usage.
- Coherence: The logical arrangement of concepts.

Strategies:

- Rehearsing role-plays and conversations.
- Making use of connectors and conversation fillers.
- Recording and replaying oneself for self-evaluation.

Importance

It fosters self-assurance in practical settings and it promotes cooperation and networking. Some of the difficulties are the fear of making mistakes or being misinterpreted is one of the challenges and its limited mastery of grammar or vocabulary (Archibald & al, 2008).

Reading Skills

The receptive talent of comprehending written materials is reading, it is essential for professional work, academic research, and personal development.

Reading Types:

- Skimming: Getting the core concept from a fast read.
- Scanning: Seeking for certain data.
- Reading larger materials for enjoyment or general comprehension is known as extensive reading.
- Intensive Reading: Examining brief texts to gain a thorough understanding.

Elements

- Decoding is the process of identifying words and sentences.
- Understanding: Recognizing both overt and covert meanings.
- Reading between the lines is known as inference.
- Critical Reading: Assessing claims and spotting prejudice.

Strategies

- Text previewing (headings, titles, and graphics).
- Making notes and summarizing.
- Posing queries and making content predictions.

Importance

- Access to knowledge and information is crucial.
- The growth of critical thinking abilities.

Among the difficulties are intricate sentence structures and terminology, idioms and cultural references.

Writing skills

Writing is the effective art of expressing concepts in written form. It is necessary for personal expression, corporate communication, and academic work.

Types of Writing

- Descriptive: Producing striking pictures of individuals, locations, or occasions.
- Narrative: Recounting events or stories.
- Expository: Providing information or explanation.
- Convincing the reader of a viewpoint is the definition of persuasive.
- Academic: Research papers, reports, and essays.
- Professional: Proposals, memos, and emails.

Elements

- Grammar and Syntax: Proper sentence construction.
- Vocabulary: Selecting specific and diverse terms.
- Organization: Using logical paragraph and essay structure.
- Coherence and Cohesion: Creating seamless connections between concepts.
- Editing and revising: removing mistakes and enhancing readability.

Strategies

- One of the strategies is to plan and outline before writing.
- Peer review and drafting.
- Making use of models and templates.

Importance

- Exhibits critical thinking and understanding.
- Crucial for professional communication, job applications, and tests.

Supporting skills

Grammar

The principles that determine how sentences are put together are known as grammar. Proficiency in grammar guarantees accuracy and clarity in written and spoken English. Essential topics include tenses, parts of speech, sentence construction, agreement, and punctuation (Chen, 2022).

Vocabulary

Accurate and diverse expression is made possible by a large vocabulary. It includes being aware of a word's usage, collocations, and implications in addition to its meaning. Effective tactics include practicing synonyms and antonyms, learning new terms, and utilizing context clues (Chen, 2022).

Pronunciation

The proper articulation of sounds, emphasis, and intonation are all considered aspects of pronunciation. Correct pronunciation minimizes misconceptions and improves comprehension. Pronunciation aids, native speaker listening, and phonics practice are beneficial (Chen, 2022).

Some of the elements are the phonetic awareness, because being aware of the phonemes, or sounds, that comprise words. This comprises consonant and vowel sounds, patterns of stress and the rhythm and intonation. Another element is the expression which is the actual act of making speaking sounds. Proper movement of the tongue, lips, and jaw; clear syllable enunciation; and avoiding slurring or mumbling is all components of good articulation. The diminished accent for non-native speakers entails the following: recognizing troublesome sounds; practicing with native models; and utilizing resources such as the International Phonetic Alphabet (IPA) (Chen, 2022).

Hearing and copying consists of listening to native speakers, repeating words and sentences, and recording and comparing one's own speech are all ways to improve pronunciation. And the resources and tools for pronunciation which include apps for language learning (like Rosetta Stone and Duolingo); speech recognition software; and online dictionaries with audio samples (Chen, 2022).

Typing

Spelling correctly is essential for written communication. Spelling errors can diminish credibility and obfuscate meaning. Accuracy can be increased by knowing common spelling rules, practicing frequently, and using spell-check software (Chen, 2022).

Some of the elements are the touch typing which consists of using muscle memory to locate keys when typing without glancing at the keyboard, the benefits are enhancing speed; fewer mistakes and

improving ergonomics. Another element is the accuracy and Speed which measured in mistake rate and words per minute (WPM). Among the improvement tactics are: consistent practice with typing instructors, timed typing exams and concentrated training on frequent words and letter combinations

The third element are shortcuts on the keyboard because they increase productivity and they are used to a given application (such as Word and Excel formatting) (Chen, 2022).

And the health and ergonomics, strain is avoided with good hand placement and posture, the strategy is to maintain relaxed, straight wrists; use a desk height and a supporting chair; and take frequent pauses (follow the "20-20-20" rule, which states that you should gaze at something 20 feet away for 20 seconds every 20 minutes) (Chen, 2022).

Cultural Abilities

Effective communication requires an awareness of the cultural context of language use; this includes being aware of non-verbal clues, humor, idioms, and customs. Interaction with native speakers and exposure to real materials improve cultural understanding (Chen, 2022).

The elements that must be included in cultural abilities are: Knowledge of culture which consists on recognizing and respecting cultural differences, such as: beliefs and values, etiquette and social conventions; and communication styles. Other element is intercultural interaction based on modifying communication to fit various cultural settings: being aware of linguistic limitations, changing nonverbal clues (eye contact, gestures, and personal space) and staying away from idioms or slang that might not translate (Chen, 2022).

Respect and cultural sensitivity is based on showing consideration for customs, traditions, and viewpoints: avoiding preconceived notions and preconceptions; being receptive to new information; and offering an apology for inadvertent transgressions. And the flexibility and adaptability focused

on willingness to modify expectations and conduct in multicultural environments: accepting new experiences; navigating ambiguity and uncertainty; getting input; and clearing up misconceptions.

Music

Melody, harmony, rhythm, and timbre are ordered sound aspects that are used in music, which is an art form, a cultural expression, and a potent emotional tool. With a wide variety of styles and genres found worldwide, music is a phenomenon that transcends all cultures. Music listening in general has been proved to have a significant impact on people's lives on a number of levels. Because it is socially acceptable, healthy, inexpensive, and ubiquitously available, music is more popular than ever these days. Regardless of age, gender, nationality, or language, music has a certain quality that appeals to everyone. It serves as a crucial tool for human learning processes (Alharthi & Alharbi, 2024).

Every human being has a basic desire for music since it can make them feel content, joyful, and at ease. By assisting in the development of learning habits, overcoming boredom, and managing outside distractions, music can have a significant impact on academic performance. The creation of music has a direct impact on the brain's physiological and mental development. This activity encourages the development of connections between brain cells and aids in the establishment of the neural pathways that are connected in the brain. It can accelerate a person's physical and mental development. Additionally, music can boost our confidence, energy levels, and ability to release tension, anxiety, and fear (Rahmawanti & Berlia, 2022).

In the realm of native speakers, the music reflects the description that now exists. It conveys fears, anxieties, challenges, joy, profit, introspection, and thoughts. As a result, a deeper understanding of various cultures can be gained through song analysis. Songs can help to clarify a lot of issues in English instruction, based on the experiences of teachers. Songs can break down barriers between students and foreign teachers, help students pick up new words and phrases quickly and easily, reduce learning stress, reset lesson time, keep students' attention on the subject at hand, and simplify

difficult learning tasks, and boost students' motivation and excitement for learning. Also, the song can be used to make the learning environment more approachable, pleasurable, thrilling, engaging, and influential (Rahmawanti & Berlia, 2022).

Song as material for learning

Listening to songs to learn more about well-known bands that sing in English is an example of authentic listening material. As it is well known, music follows people everywhere, at home, at work, at school, in cars, etc. As a result, people can listen to the song immediately and be interested in learning about the importance of language. Students must be motivated and remain engaged when creating classes and instructional materials to improve their listening comprehension abilities. Finding appropriate listening material, such as using songs as authentic material, is the greatest way to achieve this. Students are stimulated and motivated to understand the curriculum when songs are used (Sari, 2023).

For the past 20 years, there has been much discussion about the potential use of music in English as a foreign language classes. Songs are taken into consideration due to their numerous linguistic benefits. Also, it is feasible to rank the following among the methodological goals of songs used in the classroom: putting the English language's emphasis, rhythm, and intonation into practice, teaching grammar and vocabulary, improving speaking, writing, and listening comprehension. Songs and mostly their lyrics are used as a debate starter in the classroom for this final goal (Sari, 2023).

Some of the most important practices to concentrate on a listening practice are: a) using past information Schemata are abstract, generalized mental representations of our experiences that are used to organize prior information and aid in the understanding of new events. The cognitive model of language processing includes the concept of prior knowledge. According to that paradigm, humans process information both top-down and bottom-up as they read or listen. Top-down refers to applying our past experiences and expertise. Using people's knowledge of word meanings,

sounds, and discourse markers such as first, then, and after that to piece together their comprehension of what they read or hear one step at a time is known as bottom-up processing (Reina, 2010).

b) People listen better when they have a reason for doing so. For instance, people should pay attention to the temperature when listening to a weather report if the goal is to determine whether or not to wear a coat (Reina, 2010).

c) Teachers should explain to their students the goal of the listening exercises. Pupils might listen for details, the primary idea, and the ability to draw conclusions. As a result, students learn why they listen as well as how to improve their listening skills. By urging children to concentrate on why they are listening each time, teachers may help them develop their skills. This is a type of training for strategies. Because it enables students to organize and reflect on their information, understanding the goal of listening is a particularly successful initial teaching method (Reina, 2010).

Elements of a song

The melody

A series of sounds, or regular vibrations, that are heard one after the other and convey concepts that mesh well with the structure of tonal phrases, make up melody. Important components of a melody include duration, pitch, and characteristics including timbre, texture, and loudness. One or more musical terms that are employed repeatedly or in a variety of ways throughout the song make up a song (Reina, 2010).

Rhythm

An ongoing combination of strong and weak parts, as well as conflicting or distinct states, is characteristics of rhythm, which is a constant and balanced repeating pattern. The temporal organization of musical notes and pauses is one example of this. Although rhythm is frequently linked to sound aspects like music and language, this idea can also be used in visual presentations, where "movement in time" can also refer to movement through space (Reina, 2010).

The lyrics

The phrases used in a song are called lyrics, and they complement the song and are part of the musical aspects that explain the song's theme, function, and goal. The meaning and message of the song text are largely communicated through the lyrics. Lyrics are a type of poetry that incorporates the author's own emotional expression (Reina, 2010).

Music and comprehension

A song is a piece of sung music with lyrics. In just a few lines, a song may teach you a variety of language skills, including grammar, vocabulary, culture, and listening. Songs can also serve as a laid-back teaching tool. They can serve as the foundation for numerous teachings as well. As we all know, music follows us everywhere, at home, at school, at work, in cars, etc. As a result, we can listen to the song immediately and be interested in learning about the importance of language. Students must be motivated and remain engaged when creating classes and instructional materials to improve their listening comprehension abilities. Finding appropriate listening material, such as using songs as authentic material, is the greatest way to achieve this. Students are stimulated and motivated to understand the curriculum when songs are used (Afriyuninda & Oktaviani, 2021).

Music and language acquisition

The ability of music to engage both cognitive and emotional components makes it crucial for enhancing language acquisition. Songs are useful for learning new vocabulary because of the musical elements that aid in memory and recall of information. According to Joyce's research on

kindergarteners using song picture books, incorporating music into reading exercises greatly improves vocabulary acquisition, especially when rhythm and rhyme are used to strengthen phonemic awareness (Alharthi & Alharbi, 2024).

Besides, the repeated and interesting character of musical language training significantly improves vocabulary retention. The studied empirical data highlights the effectiveness of songs in language instruction across a range of educational contexts. In contrast to pupils who were not exposed to song picture books, Joyce's quasi-experimental study, which comprised control and experimental groups, showed significant gains in vocabulary learning. However, offered a thorough examination of the cognitive advantages of music in language learning, backed by information from vocabulary assessments, student artwork, and instructor observations, all of which confirmed the beneficial effects of musical involvement in language learning (Alharthi & Alharbi, 2024).

Music as a universal language is more than just a metaphor. By overcoming linguistic and cultural boundaries, music may promote a sense of community and shared experience. For EFL learners, this innate universality offers enormous potential and a useful bridge in their language learning process. Japanese students also use music to teach English, in addition to EFL students. For Japanese students learning English, music can improve vocabulary acquisition, pronunciation, and cultural awareness, just like it does for EFL students. New grammatical structures can be introduced in an entertaining way through songs, which helps with memorization. Furthermore, music can promote a closer bond with the language by offering insights into English-speaking societies (Vallejo & Pérez, 2024).

Language acquisition has seen a dramatic change in the last many years. Students may approach learning with negativism because they are burdened by unpleasant experiences from the past that have caused them to have poor expectations for language acquisition. Students who do not use the appropriate resources typically have a more detrimental effect on their learning process than those who do use other resources, including music. Many students become discouraged and distracted

when using traditional approaches, which mostly focus on rote memorization and grammatical drills (Hasan & al, 2020).

Fortunately, educational resources have changed to accommodate the many demands and learning preferences of today's pupils. The days of boring drills are over; dynamic and engaging teaching methods are now used in schools. Music for language learning is one such method that is becoming increasingly popular. The multisensory learning experience that music provides goes beyond the constraints of conventional teaching techniques. According to Hasan et al. (2020), music encourages involvement, engagement, and excitement in language acquisition by transforming learners from passive and dependent to active and autonomous (Hasan & al, 2020).

English music

The definition, traits, uses, and educational effects of English music have all been thoroughly examined in several literature studies that examine it as a topic of scholarly and cultural investigation. This explanation summarizes important viewpoints on the definition of English music, its components, its varieties, and its function in social situations and language learning by drawing on a variety of academic sources and theoretical frameworks (Lopez et al., 2025).

Fundamentally, music is an art form that uses structured components like melody, rhythm, harmony, and expression to mix vocal or instrumental sounds to communicate feelings, concepts, or stories. Particularly, music composed in the English language or connected to English-speaking cultures is referred to as English music. It includes a broad range of genres, styles, and traditions that represent historical, cultural, and linguistic aspects (Lopez et al., 2025).

Some of the most important music elements according to Lopez et al. (2025) are:

- Sound properties which includes duration, pitch, overtone and duration.
- Melody: the primary subject or melody that is frequently heard and identifiable.
- Harmony: melodies are enhanced by complimentary tones.

- **Rhythm:** the timing and rhythm pattern that propels the song.
- **Structure/Form:** how a piece's components are arranged (for example, pop music's popular verse-chorus form).
- **Texture:** the way rhythmic, melodic, and harmonic components come together; this can range from polyphony (many distinct melodies) to monophony (one melody).
- **Expression:** articulation, pace, and dynamics that portray subtle emotional aspects.

Therefore, English music is more than just sound; it is a complex interaction of various elements conveyed through the English language, frequently with lyrics that enhance the musical experience with poetic and semantic layers.

Types and Genres of English Music

English music is divided into a number of genres by literature reviews, each having unique traits and cultural significance (Lopez et al., 2025):

Classical Music: With its roots in Western art traditions, classical English music features works by non-English speaking historical composers like Ludwig van Beethoven and Johann Sebastian Bach. The genre has an impact on English music education and repertoire (Lopez et al., 2025).

Pop Music: Pop music, which is frequently aimed at young culture, is distinguished by its cheerful rhythms, catchy melodies, and modern lyrics. This genre is best represented by performers such as Britney Spears and Michael Jackson (Lopez et al., 2025).

Rock music: Which is popular with teens and young adults, is characterized by powerful beats, electric guitars, and drums. It is renowned for its themes of vigor and rebellion (Lopez et al., 2025).

Other Genres: English music encompasses folk, hip-hop, jazz, country, and electronic music, each of which adds distinctive linguistic and musical elements (Lopez et al., 2025).

Metal Music: A rock genre that is harder, more intense, and involves heavy instrumentation and screaming vocals (Lopez et al., 2025).

Exposure to English music

The deliberate or unintentional exposure to songs, melodies, and musical content presented in the English language is referred to as exposure to English music. This exposure can come from a variety of sources, including music videos, streaming services, classroom activities, and incorporating music into everyday routines. Because of its effect on language learning, particularly for English as Foreign Language (EFL) learners, the idea has garnered a lot of interest in applied linguistics, education, and psychology. This synthesis, which draws from a number of literature reviews and empirical studies, examines the definition, advantages, functions and difficulties of listening to English music, with a special emphasis on how it affects vocabulary growth, pronunciation, motivation, and general language competency (Safitri & al, 2023).

Students' enthusiasm and curiosity are among the most crucial elements for learning a foreign language, according to recent studies in the field of foreign language instruction. There are a number of ways to increase student interest and motivation while also improving the quality of instruction. Teachers and students are familiar with recorded tapes, films, music, songs, and movies, and they have generally been found to be highly effective due to their strong connection to daily life (Chicaiza, 2015).

Because it appeals to our emotions immediately while enabling us to utilize our intellects to examine it and its effects if we so want, music is a potent motivator for student involvement. The article claims that the researcher is worried that the sound will cause connecting minds. Special

throbs and knocks are produced by sound to affect a person's body. The sounds affect blood pressure, heart rate, temperature, muscles, and breathing. It indicates that it acts as a motor to generate motions and bodily functions.

In relation with the concept the researcher can concern that music is used as a mean to communicate and express ideas, feelings, and also in order to teach a language developed some neurons connections that interchange energy and they allow human mind to learn a second language (Chicaiza, 2015).

Regarding the idea, the researcher can be concerned that music is a way to express and transmit thoughts and emotions. It can also be used to teach a language since it develops neural connections that exchange energy and enable the human mind to learn a second language (Chicaiza, 2015).

Mechanisms of language acquisition through music exposure

Regular exposure to English music is strongly associated with better word recognition, according to several studies. Learners are exposed to new words, colloquial idioms, and contextualized thematic vocabulary while listening to English music. Memorization and recall are aided by rhyme, melody, and repetition. In one study, for instance, university students who regularly listened to English music showed noticeably improved language acquisition and word recognition. As adult English learners, the students' word recognition improves as a result of their practice of listening to English music. Additionally, it is clear that the exposure has led to increased language learning (Safitri & al, 2023).

Pronunciation and Listening Skills

Listening comprehension and pronunciation are also improved by exposure to English music. Songs provide as examples of rhythm, intonation, stress, and natural speech. Studies involving high school

and college students have shown that learners who regularly listen to English music are more likely to enhance their listening abilities and pronounce words correctly. Even though, high school pupils' pronunciation improves when they listen to English-language songs. Songs can help teach English by introducing the art of recitation, encouraging reading aloud, improving reading comprehension of poetic language, and expanding vocabulary in both active and passive forms (Safitri & al, 2023).

Motivation and Engagement

Motivation and emotional engagement are fundamental qualities of music. Listening to English music boosts students' enthusiasm for the language, lowers their anxiety levels, and cultivates a positive outlook on education. The pleasure that comes from listening to music promotes consistent participation, which is essential for language development (Safitri & al, 2023).

Cognitive and Social Benefits

Listening to music stimulates a number of cognitive functions, such as pattern identification, attention and memory. Additionally, it promotes social engagement, particularly when students collaborate to sing, share, or discuss. These elements combine to provide a rich, multimodal setting that is ideal for language learning (Bsharat et al., 2021).

Learning a new language

When learning a new language, the first and most important ability that students need to acquire is listening. Those who listen well take in new information from what they hear. In this case, the ability to receive will affect the ability to produce. If they have good listening skills, they will comprehend and even be skilled in practical skills like speaking and writing. Nowadays, teaching English is done through the use of English songs. In schools, they can be used to educate and learn the language. Teachers can employ songs to liven up the classroom atmosphere. Additionally, this type of learning media can be utilized in the classroom to promote a friendly, cooperative atmosphere for language learning. They work well as teaching tools as well. However, English song

lyrics are highly engaging and useful for educational purposes, particularly for students studying English (Safitri & al, 2023).

Students will find it easier to learn new vocabulary if songs are used as a medium. Through listening to English-language music, students are able to identify new words from the lyrics. As a result, listening to English music will increase one's vocabulary. Through song repetition, note-taking, and memorization, they expand their vocabulary (Safitri & al, 2023).

Listening comprehension skills

Listening is the process of taking in, processing, and understanding auditory stimuli or sound waves. It comprises paying close attention to what is being spoken or communicated, whether through spoken words, music, or other noises. It encourages better comprehension, cooperation, and communication. It is an essential skill for building rapport and resolving conflicts in both personal and professional interactions (Subramanian, 2023).

Research has indicated that listening to background music enhances listeners' cognitive abilities. The capacity to perform mathematical activities is also enhanced by listening to music. People who are stressed or under pressure during tests can relax by listening to music. Dopamine is a neurotransmitter that regulates the brain's aesthetic centers, and listening to soothing, classic music helps create it. The ability to comprehend and analyze spoken language is a component of listening comprehension. It's a sophisticated ability that calls on a number of different mental processes. The following diagram shows the various components that are involved (Subramanian, 2023).

Besides, listening is a basic receptive skill that refers to a person's ability to absorb and understand information inside the statement method. To put it another way, listening is the ability to take in and process information during a conversation (Subramanian, 2023).

Also, listening is the first receptive ability a student learns. Teachers today are more interested in teaching listening interactively because, despite the fact that it is a fairly basic talent, it is generally considered a difficult one to teach. According to the study, educators are looking for ways to get pupils actively involved in the listening process. Students' listening comprehension is also enhanced by this practice, which also promotes engagement and the growth of conversational abilities (Subramanian, 2023).

Actually, speaking and pronunciation skills are closely related to listening skills. When presented with a language in verbal form, a student who can pronounce it correctly and speak it naturally may be able to understand it well. Additionally, practicing speaking and pronunciation actively aids in the improvement of listening abilities. When they hear specific words or phrases in casual discussions, students who have mastered their pronunciation are more likely to identify and comprehend them (Jurayev, 2022).

Listening is more than just perceiving noises; it's a sophisticated problem-solving ability. Understanding the meaning of words, clauses, phrases, sentences, and related speech is a component of listening. Additionally, one of the essential language skills is listening. Children, adolescents, and adults acquire a significant amount of their knowledge, comprehension of the world and human affairs, as well as their values, ideals, and enjoyment of the world, through this medium (Jurayev, 2022).

Listening is an artistic ability. It indicates that we are able to understand the sound that is being played for us and use the raw material—words, word arrangements, and the rise and fall of the voice, to construct meaning. Additionally, he says that listening skills include understanding, paying attention, and appreciating what is being said. Language skills including pronunciation, vocabulary knowledge, writing, speaking, and reading must then be incorporated into the listening exercise (Abdul & Sudiro, 2023).

There are several types of listening issues that are directly tied to the kids; one of the issues stems from the fact that students have formed learning habits in which they have been urged to pay close attention to teachers who most likely speak clearly and slowly in order to understand everything. This appears to be the cause of the anxiety and terror they typically exhibit both before and while listening, as they stop listening and lose the thread when they are unable to hear every word. Regarding those issues, it is impossible to dispute the significance of student motivation in listening instruction (Abdul & Sudiro, 2023).

Motivation will be a further theme. Teachers must carefully consider how to make the activities effective and the content engaging because listening is such a difficult skill. English songs can be used to create engaging and inspiring listening experiences. As a result, when the pupils practice listening, they will be engaged rather than alarmed or anxious (Abdul & Sudiro, 2023).

Factors affecting listening comprehension

Affective factor

Affective components include a variety of elements, including anxiety, confidence, curiosity, motivation, and attitude. It is a development of inner processing that subtly prevents learners from acquiring the language due to emotive considerations. The researchers further separated emotional elements into three categories based on their theory: self-confidence, anxiety, and motivation. Learning a second language is impacted by such elements. The students fear making eye contact with the teachers and find listening extremely challenging. Additionally, the form of spoken English, the features of language input, and the learners' language proficiency were all strongly correlated with listening anxiety (Xiao, 2013).

Students' involvement in class is influenced by their mood, and a positive outlook facilitates second language acquisition. People's acquisition will be hampered if they lack motivation, are fearful of

failing, or have unfavorable opinions about culture and language. On the other hand, those who feel more confident and comfortable when learning a language have a lower emotional filter, which will improve learning effectiveness (Xiao, 2013).

Psychological factors

Maslow (1970), a renowned psychologist, proposed a hierarchy of requirements and separated it into two primary groups: being needs and deficiency needs. The former comprised the fundamental requirements for self-worth, safety, belonging, and survival. People cannot engage in other activities if this need is not met. Individual potential fulfillment and the manifestation of cognitive and artistic growth are included in the latter needs. College ESL instructors must create a welcoming environment for their pupils.

For instance, pupils may become anxious or fearful if the material is too challenging for them. The materials or texts utilized in the classroom will be carefully considered by the teachers in this situation. What's more, maybe to certain viewpoints there is only one kid who did agree or not to the notion. Since most others had the opposing opinion, he or she frequently lacked the guts to express their own. In this situation, teachers should encourage pupils to express their thoughts in order to create a safe space. Teachers must create a range of assignments and activities for pupils with varying abilities (Jin, 2005).

One's attitudes regarding control over their life occurrences are reflected in their locus of control. People who believe they are accountable for everything that occurs in their lives are known as internalizers. Those who think that some uncontrollable force determines events are known as externalizers. The Locus of control idea influences college ESL students' decision to accept or reject the learning task, focus during the learning process, and ability to overcome obstacles. Externalizers in ESL studies heavily depend on their professors and view them as the most important component of their academic achievement. The teachers control the courses because they are influenced by

conventional ideas of teacher power. Lectures take up a large portion of the classroom time for Chinese professors (Jin, 2005).

There are still a lot of ESL teachers in charge of the classrooms, and ESL students rarely get the opportunity to voice their thoughts or participate in discussions. Teachers should be aware of their students' strengths, provide appropriate feedback on their behavior, boost their confidence, and assist them in overcoming failures. (Liu, 2008).

Memory is a psychological term that is also critical to listening comprehension. Sensory memory, short-term memory (STM), and long-term memory (LTM) are the three phases of the memory system. Because the initial two steps are so brief, it is challenging to store the information. Since the memory span for a foreign language is less than that of one's native tongue, listening comprehension is a challenging challenge for ESL students (Jin, 2005).

For instance, hearing accounts for 35% of the CET-4 and CET-6 test scores. A common misconception among students is that they must comprehend every word they hear. It's likely that they have overlooked the following details while still searching their brains after coming across a word they are unfamiliar with. In this situation, top-down processing should take the place of bottom-up processing because the latter concentrated on listening for the information's key ideas, whereas the former concentrated on listening for words (Jin, 2005).

Cognitive factors

It is true that second language learners may believe that learning a second language will be simpler if there are many similarities between the target language and their original tongue. Students must make a conscious effort to connect newly learned material to pertinent ideas they are already processing in order for their learning to be meaningful (Liu, 2008).

When learning a language, transmission of knowledge is essential. Positive transfer and negative transfer are the two categories of learning transfer. Positive transfer will take place if the right links are established. Negative transfer occurs when previous notions are applied inappropriately to novel settings due to insufficient or faulty schema. According to Liu (2008), we ought to focus more on the negative transfer. To identify and examine the true issue, it is critical to highlight the distinctions between the native and foreign languages. It will therefore be more useful for instruction.

Input factors

When learning a second language, input is essential. To input is to collect and absorb relevant data. The theory input hypothesis, where he represented the learners' current level with "i" and the level somewhat above it with "i+1." It is said that "i+1" is an understandable input. When it comes to second language performance, there are two separate systems. The learned system and the acquired system are what they are. According to him, acquisition results from a subconscious process, much like how children learn their first language (Xiao, 2013).

Although grammatical norms are the conscious focus of learning, acquisition is more significant than learning. Only when comprehension input is encouraged can "i+1" be attained. The "i+1" principles state that if the input materials are too simple to understand, they are unsuitable since they will not pique learners' interest (Xiao, 2013).

It's uncertain whether the learners' current level of knowledge is present; "i+1" is meant to allude to discourse, syntax, phonology, and lexis, but this is also ambiguous. It is too nebulous and absolute for educators to regulate, and it lacks testability and evidence. Even though there has been a lot of feedback, second language learners have frequently not advanced over their current proficiency level (Xiao, 2013).

Music in English teaching

EFL teachers can help their students develop their listening abilities by using English songs that are available on learning platforms. Additionally, one of the English language learning resources that may be used to improve students' listening skills is videos. When compared to students who do not use it, those who learn English through songs may see an improvement in their hearing scores. Furthermore, out of all the activities, singing an English-language song showed the strongest correlation between efficacy and enjoyment in terms of what inspires children to learn. To prevent misunderstandings in society, learners must appreciate the diversity of languages and their styles as an essential component of social life (Nishanthi, 2018).

The ALM can be used by teachers to help students learn English, particularly to help them with listening. According to the ALM, learning a language is a process of forming habits. To engage students with the target language, some classroom exercises should be developed. For example, 1) teachers can use English songs to help students improve their listening abilities because they allow students to learn the language from the voices of native speakers and more naturally within the situational and cultural context; 2) Teachers encourage students to finish the song's lyrics, asking them to fill in the blanks with the words that are missing; 3) Teachers employ minimum pairings, asking pupils to distinguish the sounds of the words and then pronounce them (Pratiwi, 2018).

While a variety of media can be used for listening instruction, the most effective medium is one that helps students reach their listening objectives. Teachers may teach students how to pronounce words correctly, and using songs as a teaching tool can increase students' enthusiasm in learning English, especially when it comes to listening. EFL students can use English songs as resources to practice listening skills. Because songs are authentic source languages, using them to teach listening is advantageous and more interesting. EFL students' engagement in the learning process may be stimulated by the use of music in English classes. Until they naturally connect with English and like the process, the student is free to utilize music whenever and wherever they choose. Music helps students improve their ability to listen (Ulfa, 2019).

Also, the process of any listening exercise can be carried out by drawing on prior knowledge, assisting students in organizing their learning by considering why they are listening, and, if speaking is also a goal of the classroom, employing research-informed, well-structured speaking tasks. The following actions to concentrate on a listening practice are described by the author: Turning on past knowledge Schemata are abstract, generalized mental representations of our experiences that are used to organize prior information and aid in the understanding of new events (Ulfa, 2019).

The cognitive model of language processing includes the concept of prior knowledge. According to that paradigm, humans process information both top-down and bottom-up as they read or listen. Top-down refers to applying our past experiences and expertise. Using people's knowledge of sounds, word meanings, and discourse markers such as first, then, and after that to piece together their comprehension of what they read or hear one step at a time is known as bottom-up processing (Reina, 2010).

b. Listening. – We listen better when we have a reason for doing so. For instance, we should pay attention to the temperature when listening to a weather report if our goal is to determine whether or not to wear a coat. Teachers should explain to their students the goal of the listening exercises. Pupils might listen for details, the primary idea, and the ability to draw conclusions (Reina, 2010).

As a result, students learn why they listen as well as how to improve their listening skills. By urging children to concentrate on why they are listening each time, teachers may help them develop their skills. This is a type of training for strategies. Because it enables students to form and reflect on their learning, the concept of understanding the goal of listening is a particularly effective initial teaching technique (Reina, 2010).

The problems

It is important to divide the issues of learning English into three main categories. First, kids do not receive adequate teaching or practice in listening classes. Second, students become passive learners when they don't contribute. Third, children will get disinterested in text-based listening techniques. Teaching strategies and present student levels are blamed for the issues because listening instruction was thought of as the passive reception of information (Liu, 2008).

It is necessary to modify the idea of task-based learning. The issue of overgeneralizing pupils' proficiency stems from the fact that some students received listening practice in middle school while others did not. The conventional and straightforward approach to teaching listening should therefore be modified, and the selection of listening resources should be taken into consideration (Liu, 2008).

He notes that instructors frequently transform listening classes into listening assessments, which saps students' enthusiasm. It is easy to observe that the teaching strategies are the primary issue. Listening instruction should be taught in a more efficient and instructive manner in order to engage students and foster an interactive environment. Many Chinese students find ESL listening challenging, and they experience a lot of anxiety when taking listening classes. Therefore, the following section will explore the justifications for teaching ESL listening skills and musical intelligence (Liu, 2008).

6. METHODOLOGY

6.1. Research approach

The mixed research methodology consists of both quantitative and qualitative research being collected, analyzed, and integrated. This approach is used when a deeper understanding of the research problem is needed and it is not possible to use each of these methods separately (Ortega, 2022).

Quantitative data includes accurate information such as that used to measure behaviors, such as point scales. The analysis of this type of data consists of statistically analyzing the collected data, for example through surveys, in order to answer research questions or test hypotheses (Ortega, 2022).

Qualitative data are open-ended information that the researcher typically gathers through interviews, discussion groups, and observations. Analyzing quantitative data (words, texts, or behaviors) usually entails classifying them in order to understand the variety of ideas that were brought together during data collection. In addition to compensating for the inherent drawbacks of using each focus separately, the researcher gains depth and breadth in understanding and corroboration by conducting a mixed investigation that includes both quantitative and qualitative data (Bonds & Raacke, 2014).

Due to the complexity and multifaceted nature of the phenomenon under study, as well as the need for a thorough and comprehensive understanding that cannot be achieved with a single research method, the study topic English Music in EFL Students' Listening Comprehension will benefit from a mixed approach. The reasons why a mixed approach is appropriate for this topic are then thoroughly explained, based on the theoretical and practical underpinnings of mixed research.

The mixed approach strengthens the validity and reliability of the findings by facilitating triangulation, or the corroboration of results using various methodologies. For instance, if quantitative data show a significant improvement in auditory comprehension following exposure to English-language music and qualitative data show that students feel more motivated and connected to the language through the music, then there is more solid and convincing evidence.

Combining quantitative and qualitative data enables educators and curriculum designers to draw useful conclusions, making it easier to incorporate music as a pedagogical resource that not only improves auditory skills but also increases motivation and enjoyment of learning, two factors essential to educational success.

The quantitative approach focuses on objectively measuring the impact of the music on students' auditory comprehension. For instance, a standardized test will be used before and after an English-language music intervention to assess improvements in the ability to understand the spoken language. The qualitative approach complements the quantitative approach by investigating students' perceptions, behaviors, and experiences regarding the use of music in English language learning. A documental change will be implemented in this investigation to supplement the quantitative research findings.

In summary, the combination of research on English music and auditory comprehension in EFL students allows objectively measuring the progress in language skills while also understanding the experiences and perceptions that drive and support this learning, providing an integral analysis that can be applied to educational practice.

6.2. Research design

The research design is experimental which is the technique of doing research objectively and under control to maximize precision and reach precise conclusions on a hypothesis statement is known as experimental design.

Changing one or more independent variables and applying them to one or more dependent variables to ascertain their impact on the latter is a scientific research methodology. It is an effort on the part of the researcher to keep control over every element that could influence an experiment's outcome. By doing this, the researcher tries to ascertain or forecast potential outcomes. The design of an

information-gathering experiment, whether or not there is variation, is referred to as the experimental design in statistics. It should be carried out completely under the researcher's supervision. Controlled experiments are frequently described with this word.

These tests reduce the effects of the variable to increase the reliability of the findings. According to this design, a group of people, plants, animals, and so forth may make up an experimental unit's process. There are two subject groups in an experiment. The experimental group is subjected to a program, intervention, or treatment of interest. Control Group: During the manipulation process, the individuals selected for the experiment are subjected to a predefined set of varied situations. The independent variable, experimental variable, or treatment variable is the grouping of various conditions.

Consequently, quasi-experimental research is similar to yet distinct from true experimental research. The group members are assigned at random in a genuine experiment design. So, every unit has an equal chance of getting into the experimental group. Group members are not assigned at random in a quasi-experimental approach. Therefore, the researcher is unable to draw a judgment about cause and effect. As a result, the participants cannot be assigned to a group. Quasi-experiments are used when randomization is challenging or impossible because participants are not chosen at random. Administrators are reluctant to permit students to be selected at random for experimental samples, which is common in educational research.

There are at least two groups: the experimental group receives music in English as a supplement to traditional instruction. And the group control, which continued with routine instruction without musical intervention.

6.3. Types of research

Descriptive

The goal of descriptive studies is to identify the salient characteristics of individuals, groups, communities, or any other phenomenon that is the subject of an analysis. This study measures or evaluates various aspects, dimensions, or components of the phenomenon under investigation. Here, a number of concepts or variables are chosen, and each is measured independently in order to describe the subject of the investigation. Even if these studies are basic, they may offer the possibility of making predictions. The main goal of this study is to measure as precisely as possible (Taherdoost, 2022).

6.4. Instruments for data collection

The data collection tool used in the study was a listening comprehension test of the Cambridge level A2 Key English Test (KET), which was created to assess students' proficiency in oral English comprehension at an elementary level. All the characteristics will be described as follows (Cambridge, 2025):

- **Structure:** The A2 KET's Listening section consists of five sections with a total of twenty-five questions, including multiple-choice exercises, blank-space completion, and listening comprehension exercises.
- **Duration:** Approximately thirty minutes, including the time needed to transfer the responses to the examination room.
- **Format:** Students listen to excerpts of English-language dialogues and monologues that are explained clearly and concisely; each excerpt is repeated twice to aid in comprehension.
- **Goal:** Assessing the ability to comprehend important information in everyday situations, such as announcements, short conversations, and brief messages.

6.5. Population

The research population was composed by two groups; the first one consisted of 25 students and the second one of 17 students from third semester of Cotopaxi University. The first group belonged to the morning classes and the second group to noon classes.

6.6. Data collection and processing

Guided intervention

The intervention consists of systematic and guided exposure to various English-language music genres (pop, rock, R&B, hip-hop, etc.) while incorporating vocabulary, pronunciation, and letter-related activities. This intervention is carried out for a predetermined amount of time of 30 minutes. After this intervention, all exams were qualified and graded.

Variable mediation

- Exposure to English-language music is an independent variable.
- Dependent variable: auditory comprehension level and related skills (vocabulary, pronunciation).

Instruments for gathering data

- Standardized auditory comprehension tests tailored to the students' level.

6.7. Analysis and interpretation of the collected information

For the analysis, there will be used a descriptive analysis: Measures of central tendency (media, median) and dispersion (standard deviation) are calculated for each group's listening test scores. This makes it possible to see broad variations in performance. To ascertain whether the differences between the groups are statistically significant, a test is used to demonstrate independence (or its non-parametric counterpart if no assumptions are met).

For the interpretation, if the group that listened to the music received significantly higher scores, it can be concluded that listening to English-language music improves auditory comprehension in EFL students, perhaps because it makes it easier for them to become comfortable with the language's rhythm, enunciation, and vocabulary.

If there are no significant differences, this suggests that the music does not have an immediate effect or that the intervention should be longer or combined with other strategies to influence auditory comprehension. If the control group achieves better results, it may be suggested that music is not an effective resource in this situation or that the previous exposure was inappropriately directed or could have caused disruption.

7. ANALYSIS AND DISCUSSION OF RESULTS

In order to facilitate data collection and analysis, the operationalization of variables for the topic English Music in EFL Students' Listening Comprehension involves clearly defining the variables involved, their dimensions, indicators, and the manner in which they will be measured.

Table 2

Variable operationalization

Variables	Conceptual definition	Dimensions	Instruments	Data types
Exposure to English-language music	The frequency, length, and caliber of English music listening among EFL (English as a Foreign Language) students, both within and outside of the classroom (Safitri & al, 2023).	Exposure frequency Exposure duration Active participation	Standardized test	Quantitative

Auditory comprehension level and related skills	Identifying specific information, global understanding, vocabulary recognition, intonation and accent interpretation, and auditory processing speed are all examples of the student's capacity to comprehend and process spoken messages in English (Safitri & al, 2023).	Information identification Global comprehension	Standardized test	Quantitative
---	---	--	-------------------	--------------

Note: This table shows the operational variables

Author: Mantilla Pérez Christopher Darío

7.1. Hypothesis

Null hypothesis: There is no link between EFL students' exposure to English music and their increased listening comprehension.

Alterative hypothesis: There is a significant link between EFL students' exposure to English music and their increased listening comprehension.

This suggests a potential significant difference because it shows that Group 2 (listening to English music) had a significantly higher average auditory comprehension score than Group 1.

T statistic and descriptive analysis

Table 3

T statistic

	<i>Group 1</i>	<i>Group 2</i>
Mean	8.72	15.705882
Variance	22.0433333	4
		16.720588

		2
Observations	25	17
Pooled variance	19.9142353	
Hypothesized difference of means	0	
Degrees of freedom	40	
T statistic	4.97976984	
P(T<=t) one-tail	6.3141E-06	
t Critical one-tail	1.68385101	
P(T<=t) two-tail	1.2628E-05	
t Critical two-tail	2.02107539	

Note: This table shows the descriptive analysis

Author: Mantilla Pérez Christopher Darío

7.2. Results

The results suggest a potential significant difference because it shows that Group 2 (listening to English music) had a significantly higher average auditory comprehension score than Group 1. This p value is roughly 0.0000126, which is far less than any typical significance level (e.g., 0.05 or 0.01). This suggests that the observed difference between the groups is statistically significant, and the null hypothesis is rejected.

This is the critical value for a bilateral test with 40 freedom degrees. In the same way that $|t \text{ statistic}| = 4.9797 > t \text{ critic} = 2.0211$, the condition to reject the null hypothesis is also met.

In conclusion, the null hypothesis is rejected since the value of p is extremely low and the statistical value greatly exceeds the critical value. Therefore, it is concluded that there is a statistically significant correlation between listening to English-language music and improved auditory comprehension in EFL students.

7.3. Discussion and Implications

According to the research presented by Hashemian (2014) which focused on young EFL students in Turkey and examined the impact of English songs in pronunciation and language comprehension, emphasized that early acquisition of a language is linked to the development of a better listening and speaking ability. What's more, both studies showed that students who were exposed to English songs showed a significant improvement in their understanding of the language. Also, songs

provided authentic language elements, increasing exposure to intonation, rhythm, and pronunciation. Both claim an increase in students' commitment and motivation.

Between this research and the one presented by Ali (2020) it was confirmed that English music has been shown to improve listening comprehension. Students' listening abilities improved noticeably after being exposed to English songs and music. Also, songs exposed listeners to more natural pronunciation, rhythm, and intonation, as well as actual language input. Both reported higher levels of engagement and motivation among students.

In the research, developed by Reina (2010) it was discovered that songs aided pupils in the development of particular listening skills (such as recognizing important words, comprehending the main idea, and deducing meaning). Also, it was observed that songs enhanced students' attitudes about English and helped them acquire new vocabulary. And they found that, in contrast to the control group, students in the experimental group demonstrated more growth and zeal.

In relation to this research, it was confirmed that when English songs were incorporated into the curriculum, listening comprehension significantly improved, according to both studies. Also, students were exposed to natural pronunciation, rhythm, and intonation through songs, which offered genuine and captivating language input. According to both, songs and music improved student motivation, made studying more fun, decreased anxiety, and promoted a supportive learning atmosphere.

8. RESEARCH IMPACTS

8.1. Educational impacts

Enhancement of auditory skills: English music serves as an effective tool for developing auditory comprehension in EFL students, facilitating vocabulary acquisition, pronunciation, and enunciation, all of which together improve language learning.

Enhancement of motivation and decrease in anxiety: Listening to English-language music creates a relaxed and upbeat atmosphere that reduces classroom anxiety and increases motivation to learn, which leads to better performance.

8.2. Social Impacts

Promotion of cultural identity and belonging: English-language music helps students connect with English culture and express their feelings, strengthening their identity as language learners and fostering intercultural empathy.

Communication improvement: Students can engage more confidently in social and academic contexts by improving their auditory comprehension, which promotes social integration and cross-cultural exchange.

8.3. Technological impact

Integration of digital technologies: The use of music apps and platforms (like Spotify) in English language instruction encourages the use of technological tools in the classroom, fostering autonomous and active learning.

Development of innovative educational resources: Research drives the development of music-based educational materials with activities designed to improve specific language skills.

9. CONCLUSIONS AND RECOMMENDATIONS

9.1. Conclusions

The results show that incorporating songs into English classes boosts students' motivation and interest. Participants felt more engaged, relaxed, and less anxious, which increased their willingness to participate. This motivation encouraged them to listen, repeat, and practice more, promoting incidental learning and a more positive attitude toward English.

Listening to English music has a positive impact on students' listening comprehension in EFL. The study found that those who participated in song-based activities showed clear improvements in recognizing, distinguishing, and understanding spoken English, especially in everyday contexts. This supports the main hypothesis and highlights the value of using music to enhance listening skills in the curriculum.

The study showed that regular exposure to English songs helps students recognize vocabulary, rhythm, pronunciation, and speech patterns. The songs' repetition and authentic language made it easier to learn new terms and adapt to different accents and speech speeds key aspects of effective listening comprehension.

9.2. Recommendations

It is advised that teachers include regularly scheduled activities based on English songs in the curriculum for teaching English as a foreign language. This integration should go beyond sporadic activities, aiming to harness the motivational and didactic potential of music to strengthen auditory comprehension, as demonstrated by the positive findings of this study.

It is essential that the chosen songs are appropriate for the students' level and aligned with the learning objectives. Prioritizing pertinent topics, useful linguistic structures, and contextualized vocabulary is advised in order for the activities to be meaningful and to support both auditory development and linguistic and grammatical enrichment.

It is recommended to create teacher training and development programs centered on tactics for the didactic use of music in English classrooms. This will enable teachers to effectively design, modify, and assess musical activities, replacing the traditional and less systematic approach that still prevails in many educational contexts.

Given the abundance of English-language music available on digital platforms like Spotify and YouTube, it is recommended to encourage the use of these resources both inside and outside of the classroom. This will enhance incidental language exposure, student autonomy, and auditory practice in authentic and diverse contexts.

10. REFERENCES

- Abdul, S., & Sudiro, S. (2023). Facilitating EFL Students' Learning Listening Subject through English Songs: The Audio-Lingual Method Perspectives. *Loquen English Studies Journal*, 16(1), 27-38.
- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80–85.
- Alharthi, T., & Alharbi, B. (2024). The Impact of English Songs on Vocabulary Learning: A Comparative Analysis between School Curriculum and YouTube. *Pakistan Journal of Life and Social Sciences*, 22(2), 13687-13701.
- Ali, R. (2020). *EFL Students' habit of Listening to the English Songs and Their Listening Comprehension*. University of Islam Malang.
- Almutairi, M., & Shukri, N. (2016). Using songs in teaching oral skills to young learners: teachers' views and attitudes. *International Journal of Linguistics*, 8(6.), 133-153.
- Archibald, J., & al, e. (2008). *A Review of the Literature on English as a Second Language (ESL) Issues*. Alberta.
- Atlantic University. (2024, March). *8 Types of Learning Styles | The Definitive Guide*. Retrieved from <https://bau.edu/blog/types-of-learning-styles/>
- Bonds, J., & Raacke, J. (2014). *Non experimental research methods*. Kendall Hunt.
- Bsharat, T., Barahmeh, M., & Turkman, J. (2021). The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region. *African Educational Research Journal*, 9(2), 728-738.
- Cambridge. (2025). *A2 Key (KET) Listening*. Retrieved from https://www.examenglish.com/KET/KET_listening.html#google_vignette
- Chen, W. (2022). An Analysis of the Effects of the English Language and Literature on Students' Language Ability from a Multidimensional Environment. *Journal of Environmental and Public Health logo*, 13(2), 96.

- Chicaiza, K. (2015). *The sounds of digital music as a resource for English teaching learning process with the third year undergraduate students at —provincia de Cotopaxi high school during the academic cycle march - august 2014*. [Thesis, Technical University of Cotopaxi].
- Constante, D., & Hidalgo, B. (2022). *EFL learner's perspectives about the teaching - learning process of English as a foreign language (EFL) in online education*. Technical university of Cotopaxi.
- Hasan, M., & al, e. (2020). Effects of New Media on English Language Learning Motivation at Tertiary Level. *Advances in Language and Literary Studies*, 11(7), 17.
- Hashemian, M. (2014). The Effects of English Songs on Young Learners' Listening Comprehension and Pronunciation. *International Journal of Language Learning and Applied Linguistics World*, 6(3), 367-375.
- Jazvin, E. (2024). *The effect of music on the second language acquisition in English*. Malmö University.
- Jin, Y. (2005). Challenges of academic listening in English: Reports by Chinese. *College Student Journal*, 39(3), 553-569.
- Jumadullayeva, G. (2020). The role of songs to improve listening skills in teaching English. *Science and Education*, 1(4), 184-188.
- Jurayev, G. (2022). Innovative development in the global science 2022. *Innovative Development in The Global Science*, 1(3), 5-9.
- Laica, V., & Fajardo, T. (2024). Music as a resource to develop the listening skills of ELF elementary school students. *Polo del conocimiento Revista Científico-Académica Multidisciplinaria*, 9(1), 56.
- Lengkoan, F., Andries, F., & Tatipang, D. (2022). A study on listening problems faced by students of higher education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Liu, S. (2008). On cognitive structure and listening comprehension. *Journal of Qinghai Normal University*, 1(1), 129-132.

- López, A., Crespo, A., & López, G. (2025). Literature Review on Music, Social Work and Respect for Diversity. *Social sciences*, 14(2), 59-69.
- Maslow, A. (1970). *Motivation and personality*. Harper and Row.
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, 3(1), 871-874.
- Nurfika, M., Indriani, L., & Dian, S. (2023). The impact of Spotify on EFL listening comprehension. *Journal of Research on Applied Linguistics, Language and Language Teaching*, 6(1), 22-58.
- Ortega, C. (2022). *Investigación mixta. Qué es y tipos que existen*. Retrieved from <https://www.questionpro.com/blog/es/investigacion-mixta/>
- Pratiwi, E. (2018). Using Song to Enhance Learning in The English Classroom. *Prosiding Seminar Nasional 21 Universitas PGRI Palembang*, 5(18), 369–374.
- Quimosing, A. (2022). Learning English as A Foreign Language (EFL): A Narratology. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 5(2), 13-21.
- Rahmawanti, M., & Berlia, I. (2022). Benefiting EFL students in listening comprehension through English songs. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 6(1), 72-86.
- Reina, E. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de Lingüística Hispánica*, 15(1), 121-138.
- Safitri, D., & al, e. (2023). *Regular Music Exposure and Vocabulary Recognition of ELT Sophomore Students*. Proceedings of the 4th Annual International Conference on Language, Literature and Media.
- Sari, D. (2023). *he effectiveness of using English pop songs to improve students' listening comprehension skill at eleventh grade students: A case study of eleventh grade students at SMA Islam Sultan Agung 1 Semarang in academic year 2023/2024*. [Thesis, Universitas Islam Sultan Agung Semarang].
- Subramanian, V. (2023). The Effect of Background Music on Listening Comprehension among Intermediate Students. *Shanlax International Journal of English*, 12(1), 260–65.

- Taherdoost, H. (2022). *What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations*. Hal Open Science.
- Ulfa, M. (2019). The Use of English Songs to Teach Listening Skill. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 4(2), 129–137.
- Vallejo, J., & Pérez, I. (2024). The impact of song-based English lessons in the motivation of EFL students. *Religación*, 9(42), 1-14.
- Walia, Y. (2023). English Language Overview: A review Article. *International journal of innovative research in technology*, 9(11), 65-75.
- Xiao, W. (2013). *The function of English songs to improve listening to college English as a second language (ESL) students*. [Master thesis, University of Wisconsin-Platteville].