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**LingoClip app: a useful resource to improve both
eighth graders` listening for specific information and
their level of engagement**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje
y Evaluación del Inglés

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ABSTRACT

This action research explores three aspects, namely listening for specific information performance, level of engagement and attitudes towards the strategy being used with the LingoClip app. Eight students enrolled in an English language workshop after class, these students struggled with listening tasks, having low listening comprehension test scores, these participants study in a public school in Concepción, Chile.

This action research draws on prior research to establish the foundation for the research objective which is the following: to assess the contribution of LingoClip app upon 8th graders' performance in their listening comprehension skill for specific information and their level of engagement and to gather data regarding participants' attitudes about the process. Participants were assigned different tasks in a five-week intervention performing listening for specific information tasks in the LingoClip app by filling in the blanks with the lyrics of songs, and after that they completed on-paper listening for specific information tasks using the same song.

Data collection methods included pre- and post-listening intervention tests, classroom observations, a Likert scale, and focus groups. Findings reveal that some participants demonstrated improvement in the listening comprehension scores after the intervention. Classroom observations have indicated different levels of engagement, with self-regulation and on-task behavior being the most prominent among participants. The Likert scale showed positive attitudes toward the LingoClip app, although some of the participants faced technical issues. The focus groups provided deeper insights into participants' preferences for learning methods.

In conclusion this action research highlights the potential of the LingoClip app and the listening for specific information strategy to enhance listening comprehension skills and the engagement of 8th graders from an EFL classroom. Findings have shown positive outcomes, but further research could address technical challenges, and explore more strategies to enhance listening or the other skills, as well as exploring additional factors that influence students' attitudes and performance.

Keywords: LingoClip, listening for specific information, authentic materials, listening skill, mobile assisted language learning.

RESUMEN

Esta investigación acción explora tres aspectos, el rendimiento al escuchar información específica, el nivel de participación y las actitudes hacia la estrategia utilizada con la aplicación LingoClip. Participaron ocho estudiantes inscritos en un taller de inglés después de clases, estos estudiantes tenían dificultades con las tareas de habilidad auditiva, presentan puntajes bajos en pruebas de comprensión oral, estos estudiantes estudian en una escuela pública en Concepción, Chile.

Esta investigación acción se basa en estudios previos para establecer la base del objetivo de investigación que es el siguiente: evaluar la contribución de la aplicación LingoClip y la estrategia de escuchar información específica en estudiantes de octavo básico y su habilidad de comprensión auditiva de información específica, y poder recolectar información de las actitudes de los participantes hacia el proceso. A los participantes se les asignaron diferentes tareas en una intervención de cinco semanas realizando actividades de comprensión auditiva de información específica en la aplicación LingoClip, completando espacios en blanco con letras de canciones, y luego realizaron tareas de comprensión auditiva en papel utilizando la misma canción.

Los métodos de recopilación de datos incluyeron pruebas de comprensión auditiva previas y posteriores a la intervención, observaciones en el aula, una escala Likert y un grupo focal. Los resultados revelan que algunos participantes mostraron mejoría en los puntajes de comprensión auditiva después de la intervención. Las observaciones en el aula indicaron diferentes niveles de participación, siendo la autorregulación y el comportamiento en tarea los más prominentes entre los participantes. La escala Likert mostró actitudes positivas hacia la aplicación LingoClip, aunque algunos participantes enfrentaron problemas técnicos. El grupo focal proporcionó una comprensión más profunda de las preferencias de los participantes por los métodos de aprendizaje.

En conclusión, esta investigación acción destaca el potencial de la aplicación LingoClip y la estrategia de comprensión de información específica para mejorar las habilidades de comprensión auditiva y también la participación de estudiantes de octavo grado en un aula de inglés como lengua extranjera. Los resultados han mostrado resultados positivos, pero investigaciones adicionales podrían abordar desafíos técnicos y explorar más estrategias para mejorar la escucha u otras habilidades, así como explorar factores adicionales que influyen en las actitudes y el rendimiento de los estudiantes.

Palabras clave: LingoClip, escuchar información específica, materiales auténticos, habilidad auditiva, aprendizaje del idioma asistido por dispositivos móviles.

CHAPTER I: INTRODUCTION

1.1 Problem statement

EFL students at Chilean schools are supposed to reach different levels of English according to the grade they are in and as part of the requirements from the Ministry of Education (MINEDUC). In 8th grade students in Chilean schools are expected to reach an A2 level according to the Common European Framework of References (CEFR) (Programa de estudio octavo básico, 2016). In Chile, the learning of English is compulsory from 5th grade onward.

Standards from 8th grade (Programa de estudio octavo básico, 2016) state that students from 8th grade should be able to listen and give meaning to the sounds they listen to identifying and understanding information by using their knowledge of the world and context. Furthermore, students should employ different strategies to understand what they are listening to, identifying key words. (Programa de estudio octavo básico, 2016). In the Programa de estudio octavo básico (2016) some learning objectives such as the learning objective number two explain that students should identify key vocabulary in aural activities.

According to Richards (1983), in his microskills of listening comprehension, the learner should discriminate between the different sounds of English, and Rost (2020) declares that sound discrimination in words, especially phonetic contrast, is one of the enabling skills for listening. So ideally 8th-grade students should be able to learn vocabulary related to technology, countries, traveling and the future by recognizing the different sounds of English to understand aural texts and build meaning.

Nonetheless, in this context, which is a public school in Concepción, students from 8th grade have an elementary level of English. They have 3 hours of English per week, their socio-economic background is lower middle class, they started learning English in Kindergarten. Thus, when these students face listening activities, they struggle because they are not familiar with some English sounds and their written form. Furthermore, students have shown poor listening performance in tests, as listening activities are not appealing for them, and the activities to assess listening are not related to the knowledge these students have of the world. Therefore, for them it is hard to understand the written form of some words in English as there is no similarity between the written form and the pronunciation. This situation leads to misunderstanding while completing listening comprehension activities. According to Nation and Newton (2009) listening skill is most of the time neglected and not taken into account as much as the other three language skills. Bingol (2017) explains that listening is a fundamental skill, but most of the time it is ignored by second and foreign language teachers in the classroom.

Field (2009) states that when looking for engaging, meaningful and authentic material to work with, listening becomes a difficult task for teachers, so it is really

important to do something about it because my students are struggling while listening as they do not have the necessary training or the best or most appealing resources to work with.

To address this weakness observed in this group of students, this action research aims at assessing the contribution of an app named *LingoClip* to help students recognize specific words in videos from YouTube. Using English songs as materials makes students have more contact with the English language (Harmer, 2007). Using this resource might help students to enhance their listening skill, because videos and lyrics from YouTube might make students recognize the words and sounds of English.

According to Linse and Nunan (2005), hearing is part of listening, because with it students perceive and process English sounds. Students will have the possibility to listen to different accents, as well as expand their vocabulary, this app will also boost students' grammar unconsciously because they will be filling in the blanks while listening, coming across different chunks of language that with daily practice will be acquired by the students, and as a result they will improve their pronunciation and acquire new vocabulary, which is the main goal for Chilean students learning English.

As my students' interests include music, the ICT selection includes music videos and lyrics of popular songs so students can work with the ones they want. Moreover, students can use the knowledge of the world to carry out this intervention because they have the flexibility and freedom to choose the activities (music bands or singers they already listen to) that are interesting for them or are aligned to their level of English (Davies et al., 2012).

1.2 General objective and specific objectives

General Objective

To assess the contribution of LingoClip app upon 8th graders' performance in their listening comprehension skill for specific information and their level of engagement and to gather data regarding participants' attitudes about the process.

Specific Objectives

SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app.

SO2: To assess participants' level of engagement by using LingoClip to develop listening comprehension activities for specific information.

SO3: To report students' attitudes about their improvements and the use of the

LingoClip app.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Perspective on listening

Nunan (2001) explains that the act of listening has six stages. The steps are perception of the sound, attention, understanding, remembering, evaluating and responding. The listener first perceives with the ear the sounds produced by sound waves, then the listener focuses on important parts, after that the listener understands and gives meaning to what is heard by using the brain to decode sounds and symbols in order to give interpretation to the meaning. Then, the listener remembers by keeping the information in the form of memories. Next, the listener evaluates information deciding its meaning and purpose. Finally, the listener responds to check if the message was received properly.

Thus, while communicating, listening does not stop while the person is talking, taking this idea into a dialogical perspective, so it is clear that a conversation between two people might be viewed as a simultaneous process of reception and expression (Adelmann, 2009). As explained by the author, communication includes speaking and listening, leading to the importance of those productive and receptive skills respectively.

Furthermore, regarding the two different processes involved in listening, Harmer (2007) and Richards (1990) explain them as the processes of bottom-up and top-down. The bottom-up process is when the information is given to the receptor, in this case the learner, without taking into account previous knowledge to build meaning, while top-down process adds the information that the learner or receptor already possess has to the new information given to him/her, the learner processes the information and creates new information meaning.

Gilakjani and Ahmadi (2011) explain listening as a process of constructing meaning by using different means available to understand data, by using mind, eyes, and also it depends on many other sources to get the provided data. The same authors report the results of a study carried out by themselves, in which they found that 40-50% of language competence comes from listening, 25-30% from speaking, 11-16% from reading and 9% from writing. So, it is really important to carry out research regarding teaching and promoting the learning of listening skills through explicit instruction of listening strategies.

2.2 The listening for specific information strategy

Brown and Douglas (2004) classify listening into four types: responsive, selective, intensive and extensive.

Responsive listening has to do with short responses to short phrases for example a greeting, the tasks here are appropriate response questions and open-ended questions.

Thus, selective listening is defined as short monologues to scan specific information. The purpose of this type of listening is not to understand everything but designated information in a long piece of aural information. Tasks regarding this type of listening include listening cloze, sentence repetition and information transfer. Intensive listening is when the listener has to perceive basic information components such as phonemes, words, intonation of longer pieces of information.

Finally, extensive listening has to do with top-down processing of information, it is better understood as the global understanding of spoken language. Tasks include listening to long pieces of information to comprehend their purposes and messages.

Regarding this action research selective listening is going to be used and it aims to understand specific information from songs and not all of the information.

Graham and Macaro (2008) conducted a study which had the aim of demonstrating that explicit instruction of strategies may facilitate the development of the ability. The study was carried out in England and the participants were French learners. They were a total of 68 lower-intermediate French learners who were compared to a different group. They used materials to measure their listening performance and also self-efficacy questionnaires. The results of the study showed that teaching strategies improved not only the students' listening proficiency, but also the learners' confidence while listening.

Mewald et al. (2007) describe a theoretical framework used for the assessment of the test takers' listening competence in two dimensions: Direct Meaning Comprehension and Inferred Meaning Comprehension. The former consists of three strategies that aim at the understanding of surface information which is explicitly stated on the sample. These strategies are "Listening for the gist", "Listening for the main idea" and "Listening for specific information". Listening for specific information explained by Mewald et al. (2007) focuses on information that is detailed and of importance. The purpose of understanding details is not understanding every word that the text contains, but just the ones that are necessary.

Du and Man (2022) researched strategic processing while L2 students were listening and found that students' listening metacognitive knowledge is highly

associated with L2 listening performance. Recent studies by Wallace (2022) find out that teaching listening strategies to students may have a positive impact on L2 listening success. That is why it is really important to explicitly instruct students on listening strategies to successfully listen and understand when they are exposed to aural English.

2.3 MALL (mobile assisted language learning)

According to Pun (2013), technology should not be taken away from students because it totally helps students to get involved in the lesson, boosting their interests. Shanmugapriya and Tamularasi (2013) explain MALL as the enhanced support of learning in context by providing learners a valuable learning tool.

Darmi and Albion (2014) claim that using mobile phones in learning offers new ways of experiencing learning and also flexibility while learning as it allows learners to learn anywhere and anytime. Therefore, students can have immediate access to learn and also they are able to save used resources.

Gaber (2015) points out that mobile assisted language learning helps students to obtain a deeper, more comprehensive understanding of the materials being used in the context of learning by allowing them to get more opportunities while learning. The same author carried out a study about using MALL to develop the listening skill and students' autonomy. He created different tests to see if the media was practical or not. The results showed that MALL helped learners with their listening skills and their autonomy.

Khubyari and Narafshan (2016) explain that MALL allows students and teachers to feel comfortable in the process of learning and teaching because it brings plenty of functions in just one device. Accessibility to a mobile device brings many opportunities and benefits to both teachers and students to get comfortable while learning and communicating.

Mindog (2016) states that using apps allows students to enhance the four language skills, grammar, vocabulary and spelling. A case study was carried out by the researcher regarding the use of smartphone apps to learn English among four participants at a Japanese university. This study showed evidence that apps can support students by allowing them easy access to English learning content aligned to students' interests.

Mobile assisted language learning (MALL) is defined by McCarty, et al (2017) as the informal or formal use of mobile devices in the process of learning a foreign or second language. In the Chilean reality mobile phones have been a part of our classrooms in recent years, therefore it is hard to separate students from their mobile devices.

Qi Xu (2020) carried out an action research study to investigate MALL processes in

an EFL speaking and listening course at a Chinese university. The sample consisted of 61 participants. The researcher implemented questionnaires, reflective journals, interviews and proficiency tests. Regarding the findings, students developed positive attitudes towards mobile assisted language learning assignments, they perceived the usefulness of the tasks, their satisfaction with the course increased, and their listening proficiency increased significantly after the intervention. Finally, the findings showed that applications for learning English could enhance the foreign language learning experience.

2.4 The LingoClip app

LingoClip App is a mobile assisted language learning tool that can be used to enhance foreign or second language learning through the use of music videos with their lyrics from YouTube. It has also a computer assisted learning webpage that has the same characteristics. In this App the user can learn different languages. It is user friendly and fun. Users can select the song that they want to play with and they have to fill in the blanks with the missing words. Users can train their ears through listening to different accents, increasing vocabulary, empowering grammar, and perfecting pronunciation. Music stimulates learning and favors memorization in a natural way. It has different modes, the users can type missing words, or make a selection from four different words that the user thinks are the right one. (See Figure 1 that corresponds to the LingoClip app and see figure 2 that corresponds to the actual webpage LyricsTraining).

Garib (2021) presents a review of the LyricsTraining app. The researcher explains its features as a unique website in which learners are provided with authentic material, which is interesting and current, in this case music videos. Its purpose is to let learners utilize songs in order to practice by playing a game whose goal is completing the lyrics during song playback, fostering active engagement. The users, while listening to the song, need to type some words from the lyrics, or select the correct answer from four different options. They get points when they type correct answers, but their score decreases every time they fail to answer. LyricsTraining has an app to be used in different devices, such as smartphones, ipads, laptops, etc, it is called LingoClip.

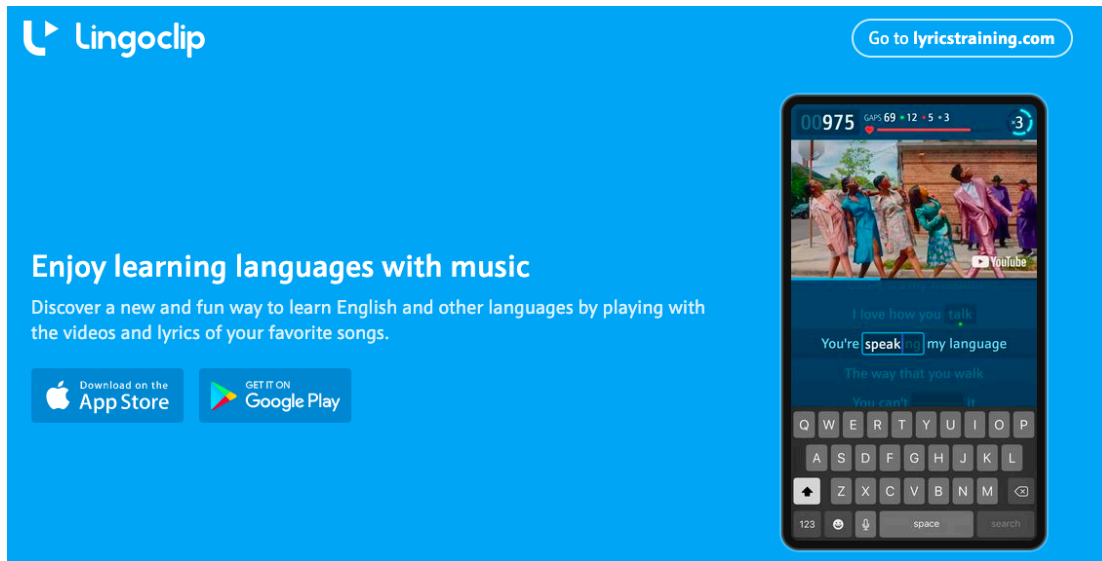


Figure 1. Screenshot of the LingoClip app

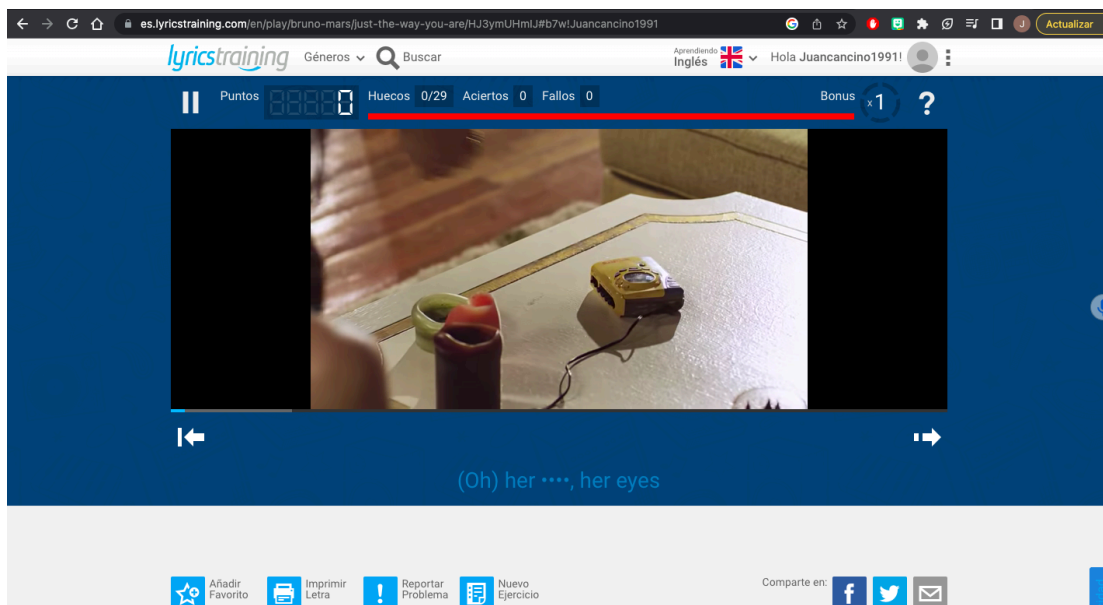


Figure 2. Screenshot of the LyricsTraining webpage

Mills (2010) explains that LyricsTraining is a website which provides learners with available material to learn a language. This website developed an App with the same features but with a different name, which is LingoClip, and as I am using MALL, the app is used to carry out this action research. The characteristics of

Lyrics training and the LingoClip app are the same, the differences are that one is computer based and the other mobile based.

Borromeo (2015) explains that LyricsTraining is a web-based platform that combines audio and video from YouTube with lyrics as a game.

2.5 Authentic materials

Rogers and Medley (1998) define authentic materials as the natural way of using the language in a context by taking into account the cultural implications that are used by native speakers.

What is more, Nunan (1999) defines authentic materials as written or spoken language that is used in a genuine way, for communicating, and not necessarily for teaching or learning purposes. According to the previous authors, authentic materials allow learners to use the language in a real context, they have a social purpose, and can be used in the teaching-learning context as material to enhance learning.

Thus, Martinez (2002) also claims that authentic materials help students by encouraging them to deal with specific topics that are interesting for them to understand the language in a real context.

Brown and Douglas (2004) explain that authentic materials are the written or spoken language data that was produced in the context of real communication, and not produced for learning purposes. Authentic materials are produced for communicative purposes, they are naturally created, but they can also be used to enhance language learning.

Furthermore, Yingmai (2005) points out that authentic material allows learners to connect themselves with the real world outside the classroom, accustoming them to listening to English and native speakers with different proficiencies.

Azizah (2016) states that authentic material helps students to have a meaningful relationship between them, the language classroom and the outside world while learning the language.

Indeed, the purpose of using authentic material in the English as a foreign language classroom is to give students the opportunity to learn the language in a real context letting students get closer to the target language.

Additionally, I would like to explain how LingoClip uses authentic material. LingoClip app uses videos from YouTube, specifically music videos to function. And as music videos are authentic materials, I would like to describe YouTube as a great platform to get authentic material to develop listening skills, particularly specific information from music videos that is the purpose of this action research, to develop listening in participants, particularly listening for specific information strategy.

2.6 Engagement

When referring to the engagement students have, it should be taken as a major concern, due to its link to learning, which in this case is active. This concept has been researched in an extensive way due to its link with academic success retention and learning (Krause and Armitage, 2016; Kuh, 2009; Trowler, 2016).

Seal (2009) declares that engagement is not behaving in the classroom or a good attendance, it is explicitly connected with learning. Hattie (2009) propounds the idea that engagement is highly associated with not only life outcomes, but also learning. Uninvolved students with their learning are prone to learn slower than engaged students, leading them to lower achievement.

Bond et al. (2020) assert that engagement in students can be seen in the effort and energy that she or he as a student uses in the learning community, being shown through different aspects, the cognitive one, the affective one or the behavioral one. According to the author, engagement can also be affected by the learning environment, learning activities and the relationships.

According to Suyono (2015), engagement should be taken into account regarding three aspects, the cognitive aspect, the meta-cognitive aspect and the socio-affective aspect. Taking into account the cognitive aspect in engagement, the author refers to how we use the cognitive capital to complete different learning tasks such as inferring, organizing, contextualizing among others. The metacognitive aspect is when the learner makes an effort to work with the learning input to plan, monitor, evaluate and more. And finally, when we address socio-affective engagement, it involves investment of feelings and being in contact with others to achieve learning. The first two aspects are invisible because they have to do with processes in the brain, while the last one is feasible.

Banfield and Wilkerson (2014) state that there has been a change in the way teachers use gamification and game-based learning inside the classroom to engage and motivate students. And as LingoClip includes many aspects of

gamification such leaderboards, scores, correct and incorrect options, songs, etc, so as a hypothesis using game-based learning might engage students in the lesson more than just using regular teaching methods.

2.7 Research on using LingoClip app in English language learning. Advantages and disadvantages of using LingoClip

Angelina (2020) in her study tried to discover the strengths and drawbacks of implementing LyricsTraining (LingoClip app) in a basic listening course. This study was carried out in the English Language Education Study Program of Sonata Dharma University, Yogyakarta, in Indonesia in 2019, it took 4 months. The participants were 30 students who were enrolled in the basic listening course. The researcher used a survey method aimed to identify the benefits and drawbacks of lyrics training. Questionnaires were used as an instrument, it has two parts, one was a likert scale with closed-ended statements, and the other provided open-ended questions. Regarding the findings on the questionnaires, there were two strengths to using LyricsTraining. The first strength was that students' academic achievement improved and the second strength was that students' learning motivation increased. And drawbacks found after the implementation were first, constant pop-up advertisement and absence of clues while completing activities.

Borromeo (2015) carried out a study to know if students from University Veracruzán accept or not the usage of LyricsTraining webpage to improve their listening skill. There were twenty participants from Bachelor of Arts in English Language. A questionnaire was administered to the participants with open and close questions to gather quantitative and qualitative data to prove the effectiveness of LyricsTraining. The researcher wanted to gather experiences and participants' impressions on the use of the webpage. Advantages found in this research are the following: students realized that they improved their pronunciation by listening to other people speaking, students had a wider range of options to choose from to work with online, so students might show more interest. Some limitations of the research were the following: students did not understand some pronunciations, accents and speed of speech, and some students stated that they reset the activity to improve it. There were unknown words and spelling.

Siska (2020) conducted another research to analyze perceptions from students on the use of LyricsTraining to improve their listening skill. It aims to understand participants' perceptions. There were 30 students in their sixth semester English Education Department of IAIN Salatiga in the academic year of 2019/2020. The data collection methods used the qualitative approach. Data was collected from

questionnaires and documentation during the research process. The researcher took into account three points: students' perceptions towards the use of LyricsTraining, benefits for students' learning by using the webpage and the way students used the webpage to improve their listening skill. The findings showed that there are several benefits regarding improvement in listening comprehension and learning of new vocabulary from using LyricsTraining. Students declared that LyricsTrainig makes the process of improving the listening skill easier, more interesting and enjoyable, they also said that the webpage is easy to use and fun. Students also stated that the use of songs helps them to recognize words and sounds.

Cuenca (2017) conducted a quasi-experimental study on the use of lyrics training in the development of listening competence in A2 level university students. The sampling consisted of 51 students who were divided into two groups, an experimental group and a control group. It took 6 weeks. The intervention plan was applied only to the experimental group, it addressed pedagogical, didactic and motivational strategies. Both groups were evaluated with a post test. Regarding the total of 23 participants from the experimental group, it showed a significant increment after the application of the intervention plan, most of the sampling considered that through music they feel more motivated in the process of learning, on the contrary, a small percentage of the sampling pointed out that this aspect did not motivate them. A high percentage of the sampling pointed out that they listened to music frequently to enhance listening comprehension, while a small number of the sample mentioned that this strategy was not used by them to enhance listening comprehension.

2.8 Students' attitudes

Fiske (2004) defines attitude as an enduring representation in the mind that is a summary of the evaluation that a person makes about a person, group, entity, idea, event or issue. Hogg and Vaughan (2005) define attitudes as the organization of beliefs, behavioral tendencies and feelings towards socially significant symbols, groups, events or objects.

Nah et al. (2008) investigate how cell phones could be potentially used for learning purposes. This study focused on students' attitudes towards the use of a cell phone for this purpose. This was carried out at a Korean university with a group of undergraduate students who were coursing a listening course requiring them to have an intermediate English level as EFL students. Researchers found that these particular students expressed positive attitudes towards the use of an online site by using their smartphones. They reported that the site was effective for learning listening skills and that this was student-centered and collaborative.

Pollara (2011) claims that learners have opposing opinions regarding the use of

MALL. Some consider them as personal tools, but others look at them as helpers for cheating on exams, and still others believe that mobile phones can be used as valuable tools for delivering and understanding learning contents.

Azar and Nasiri (2014) carry out a research study to investigate how effective cell phones were in Iranian L2 listening comprehension, and students' attitudes towards the mobile technology in learning environments. The findings indicate that MALL is an effective way to improve listening comprehension in students. It is an innovative and interesting way of acquiring knowledge about a language. The participants of this research report that MALL has a great impact while learning a language believing that cell phone-based audiobooks are more effective than CD-ROOM based audiobooks while completing listening comprehension tasks. It gives more opportunities for learning and students can listen to topics that have to do with students' interests, anywhere and anytime. Teachers and learners can benefit from these findings. Teachers can try new methods to be more effective and student oriented, while learners can have opportunities to improve their listening skills by using cell phones rather than just using them for daily activities.

CHAPTER III: METHOD

3.1 Type of research

This research was conducted under the qualitative approach. According to Sampieri (2006), it allows the researcher to gather detailed data regarding the issue being investigated. According to the issue being studied and the way this research is conducted, this study is action research because it is a cycle. First, there is a reflection on a particular issue found in a context where students struggle with listening activities, then, an action plan was designed by using an app called LingoClip and a strategy, which is listening for specific information, and then the intervention was carried out, to observe changes and make decisions after detailed analysis. Burns (2015) claims that action research is this process of researching in which the researcher self-reflects with a systematic approach to explore, aiming to identify issues that participants are facing to conduct investigation. It can be said that this research is action research, and it aims to assess the contribution of LingoClip App in the performance of listening for specific information and the level of engagement of 8th graders and their attitudes towards the intervention. After reflecting on the issues students in the context of the research were facing, the researcher realized that they struggled with listening for specific information, which is the reason why a new method using MALL was implemented to see if there were changes in their performance while listening for specific information.

3.2 Description of the participants

The sample comprises 8 participants, their ages range between 13 and 14. All of them belong to an 8th grade class from a vulnerable public school located in Concepción, Chile; they have 3 pedagogical hours of English per week, having English lessons twice a week following the national English curriculum, which states that 8th graders should reach level A2, according to the CEFR (2001). Students also should be able to recognize specific English sounds and vocabulary by using specific listening strategies. This particular 8th graders group belongs to an extracurricular workshop in English that aims to develop their level of English with engaging activities after regular lessons.

According to the context of the sampling, the researcher used purposive sampling. This sampling was selected because of their characteristics, differences in level of English among them, they enrolled voluntarily in the English workshop, the gifted ones wanting to learn more, and the ones that struggle to keep up with their peers' level. Their level of English is the expected, with few exceptions. Their attitude to learning English is positive. Creswell (2018) states that purposive sampling exists when the researcher selects the research participants of the research regarding the purpose of the research, which in this case is to assess motivation while implementing the use of LingoClip and also their performance in listening for specific information. The author explains that the researcher selects the sampling regarding the participants characteristics to address the objectives and research question. Yildirim and Simsek (2011) explain that criterion sampling is a purposive sampling method in which its main purpose is to gather the participants that fit a set of predetermined criteria, and in this AR the sampling were selected because

they wanted to improve English, they were willing to learn, their interests were similar, and they were motivated while using technology for learning.

3.3 Research question and objectives

This action research aims at assessing the contribution of “LingoClip” to help students recognize specific information in videos from YouTube to complete a worksheet related to the song used in the app to show comprehension of specific information while listening. Using English songs makes students have more contact with the English language (Harmer, 2007). According to Linse and Nunan (2005), hearing is part of listening, because through this, students perceive and process English sounds. By using the app, students had the possibility to listen to different accents. Furthermore, the selected sampling likes technology, using their laptop or cell phones motivated them to participate in this research, and not only use this resource in class, but also outside the class if they want. Harmer (2007) states that different methods could be used to expose our students to the target language in non-academic scenarios. Students nowadays use YouTube to watch music videos and listen to songs, as well as their smartphones while using the LingoClip app to listen and watch music videos. The LingoClip app uses music videos from youtube to let students play with the lyrics of the music videos they are watching and listening.

Research question: How does the LingoClip app improve a group of eighth graders’ listening comprehension skill for specific information, raise their level of engagement and influence their attitudes towards listening?

General objective: To assess the contribution of LingoClip app upon 8th graders’ performance in their listening comprehension skill for specific information and their level of engagement and to gather data regarding participants’ attitudes about the process.

Specific objectives: SO1: To compare participants’ level of achievement in listening comprehension skill for specific information before and after using the LingoClip app.

SO2: To assess participants’ level of engagement by using LingoClip to develop listening comprehension activities for specific information. SO3: To report students’ attitudes about their improvements and the use of the LingoClip app.

3.4 Research problem

The context where this action research took place is in a vulnerable public school in Concepción. The school has a computer lab with access to the Internet, headphones, a computer and a projector with speakers in each classroom. English lessons start in kindergarten and follow the national English curriculum. From kindergarten up to fourth grade students have 2 hours of English lessons, from fifth grade onward students have 3 hours of English lessons per week. This action

research has a sample of 8 students from eighth grade, a couple are new this year and come from different Chilean schools and also from Venezuelan schools. The students from Venezuela have reported that they did not have English lessons at school in their home country. Students with special needs are present in the English lessons from this year on with the help of a special educational needs specialist to help them in activities and assist the teacher of English. The ones that are since kindergarten or first grade have a higher level of English, but they still have issues while performing listening activities, not the same with reading or writing.

Mineduc (2016) standards state that students from eighth grade should be able to listen and give meaning to the sounds they listen to, identify and understand information by using knowledge of the world and context. What is more, students should relate to different strategies to understand what they are listening to, identifying key words. Students are supposed to recognize different letter sounds to recognize words to comprehend texts on different topics. Some learning objectives such as the learning outcome number 2 explains that students should identify key vocabulary in aural activities, but the sampling has an elementary level of English. The issue is the little exposure to listening to English, they just listen to the teacher of English twice a week for 3 hours, and not always work with listening, because reading and writing are skills students practice more in this context. Students have shown poor listening performance in tests, listening activities are not appealing to them, there is not enough training on the skill, and students prefer to work more in reading and writing activities than in speaking and listening. While performing listening activities, the sampling feels overwhelmed and does not complete the activities telling the teacher they do not know English feeling frustrated. According to Nation and Newton (2009), listening is most of the time neglected and not taken into account as the other three language skills. In my teaching experience I prepare more lessons on reading, or writing, but with speaking and listening I do less activities.

3.5 Data collection techniques

In order to answer the research question and fulfill the objectives of this action research, the data collection tools used are pre- and post-listening intervention tests, classroom observation, a Likert scale and a focus group.

The first specific objective is to compare eighth graders' level of achievement in listening comprehension before and after using the LingoClip app. To reach this goal a pre listening for specific information intervention test was administered to the sampling before intervention, and a post listening test was administered to the sampling after intervention to gather quantitative data about their performance while listening for specific information. While the second specific objective is to assess students' level of engagement while implementing this AR. To accomplish this objective classroom observation was carried out to collect important details regarding different aspects, the cognitive one, the emotional one or the behavioral one to assess the level of engagement on the sampling while completing the

activities. And finally, the third specific objective is to report students' attitudes about their improvements and about the use of the LingoClip app, to reach this objective two data collection tools were used. A Likert scale to collect quantitative data from the sampling's answers after the implementation. And a focus group was carried out to collect more in-depth attitudes and impressions from the sampling after implementing this AR to collect qualitative data.

3.5.1 Listening comprehension pre-and post-intervention tests (See appendix 1): Listening comprehension intervention tests for specific information were administered in the first and seventh weeks since the intervention took place from the second week until sixth week (5 sessions) to gather quantitative data to be analyzed regarding the progress students may show while listening for specific information before and after implementation of this AR. This data collection technique is aligned with specific objective number 1 because it aims to get data to assess students' performance in listening for specific information through pre- and post-intervention tests. According to Syahrur and Salim (2016), tests are a tool that is used to measure attitude, behavior or performance of a person or group. This instrument is a set of questions that tries to get information from subjects in different cognitive tasks. Regarding what is said by Güneş (2007), assessment applications are an important part of the process of teaching and learning. They are carried out to see if there is improvement in the students, and to see if the process and method were effective or not. The tests were administered by the teacher researcher and all the participants must complete them. The tests were created by using the lyrics of the selected songs. The tests had three items. In the first item students had to discriminate the words they listen to in each verse of the song between two words. In the second item the sampling had to match phrases from the song, and in the third one, students had to answer multiple choice questions related to specific information from the songs.

3.5.2 Classroom observations (See appendix 2): For the sake of practicality this data collection tool was implemented in sessions 1, 3 & 5 to gather qualitative data related to students' engagement in order to write comments about it by completing the different activities of the AR. These classroom observation sheets included 3 dimensions: the cognitive, the behavioral and the emotional. This data collection tool is aligned with specific objective 2 because it aims to evaluate students' level of engagement while completing activities. Birmingham and Wilkinson (2003), define observation in research as a handy tool for researchers to understand how the sampling acts, behaves and interacts with others will be affected by their surroundings. So, this data collection tool helped to deepen the data gathered in the Likert scale and the focus groups because, as Burns (2010) explains, through observation the researcher can see a phenomenon that before was not noticed.

3.5.3 Likert scale (See appendix 3): A Likert scale was implemented as a data tool to gather quantitative data in the last session. A Google form was used to create and to administer the Likert scale. It was in Spanish to have more real answers to avoid misunderstanding from students. It had 3 dimensions, the first dimension on students' impressions and attitudes towards the use of the app, the

second dimension regarding their perception about the listening for specific information strategy, and the third one regarding students' engagement before, while and after using LingoClip. So this data collection tool is aligned to specific objective 3, because it will collect data regarding students' attitudes about listening and about the app. As Birmingham and Wilkison (2003) explain, this data collection tool measures attitudes from students to a stated set of statements in a questionnaire by answering, for example, if they agree with them or not.

3.5.4 Focus groups (See appendix 4): two focus groups were conducted to have conversations with participants, with the purpose to go more in-depth into the participants' perceptions regarding the app, their engagement and their performance on listening for specific information. It aims to gather qualitative data to be analyzed, and it is aligned with specific objective 3. Birmingham and Wilkinson (2003) explain that a focus group is used to collect descriptive and specific data from small groups regarding a mutual interest, the idea is to understand the interests, attitudes, perspectives, assumptions and experiences from the sampling. Pierce (2015) also points out that a focus group is a really important method to analyze, collect and also report qualitative data, with the purpose of getting inside the heads of the sampling. Krueger (2000) also creates different categories of questions to be followed to create the questions and how they can be used to implement the interview.

3.6 Data analysis techniques

Regarding the results of the pre- and post-intervention tests, descriptive statistics were used to analyze the data collected. Tomal (2010) describes descriptive statistics as the use of graphs, charts, diagrams and basic mathematical data to analyze, demonstrate and summarize quantitative data from a particular group being studied in research. The data was analyzed measuring the mean, median, mode, range, standard deviation, etc. All this data was analyzed to make sure if there are changes in performance on listening for specific information.

Taking into consideration the data collected from the Likert scale, descriptive statistical analysis was used to interpret participants' responses. Norton (2008) states that descriptive statistics let researchers present the results of their action research in a clear way, being relatively easy to calculate by using a calculator, excel or by hand.

Mean and percentages were used to present and analyze the data collected from the Likert scale results and the observation sheets results. The Likert scale was analyzed per dimension.

Regarding the focus group, it was analyzed by using thematic analysis. The most significant concepts or ideas were classified into groups with the purpose of forming themes or subthemes to identify group perspectives regarding the intervention, their engagement and their listening for specific information strategy. Gibbs (2007) states that when analyzing qualitative data, it is important to take into account the themes that emerge from what the participants said in the interviews.

Taking into account observation sheets, qualitative thematic analysis and percentage analysis were used. The analysis was carried out by analyzing themes and subthemes, patterns from students' behavior, emotions and cognitive signs. Braun and Clarke (2006) explain that thematic analysis focuses on exploring meaning and patterning in qualitative data.

3.7 Stages of the action

The action plan of the current action research consisted of 5 45-minute sessions in which the intervention took place. These sessions were performed in an English language workshop after regular classes. Each session met particular aims through the development of different activities and various instruments for data collection. (See appendixes 1, 2, 3, and 4 for more information). A pre- and post-listening intervention tests were conducted and 5 different sessions were carried out for the actual intervention in which participants used the LingoClip app and they were trained and used the listening for specific information strategy. 5 songs were selected from YouTube regarding students' music tastes.

Participants used their cellphones to complete the app activities. Observation sheets were completed in 3 sessions, the first one, the third one and the last one, those sessions were video recorded to have more details to complete the observation sheets. In each session they worked with a different song, and they had to complete an online activity in the app and then using the same song they had to complete a listening for specific information activity on a paper worksheet.

In the first session, participants played with the app to get used to it and completed the online activity by using the first song, and they were introduced with the listening for specific information strategy. In the second session, participants had to identify specific words from a song using the app and then on paper by applying the strategy listening for specific information. In the third session participants had to identify sentences from a song to match them by using the strategy online and on paper. In the fourth session participants had to identify specific information from a different song to answer multiple choice specific information questions on paper. Finally, in the last session, participants had to work with a different song again but this time they had to identify words, sentences and specific information to complete an online activity in the app and on paper by showing the use of the listening for specific information strategy. Finally, participants completed the post listening intervention test, the Likert scale and participated in small focus groups (See the intervention planning in appendix 5).

CHAPTER IV: FINDINGS

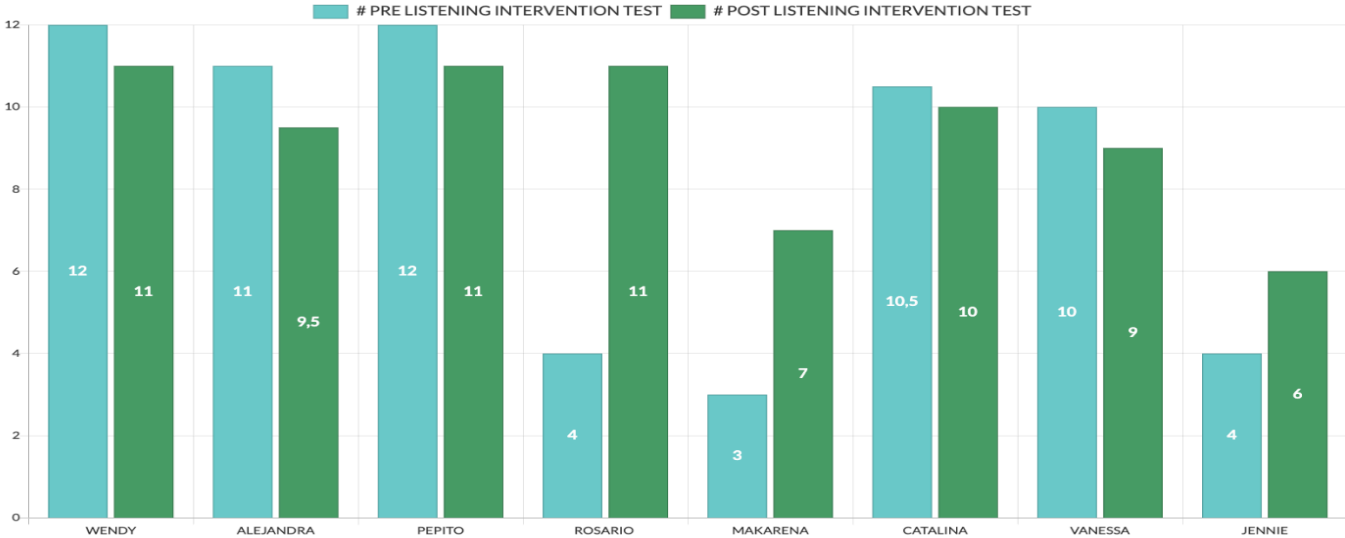
4.1 Specific objective 1: to compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app.

In order to ascertain the progressions in the 8th graders' proficiency pertaining to the listening comprehension for specific information strategy, both before and after the intervention with LingoClip application, it was necessary to apply a descriptive statistical analysis. This analytical procedure involved the examination of the students' scores in the pre and post intervention listening tests.

4.1.1 Descriptive statistics analysis of pre- and post-listening intervention tests

To examine participants' listening for specific information progress after the intervention based on the use of LingoClip app, and the utilization of the "listening for specific information" strategy, a comparison of participants' performance scores was undertaken. This comparison involved the results from the pre-listening intervention test and those from the post-listening intervention test. These distinct sets of scores from each individual participant are visually presented in Graph 1.

Graph 1. Pre- and post-listening intervention tests' results.



Own creation

Examining the results presented in Graph 1, a comprehensive pattern emerges. Evidently, among the cohort of eight participants, a discernible trend is observed. Five participants, constituting 62.5% of the total, exhibited a decline in their performance scores in the post-listening intervention test. In contrast, three participants constituting 37.5% of the cohort, showcased an improvement in their listening performance scores in the post-listening intervention test. This

augmentation in performance can be attributed to the utilization of the “listening for specific information” strategy in conjunction with the use of the LingoClip app.

Furthermore, it is noteworthy to outline the range of scores across the two intervention tests. In the pre-intervention listening test, scores spanned from the highest score 12 out of 12 points, to the lowest achievement of 3 points out of 12. In the post-intervention listening test, the highest score reached 11 out of 12 points, while the lowest achievement was 6 out of 12 points. These observed variations in scores regarding the two assessment instances substantiate the contribution of the intervention to the participants` performance in the listening comprehension skill.

Table 1 showcases the statistical measures including the mean, standard deviation and the values of participants` performance in both the pre-listening intervention test and the post-listening intervention test.

Table 1. Pre- and post-listening intervention tests` mean, SD, minimum and maximum.

Criteria	Pre-listening intervention test	Post-listening intervention test
Mean	8.3	9.3
Standard deviation	5.6	3.5
Minimum	3	6
Maximum	12	11

Own creation

As observed in Table 1, the mean score and the standard deviation were presented for synthesizing information concerning both the central tendency and variability among results. Table 1 shows overall participants` performance before and after the intervention. The mean score in the pre-listening intervention test stands at 8.3, while in the post-listening intervention, it ascends to 9.3. It can be declared that participants improved after the intervention, because there is a difference of one point.

Prior to the intervention, the minimum score in the pre-listening intervention test is three points, and the maximum score in the same test is twelve points. Conversely, following the intervention, the post-listening intervention test reflects an altered score distribution. The participants` minimum score in this test elevates to six points, while the maximum score diminishes to eleven points. It can be inferred that students improved while comparing the minimum scores in both tests, whereas a minor decrease of one point becomes apparent when assessing the maximum score.

The standard deviation is as follows: in the pre-listening intervention test the

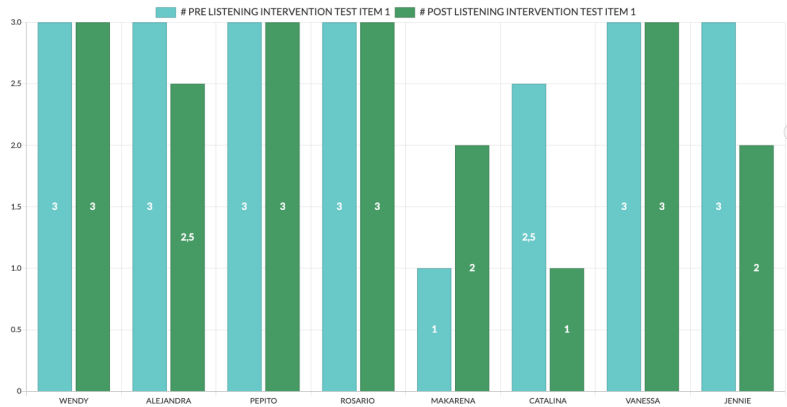
standard deviation stands at 5.6, reflecting the extent of variability from the mean score. Conversely, in the post-listening intervention test the standard deviation contracts to 3.5, indicating a relatively reduced degree of dispersion among scores. As for the T-test, the p-value with a one-tail test is 0.1, and the p-value with the two-tail test is 0.3. In both cases, the p-value is greater than the alpha value, 0.05. After examining these results, it indicates that some of the participants' listening performance improved after the intervention.

Overall, the results demonstrate how effective LingoClip and the explicit teaching of strategies in this intervention enhanced participants' listening skill. The increase in the mean and the minimum scores in the post-listening test indicates a substantial improvement in their listening, specifically listening for specific information, highlighting the positive contribution of this action research on participants' listening performance while listening specific information accurately. In order to have a more comprehensive analysis of the data derived from the pre- and post-listening intervention tests, a breakdown of each item from these tests is presented.

4.1.2 Descriptive statistics analysis of pre and post listening intervention tests item 1

In item number 1 participants were required to select the corresponding word they listened to in each segment of a song, in each segment participants were presented with a choice of two options to select from, where the participants had to select a word, they had two options to select from. To gain a comprehensive insight into the results of this specific item across both the pre- and post-intervention listening tests, the following graphical representation showcases a visual summary of these outcomes. (Refer to Graph 2)

Graph 2. Pre- and post-listening intervention tests' results item 1.



Own creation

Particularly in this item, outcomes underscore distinct patterns. Among the participants, four participants managed to uphold their perfect score, while three of

the participants got a reduction in their scores in the post-listening intervention test in comparison to their pre-listening intervention test results. Contrarily, just one participant showcased an increment in his/her score in the post-listening intervention test.

Regarding percentages, approximately 50% of the participants achieved an unaltered perfect score of three points, having a consistent performance across the pre and post listening intervention tests. In contrast, 37.5% of participants decreased their score, having a lower score in the post-listening intervention test in comparison to the pre-listening intervention test. 12.5% of participants faced an improvement in their scores. Taking into account the whole group, there is not a significant difference among the pre and post listening intervention tests, because half of the participants kept their perfect scores, while just one improved his/her score in one point, while the others had a decrease in their scores.

4.1.3 Descriptive statistics analysis of pre and post listening intervention tests item 2

In item number 2 participants had to match sentences from two columns. These columns comprised sentences numbered from 1 to 5, and sentences labeled with letters ranging from A to E. The idea was matching these sentences regarding the information they listen to from a song, requiring participants to discern specific information to make accurate matches. Results in this particular item in both the pre and post intervention tests are shown in Graph 3.

Graph 3. Pre- and post-listening intervention tests' results item 2.



Own creation

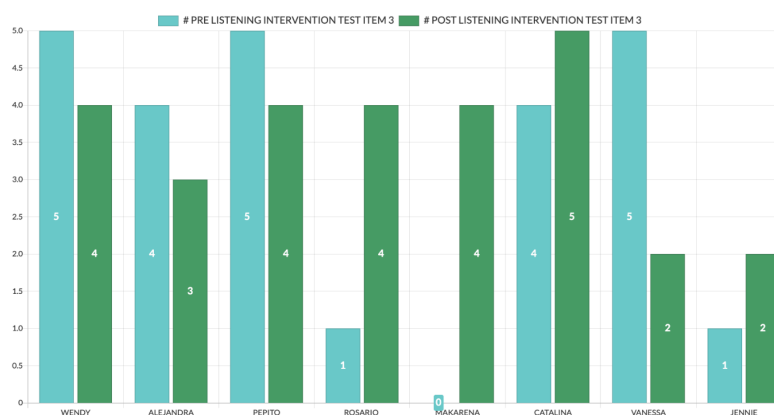
The pre- and post-listening intervention test results revealed improvements particularly in item 2. Within this specific item, an important improvement is evidenced. Four students kept their perfect score, while one participant got a lower score in the post-listening intervention test in comparison to the pre-listening intervention test. And three participants got a higher score in the post-listening intervention test.

Analyzing these results in percentages, 50% of the participants kept their perfect score of four points comparing the results from the pre- and post-listening intervention test. Contrastingly, 12.5% of the participants decreased their score by one point in their scores. Significantly, 37.5% of participants displayed a clear improvement in their score after the intervention. These findings in particular suggest that in this item participants registered marked improvement. This is substantiated by the fact that three participants improved their scores, while half of them maintained their perfect scores, having just one participant lowering his/her score by one point after intervention.

4.1.4 Descriptive statistics analysis of pre- and post-listening intervention tests item 3.

In item number 3 of the assessment (pre- and post-listening intervention tests) participants were required to respond to a series of multiple-choice listening comprehension questions pertaining to specific information from songs. Each question had 3 possible answers, which participants had to choose from. Results from both tests in this particular item are presented in Graph 4.

Graph 4. Pre- and post-listening intervention tests' results item 3.



Own creation

It is noteworthy to declare that none of the participants managed to uphold their perfect score from the pre-listening intervention test. Four participants exhibited a decline in their listening performance between the pre- and post-listening intervention phases. Conversely, an increment in scores during the post-listening intervention test was observed among four participants. 50% of participants experienced a decrease in their scores comparing the before and after tests. And 50% of participants displayed a clear improvement in their performance post-intervention. These findings in particular suggest that in this item, participants registered marked improvement. This is substantiated by the fact that four participants improved their scores, while half of them experienced a decrease in their scores after the intervention but they were minimal.

4.2 Specific objective 2: to assess participants` level of engagement by using LingoClip to develop listening comprehension activities for specific information.

To accomplish this objective, a systematic classroom observation was conducted across diverse dimensions, which are cognitive, emotional and behavioral in three different sessions. Bond et al. (2020) explain that engagement in students can be divided into three dimensions: cognitive, affective (emotional) and behavioral. These dimensions are shown in students` effort and their energy in the learning process, those aspects are influenced by different factors such as activities, learning environment, emotions and relationships. These dimensions are being used to gather qualitative data in regard to students` engagement.

Regarding the classroom observation, qualitative thematic analysis and percentage analysis were used. Within this analysis, distinct themes and subthemes were observed, specifically from the three different dimensions; the cognitive, the behavioral and the emotional.

4.2.1 Cognitive dimension: From the cognitive dimension, participants` cognitive signs were used to identify observable data while participants performed the activities in the different sessions of the intervention. Some cognitive signs that were identified are the following: self-regulation during task completion, students selecting hard mode while completing activities in LingoClip to show their cognitive abilities, their resilience and persistence in the different sessions by completing and attending all the sessions and activities, and the last one is volition learning, which is the process of learning in which individuals take the responsibility for their own learning, choosing to actively participate in learning activities, showing autonomy.

By analyzing the data gathered from the observation in regard to the cognitive dimension, it becomes evident that “*Self-regulation*” was shown in 100% of the participants. While “*Preference for challenge*” was shown in 37.5% of the participants. “*Resilience and persistence*” was shown in 62.5% of the participants, while “*A sense of agency*” was shown in 62.5% of the participants. And “*Volition learning*” was shown in 50% of the participants.

In each observed session, the researcher completed the observation sheet. Evidently, all the participants exhibited a high level of cognitive engagement, as perceived by their consistent self-regulation during the course of sessions. Some of the participants demonstrated their engagement preferring to use the app in hard mode while performing activities showing preference for challenge. Furthermore, the majority of the participants showed remarkable resilience and persistence when confronted with challenging tasks, persisting in their efforts despite encountering difficulties. Moreover, a considerable portion of the participants consistently manifested a sense of agency throughout their engagement in the activities. Their commitment to the learning process was perceived, as their active

involvement in the tasks was observable. It is worth mentioning that approximately half of the participants showed a strong inclination towards volitional learning, demonstrating their dedication to the acquisition of knowledge and the attainment of each session objective.

4.2.2 Behavioral dimension: In the behavioral dimension patterns from students' behavior were used to identify observable data while participants performed the activities in the different sessions of the intervention. Some behavioral signs that were observed are the following: active participation, involvement and sustained "on-task" behavior demonstrated through the completion of both digital and paper-based assignments. Furthermore, within this dimension, the observation also encompassed attention, effort and concentration displayed by students in the sessions and activities.

By analyzing the data gathered from the observation in regard to the behavioral dimension, "*Participation*" was evidenced in 62.5% of the students. While "*Involvement*" was evidenced in 37.5% of the participants. "*On-task*" was evidenced in 87.5% of the participants, while "*Effort*" was evidenced in 37.5% of the participants. And "*Concentration and attention*" were evidenced in 87.5% of the participants.

In each observed session, the researcher completed the observation sheet. A high level of behavioral engagement was evident from participants. A considerable majority of the population displayed proactivity, manifesting their engagement through active participation in the intervention. Such involvement was materialized in the form of responsive interactions, including posing questions, offering answers, and assistant to classmates. However, a minority of participants showed their involvement in tasks, these participants were the gifted students, who were more involved in the sessions than the ones that struggled the most while learning English. The gifted ones asked more questions, answered more questions, even sang the songs while performing activities.

Remarkably, nearly the whole population of participants exhibited an on-task behavior throughout the duration of each session. However, less than half of the population were participants who struggled the most while performing activities, showed more effort to perform better in each session, and it was evident in regard to their questions, and their motivation while completing tasks. Finally, almost the total of participants showed their attention and concentration while performing activities, they were focused while listening to the songs and answering questions, whether executed in a written format or through the LingoClip app.

4.2.3 Emotional dimension: the emotional dimension patterns based on students' emotions were used to identify observable data while participants performed the activities in the different sessions of the intervention. Some emotional signs that were observed are the following: positive and negative reactions to peers and teachers, how happy they were in each session, the enjoyment they showed in

each session and when completing each activity, as well as their overall level of interest while engaging in various learning tasks.

By analyzing the data gathered from the observation in regard to the emotional dimension, “*Positive reaction to teachers and classmates*” was observed in 75% of the students. While “*Negative reaction to teachers and classmates*” was observed in 50% of the participants. “*Happiness*” was observed in 25% of the participants, while “*Interest*” was observed in 100% of the participants. And “*Enjoyment*” was observed in 75% of the participants.

In each observed session, the researcher completed the observation sheet. It was evident a high level of emotional engagement. Predominantly, an atmosphere of respect and positivity was observed in the classroom environment, which was notably characterized by harmonious interactions between peers and teacher. In contrast, a portion of the participants, approximately half, exhibited instances of negative reactions towards both their peers and teacher in some sessions. These reactions appeared to be driven by factors such as fatigue or a desire to leave school earlier, leading to occasional instances of impoliteness towards the teacher and peers. However, it is important to mention that these negative interactions remained manageable and did not significantly disrupt the intervention progress.

Evidently, a quarter of the participants consistently showed an evident sense of happiness, a disposition predominantly attributed to their innate fondness for both the English language and music. In each session, these individuals expressed their joy and enthusiasm for both the use of the LingoClip app and paper tasks.

Furthermore, it is pertinent to highlight that a significant majority of participants consistently expressed their enjoyment of the intervention as a whole. This enjoyment extended to their positive reception of the LingoClip app, the incorporation of songs, and the use of the listening for specific information strategy. And almost the total of participants showed that they enjoyed the intervention, the use of the app, the use of songs, and the strategy of listening for specific information.

To conclude, this thematic and percentage analysis to evaluate engagement levels in these diverse dimensions, findings indicate that participants show various levels of engagement across cognitive, behavioral, and emotional dimensions, with self-regulation, on-task behavior, and also interest that were shown in the performance of participants.

4.3 Specific objective 3: to report students’ attitudes about their improvements and the use of the LingoClip app.

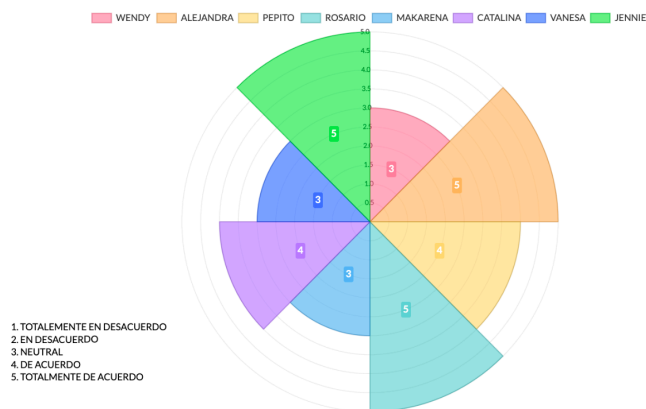
To analyze the participants’ attitudes on their improvements in listening and about the use of LingoClip app, a Likert scale, which included 11 statements, was administered after the intervention. The statements were divided in 3 dimensions: the first dimension assessed participants’ impressions and attitudes towards the

use of LingoClip app and comprised 5 statements to be answered, the second dimension assessed participants' perceptions towards the strategy of listening for specific information and comprised 3 statements to be answered and the third dimension assessed participants' interest during the intervention by using LingoClip app and the use of the listening for specific information strategy and comprised 3 statements to be answered. The Likert scale was administered to 8 participants online by using google forms. The participants rated their level of agreement with the 11 statements on a 5-point scale, ranging from "I totally disagree" (1) to "I totally agree" (5).

4.3.1 Descriptive statistics analysis and their mean scores to analyze data in the Likert scale from the first dimension: *"Impressions and attitudes towards the use of the LingoClip app"*

All the participants' answers by statement concerning the first dimension *"Impressions and attitudes towards the use of the LingoClip app"* are presented in Graphs 5, 6, 7, 8 and 9 below. This first dimension shows an assessment of participants' dispositions and perceptions pertaining to the LingoClip app. It encompasses an examination of their attitudes towards the app, its use, the way in which it operated on their mobile devices, the selection of songs employed, as well as their overall satisfaction or the lack of it regarding its use. Descriptive statistics analysis and the mean scores are used to analyze this data.

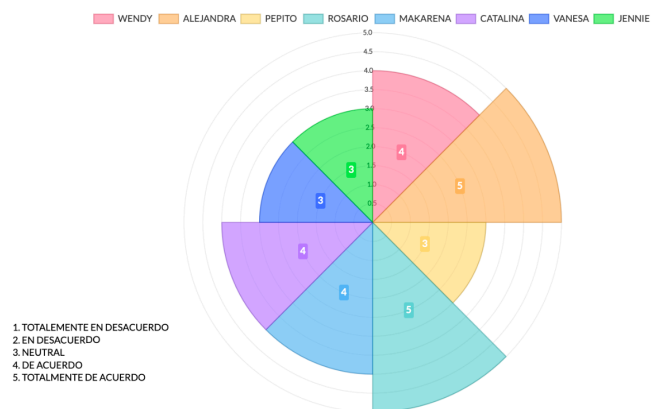
Graph 5. Statement: *"La aplicación es amigable y fácil de usar"*



Own creation

In the first statement *"La aplicación es amigable y fácil de usar"*, the mean among participants' answers is 4 "de acuerdo". 37.5% of the participants answered *"totalmente de acuerdo"*, 25% of the participants answered *"de acuerdo"*, and 37.5% of the participants answered *"neutral"*. None answered *"en desacuerdo"*, neither *"totalmente en desacuerdo"*.

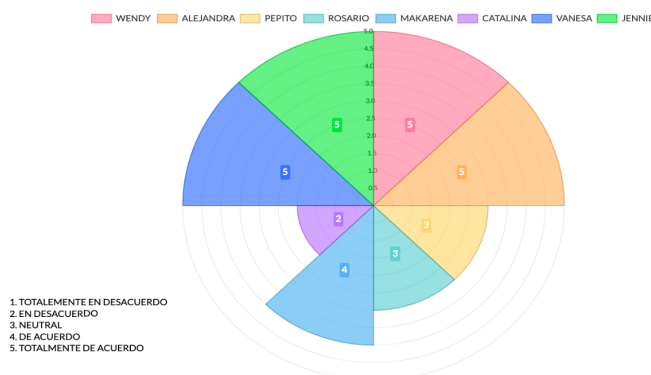
Graph 6. Statement: *"La aplicación funcionó bien en mi dispositivo"*



Own creation

In the second statement “La aplicación funcionó bien en mi dispositivo”, the mean is 3.8, really close to the category “de acuerdo”. 25% of the participants answered “totalmente de acuerdo”, 37.5% of the participants answered “de acuerdo” and 37.5% of the participants answered “neutral”. None answered “en desacuerdo”, neither “totalmente en desacuerdo”.

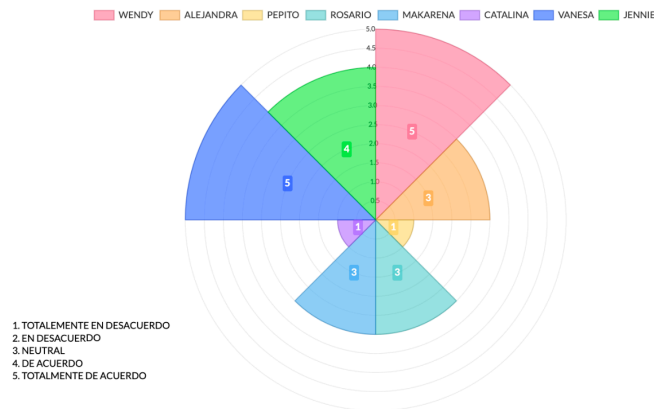
Graph 7. Statement: “Las canciones que se usaron en la aplicación fueron de mi gusto”



Own creation

In the third statement “Las canciones que se usaron en la aplicación fueron de mi gusto”, the mean is 4 “de acuerdo”. 50% of the participants answered “totalmente de acuerdo”, 12.5% of the participants answered “de acuerdo”, 25% of the participants answered “neutral” and 12.5% answered “en desacuerdo”, whereas none answered “totalmente en desacuerdo”.

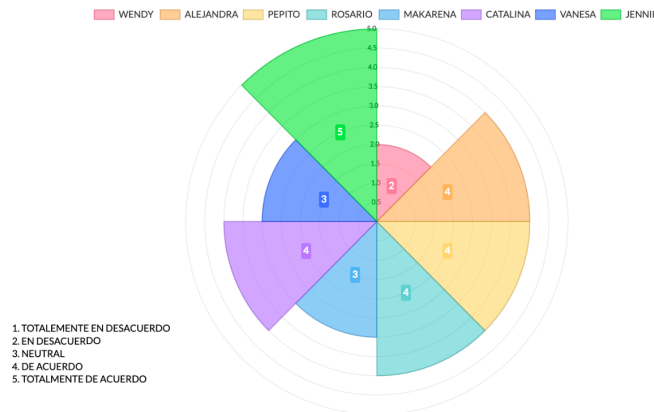
Graph 8. Statement: “Las canciones que se usaron en la intervención ya las conocía”



Own creation

In the fourth statement “Las canciones que se usaron en la intervención ya las conocía”, the mean is 3.1 really close to the category “Neutral”. 25% of the participants answered “totalmente de acuerdo”, 12.5% of the participants answered “de acuerdo”, 37.5% of the participants answered “neutral” and 25% answered “totalmente en desacuerdo”, whereas none answered “en desacuerdo”.

Graph 9. Statement: “Disfruté usar la aplicación LingoClip en las clases”



Own creation

In the fifth statement “Disfruté usar la aplicación LingoClip en las clases”, the mean is 3.6, really close to the category “de acuerdo”. 12.5% of the participants answered “totalmente de acuerdo”, 50% of the participants answered “de acuerdo”, 25% of the participants answered “neutral” and 12.5% answered “en desacuerdo”, whereas none answered “totalmente en desacuerdo”.

Analyzing the data obtained from the Likert scale in this dimension that assessed the usage of LingoClip app, it is important to mention that the mean among participants' responses registers at 4, indicating a consensus of agreement (“de acuerdo”). Specifically, 37.5% of the population expressed their strong agreement

by answering “*totalmente de acuerdo*”, 25% answered “*de acuerdo*”. Some participants corresponding to the 37.5% of the participants remained neutral to this statement. Importantly, none of the participants answered “*en desacuerdo*”, nor “*totalmente en desacuerdo*”, showing positive feedback to this statement in particular.

In the second statement that assessed how the app worked on the participants' mobile phones, the mean is 3.8, really close to the category of “*de acuerdo*”. It was evident that a quarter of the participants answered “*totalmente de acuerdo*” and 37.5% of the participants answered “*de acuerdo*” showing positive reactions to the statement. 37.5% of participants adopted a neutral stance. As in previous statements, no participants registered disagreement by answering “*en desacuerdo*” or “*totalmente en desacuerdo*”.

Taking into account the third statement data from the Likert scale that has to do with the songs that were used in the app and participants affinity for them, the mean was calculated at 4, signifying agreement with “*de acuerdo*”. What is more, half of the population expressed their total agreement by answering “*totalmente de acuerdo*” to the statement, while a minority of 12.5% of the participants answered “*de acuerdo*”. A quarter of the participants remained neutral to this statement, and a small number of participants (12.5%) indicated disagreement with “*en desacuerdo*”, while none of the participants showed strong disagreement by answering “*totalmente en desacuerdo*”.

In the fourth statement that assessed if the participants knew the songs used in the intervention, the mean calculated at 3.1, really close to the category of “*neutral*”. A quarter of the population firmly affirmed their familiarity with the songs by answering “*totalmente de acuerdo*”, while 12.5% responded “*de acuerdo*” also showing agreement to the statement. Notably, 37.5% of the population assumed a neutral response, whereas a quarter of the population responded “*totalmente en desacuerdo*”. None answered “*en desacuerdo*”. Having these mixed responses, it is clear that songs were known by some participants, and some others were not familiar with the songs used in the intervention.

Finally, in the last statement of this dimension, that deals with the enjoyment that LingoClip brought to participants during the sessions, the mean converges at 3.6, close to the category of “*de acuerdo*” showing an agreement with the statement. Specifically, 12.5% of participants answered “*totalmente de acuerdo*”, while half of the population expressed alignment with the “*de acuerdo*” category. Furthermore, a quarter of the participants remained neutral, while a small percentage (12.5%) indicated disagreement by answering “*en desacuerdo*”. It is important to mention that once again none showed strong disagreement by answering “*totalmente en desacuerdo*”.

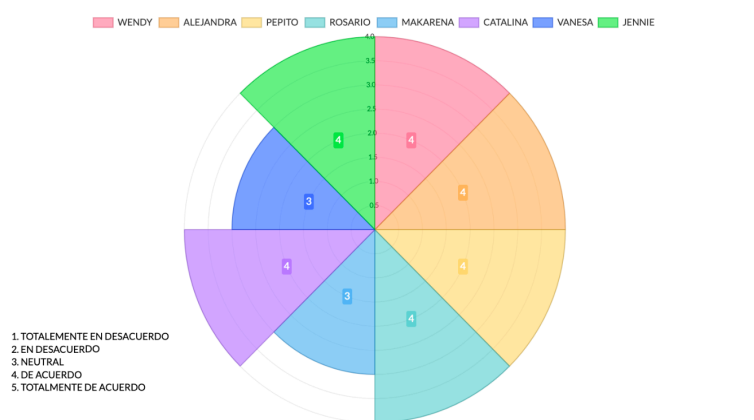
Overall, this data suggests that the LingoClip app was well received by participants in terms of usability, the music selection, and overall enjoyment. However, the

familiarity with the songs is varied, and a minority of participants reported that they did not enjoy the app.

4.3.2 Descriptive statistics analysis and mean scores to analyze data in the Likert scale from the second dimension. *“Perceptions towards the strategy of listening for specific information”*

All the participants' answers by statement concerning the second dimension *“Perceptions towards the strategy of listening for specific information”* are presented in Graphs 10, 11 and 12 below. This second dimension conducts an assessment of participants' perceptions towards the explicit training in the context of the listening for specific information strategy. It involves the participants' feedback regarding LingoClip facilitating the use of the strategy during the app usage, their comprehension of the strategy, when and how to use it, as well as their familiarity with the necessary steps to use this strategy effectively in context.

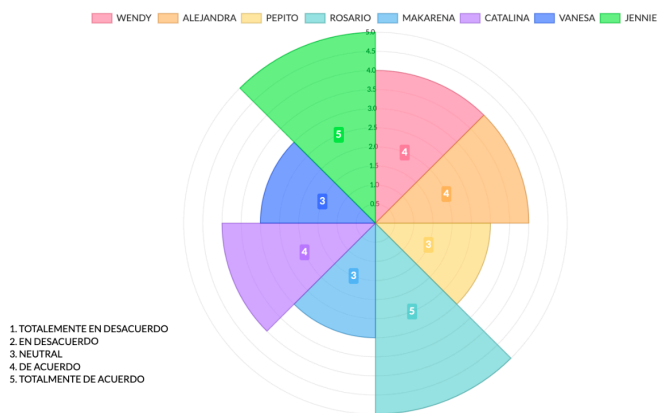
Graph 10. Statement. *“LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica”*



Own creation

In the first statement *“LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica”*, the mean is 3.7, really close to the category *“de acuerdo”*. 75% of the participants answered *“de acuerdo”* and 25% of the participants answered *“neutral”*. None answered *“totalmente de acuerdo”*, neither *“en desacuerdo”* nor *“totalmente en desacuerdo”*.

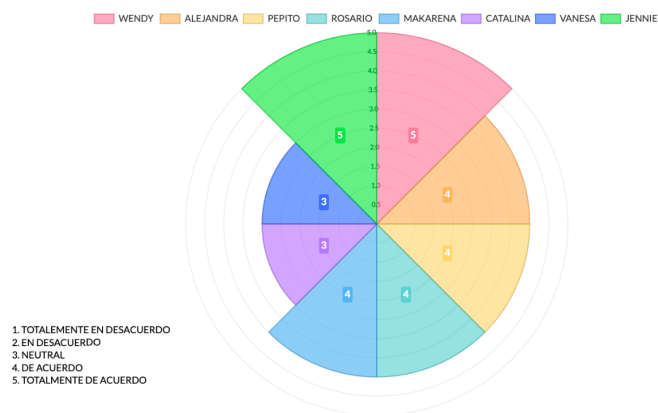
Graph 11. Statement: *“Durante la implementación entendí la estrategia de escuchar información específica para comprender ideas principales en actividades de comprensión auditiva”*



Own creation

In the second statement “Durante la implementación entendí la estrategia de escuchar información específica para comprender ideas principales en actividades de comprensión auditiva”, the mean is 3.8, really close to the category “de acuerdo”. 25% of the participants answered “totalmente de acuerdo”, 37.5% of the participants answered “de acuerdo” and 37.5% of the participants answered “neutral”, whereas none answered “totalmente en desacuerdo” neither “en desacuerdo”.

Graph 12. Statement: LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica”



Own creation

In the third statement “LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica”, the mean is 4 “de acuerdo”. 25% of the participants answered “totalmente de acuerdo”, 50% of the participants answered “de acuerdo”, 25% of the participants answered “neutral”, whereas none answered “totalmente en desacuerdo” nor “en desacuerdo”.

Analyzing these results obtained from the Likert scale responses, it is evident that the participants' perceptions and experiences with the intervention, specifically centered around the use of the LingoClip app and the strategy of listening for specific information, are generally positive.

In the first statement, which addressed the impact of the LingoClip app on fostering interest in listening to understand specific information, the mean score of 3.7 aligns closely with the “*de acuerdo*” category. The fact that 75% of participants responded positively by selecting “*de acuerdo*” further reinforces the effectiveness of LingoClip in enhancing their interest in comprehending specific information through listening. Although 25% responded “*neutral*”, it is noteworthy that none expressed complete disagreement with the statement indicating consensus towards positive engagement with the app.

In the second statement, which assessed the participants' understanding of listening for specific information strategy to comprehend main ideas during listening activities, the mean score of 3.8 closely approximates the “*de acuerdo*” category. Impressively, a quarter of the participants indicated that they were “*totalmente de acuerdo*”, while 37.5% chose “*de acuerdo*”. What is more, 37.5% expressed a neutral point of view, suggesting a balanced distribution of perspectives among this statement. None of the participants presented disagreement with the statement, affirming the general comprehension of the specified strategy.

Finally, in the third statement, which has to do with the impact of LingoClip on participants' interest while performing listening activities comprehending specific information, had a mean score of 4, placing the participants in the “*de acuerdo*” category. Notably, a quarter of the participants affirmed their agreement by selecting “*totalmente de acuerdo*”, while half of the population chose “*de acuerdo*”. 25% of the participants expressed a neutral point of view. Similar to the previous statements, no participants expressed disagreement with this statement.

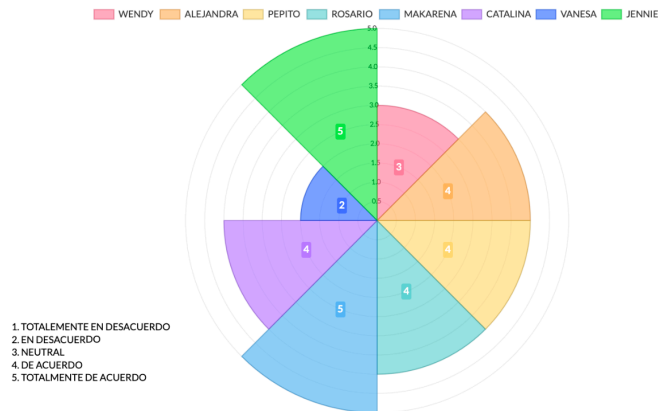
The Likert scale results showed a predominantly positive perception among participants regarding the efficacy of LingoClip and the listening strategy in enhancing their comprehension, interest and engagement while performing listening activities. The absence of any “*en desacuerdo*” or “*totalmente desacuerdo*” clarifies the consensus of favorable attitudes towards the intervention.

4.3.3 Descriptive statistics analysis and mean scores to analyze data in the Likert scale from the third dimension. “*Interest during the intervention by using LingoClip app and the use of the listening for specific information strategy*”

All the participants' answers by statement concerning the third dimension “*Interest during the intervention by using LingoClip app and the use of the listening for specific information strategy*” are presented in Graphs 13, 14 and 15 below. This third dimension conducts an assessment on the participants' motivation to learn

English by using music, the use of the app outside the sessions and the enjoyment derived from both the application itself and the implementation of the listening for specific information strategy.

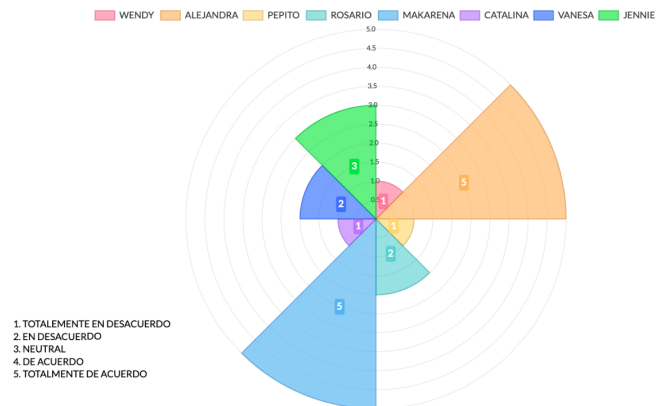
Graph 13. Statement. “LingoClip me motiva a aprender Inglés mientras escucho música”



Own creation

In the first statement “LingoClip me motiva a aprender Inglés mientras escucho música”, the mean is 3.8 really close to the category “de acuerdo”. 25% of the participants answered “totalmente de acuerdo”, 50% of the participants answered “de acuerdo”, 12.5% of the participants answered “neutral” and 12.5% of the participants answered “en desacuerdo”, whereas none answered “totalmente en desacuerdo”.

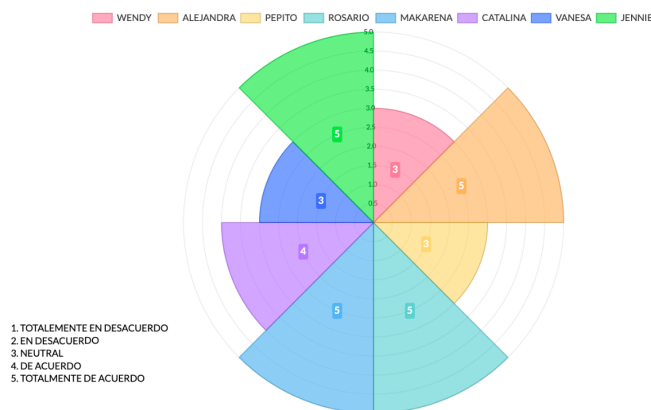
Graph 14. Statement: “Usé la aplicación fuera de las sesiones de clases para mejorar mi Inglés”



Own creation

In the second statement “*Usé la aplicación fuera de las sesiones de clases para poder mejorar mi inglés*”, the mean is 2.5 really close to two categories “*en desacuerdo*” y “*neutral*”. 25% of the participants answered “*totalmente de acuerdo*”, 12.5% of the participants answered “*neutral*”, 25% of the participants answered “*en desacuerdo*” and 37.5% of the participants answered “*totalmente en desacuerdo*”. Whereas none answered “*de acuerdo*”.

Graph 15. Statement: “*Me entretuve mucho usando la aplicación para mejorar mi habilidad de escuchar Inglés*”



Own creation

In the third statement “*Me entretuve mucho usando la aplicación para mejorar mi habilidad de escuchar en Inglés*”, the mean is 4.1 really close to the category “*de acuerdo*”. 50% of the participants answered “*totalmente de acuerdo*”, 12.5% of the participants answered “*de acuerdo*” and 37.5% of the participants answered “*neutral*”, whereas none answered “*totalmente en desacuerdo*”, neither “*en desacuerdo*”.

Regarding the first statement, which assessed if LingoClip motivates participants to learn English through the use of music, the findings suggest an overall positive stance. The mean score for this statement was 3.8 closely aligned with the “*de acuerdo*” category, indicating a generally favorable response from the participants. A significant number of the population (75%) agreed with the statement, with 25% of the participants indicating strong agreement. Nonetheless, it is important to mention that a minority (12.5%) reported a degree of disagreement, while a similar percentage remained neutral in regard to this statement. The absence of “*totalmente en desacuerdo*” responses might indicate a predominant alignment with the positive perception that LingoClip motivates students to learn English by using music.

In the second statement, which explored the use of the app outside the classes for language improvement, the responses present a mixed picture. The mean score of 2.5 is really close to both categories “*en desacuerdo*” and “*neutral*”, demonstrating

a divergence of opinions in this statement. A portion of participants (37.5%) expressed strong disagreement to the statement, while 25% disagreed. The absence of “de acuerdo” and “totalmente de acuerdo” responses indicate an important proportion of participants not using the app outside sessions for improving their English.

Taking into account the third statement and its responses, which assessed the enjoyment participants had while using the app to enhance their listening for specific information strategy, show a more positive trend. The mean score of 4.1 aligns closely with the “de acuerdo” category”, showing a positive perception from the participants. Half of the participants reported strong agreement, while 12.5% agreed to some extent, while just 37.5% of the participants remained neutral, with no participants expressing disagreement. The absence of “*totalmente en desacuerdo*” responses are generally favorable towards the use of LingoClip and the enjoyment it brings to users.

The results from this dimension reflect positive perception of LingoClip motivational impact on learning English through music while using the listening for specific information strategy. However, participants` usage of the app for language improvement outside the class appears to be more varied, with some indicating limited engagement in this regard.

4.3.4 Data from the focus group

After the intervention, participants also participated in a focus group, which was analyzed using thematic analysis. The first theme was the use of songs to enhance the listening skill, the second theme regarding the use of the LingoClip app, the third theme was the use of the strategy listening for specific information, and the fourth theme was the perception about listening performance and other language learning improvements. From these four different themes, sub-themes arose.

These themes and sub-themes, and the frequency mentioned by participants were really valuable data to be analyzed to group participants` perspectives regarding the intervention, their engagement and the development of their listening for specific information strategy.

Tables 2, 3, 4 and 5 show each theme with their sub-themes, the frequency of each sub-theme and also some extracts from the focus groups for each sub-theme in regard to what participants reported.

Table 2. Theme 1: “Use of songs to enhance the listening skills”, its sub-themes, the frequency for each sub-theme and some extracts for each one.

Theme 1: Use of songs to enhance the listening skill.		
Sub-theme	Freque ncy	Extracts
Listening tasks before intervention	7	<p>“Wendy: <i>Escuchando listening de gente que habla inglés”</i></p> <p>“Vanessa: <i>Sí escuchábamos audios de personas, y dependiendo de la actividad hacíamos diferentes actividades.”</i></p>
Pro technology use	7	<p>“Jennie: <i>No se encuentro que es más entretenido”</i></p> <p>“Vanessa: <i>me gusta usar tecnología. encuentro bien usar el celular”</i></p>
Songs use	5	<p>“Wendy: <i>El año pasado también me quedaba a curso de inglés y me hacían guías donde debía escuchar canciones.”</i></p> <p>“Catalina: <i>Una sola música. O sea, yo los escuché como que me la aprendí así”</i></p>
Pro paper tasks	2	<p>“Wendy: <i>es que encuentro que es lo mismo, pero personalmente me gusta más en papel. Pero depende igual porque es la aplicación la que me da cosa”</i></p>

Own creation

In the first theme, which is about the use of songs to enhance the listening skill, four sub-themes arose.

In the first one “*Listening tasks before intervention*”, “Wendy” stated that “*escuchando listening de gente que habla inglés*” and “Vanessa” said “*sí escuchábamos audios de personas, y dependiendo de la actividad hacíamos diferentes actividades*”, both stating that before intervention they had the chance of working on their listening skill.

In the second sub-theme “*Pro technology use*”, “Jennie” said that “*no se encuentro que es más entretenido*” and “Vanessa” said that “*me gusta usar tecnología. encuentro bien usar el celular*”, both stating their preference for technology.

In the third sub-theme “Songs use”, “Wendy” said that “*el año pasado también me quedaba a curso de inglés y me hacían guías donde debía escuchar canciones*”, and “Catalina” said that “*una sola música. O sea, yo los escuché como que me la aprendí así*”, both stating that they have used songs before to learn English.

In the fourth sub-theme “Pro paper tasks”, “Wendy” stated that “*es que encuentro que es lo mismo, pero personalmente me gusta más en papel. Pero depende igual porque es la aplicación la que me da cosa*”. The participant stated her preference to work with paper material, rather than with technology.

As a summary of these responses, participants have varying preferences when it comes to enhancing their listening skill. Some like technology-based methods, while others prefer traditional paper-based tasks. What is more, using songs as a resource to improve the listening skill seems to be a positive and effective approach, as is indicated by the participants`experiences.

Table 3. Theme 2: “Use of LingoClip app”, its sub-themes, the frequency for each sub-theme and some extracts for each one.

Theme 2: Use of LingoClip app.		
Sub-themes	Frequency	Extracts
Positive thoughts about LingoClip	12	<p>“Alejandra: Ah, muy buena. Tiene hartas variedades de canciones, y es muy bueno para aprender más cuando te estás aprendiendo esa canción y puedes ir cambiando los niveles de dificultad. Es divertido y más cuando es más divertido. Cuando te equivocas en la escritura es divertido”</p> <p>“Jennie: Bien, me pareció algo entretenido porque es como que te ponen alternativa.”</p>
LingoClip malfunctions	12	<p>“Pepito: a mi me pasaba que me sacaba de la aplicación”</p> <p>“Vanesa: Y cuando yo me metía al link, escribiendo, no me tomaba las letras equivocadas y eso”</p>
Negative thoughts about LingoClip	4	<p>“Wendy: no me gusta”. “Pepito: no la instalen”</p>

Own creation

In the second theme, which is about the use of the LingoClip app, three sub-themes arose.

In the first one *“Positive thoughts about LingoClip”*, *“Jennie”* stated that *“bien, me pareció algo entretenido porque es como que te ponen alternativa”* and *“Alejandra”* said *“ah, muy buena. Tiene hartas variedades de canciones, y es muy bueno para aprender más cuando te estás aprendiendo esa canción y puedes ir cambiando los niveles de dificultad. Es divertido y más cuando es más divertido. Cuando te equivocas en la escritura es divertido”*.

In the second sub-theme *“LingoClip malfunctions”*, *“Pepito”* stated that *“a mi me pasaba que me sacaba de la aplicación”* and *“Vanessa”* said that *“Y cuando yo me metía al link, escribiendo, no me tomaba las letras equivocadas y eso”*

In the third sub-theme *“Negative thoughts about LingoClip”*, *“Wendy”* said *“No me gusta”* and *“Pepito”* stated *“no la instalen”*. Both participants stated that they did not like the app and one even suggested not even installing the app.

As a summary of this data, LingoClip has received mixed opinions from the participants. Some found it effective and enjoyable, while others reported technical issues while using it, which could affect the overall user experience.

Table 4. Theme 3: “Use of the strategy listening for specific information”, its sub-themes, the frequency for each sub-theme and some extracts for each one.

Theme 3: Use of the strategy listening for specific information.		
Sub-themes	Frecuency	Extracts
Improvement	3	<i>“Jennie: ha cambiado porque antes no, como que no sabía cómo escuchar bien la pronunciación, que decía, saber más palabras en Inglés al escucharlas” “Vanessa: yo digo que sí mejoré, al escuchar diferentes acentos.”</i>
Strategy use	2	<i>“Makarena: a mi me, yo usé la estrategia de escribir las palabras más difíciles para que en el proceso de la escritura me saliera mejor, mejor”</i>

No improvement	3	<i>“Wendy: No siento que lo mismo, porque eran canciones fáciles y con pronunciaciones marcadas, entonces. Si, igual osea” “Vanessa: a igual porque las canciones tenían la palabra y eran fáciles”</i>
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Own creation

In the third theme, which is about the use of the strategy listening for specific information, three sub-themes arose.

In the first one *“Improvement”*, *“Jennie”* said that *“ha cambiado porque antes no, como que no sabía cómo escuchar bien la pronunciación, que decía, saber más palabras en Inglés al escucharlas”* and *“Vanessa”* stated that *“yo digo que sí mejoré, al escuchar diferentes acentos.”*

In the second sub-theme *“Strategy use”*, *“Makarena”* stated *“a mi me, yo usé la estrategia de escribir las palabras más difíciles para que en el proceso de la escritura me saliera mejor, mejor”*. This participant stated that she used a strategy while listening for specific information that was writing key vocabulary.

In the third sub-theme *“No improvement”*, *“Wendy”* reported that *“no siento que lo mismo, porque eran canciones fáciles y con pronunciaciones marcadas, entonces. Si, igual osea”* and *“Vanessa”* said *“a igual porque las canciones tenían la palabra y eran fáciles”*. Both participants explicitly stated that they did not improve because they mentioned that the tasks, vocabulary and pronunciation were easy to understand.

As a summary, some participants reported notable improvements in their listening skill through the listening for specific information strategy used in the intervention and also while listening to different accents, while others felt that their levels remained unchanged, citing some factors like easiness in regard to vocabulary and really clear pronunciation in the songs.

Table 5. Theme 4: “Perception about listening performance and other language learning improvements”, its sub-themes, the frequency for each sub-theme and some extracts for each one.

Theme 4: Perception about listening performance and other language learning improvements.		
Sub-themes	Frequen cy	Extracts

Improvement in other skills	13	<i>“Alejandra: yo también he sabido cómo pronunciarlas” “Rosario: Rosario, saber más palabras, porque antes no. y saber escribirlas”</i>
Listening improvement	11	<i>“Alejandra: Creo que sí aumentó mi capacidad de de empezar a entender así información específica de una canción porque así uno ya. Porque una así ya en clase ya entiende lo que la profesora está intentando así modo de decir, y si te preguntan algo tu ya lo sabes y lo dices porque así entonces ya estabas prestando atención” “Jennie: saber más las palabras en Inglés al escucharlas”</i>
No improvement	5	<i>“Alejandra: Siento que estoy igual que antes con mi tema de vocabulario de inglés, solamente que aprendí unas cuantas más palabras” “Pepito: No, la verdad que yo siento que no mejoré como mucho. Solamente eso.</i>

Own creation

In the fourth theme, related to the perception about listening performance and other language learning improvements, three sub-themes arose.

In the first one *“Improvement in other skills”*, *“Alejandra”* reported the following *“yo también he sabido cómo pronunciarlas”* while *“Rosario”* said that *“saber más palabras, porque antes no y saber escribirlas”*.

Regarding *“Listening improvement”*, *“Alejandra”* stated that *“creo que sí aumentó mi capacidad de de empezar a entender así información específica de una canción porque así uno ya. Porque una así ya en clase ya entiende lo que la profesora está intentando así modo de decir, y si te preguntan algo tu ya lo sabes y lo dices porque así entonces ya estabas prestando atención”*, while *“Jennie”* said *“saber más las palabras en Inglés al escucharlas”*. Both participants stated that they improved after the intervention in regard to their listening skill, one said that understanding information while listening improved, while the other could recognize more words while listening.

And finally in the sub-theme *“No improvement”*, *“Alejandra”* stated that *“Siento que estoy igual que antes con mi tema de vocabulario de inglés, solamente que aprendí unas cuantas más palabras”* and *“Pepito”* said that *“No, la verdad que yo siento que no mejoré como mucho. Solamente eso”*. Both participants stated that they did not notice improvement in their listening performance, one just said that it increased her vocabulary.

In summary, participants reported different experiences related to language learning and also listening improvement. Regarding the improvements they named the listening skill, vocabulary and pronunciation, while other participants felt that their progress was non-existent or really limited.

CHAPTER V: DISCUSSION

This action research focused on achieving three specific objectives by employing different data collection tools. The findings gathered after analysis, closely align with the theoretical framework of this AR, providing valuable evidence for the effectiveness of integrating the listening for specific information strategy and MALL through the LingoClip app in enhancing some participants' listening comprehension skills and their engagement. In addition to the positive improvement in the group performance in regard to the listening skill, it is important to mention that not all participants experienced the same level of improvement in their listening comprehension skills and engagement. Some participants showed significant improvement in their listening comprehension skills and engagement, demonstrating the effectiveness of the intervention. However, other participants did not experience the same degree of improvement, suggesting that the impact of this approach may vary among participants. The data collected is discussed in relation to specific objectives as follows:

Specific objective 1: to compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app

According to the findings that emerged in this AR, it can be said that the listening comprehension skill for specific information implemented on the LingoClip app helped students to improve their level of achievement in the strategy of understanding specific information. Some students evidenced this progress along the lessons during the intervention, and also in the scores they got in the post-listening intervention test compared to the scores they obtained in the pre-listening intervention test. LingoClip proved to be a very effective tool because it provided participants with authentic material and helped them with their listening proficiency.

Teaching explicitly the listening for specific information strategy and the use of LingoClip app demonstrated a positive impact on students' comprehension of specific information. This was evident in the progress students showed during the intervention sessions and the improvement in some participants' scores in the post-listening intervention test. The listening for specific information strategy was used in order to enhance learners' listening skills by making them focus on detailed and important information from songs. This approach is aligned with the framework proposed by Brown and Douglas (2004), particularly the concept of selective listening. This approach emphasizes the importance of understanding key details and essential information from aural input, rather than comprehending every word.

Furthermore, 3 participants reported that after the intervention they improved their listening skill, Jennie stated that her listening skill has improved because before she did not know how to listen to different pronunciations, now she knows more words when listening to them. Vanessa said that she improved, while listening to different accents and Alejandra stated that her capacity of understanding specific information from a song improved, and now she understands what the teacher is trying to say or explain, and if someone asks her something in English, she already knows what to answer. This data from the focus group responses matches the improvement some students showed in the post-listening intervention test.

Some of the participants stated that they improved at recognizing specific information from songs, they could understand different accents and pronunciations and their vocabulary recognition while listening increased. This data from the focus group matches what Rost (2020) declares, stating that sound discrimination in words, especially phonetic contrast, is one of the enabling skills for listening.

The insights provided by Mewald (2007) and the objectives stated for 8th graders in the curriculum (Mineduc, 2016) add depth to the understanding of the significance of the AR findings. Mewald (2007) states the importance of focusing on information that is both detailed and of significance. The author's perspective aligns with objective 1 of this AR that has to do with the listening for specific information strategy employed in this study. It is important to mention that this approach does not need learners to understand every word within an aural text, but rather emphasizes comprehension of information that is necessary.

Mineduc's (2016) standards for 8th grade students emphasize the development of listening strategies. These standards emphasize the need for students to not only listen and create meaning from the sounds they are exposed to, but also to apply the knowledge of the world and context to understand information. This aligns with the objective previously mentioned of this AR, which tries to train students explicitly on the use of listening for specific information strategy to comprehend specific information from aural input. Furthermore, the learning objectives set by Mineduc (2016), particularly learning outcome number 2, states that students should identify specific vocabulary in listening activities. This objective aligns with the listening for specific information strategy employed during this AR, as it emphasizes the identification and comprehension of key vocabulary and information within aural input.

The LingoClip app, by using authentic material in this case music videos and songs, proved to be highly effective. The scores obtained by participants from the pre and post-listening intervention tests emphasize the benefits of explicit teaching strategies in language learning. These findings match with those presented by Graham and Macaro (2008) who found that explicit teaching of strategies helps students not only in their listening proficiency, but also in their confidence while learning the language. Furthermore, Wallace (2022) emphasized the positive

impact of teaching listening strategies on English as a second language listening success.

This AR demonstrated that some participants, when exposed to and trained with the listening for specific information strategy, showed improvement in their listening tasks' scores and post-listening intervention test. While the improvement was modest, it reflected the efficacy of LingoClip and the listening for specific information strategy in enhancing participants' strategy to understand specific information while listening. This data matches with the data presented by Du and Man (2022) researching strategic processing while L2 students were listening, and found that students' listening metacognitive knowledge is highly associated with L2 listening performance, because students are aware of listening to understand successfully by using strategies.

The use of LingoClip app, which integrates gamified features and authentic materials, significantly contributed to the improvement students had after the intervention, this improvement being moderate. However, it is important to note that the improvements were not statistically significant, as indicated by the p-values from the T-test. While the improvements observed in the research may not have reached statistical significance, their practical implications in providing students with the skill to understand specific information from aural material are evident and important to mention.

In regard to the results from the pre- and post-listening intervention tests, Jennie and Makarena improved their scores in the post-listening intervention tests. This may be associated with the use of the app outside the classroom. This aligns with what Harmer (2007) states, saying that a method should be used to expose students to the target language in non-academic scenarios, so they can be exposed to English outside the classroom by using their smartphones promoting the use of the App. It also matches what Darmi and Albion (2014) report, claiming that using mobile phones in learning offers new ways of experiencing learning and also flexibility while learning, allowing learners to learn anywhere and anytime.

The lack of improvement in listening comprehension among students after using LingoClip app and the listening for specific information strategy can be attributed to several factors, which can be elucidated by analyzing the students' responses from the focus group discussions and from the Likert scale responses.

Taking into account students' responses in the focus groups, three topics arose. The first one is the preference for traditional materials, Wendy's comment about preferring paper materials instead of using technology indicates a preference for traditional learning resources. Some students may have a strong preference for physical material such as textbooks or printed materials, making it really challenging to work or to be fully engaged with online tools like LingoClip app. This preference might have affected their motivation to use the app, consequently, their scores at the moment of completing the activities in the intervention. The second

one is app related issues: Pepito's comment about the app "taking him out" suggests technical issues while using the app. This can disrupt the learning experience, leading to frustration and lead to low motivation while using the app. Vanessa's comment about difficulty typing with errors in the app, this student encounters difficulties in using the app, such as typing errors, it can hinder her motivation and her overall learning experience. The third one is perceived lack of improvement, Pepito's statement that he did not feel like he improved much, shows the subjective nature of perceived improvement. If students do not perceive substantial improvement, they may lose motivation to continue using the strategy and the app leading to low scores.

Taking into consideration students' responses to the Likert scale, in order to analyze why some students did not show improvement, I will refer to some data that was reported. Some topics arose from this analysis. The first one is app usability and enjoyment versus learning outcomes. There were high agreement scores regarding usability and enjoyment suggesting that participants found the app enjoyable and easy to use. This information matches the findings presented by Borromeo (2015); in his study students realized the advantages of using the app, such as improving pronunciation and having a wider range of options for online work. The author reported that his students found the app enjoyable and useful for language learning. Siska's research (2020) on LyricsTraining also supports this aspect, with students stating that the webpage is easy to use, enjoyable, and makes the process of improving listening skills more interesting. Students found it beneficial for recognizing words and sounds.

However, it's possible that the perceived usability and enjoyment of the app did not directly translate into improved listening comprehension skills. It seems that the majority of participants enjoyed using the app but still faced challenges in applying the listening for specific information strategy effectively having as a result low scores in the post listening intervention test. This might be related to what was found in Cuenca's quasi-experimental study (2017) that suggests that music can be a motivating factor in the learning process and may improve listening competence. Nevertheless, the impact of music on motivation and learning outcomes can vary among students. While a majority in Cuenca's study felt more motivated through music, a small percentage did not find this aspect motivating.

Even though there were positive perceptions reported by participants in the Likert scale and positive responses in the answers of the focus group suggesting that LingoClip app and the listening for specific information strategy were well-received and had a positive impact on their motivation and engagement during listening activities, this positive perceptions might not directly correlate with the scores they got in the post-listening for specific information test. This could be explained by several factors.

The first one is subjective versus objective measures. What participants responded to in the Likert scale is a representation of participants' subjective perceptions and

attitudes toward the intervention. This data reflects what students felt about the approach, their motivation and their understanding of the strategy, while the test scores in the post-listening intervention test are objective measures of their actual comprehension skills. Subjective feelings of motivation and engagement may not always translate into improvement in test scores. Bond et al. (2020) presented a study on student engagement, which might be related to subjective feelings. The author emphasizes that engagement can be seen through various aspects, including cognitive, behavioral and affective. This supports the notion that students' subjective perceptions and attitudes play a role in their engagement while learning. Nevertheless, subjective feelings of engagement may not always directly translate into improvement in test scores.

The second one is the different skill levels in students. Participants of this AR have different baseline listening comprehension skills. The positive perceptions reported in the Likert scale and focus group can enhance motivation, but the degree of improvement in listening skills may vary based on the participants' initial proficiency levels. Some participants had a more significant room for improvement than others, that is why the difference in the improvement that students showed after the implementation. This matches with Cuenca's (2017) quasi-experimental study, which involved level A2 university students, showing that the intervention led to a significant increment in the experimental group. These results suggest that the differences in improvement may be attributed to students' initial skill levels. Those with lower levels of English might experience more significant improvements through intervention strategies.

The third one is practice and implementation. Even though students reported positive perceptions and understanding of the strategy, the effectiveness of the strategy also depends on its implementation and how much students practiced and applied it. It may be possible that participants did not effectively apply the strategy during the test, even if they understood it in theory. Borrromeo's (2015) study focused on students' experiences with the LyricsTraining app. Practice and implementation aligns with the limitations that Borrromeo found in his study. Some students mentioned resetting activities to have better results, indicating that their practice and active implementation of the app were part of their learning process.

The alignment between these insights and the research objective 1 highlights the pedagogical value of teaching explicitly listening strategies for specific information, specifically in the context of foreign language learning.

Specific objective 2: to assess participants' level of engagement by using LingoClip to develop listening comprehension activities for specific information

Previous research on the use of LingoClip/LyricsTraining has shown positive results in terms of academic performance, engagement, and overall perception of its efficacy (Angelina, 2020; Cuenca, 2017; Siska, 2019). These studies provided a

foundation for the present study, affirming the potential benefits of the app and the use of authentic material to enhance listening comprehension and language learning. The use of LingoClip app, which is a form of MALL, supported this theoretical framework previously presented, on the benefits of using mobile devices and authentic material to motivate learners, participants' positive attitudes toward the app and its impact on engagement and language learning.

Engagement is a concept that involves cognitive, affective and behavioral dimensions (Bond et al., 2020). The findings, in regard to the observations, revealed different levels of engagement among participants, namely cognitive, behavioral and emotional dimensions. It was emphasized that the learning environment, the activities, and relationships can significantly influence students' engagement. This is supported by what was observed in the different sessions of the intervention. In the cognitive level, self-regulation was observed in 100% of the participants, resilience and persistence were observed in 62.5% of the participants, a sense of agency was shown in 62.5% of the participants, and volition learning was observed in half of the participants, stating that cognitive engagement was present in students' performance. In the affective (emotional) level, positive reactions to teachers and classmates were observed in 75% of the participants, interest was shown in 100% of the participants and enjoyment was observed in 75% of the participants. And finally, in the behavioral level participation was evidenced in 62.5% of the participants, on task was observed in 87.5% of the participants, and concentration and attention were observed in 87.5% of the participants. All of this data gathered from the observation sheets, backed up what is stated by Bond et al. (2020). Suyono (2015) also explained and supported that engagement should be taken into account regarding 3 aspects, the cognitive aspect, the meta-cognitive aspect and the socio-affect aspect, all of these aspects were observed and reported in this AR.

The use of the LingoClip app, with its gamified elements, had a positive impact on participants' engagement, this aligns with the theoretical emphasis on gamification and engagement (Banfield and Wilkerson, 2014; Bond et al., 2020). This theory can be supported by how specific gamification elements used in the app such as scores, competition against learners using the same song, immediate feedback, multiple choice questions, completing lyrics by typing, may be the elements that enhanced engagement in students. The use of LingoClip app likely encourages active learning and participation, keeping students engaged, through interactive exercises, quizzes and other features that the app has. This active learning environment could have a positive impact while stimulating cognitive engagement as students are more involved in the learning process. The app also provides students with immediate feedback on participants' performance, and this could have contributed to their engagement. LingoClip app also allowed learners some degree of personalization as they could choose difficulty levels, this could have also contributed to participants' cognitive engagement. Having this personalization makes the learning experience more relevant to meet individual needs. LingoClip

app also changes students' learning environment, as it differs from traditional methods, this app creates a more engaging and enjoyable learning atmosphere as students can listen to the songs and complete activities at their own paces, they can pause, play, read the lyrics and watch the music videos, things that students can not do in traditional methods while working with the listening skill. This data that supports the use of technology for language learning matches what Pun (2013) explains, stating that technology should not be taken away from students, because it totally helps students to get involved in lessons and learning regarding their interests. These findings are also aligned with Qi Xu's (2020) study, which stated that MALL had a positive influence on English as a foreign language listening and speaking skills.

This AR used LingoClip app with the aim of enhancing the participants' engagement by incorporating MALL and authentic materials. The LingoClip app that uses gamification elements to create a dynamic learning experience while listening and watching music videos, aligns with the paradigm shift towards gamification (Bandfield and Wilkerson, 2014). Nowadays this approach is really important due to students' fondness for smartphones and the multifunctional capabilities to enhance language learning. The concept of gamification in education has gained significant attention in recent years, and it is relevant considering students' affinity for smartphones and the potential of mobile technology to enhance language learning. The use of smartphones, which are often seen as sources of entertainment, can be also used to motivate students to participate actively in language learning tasks. Having gamified language apps and interactive challenges make learning more enjoyable and engaging.

What is more, the use of authentic materials, particularly in this case the use of YouTube videos in the LingoClip app, connects the gap between language learning and real-world contexts (Azizah, 2016), providing students with opportunities to learn the language in a more meaningful context, improving their understanding of the target language. Mineduc (2016) refers to the use of authentic material, although this is not fully fostered in reality.

In sum, the alignment between these insights and research objective 2 highlights the pedagogical value of teaching explicitly listening strategies for specific information, specifically in the context of foreign language learning.

Specific objective 3: to report students' attitudes about their improvements and the use of the LingoClip app

Research that explored students' attitudes towards learning using MALL highlighted different perceptions among students, like identifying mobile devices as personal tools, recognizing their value at the moment of learning and that the learning is student-centered and collaborative (Azar and Nasiri, 2014; Nah et al., 2008; Pollara, 2011). These different perspectives emphasized the need for the implementation of an approach that includes MALL and understanding how it is

perceived by learners. Participants' attitudes towards LingoClip app in this AR were generally positive, matching these findings with past research that highlights the benefits of it in enhancing listening skills and overall competence (Angelina, 2020; Cuenca, 2017; Siska, 2019).

Nah et al. (2008) investigate how cell phones could be potentially used for learning purposes. This study focused on students' attitudes about it. Researchers found that students expressed positive attitudes towards the use of an online site when using their smartphones. These findings align with what was reported in the focus group of this AR. Jennie reported that she thinks that technology is more entertaining and finds it entertaining that the app gives users alternatives. Vanessa reported that she likes technology, and that she finds it ok to use the cell phone for learning. While Alejandra stated that the app is really good, it has a variety of songs, and it is a good resource to learn more when you are learning a song, you can change the levels of difficulty. She said that it is fun and it is more entertaining when you get your answer wrong, when you make a mistake while typing. All of these students reported positive attitudes towards the app, having the same findings as the authors mentioned before.

MALL emerged as an important aspect of the theoretical framework of this AR. It involves the formal and the informal use of mobile devices for second or foreign language learning. A study carried out by Qi Xu (2020) demonstrates the positive impact of MALL on English as a foreign language listening and speaking skills, taking into account its influence on participants' attitudes and satisfaction with the course within the study. The use of LingoClip app, using YouTube music videos allowed learners to connect with language within cultural and contextual dimensions. The majority of participants from the present AR have reported in the Likert scale and in the focus group that they enjoyed and preferred working with technology rather than on paper tasks aligning these findings with Qi Xu's findings.

Furthermore, Yingmai (2005) points out that authentic material allows learners to connect with the real world outside the classroom, accustoming them to listening to L2 English and native speakers with different proficiencies. This data matches what was reported by different participants in the focus group. Wendy stated that before the intervention she had the possibility to listen to different audios of people that speak English and Vanesa said that she got better, when listening to different accents. In regard to the Likert scale responses in dimension 2 "*Perceptions towards the strategy of listening for specific information*", the first statement "*LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica*", most participants totally agreed with the statement. It can be said that authentic materials, in this case music videos, connected students with the real world and they could get used to listening to English and native speakers leading to listening improvement.

The use of authentic materials, such as YouTube music videos that were used in the LingoClip app, facilitated the exposure to real-world language use, aligning

these findings with the theoretical framework's emphasis on the use of authentic materials (Azizah, 2016).

What is more, this AR showed the different students' preferences. While some participants expressed a preference for technology-based approaches, others preferred traditional paper-based tasks. This aligns with the theoretical understanding that diverse strategies need to be employed to fulfill students' needs and preferences to enhance language learning (Mewald, 2007).

Borromeo (2015) presents findings from research carried out to know if university students accept or not the usage of LyricsTraining app to improve their listening skill. The results showed that students realized that they improved their pronunciation by listening to other people speaking. These findings match with what was reported by three participants of this AR in the focus group in regard to other improvements apart from listening improvement. In the focus group Alejandra stated that after the intervention she knows how to pronounce some words and now she can answer questions in classes, and Jennie and Pepito answered that their pronunciation improved.

Siska (2019) presents some findings from her research on analyzing perception from students on the use of LyricsTraining to improve their listening skill. The findings revealed that the use of LyricsTraining enhances listening comprehension and vocabulary learning. Learning new vocabulary and LyricsTraining match what was found in this AR as some participants reported the following in regard to vocabulary learning: Jennie reported that she learnt new vocabulary and Vanessa stated that she now knows how to write the words by recognizing them. In Siska's (2019) research students declared that LyricsTraining makes the process of improving the listening skill more enjoyable and they also stated that the webpage is easy to use and fun. This data aligns with what participants from this AR stated in their responses in the Likert scale and with what was observed in the sessions. From the Likert scale 62.5% of the participants answered totally agree and agree to the statement *"La aplicación es amigable y fácil de usar"* from the first dimension *"Impressions and attitudes towards the use of the LingoClip app"*, the participants also reported the following to the statement *"Disfruté usar la aplicación LingoClip en las clases"* from the same dimension, 62.5% of the participants answered agree and totally agree to the statement. What is more, from the observation sheets 75% of the participants showed their enjoyment while using the app while completing listening activities. All of this data matches the data found in Siska's (2019) research.

Cuenca (2017) carried out a quasi-experimental study on the use of LyricsTraining in the development of listening competence. The findings revealed that a small percentage of the sampling pointed out that through music they did not feel more motivated in the process of learning. These findings match what was found in this AR specifically in the Likert scale dimension 1, statement 5 *"Disfruté usar la aplicación LingoClip en las clases"*, in which 12.5% of the participants, which is a

minority of the participants, answered that they disagree with the statement, in dimension 3, statement 1 "*LingoClip me motiva a aprender Inglés mientras escucho música*" in which 12.5% of the participants disagreed with the statement. What is more, in the focus group, Wendy reported that she does not like the app, and that she prefers working with paper activities rather than with technology, Wendy and Vanessa also reported that the songs were easy, so it can be concluded that they did not feel motivated with the songs because they were not challenging to them. All the previous data matches with what was found in Cuenca's (2017) research in regard to the negative opinions towards the webpage/app.

The alignment between these insights and the research objective 3 highlights the positive attitudes from participants towards the use of LingoClip and their improvements while listening.

CHAPTER VI: CONCLUSIONS

6.1 Summary of main findings

This AR tried to explore the contribution of LingoClip app and the listening for specific information strategy in 8th graders' listening enhancement and level of engagement. In order to achieve the objectives that were set for this AR, different data analysis techniques were used, which finally showed that some students improved their listening comprehension skill and their motivation.

Firstly, according to SO1, to compare participants' level of achievement in listening comprehension skill for specific information before and after using LingoClip App, the descriptive statistics analysis of pre- and post-listening intervention tests revealed that among the eight participants, five (62.5%), showed a decline in their performance scores in the post-listening intervention test. In contrast, three participants (37.5%) showed an improvement in their listening performance scores in the post-listening intervention test. The improvement could be attributed to the use of the listening for specific information strategy along with the use of the LingoClip app. The scores variation in the pre-intervention listening test ranged from 3 to 12 points and in the post-listening intervention test ranged from 6 to 11 points. These variations in scores across the two tests could be attributed to the intervention.

Secondly, taking into account SO2, to evaluate participants' level of engagement by using LingoClip to develop listening comprehension for specific information, the qualitative thematic analysis and percentage analysis in the cognitive, behavioral and emotional dimension revealed the following:

In the cognitive dimension: all participants consistently demonstrated high cognitive engagement particularly in self-regulation, while a significant number of participants also showed resilience, persistence and a sense of agency in their learning progress.

In the behavioral dimension: overall, a high level of behavioral engagement was observed, with most participants actively participating, maintaining on-task behavior, demonstrating concentration and attention. A small group, particularly the gifted students, showed more involvement in tasks and greater effort, in comparison with the ones that struggled the most.

In the emotional dimension: the emotional engagement of participants varied, with the majority showing positive interactions with teachers and peers. Nevertheless, about half of the participants had occasional negative reactions, often due to factors like fatigue. Some participants expressed happiness, primarily driven by their enthusiasm for the music and the English language. Enjoyment and interest

were high among the participants, with almost all showing a positive attitude toward the intervention, the use of the app, songs, and the listening for specific information strategy. Overall, participants exhibited strong cognitive and behavioral engagement, with some variations in emotional engagement.

Thirdly, in relation to SO3, to report students' attitudes about their improvements and the use of the LingoClip app. The descriptive statistics analysis and the mean scores from the Likert scale revealed that participants generally expressed positive feedback regarding the LingoClip app. In terms of motivation to learn English through music using LingoClip, participants generally had a positive perception. However, regarding the use of LingoClip outside of classes for language improvement, the responses were mixed, indicating that some were not using the app for language improvement outside of class.

Overall, participants had favorable perceptions and experiences with the intervention, particularly concerning the usability and contribution of the LingoClip app and the effectiveness of the listening for specific information strategy. They also generally found the app enjoyable.

The thematic analysis from the focus groups showed that in theme 1: use of songs to enhance listening skill, participants had different preferences for enhancing their listening skill, such as using songs, use of technology and use of traditional methods. In theme 2: use of the LingoClip app, participants had mixed opinions about the LingoClip app. Some found it enjoyable and effective while others reported technical malfunctions and issues with the app. In theme 3: use of the listening for specific information strategy, participants reported notable improvements in their listening skill due to the strategy used, as well as the exposure to different accents. Others felt that their listening skills remained unchanged. In theme 4: perception of listening performance and language learning improvements, participants reported different experiences regarding learning improvements, such as pronunciation and vocabulary improvement, in their listening performance. And some participants expressed that they did not notice significant improvement in their listening performance.

Consequently, LingoClip to the majority of the participants in this AR proved to be more attractive for students in comparison to paper activities. They demonstrated to be more engaged during the lessons. It is worth mentioning that the use of MALL and LingoClip provides a more personalized experience while developing the listening skill. Because students can work at their own pace, they can choose the songs to play with, and everybody can be included in the learning process.

6.2 Personal reflections

Conducting this action research was really time consuming and a really complex process, but at the same time, I learnt a lot from it. My critical thinking skills improved and the way I reflect on different topics changed. I became really critical about me as a teacher, and about my practice. This AR helped me to innovate in teaching by trying different means that can benefit my students' learning and my teaching practice. What is more, this AR showed me a deeper understanding of how my students learn, what they like and what they do not enjoy, what works and what does not, their opinions, and the insights about the value of being trained explicitly with a listening strategy and being motivated by using their smartphone through the use of LingoClip.

In addition, when I was analyzing the data and results, I was really impressed in a positive way that the participants not only improved in listening which was assessed, but they also reported they improved in pronunciation, vocabulary, and speaking. This made me reflect on my practice as an educator, and the way I am executing assessment in my lessons. It is completely necessary to include music and technology while assessing listening to improve the listening skill in my students.

Unfortunately, teaching strategies explicitly and working with listening are time-consuming activities in our Chilean context, since most of public schools tend to have few hours of English per week (1 to 3 hours a week), they are focused on getting better results in other subjects such as Math, Spanish, Science and History since those are the subjects that are included in standardized tests.

Furthermore, this study will be useful for teachers who look for a different approach to assess their students' listening performance, since it demonstrates how this AR helped students going ahead their learning process by the use of MALL, authentic materials and explicit strategy instruction in order to get better at performing listening tasks.

It is observed that our Chilean classrooms are characterized for having an important number of students that bring their smartphones to school. It is quite challenging to assess listening by taking into account the things students like, and it is really challenging to get rid of smartphones when students do everything in them. As a solution for these constraints, LingoClip would be an appropriate tool, since students can use their smartphones to develop their listening by choosing authentic material, they like to develop the listening skill, and at the same time we are tackling the problem of smartphones down by using them for learning.

6.3 Recommendations

As this study was carried out with only eight students, I would recommend conducting this AR with a larger sample to back up the findings in this research and form a stronger statement of the benefits of teaching strategies explicitly and the use of LingoClip app. What is more, replicating this study in a longer period of time might provide more insights about how students can improve their listening skill. Or, it would be interesting to replicate this study in a different level, with older or younger students, or even with other strategies to enhance listening.

This AR was focused mainly on the potential of the LingoClip app and the listening for specific information strategy to enhance listening comprehension in participants and also their engagement of 8th grade EFL learners. While positive outcomes were observed, further research could address the technical challenges some participants had while using the app, and to explore additional factors that influence learners' attitudes, their engagement and their listening performance while learning English as a second or foreign language.

There were different outcomes among students, so it is important to recognize individual learning processes, preferences, and readiness for technology integration. Highlighting the need for further investigation into the factors that may influence the effectiveness of such intervention at an individual level. This understanding can inform future refinements of the actual intervention by providing valuable insights for teachers seeking to adapt language learning strategies to the unique needs of their students. Further research and assessment of these different factors can help to improve educational interventions or action research and ensure they are more inclusive and effective for a diverse range of students. Further research and the assessment of the factors previously exposed can help refine educational action research and intervention to ensure they are more inclusive and effective for a diverse range of students.

To explain the positive Likert scale responses from participants of this AR with the low scores in the post-listening intervention test from the same participants, further research is needed. It may be beneficial to conduct qualitative research, specifically interviews to get a deeper understanding of students' experiences, and with the purpose of gathering insights into why some students did not demonstrate significant improvement in listening comprehension. What is more, assessing the alignment between the learning preferences participants exposed in this AR and the instructional approach used, could provide really valuable data for future action research in that field.

As a conclusion, while the Likert scale results showed favorable attitudes and positive perceptions among participants, there are many factors and different variables that can influence the listening for specific information test scores, although there were positive perceptions. More research and analysis could be carried out to explore the extent to which the positive perceptions and understanding of the strategy correlate with the actual improvements in listening comprehension skills.

CHAPTER VII: REFERENCES

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APPENDICES

APPENDIX A. 1

Pre- and post-listening intervention tests

NEW RULES by DUA LIPA

Post-intervention test. Listening comprehension test for specific information.

Name: _____ Date: _____

Item 1: Listen to the song and circle the correct word between the two options. (3 pts. 0.5 each correct answer)

1. Talkin' in my sleep at night / right , makin' myself crazy
2. Wrote it down and read / lead it out, hopin' it would save me
3. He doesn't love me, so I tell / let myself, I tell myself
4. One: Don't pick up the phone / tone
5. Two: Don't let him in / on, you'll have to kick him out again
6. Three: Don't be his friend / trend

Item 2: Match the phrases by completing the chart. (4 pts)

- | | |
|---|--------------------------------------|
| 1. I keep pushin' forwards, | A. so I tell myself |
| 2. Now I'm standin' back from it, | B. I do, I do, I do |
| 3. But my love (love) He doesn't love me, | C. but he keeps pullin' me backwards |
| 4. I tell myself, | D. I finally see the pattern |

Item 3: Circle the correct answer. (3 pts)

1. What is rule number 1?
 - a) Don't let him in
 - b) Don't pick up the phone
 - c) Don't be his friend
2. What is rule number 2?
 - a) Don't pick up the phone
 - b) Don't be his friend
 - c) Don't let him in
3. What is rule number 3?
 - a) Don't let him in
 - b) Don't be his friend
 - c) Don't pick up the phone
4. What has the singer got?
 - a) She has got old rules
 - b) She has got new rules
 - c) She has got past rules
5. What does the singer do with the rules?
 - a) eat them
 - b) count them
 - c) cook them

Answer sheet.

Item 1. Write your answers here.

N°	Word
1	
2	
3	
4	
5	
6	

Item 2. Write your answers here.

N°	Letter
1	
2	
3	
4	

Item 3. Write your answers here.

N°	Answer
1	
2	
3	
4	
5	

ALL OF ME by JOHN LEGEND

Post-intervention test. Listening comprehension test for specific information.

Name: _____ Date: _____

Item 1: Listen to the song and circle the correct NOUN or ADJECTIVE between the two options.
(3 pts. 0.5 each correct answer)

1. What would I do without your **smart / start** mouth?
2. You've got my **head / jet** spinning, no kidding, I can't pin you down
3. What's going on in that beautiful **mint / mind**?
4. I'm on your **tragical / magical**
5. mystery **ride / rite**.
6. And I'm so **dizzy / frizzy**, don't know what hit me, but I'll be alright

Item 2: Match the phrases by completing the chart. (4 pts)

- | | |
|--|-----------------------------------|
| 1. 'Cause all of me | a) 'Cause I give you all of me |
| 2. Love your curves and all your edges | b) Loves all of you |
| 3. Give your all to me - I'll give my all to you | c) You're my end and my beginning |
| 4. Even when I lose, I'm winning | d) All your perfect imperfections |

Item 3: Circle the correct answer. (3 pts)

1. When is the girl also beautiful?
 - a) When she is dancing
 - b) When she is crying
 - c) When she is lying
2. What can't the singer stop doing?
 - a) he can't stop ringing
 - b) he can't stop drawing
 - c) he can't stop singing
3. What does the signer love about the girl?
 - a) Her hair and body
 - b) Her curves and edges
 - c) Her face and eyes
4. What does the singer think is perfect about his lover?
 - a) Her face
 - a) Her imperfections
 - a) Her voice
5. Who is giving his or her all?
 - a) Just the singer
 - a) The signer and his lover
 - b) Just his lover

Name: _____

Answer sheet.

Item 1. Write your answers here.

N°	Word
1	
2	
3	
4	
5	
6	

Item 2. Write your answers here.

N°	Letter
1	
2	
3	
4	

Item 3. Write your answers here.

N°	Answer
1	
2	
3	
4	
5	

Appendix A. 2 Classroom observations sheets

CODING

Cognitive	Self regulation	Preference for challenge	Resilience and persistence	A sense of agency	Volition learning (learning by choice)
Code	SR	PCH	RP	SA	VL

Behavioral	Participation	Involvement	On task	Effort	Concentration and attention
Code	P	INV	OT	EF	CA

Emotional	Positive reaction to teachers or classmates	Negative reaction to teachers or classmates	Happiness	Interest	Enjoyment
Code	PR	NR	H	INT	EN

SESSION 2 DATE: _____

Student /Dimensions	Cognitive	Behavioral	Affective
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			

Appendix A. 3

Likert scale

En la primera sección responderás acerca de tus impresiones y actitudes acerca del uso de la aplicación LingoClip.

* Indica que la pregunta es obligatoria

Escribe tu nombre inventado. *

Tu respuesta _____

1.1. La aplicación es amigable y fácil de usar

- Totalmente en desacuerdo
- En Desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

1.2. La aplicación funcionó bien en mi dispositivo

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

1.3. Las canciones que se usaron en la aplicación fueron de mi gusto.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

1.4 Las canciones que se usaron en la intervención ya las conocía. *

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

1.5. Disfruté usar la aplicación LingoClip en las clases

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

Likert scale survey on the use of LingoCLip App

En ésta segunda sección responderás según tu percepción acerca de la estrategia de escuchar información específica.

2.1. LingoClip me ayudó a estar más interesado al escuchar para poder entender información específica.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

2.2. Durante la implementación entendí la estrategia de escuchar información específica para comprender ideas principales en actividades de comprensión auditiva.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

Conozco los pasos a seguir para escuchar información específica.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

Likert scale survey on the use of LingoCLip App

En ésta tercera sección responderás acerca de tu interés durante la implementación del uso de LingoClip para trabajar la habilidad auditiva.

3.1. LingoClip me motiva a aprender inglés mientras escucho música.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo
- Totalmente de acuerdo

3.2. Usé la aplicación fuera de las sesiones de clases para poder mejorar mi Inglés.

- Totalmente en desacuerdo
- En desacuerdo
- Neutral
- De acuerdo

Totalmente de acuerdo

3.3. Me entretuve mucho usando la aplicación para mejorar mi habilidad de escuchar Inglés.

Totalmente en desacuerdo

En desacuerdo

Neutral

De acuerdo

Totalmente de acuerdo

Appendix A. 4

Focus groups` questionnaire and audios` transcriptions

Focus group instrument

Group number: _____ **Date:** _____

Opening questions.

1. ¿Qué experiencias tuviste antes de ésta intervención respecto al aprendizaje del idioma usando canciones?
2. ¿Cómo trabajabas en clase de Inglés la habilidad de escuchar?

Introductory questions.

3. ¿habías usado la aplicación antes?
4. ¿Habías escuchado la estrategia de escuchar información específica para responder preguntas de comprensión auditiva?

Transition questions.

5. ¿Qué piensas de la aplicación LingoClip?
6. ¿Cuáles fueron las problemáticas del uso de la aplicación?
7. ¿te sentiste más a gusto trabajando con tecnología mientras escuchabas las canciones?

Key questions.

8. ¿Cuáles según tu opinión, fueron tus mejoras después de la intervención en la habilidades de escucha en inglés?
9. ¿Crees que mejoraste tu habilidad de escuchar información específica? ¿En qué formas?
10. ¿Crees que hubo mejoras en otras áreas del aprendizaje del Inglés?
11. ¿Crees que aprendiste más durante la implementación de la investigación que en clases tradicionales en cuanto a la habilidad de escucha en Inglés? ¿Por qué?

Ending questions.

12. Finalmente, ¿cuáles son tus comentarios del proceso?

Audio`s transcription of the focus group 1.

Teacher/researcher: Hoy estamos a 14. Gracias 15 de junio del 2023, mi nombre es Juan Cancino, y estamos haciendo el focus group. Del primer grupo ya. Me pueden decir sus nombres creados por favor para que quede grabado quienes participan en el primer focus group.

Vanessa: Vanessa.

Pepito: Pepito.

Wendy: wendy.

Jennie: jennie.

Teacher/researcher: Vanessa, Pepito, Wendy, Jenny, OK the opening questions. Primera pregunta que voy a hacer. La 1 ¿Qué experiencias tuviste antes de esta intervención, respecto al aprendizaje del idioma usando canciones? ¿Qué experiencia tuvieron en el aprendizaje del idioma inglés antes de hacer esta investigación? Antes de hacer esta actividad conmigo acá. ¿Tuviste una experiencia con canciones, uso de canciones en el aprendizaje del idioma

Pepito: No.

Wendy: Mas o menos.

Teacher/researcher: ¿Cómo?

Wendy: El año pasado también me quedaba a curso de inglés y me hacían guías donde debía escuchar canciones.

Teacher/researcher: ¿Con canciones?

Wendy: Sí

Pepito: ¿Cuenta escuchar canciones?

Teacher/researcher: Sí, porque si te ayuda a aprender idioma.

Pepito: Sí.

Teacher/researcher: Escuchar canciones en inglés, OK?

Jennie: yo tambien.

Teacher/researcher: igual. ¿Solo escuchar canciones antes? En clase de inglés.

Jennie: No

Teacher/researcher: nunca habíamos usado canciones. Dos ¿cómo trabajabas en clases de inglés la habilidad de escuchar?

Pepito: escuchando, no sé.

Teacher/researcher: ¿Qué actividades hacían para potenciar el listening? En clase de inglés.

Wendy: Escuchando listening de gente que habla inglés.

Teacher/researcher: Ya listening de gente que habla inglés.

Jennie: ¿Eh? No sé sacando lo más parecido de la canción que se parezca algo en inglés.

Teacher/researcher: Pero la clase de inglés, cómo se trabajaba la habilidad de listening

Jennie: escuchando como, como pronunciaba el.

Teacher/researcher: ¿cómo pronunciaba quien?

Jennie: El cantante no

Teacher/researcher: pero no en la en las clases de Inglés, no en las sesiones que teníamos acá de taller, en la clase de inglés que yo hago o las clases que tuvieron antes con otros profesores? ¿Cómo se trabajaba la debilidad de escuchar?

Wendy: También por medio de vídeos, vídeos de sí.

Teacher/researcher: Por medio de vídeos Jenny.

Jennie: Por medio de audios.

Teacher/researcher: Y ustedes tienen que hacer con los audios, escucharlo y. ¿En tu clase de inglés antes no tenía inglés?

Vanessa: Sí escuchábamos audios de personas, y dependiendo de la actividad hacíamos diferentes actividades.

Teacher/researcher: entonces audios de personas. no canciones. ¿Y cuando la actividad? ¿Ok, entonces, audios, pero no canciones? ok, 3 ¿habías usado la aplicación? ¿Antes de esta intervención?

Wendy: No

Pepito: no

Jenny: no

Vanesa: no

Teacher/researcher: Ok, no nunca. ¿Cuatro, habías escuchado la estrategia de escuchar información específica para responder preguntas de comprensión auditiva? ¿En qué momento?

Pepito: sí

Teacher/researcher: ¿cuando?

Pepito: Antes me enseñaron en inglés.

Teacher/researcher: ¿donde?

Pepito: En el biobío.

Teacher/researcher: Ya en el bio bio y habías escuchado.

Pepito: si Canciones de tipo, pruebas que hacen y así.

Teacher/researcher: De escuchar la información específica.

Pepito: sí

Teacher/researcher: y tu igual?

Vanesa: y tu igual?

Vanesa: sí, pero no me acuerdo de la pregunta.

Teacher/researcher: ¿Cuando no entienda la pregunta pueden decir, puede decirlo de nuevo y yo lo puedo leer. ¿Había escuchado la estrategia de escuchar información específica para responder preguntas de comprensión auditiva, la habilidad que trabajamos que era información específica. ¿La habían escuchado antes?

Jennie: no

Teacher/researcher: ya jennie no.

Wendy: Yo sí.

Teacher/researcher: cuando?

Wendy: siempre, o sea, en clase, siempre, algo que hacemos siempre. O sea

Teacher/researcher: se lo decían explícitamente, así como vamos a trabajar Listening for specific information.

Wendy: Osea, podía ser de todo a veces específico, a veces no.

Teacher/researcher: Pero se lo decían, específico así hoy vamos a trabajar esta habilidad, que escuchar información específica.

Wendy: si, osea sí.

Teacher/researcher: ¿Ah, ya OK?

Vanesa: sí.

Teacher/researcher: igual. ¿cuál era tu nombre?

Vanesa: Vanesa

Teacher/researcher: Vanessa dijo igual que Después, cuando tenga que transcribir, puede que no recuerde su nombre. Y usted igual la habilidad de información específica la había escuchado explícitamente en clases ya.

Pepito: sí.

Teacher/researcher: Luego número 5. ¿Qué piensas de la aplicación LingoClip?

Wendy: mala.

Jennie: en telefono mala.

Teacher/researcher:Jennie?

Jennie: bien, en computador claro, me pareció algo entretenido porque es como que te ponen alternativa.

Teacher/researcher: ya. Jennie, no Wendy.

Wendy: No me gusta.

Teacher/researcher: ¿No te gustó por qué?

Wendy: O sea, algunas cosas sí, pero por ejemplo al escribir te tomaba por palabra, o sea por letra, el error, yo encuentro que debería ser por palabra. ¿Y de que? ¿Me da cosa, no sé, no la vi ahí, no?

Teacher/researcher:Como?

Wendy: que me da cosa la aplicación.

Teacher/researcher: Te daba cosa, no, no lo encontraste entretenida ya. ¿Qué le faltaba?

Wendy: todo, O sea, no.

Teacher/researcher: Pero da tu explicación. ¿No la encontraste como entretenida, OK?

Vanessa: No, porque tomaba cualquier error cuando uno escribía o tenía diferentes O sea, no sé, como explicar. No, no me gustó.

Teacher/researcher: ya.

Pepito: a mi me pasaba que me sacaba de la aplicación

Teacher/researcher: había como un problema de bugeo.

Pepito: de programación más bien sería. Y no detectaba bien las teclas.

Teacher/researcher: No detectaba muy bien las teclas del teléfono.

Pepito: Sí.

Teacher/researcher:Alguna otra opinión acerca de LingoClip.

Pepito: No la instalen.

Teacher/researcher: ok, no la instalen. nada más? ok. ¿6 cuáles fueron las problemáticas del uso de la aplicación? Creo que ya las dijeron, pero las pueden decir de nuevo Jenny. ¿Cuáles fueron las problemáticas para ti? ¿Al usar la aplicación?

Jennie: Que me sacaba de la aplicación.

Teacher/researcher: mientras estabas.

Jennie: Escribiendo

Teacher/researcher: pero era de Internet o de la aplicación en sí.

Jennie: de la aplicación ya que el internet estaba bien.

Teacher/researcher: ok Wendy, algún otro problema?

Wendy: El problema de las letras, lo que era muy molesta porque lo demás era problema mío con la aplicación.

Teacher/researcher: Vaya el problema de las letras como que ponías una palabra que no funcionaba y te tomaba como todo malo.

Wendy: y yo que escribo rápido y no veo lo que escribo. Entonces...

Teacher/researcher: ya, y eso como que te estresa, no te gustaba ya.

Wendy: claro eso.

Vanessa: claro lo de las letras. Yo escribía rápido y ponían otras letras,

Teacher/researcher: a ya por ejemplo tu querías escribir una letra y ponían otra. sin querer.

Vanesa: sin querer.

Pepito: a lo mismo.

Teacher/researcher: lo de las letras?

Pepito: sí.

Teacher/researcher: nada más? sólo eso del typing? y el formato de selección, ningún problema.

Pepito: no eso está bien, es que las letras de abajo no iban coordinadas con la canción.

Jennie: ay si. Daba rabia.

Teacher/researcher: Ya, pues eso nadie me lo ha explicado.

Pepito: O sea, cuando uno está escuchando la canción aparecen los subtítulos abajo y pasa que esos subtítulos van mucho más antes que la canción. Es como

que los subtítulos van atrasados y la canción va adelantada.

Teacher/researcher: y les pasó siempre?

Jennie y Jenni: Sí.

Vanessa: pero a mí me pasó cuando me metí al link, no de la aplicación.

Wendy: el link era lo que lo cambiaba. Porque si tú metías a la Aplicación era como medio diferente.

Vanesa: Y cuando yo me metía al link, escribiendo, no me tomaba las letras equivocadas y eso.

Teacher/researcher: Y cuando se meten en. La aplicación sí. ok ok. ¿algo más?

Pepito: también no me tomaba ningún error.

Teacher/researcher: no tomaba error, ¿cómo es eso?

Pepito: O sea, porque en elección y escritura no tomaba los errores. Tenía errores, y no los tomaba.

Teacher/researcher: Te daba el puntaje igual y no te quitaba puntaje

Pepito: sí.

Teacher/researcher: Había como un error al contar puntos. ok. Siete, te sentiste más a gusto trabajando con tecnología mientras escuchabas las canciones o en papel.

Wendy: es que encuentro que es lo mismo, pero personalmente me gusta más el papel. Pero depende igual porque la aplicación es la que me da.

Teacher/researcher: Lo que no te gustaba.

Wendy: sí.

Teacher/researcher: Okay. Jennie.

Jennie: ¿Cómo era la pregunta que?

Teacher/researcher: Te sentiste más a gusto trabajando con tecnología mientras escuchabas las canciones,

Jennie: sí.

Teacher/researcher: ¿Te gusta más la tecnología por qué?

Jennie: No sé, lo encontré entretenido.

Teacher/researcher: ya.

Vanesa: Me gustaba usar tecnología. Encuentro bien usar el celular.

Pepito: prefiero trabajar con papel que con tecnología.

Teacher/researcher: ¿cuál es según tu opinión cuáles fueron tus mejoras después de la intervención en las habilidades de escuchar en inglés?

Wendy: Yo encuentro que sigo igual. Osea porque es igual, es que sí. Tan fácil.

Teacher/researcher: Ah OK, sigues igual porque encontraste que estaban fáciles.
Jennie ¿Crees que ha mejorado? ¿Cuáles cree que son tus mejoras?

Jennie: no sé, sí cree que sí mejoré.

Teacher/researcher: en que?

Jennie: Saber más las palabras en inglés al escucharlas.

Teacher/researcher: OK solo eso?

Vanesa: Yo digo que sí mejore.

Teacher/researcher: en que?

Vanesa: al escuchar diferentes acentos también.

Teacher/researcher: Okay, muchas gracias, Pepito.

Pepito: No, la verdad que yo siento que no mejoré como mucho. Solamente eso.

Teacher/researcher: Luego 9 ¿Cree que mejoraste tu habilidad de escuchar información específica? ¿En qué formas?

Wendy: no siento que lo mismo porque eran canciones fáciles y con pronunciaciones marcadas, entonces. Sí, igual o sea.

Teacher/researcher: Que tu habilidad de escuchar como información específica sigue igual. Porque las canciones eran fáciles, ok.

Jennie: A cambiado porque porque antes no, como que no sabía cómo escuchara bien la pronunciación, que decía

Teacher/researcher: A ya y ahora como que tienes la habilidad de poder escuchar información específica.

Vanesa: a igual porque las canciones tenían la palabra y eran fáciles.

Teacher/researcher: Los acentos eran fáciles de entender. Ok, Pepito.

Pepito: ¿Eh? No sé, la verdad es que a veces los cantantes que cantaban las canciones decían unas palabras que no se entendían casi nada. Pues eso nomás.

Teacher/researcher: pero crees que mejoraste al escuchar la información específica.

Pepito: sí.

Teacher/researcher: ¿De qué forma?

Pepito: Siga.

Teacher/researcher: Luego tenemos la número 10 ¿Cree que hubo mejoras en otras áreas del aprendizaje del inglés? Además de listening, creen que hubo mejoras en otras, en otras partes del inglés.

Wendy: No.

Teacher/researcher: Puede ser el incremento de vocabulario, pronunciación, orden de palabras.

Jennie: Sí, en pronunciación.

Teacher/researcher: Ok, crees que tu pronunciación mejoró?

Jennie: sí.

Teacher/researcher: ¿Qué más? ¿Sólo eso?

Wendy: sigo igual.

Teacher/researcher: Sigue igual Jennie, no Wendy sorry.

Vanesa: al escribir las palabras.

Teacher/researcher: ¿Las palabras, Vanessa, cierto?

Vanesa: Sí

Teacher/researcher: al escribir palabras.

Vanesa: Osea al escuchar y la que escribe lo que entiende osea en ese aspecto.

Teacher/researcher: Como el spelling, el deletreo de palabras en inglés ya y vocabulario. ¿Crees que mejoraste incrementó tu vocabulario, o solamente la forma de escribir?

Vanesa: nó, solamente la forma de escribir.

Teacher/researcher: OK, Pepito. ¿Crees que mejoraste no solamente en el listening, mejoraste en otras habilidades, incremento de vocabulario y pronunciación?

Pepito: en pronunciación igual.

Teacher/researcher: ¿Sí? crees que mejoraste la pronunciación después de esto.,

Pepito: sí.

Teacher/researcher: OK. 11 ¿Crees que aprendiste más durante la implementación de la investigación que en clases tradicionales en cuanto a la habilidad de escucha en inglés?

Wendy: sí.

Teacher/researcher: ¿Por qué?

Wendy: Sí, sí, porque acá. ¿Eh? Sí, ya que. Porque acá es más tranquilo y puedo escuchar mejor. Eso. Y por qué eran canciones que yo conocía, entonces sí.

Teacher/researcher: crees que hubiera sido diferente si hubieran sido canciones que no conocías o cantantes que no.

Wendy: igual.

Teacher/researcher: Ok ¿Jenny?

Jennie: Había canciones que tampoco entendía bien, entonces.

Teacher/researcher: Ya, pero la pregunta no era esa. La pregunta era, Si crees que aprendiste más aquí que en la clase tradicional en la sala

Jennie: Ah. No aquí.

Teacher/researcher: ¿por qué?

Jennie: No sé por qué me concentraba que aquí era más silencioso, porque en la sala siempre hay mas ruido.

Teacher/researcher: Más ruido, dónde no te puedes concentrar tanto, ok, Vanessa?

Vanessa: Aquí es más tranquilo.

Teacher/researcher: Aquí el ambiente es más tranquilo que en clases tradicionales y pepito?

Pepito: ah?

Teacher/researcher: ¿crees que aprendiste más acá que en las clases tradicionales en la sala.

Pepito: eh, sí más solo por el ambiente, nada más.

Teacher/researcher: sólo por el ambiente. OK. Finalmente, ¿cuáles son tus comentarios del proceso? De todo el proceso que vivimos de todas las sesiones previas. Pre y post test. Jennie? ¿te gustó o no te gustó?

Jennie: sí estuvo entretenido. Aprendí un poco más de mi pronunciación.

Teacher/researcher: ok

Jennie: Y aprendí a escuchar el listening.

Teacher/researcher: ¿Wendy, igualmente, cuáles son tus comentarios del proceso?

Wendy: Estuvo bueno, o sea, más o menos. Porque esperaba que fuera más, pero todo bueno si.

Teacher/researcher: Esperaba más que?

Wendy: Esperaba más con la cosa. Es que no se como explicarlo.

Teacher/researcher: Esperabas aprender más?

Wendy: sí porque eran cosas fáciles.

Teacher/researcher: puede ser porque las canciones ya las conocías.

Vanessa: estuvo bueno, osea entretenido. Eso me pareció bien.

Pepito: esperaba que fuera más complicado al momento de responder, eso.

Teacher/researcher: ¿Esperabas que fuera más complicado al momento de responder,

Pepito: sí

Teacher/researcher: OK? ¿Solamente eso, nadie me quiere agregar algo?

Pepito, wendy, vanessa y Jennie: No

Teacher/researcher: ok.

Audio`s transcription of the focus group 2

Teacher/researcher: ok, ahora estamos con el grupo número dos del focus group, el cual se encuentra Alejandra, Rosario, Catalina y Macarena. Ok, hoy día estamos a 19 de junio de 2023. ¿La pregunta número 1 es, qué experiencias tuviste antes de esta intervención? ¿Respecto al aprendizaje del idioma usando canciones? Alejandra, ¿tuviste alguna experiencia antes de esto? Con el aprendizaje de inglés y uso de canciones.

Alejandra: No, no tuve ninguna.

Teacher/researcher: Nunca usaste canciones para poder aprender inglés en clases de inglés en algún curso, nada OK.

Alejandra: No, nada,

Rosario: a ver si, yo el año pasado yo sola.

Teacher/researcher: ¿Ya cuál era tu nombre, Rosario?

Rosario: Rosario.

Teacher/researcher: Tu el año pasado sola usaste canciones para aprender y con alguna aplicación solamente escuchando?

Rosario: Escuchando en youtube nomas con los subtítulos

Teacher/researcher: a con los subtítulos

Catalina: Una sola música. O sea, yo la escuché como que me lo aprendí así.

Teacher/researcher: ¿Ah, ya, y cuál es tu nombre?

Catalina: Catalina

Teacher/researcher: Catalina, OK, una sola canción y tú sola,

Catalina: Sí.

Teacher/researcher: OK

Makarena: Yo nunca.

Teacher/researcher: ¿Nunca, escuchaste música en inglés?

Makarena: no, ah sí una sola.

Teacher/researcher: ¿Porque te gustó la canción solamente no por aprender?

Makarena: no

Teacher/researcher: OK? Número dos, ¿cómo trabajas en clase de inglés, la habilidad de escuchar?

Alejandra: Manteniendo el silencio y ahí prestando atención.

Teacher/researcher: ¿Ya, pero cómo se trabajaba la habilidad de escuchar cuando vean vídeos? ¿Escuchaban audios? ¿En las clases de inglés, conmigo en clases, qué hacemos para trabajar La habilidad de inglés al escuchar?

Alejandra: Practicando cada palabra, aprendiendo, aprendiendo y repitiendo cada palabra cada vez que me la tenía que aprender.

Teacher/researcher: Ya y no tuvimos ninguna actividad donde escucharon audios o con videos.

Alejandra: Sí, sí tuvimos.

Teacher/researcher: Ya entonces de qué forma lo podíamos trabajar.

Alejandra: ¿Eh? Pues escuchando.

Teacher/researcher: Pues escuchando solamente escuchando que.

Alejandra: Escuchando el audio el audio que ponía.

Catalina: videos.

Teacher/researcher: Catalina cierto? No, Rosario.

Rosario: videos, Igual audio escuchando.

Catalina: ¿Hacían los juegos y ahí como que aprendíamos O sea, las palabras.

Teacher/researcher: al escucharlas, no. En ningún momento escuchaste algún audio en clase de inglés, algún video, y también yo he escuchado al profesor. OK, la 3. ¿Habías usado la aplicación antes? Las cuatro dicen que no. Okay. Recién la vienes a utilizar, Alejandra.

Alejandra: Sí, la sigo usando.

Teacher/researcher: La sigue usando fuera del aula.

Alejandra: Sí, es divertido.

Rosario: No, es la primera vez que lo utilizo.

Catalina: También nunca le había escuchado.

Makarena: yo menos, yo ahorita algunas veces es que la uso, pero en música en español algunas veces.

Teacher/researcher: Música en español fuera de clases. Ah, ya la. ¿Usas todavía OK?

Makarena: sí

Teacher/researcher: Cuatro, recuerden, cuando respondan, digan su nombre y después respondan lo que quieren decir para yo saber quién es. ¿Habías escuchado la estrategia de escuchar información específica para responder preguntas de comprensión auditiva.

Rosario: no

Catalina: no.

Makarena: no

Teacher/researcher: No la habían escuchado nunca, onda y que hiciéramos una un test y ustedes tuvieron que escuchar información específica nunca.

Alejandra: Por lo menos la otra prueba. Sí, en esa sí hubo.

Teacher/researcher: Pero no la habían escuchado como información específica.

Rosario: no busco el contexto sin escuchar y ya más nada.

Teacher/researcher: OK. 5. ¿Qué piensas de la aplicación LingoClip Alejandra? Da toda tu opinion.

Alejandra: Ah, muy buena. ¿Tiene hartas variedades de canciones? Y es muy bueno para aprender más cuando te estás aprendiendo esa canción y puedes ir cambiando los niveles de dificultad. Es divertido y más cuando es más divertido. Cuando te equivocas en la escritura es divertido.

Teacher/researcher: ¿por qué?

Alejandra: Porque ahí uno se equivoca y queda el modo de...

Teacher/researcher: sientes que te aprendes la palabra cuando te equivocas.

Alejandra: Sí, ya terminó aprendiendo. Igual, y ahí es donde puede volver a intentarlo. Y es divertido porque así vas aprendiendo unas palabras y al escribir la más fácil, porque ya te la sabes.

Teacher/researcher: RosarioCuál es tu opinión de la aplicación..

Rosario: es muy buena para aprender porque he aprendido más palabras con esa aplicación. ¿Y eso?

Teacher/researcher: Catalina cual es tu opinión?

Catalina: me parece divertida, a veces porque cuando uno no se sabe las palabras se estresa, entonces la aprende.

Teacher/researcher: ya y solo han aprendido palabras.

Alejandra: yo también he sabido cómo pronunciarlas.

Rosario: Yo también he aprendido a formar frases con las palabras que aprendí. Palabras, pero también he sabido cómo pronunciarlas.

Teacher/researcher: Rosario has aprendido más a formar palabras, oraciones, frases, OK. ¿Y Macarena, cuál es tu opinión acerca de la aplicación? ¿Qué piensas de la aplicación?

Makarena: pienso que es muy chévere.

Teacher/researcher: muy chevere ¿Por qué?

Makarena: Porque pues formar palabras, puedes subir de Nivel si pasaste puedes subir al otro nivel y lo puedes poner difícil o medianamente difícil.

Teacher/researcher:¿Ok? Muchas gracias. 6. ¿Cuáles fueron las problemáticas del uso de la aplicación? Si si que hubo alguna problemática, Alejandra.

Alejandra: ¿Cuando cuando nos pasó que solamente se podían seleccionar dos palabras, yo quedé en modo, ya las seleccioné y dije, ahora qué hago? ¿Y quedé ahí?

Teacher/researcher: Ah, el juego tenía la canción, tenía solamente dos palabras que elegir.

Alejandra: Solo dos palabras que elegir y el resto se suponía que debería elegirse, pero no me salía las opciones y quedé ahí con las palabras.

Teacher/researcher: Ah fue un error mío. Porque yo después tuve que seleccionar las palabras y hacer de nuevo el juego, cierto?

Alejandro: Sí, pero el LingoClip ninguna falla.

Teacher/researcher: No tenía falla. Ok catalina, rosario. ¿Alguna problemática que hayas tenido con la aplicación? ¿Ningún problema,

Rosario: ninguno.

Teacher/researcher: OK catalina?

Catalina: Vea, como que que como que a veces no sabía cómo cuál era y se me salía todo.

Teacher/researcher: ¿Ah, sí? se cerraba y luego tenías que entrar de nuevo.

Catalina: Aha.

Makarena: yo nunca tuve ningún problema.

Teacher/researcher: Macarena, no tuve ningún problema, OK? Luego a las 7. Te sentiste más a gusto trabajando con tecnología mientras escuchabas las canciones.

Alejandra: Sí, sí fue más divertido con tecnología.

Teacher/researcher: ¿Qué solamente en papel?

Alejandra: Sí, porque así como que tienes la canción ahí y puedes ir así como vas a aprendiéndola porque en el papel uno se pierde con la canción y quedas ahí.

Rosario: Es mejor con la tecnología igual que los audífonos porque. Así la escuchabas tú mismo y la escuchabas mejor. Y como dijo ella en el papel uno se pierde mucho más que en la tecnología.

Teacher/researcher: OK Rosario. Catalina.

Catalina: Lo mismo, o sea, como que en el papel como que uno no escucha bien.

O sea, como que son muchas cosas que uno se pierde. Muchas palabras que uno no sabe.

Teacher/researcher: te perdías donde iba la canción ok, y Macarena? Te sentiste mejor escuchando en tecnología o con el papel solamente.

Makarena: Me sentí mejor escuchando en la tecnología que en el papel porque en el papel uno se pierde y no sabe cual es la que tiene que seleccionar porque este cuando tú estabas escuchando en la computadora la escuchas mas cerca. entonces si sabes como cuál es la la respuesta. En cambio, el papel, tú te pierdes mucho y no sabes cuál es la que tienes que seleccionar.

Teacher/researcher: OK, muchas gracias. 8 ¿Cuál es, según tú opinión, fueron tus mejoras después de la intervención en la habilidad de escuchar en inglés?

Alejandra: mi pronunciación.

Teacher/researcher: OK Alejandra, Tu pronunciación OK.

Rosario: Rosario, saber más palabras, porque antes no. y saber escribirlas.

Teacher/researcher: OK, entonces el saber escribir. Y el incremento de vocabulario, OK.

Catalina: Eso como que, como que uno escucha la música y como ellos los pronuncian y como escrito otra cosa uno lo aprende.

Teacher/researcher: ya Y Macarena, cuáles creen que han sido tus mejores al escuchar?

Makarena: Ah, aprendí por lo menos escribir la palabra porque nunca había visto inglés.

Teacher/researcher: ¿Oh, que nunca habías tenido inglés antes, luego crees que mejoraste tu habilidad de escuchar información específica? ¿En qué formas? Alejandra?

Alejandra: Creo que sí aumentó mi capacidad de de empezar a entender así información específica de una canción porque así uno ya. Porque una asi ya en clase ya entiende lo que la profesora está intentando asi modo de decir, y si te preguntan algo tu ya lo sabes y lo dices porque así entonces ya estabas prestando atención.

Rosario:Cuál era la pregunta?

Teacher/researcher: ¿ crees que mejoraste tu habilidad de escuchar información específica? ¿En qué formas?

Rosario: Yo creo que sí la mejoré, pero qué forma, no sé qué forma.

Teacher/researcher: Al escuchar las palabras, por ejemplo, yo creo que tú dijiste que se te hacía más fácil poder escribirla, reconocerla en una escritura al escucharla, eso debería ser yo creo.

Rosario: Sí, porque como lo mismo hicimos en la aplicación. Se me hace mas facil

Teacher/researcher: ¿Ok?

Catalina: ¿Eh? Catalina, sí, al escuchar la canción como que uno aprende.

Teacher/researcher: Información específica cierto?

Rosario: Aha.

Teacher/researcher: makarena.

Makarena: Sí, este de aprender más escuchando música.

Teacher/researcher: OK, luego, ¿crees que hubo mejoras en otras áreas del aprendizaje del inglés? No solamente al escuchar.

Alejandra: la pronunciación más que todo.

Teacher/researcher: Alejandra la pronunciación, OK, eso no tiene nada que ver con el listening. Pero tu pronunciación mejoró.

Rosario: Aprender a escribir las palabras.

Teacher/researcher: Aprender a escribir las palabras y a hacer las oraciones como dijiste antes cierto.

Catalina: Eh también, o sea, aprender las palabras.

Teacher/researcher: Aprenderlas a escribir.

Makarena: aprender a decir, a pronunciar.

Alejandra: Y abrimos más nuestro vocabulario para aprender más palabras más allá.

Teacher/researcher: OK Incrementaron también el vocabulario 11. ¿Crees que aprendiste más durante la implementación de la investigación que en clases tradicionales? ¿En cuanto a la habilidad de escucha en inglés, por qué?

Alejandra: Siento que estoy igual que antes.

Teacher/researcher: Okay, la Alejandra.

Alejandra: Siento que estoy igual que antes con mi tema de vocabulario de inglés, solamente que aprendí unas cuantas más palabras.

Teacher/researcher: ok

Rosario: Yo siento que mejoré. Supongo más inglés.

Teacher/researcher: aprendiste más acá que en clases tradicionales. ¿Por qué?

Rosario: un poco más, porque acá es como más específico y me me concentro más y allá no.

Teacher/researcher: ok

Catalina: ¿Eh? También, o sea, como que. ¿Eh? Se me olvidó la pregunta.

Teacher/researcher: ¿La pregunta era, crees que aprendiste más durante la implementación de la investigación? ¿Eso quiere decir en el taller? ¿Qué en clases tradicionales, de qué formas, por qué?

Catalina: ¿Eh? Un poco más porque porque yo, por ejemplo, en clases, no me concentro tanto, ahora acá es como más solo, entonces uno se concentra más en lo que estás haciendo.

Teacher/researcher: ok y Makarena?

Makarena: Yo creo que aprendí un poquito un poquito más, creo yo. Yo siento pues que aprendo porque entonces aquí uno se concentra más y en la sala, hay mucha bulla.

Teacher/researcher: Hay mucha bulla?

Makarena: mucho ruido

Teacher/researcher: Mucho ruido, ya. ¿Y la última finalmente, cuáles son tus comentarios del proceso? Lo que ustedes quieran decir del proceso de estas 5

sesiones. El pre y post test, el uso de la aplicación, lo que quieran decir como final.
Comentarios Alejandra.

Alejandra: sin comentarios.

Catalina: de qué?

Teacher/researcher: De todo el proceso los últimos comentarios del proceso que viviste acá en el taller.

Catalina: ¿O sea, decir EH? Lo que yo pienso?

Teacher/researcher: sí.

Rosario: Ah, que está bien, porque me ayudó más en el inglés saber más.

Catalina: Lo mismo como que no sabía si mucho inglés no tenía ninguna palabra. No, no la entendía. Entonces con eso, como que lo entendí más.

Teacher/researcher: ok Macarena, ¿cuáles son tus últimos comentarios del proceso?

Makarena: a mi me, yo usé la estrategia de escribir las palabras más difíciles para que en el proceso de la escritura me saliera mejor, mejor.

Teacher/researcher: En el uso de la aplicación.

Makarena: En el uso de la aplicación

Teacher/researcher: cuando la escuchabas, por ejemplo, en selección ahí ibas escribiendo las palabras más difíciles para que después, cuando tenías que escribirlas, se te hiciera más fácil, OK usabas el cuaderno lápiz que?.

Makarena: Sí usaba mi cuadernito.

Teacher/researcher: ¿Ok? Muchas gracias. Algo más que decir.

Alejandra: no, nada.

Appendix A. 5

Strategy based learning planning

Date	Objective	Activities and procedures	Time	Materials needed	Assessment Instances	Research objective
Sesson 1 May 18th (thurs day)	Participants will be able to define and describe the listening for specific information strategy and use it while completing a listening for specific information activity in LingoClip and in a written listening worksheet..	<p>PREPARATION.</p> <p>Introduce the learners to the listening for specific information strategy.</p> <p>-Teacher presents the strategy listening for specific information. He presents what a strategy is, and then how to use listening for specific information strategy.</p> <p>-Participants ask questions when they do not understand something related to the strategy.</p> <p>-Teacher asks students to define and describe the strategy in order to make sure the students know what the strategy is about and when and how to use it.</p> <p>PRESENTATION.</p> <p>Introduce the learners the use of LingoClip</p> <p>-Teacher presents LingoClip app to students and its features. Then he asks them to download it on their smartphones and create a free account. Students download the app and sign up. Teacher explains how to use it explaining all the features while actually using the app.</p> <p>-Teacher selects a song and shows them how the app works in order to model. (Teacher keeps students' score for further analysis)</p> <p>PRACTICE. AND ASSESSMENT.</p> <p>Practice using LingoClip App</p> <p>-Teacher lets students find a song they like to play with the purpose of letting them practice and prepare their brain and ears to do the final activity.</p> <p>-After that teacher sends one of the selected songs through a pre-created</p>	10 mins 15 mins 20 mins	<p>-Smartphones</p> <p>-Projector</p> <p>-Power point presentation on the strategy and Lingoclip</p> <p>-Headphones</p> <p>-Pre selected song</p> <p>-Song in Lingoclip</p> <p>-Lingoclip App / Lyricstraining webpage</p> <p>-Whatsapp group.</p> <p>-Observation Sheet</p>	<p>-Observation sheets</p> <p>-Scores in LingoClip</p>	<p>SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app. SO2: To assess participants' level of engagement by using LingoClip to develop listening comprehension activities for specific information. (Teacher/researcher completes observation sheets to assess students' level of engagement during the session.)</p>

		<p>whatsApp group to students in which they have to listen and watch a music video in order to first select the missing word from 4 options and second they listen the song again in the app but this time they have to fill in the gaps with the corresponding vocabulary. (Teacher keeps a record of students' scores in LingoClip)</p> <p>EXTENSION. -Teacher promotes the use of the App for pleasure outside the classroom at home.</p>				
<p>Session 2 May 22nd (Monday)</p>	<p>Participants will be able to show listening comprehension by applying the strategy listening for specific information by answering a worksheet with one item regarding recognizing words between two options and to keep a record of participants' performance .</p>	<p>PREPARATION AND PRESENTATION. Item number 1 explanation. - T presents the first item in order to explain how to complete and use the strategy listening for specific information in that particular item. By showing an example of the actual activity. Asking students if they remember the first item in the pre intervention test, and how they complete it. Teacher explains that in this item they have to recognize specific words in the song in order to choose the words in each case by having two really similar options. - Participants ask questions when they do not understand something related to the item.</p> <p>PRACTICE. Practice using LingoClip App - T sends a preselected song through a pre-created whatsApp group to students in which first they have to listen and watch a music video in order to select the missing words from 4 options each time, and second, to fill in the gaps with the missing words. - Students open the link sent in the whatsApp group and are redirected to the LingoClip app, and they complete the activity. (Teacher keeps students' score for further analysis)</p> <p>ASSESSMENT. Completion of a listening for specific worksheet</p>	<p>15 mins 15 mins 15 mins</p>	<p>-Smartphones -Headphones <u>-Pre selected song</u> <u>-Song in Lingoclip</u> <u>-Lingoclip App / Lyricstraining webpage</u> <u>-Listening for specific information Worksheet</u> -whatsapp group</p>	<p>-Scores on LingoClip -Scores from a worksheet on listening for specific information.</p>	<p>SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app.</p>

		<p>-Teacher/researcher presents a worksheet on listening for specific information with one item by using the same song previously employed in LingoClip, in this item participants select the word they listen between two options regarding what they listen to.</p> <p>-Students listen to the song twice and complete the worksheet. (Teacher keeps students' worksheets for further analysis)</p> <p>EXTENSION.</p> <p>-Teacher promotes the use of the app for pleasure outside the classroom at home.</p>				
<p>Session 3</p> <p>May 29th (Monday)</p>	<p>Participants will be able to show listening comprehension by applying the strategy of listening for specific information by answering a worksheet with one item regarding recognizing sentences to be matched regarding what they listen from a song, to keep a record of participants' performance</p>	<p>PREPARATION AND PRESENTATION.</p> <p>Item number 2 explanation.</p> <p>- T presents the second item of the pre-intervention test in order to explain how to complete and use the strategy listening for specific information in that particular item.</p> <p>- Participants ask questions when they do not understand something related to the item.</p> <p>PRACTICE.</p> <p>Practice using LingoClip App</p> <p>- T sends a preselected song through a pre-created whatsapp group to students in which first they have to listen and watch a music video in order select the missing words from 4 options each time, and second, to fill in the gaps with the missing words.</p> <p>- Students open the link sent in the whatsapp group and are redirected to the LingoClip app, and they complete the activity. (Teacher keeps students' score for further analysis)</p> <p>ASSESSMENT.</p> <p>Completion of a listening for specific worksheet</p> <p>-Teacher/researcher presents a worksheet on listening for specific information with the second item of the pre- and post-listening intervention test by using the same song they previously worked with in LingoClip. This item is about matching sentences</p>	<p>15 mins</p> <p>15 mins</p> <p>15 min</p>	<p>-Smartphones</p> <p>-Headphones</p> <p><u>-Pre selected song</u></p> <p><u>-Listening for specific information worksheet</u></p> <p><u>-Lingoclip App / Lyricstraining webpage</u></p> <p><u>-Song in Lingoclip</u></p> <p>-Whatsapp group.</p> <p><u>-observation sheet</u></p>	<p>-Observation sheets</p> <p>-Scores in LingoClip</p> <p>-Scores from a worksheet on listening for specific information.</p>	<p>SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app. SO2: To assess participants' level of engagement by using LingoClip to develop listening comprehension activities for specific information. (Teacher/researcher completes observation sheets to assess students' level of engagement during the session.)</p>

		<p>from 2 columns regarding what they listen to in the song.</p> <p>-Students just listen to the song twice and complete the worksheet. (Teacher keeps students' worksheets for further analysis)</p> <p>EXTENSION.</p> <p>-Teacher promotes the use of the App for pleasure outside the classroom at home.</p>				
<p>Session 4</p> <p>June 5th (Thursday)</p>	<p>Participants will be able to show listening comprehension by applying the strategy of listening for specific information by answering a worksheet with one item regarding answering multiple choice questions about what they listen from a song, to keep a record of participants' performance</p>	<p>PREPARATION AND PRESENTATION.</p> <p>Item number 3 explanation.</p> <p>- T presents the third item of the pre-intervention test in order to explain how to complete and use the strategy listening for specific information in that particular item.</p> <p>- Participants ask questions when they do not understand something related to the item.</p> <p>PRACTICE.</p> <p>Practice using LingoClip App</p> <p>- T sends a preselected song through a pre-created WhatsApp group to students in which they have to listen and watch a music video in order to fill in the gaps with the corresponding vocabulary.</p> <p>- Students open the link sent in the WhatsApp group and are redirected to the LingoClip app, and they complete the activity. (Teacher keeps students' score for further analysis)</p> <p>ASSESSMENT.</p> <p>Completion of a listening for specific worksheet</p> <p>-Teacher/researcher presents a worksheet on listening for specific information with 1 item by using the same song they previously worked with in LingoClip. This item is about answering comprehension questions regarding what they listen to in a song.</p> <p>-Students just listen to the song twice and complete the worksheet. (Teacher keeps students' worksheets for further analysis)</p> <p>EXTENSION.</p> <p>-Teacher promotes the use of the App</p>	<p>15 mins</p> <p>15 mins</p> <p>15 mins</p>	<p>-Smartphones</p> <p>-Headphones</p> <p><u>-Pre selected song</u></p> <p><u>-Lingoclip App / Lyricstraining webpage</u></p> <p><u>-Listening for specific information worksheet</u></p> <p><u>-Song in Lingoclip</u></p>	<p>-Scores in LingoClip</p> <p>-Worksheet from a worksheet on listening for specific information.</p>	<p>SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app.</p>

		for pleasure outside the classroom at home.				
<p>Session 5</p> <p>June 12th (Monday)</p>	<p>Participants will be able to show listening comprehension by applying the strategy listening for specific information by answering a worksheet with the three different items from previous sessions to keep a record of participants' performance.</p>	<p>PREPARATION AND PRESENTATION. Explanation for the 3 different items. - T presents again the explanation by showing the pre-listening intervention test that has the 3 items, teacher gives explanation for the 3 different items, selecting a word, matching sentences and answering listening comprehension multiple choice questions while using the strategy listening for specific information. -Participants ask questions when they do not understand something related to the items.</p> <p>PRACTICE. Practice using LingoClip App - T sends a preselected song through a pre-created whatsapp group to students in which they have to listen and watch a music video in order to fill in the gaps with the corresponding vocabulary. - Students open the link sent in the whatsapp group and are redirected to the LingoClip app, and they complete the activity. (Teacher keeps students' score for further analysis)</p> <p>ASSESSMENT. Completion of a listening for specific worksheet -Teacher/researcher presents a worksheet on listening for specific information with 3 items by using the same song they previously worked with in LingoClip, the first item is selecting a word between two options regarding what they listen to in a song. The second item is matching sentences from 2 columns regarding what they listen to in a song. Finally in the third item, participants answer multiple choice questions regarding what they listen to in a song. Students just listen to the song twice and complete the worksheet. (Teacher keeps students' worksheets for further analysis)</p> <p>EXTENSION.</p>	<p>10 mins</p> <p>15 mins</p> <p>20 mins</p>	<p>-Smartphones</p> <p>-Pre intervention test</p> <p>-Headphones</p> <p>-Pre selected song</p> <p>-Lingoclip App / Lyricstraining webpage</p> <p>- Song in Lingoclip App</p> <p>-observation sheet</p> <p>-Listening for specific information worksheet</p>	<p>-Observation sheets</p> <p>-Scores in LingoClip</p> <p>-Worksheet on listening for specific information.</p>	<p>SO1: To compare participants' level of achievement in listening comprehension skill for specific information before and after using the LingoClip app. SO2: To assess participants' level of engagement by using LingoClip to develop listening comprehension activities for specific information. (Teacher/researcher completes observation sheets to assess students' level of engagement during the session.)</p>

		-Teacher promotes the use of the App for pleasure outside the classroom at home.				
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