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Lyrics training android

Lyrics training app android.

Website Title Learn Languages Languages with Music: Texts Training Contact Contact Information SupportationRitallytraining.com Product Type Smart-Device App Software Requirements Hardware Smart-device Smart-device (Phone or Tablet) and access to Operating systems Internet connection Android and iOS Registration Price requested Free limited access per day. Premium full version available for: \$ 4.99 per month; \$ 29.99 per year (\$ 2.50 per month). The learning of music and language have been joined together for decades because of the pedagogical integration of music and language has led to surprising results for linguistic acquisition (Stansell, 2005), as the acquisition of students to support a foreign language, while simultaneously increasing student motivation. From the beginning of the sixties, scholars have discussed for the use of music in language learning thanks to its motivational effect (ENGH, 2013). For example, the calming effect of music can attract students to focus on language learning activities with a goal of approximation Their performance to the original content of the song (Erten, 2015). A practical approach to integrating music in linguistic learning can be obtained through the use of mobile devices. The popularization of mobile devices encourages the creation of learning opportunities through mobile language learning resources (Reinders & Pegrum, 2016). Klimova (2019) defines the app as a division of the computer who witnessed the learning of languages (call), where the app offers more spontaneous interactivity, ubiquity and portability; ie, accessibility to information without limits in time or context. A small tool created to support language learning through music is the app Lyrics Training (LLM: LT), an application (APP) that provides 32 musical genres to over 2 million users who learn 14 languages. This application aims to create unique linguistic learning experiences through music to improve listening, pronunciation, pronunciation, lexicogrammar and language expression. This review will provide a general description of the free LLM free app: It, starting from an overview of the registration process, musical genres and available lessons and the type of learning activity provided. It therefore will evaluate the pedagogical efficacy of the app to support language learning, specifically aiming for both young and adult students. General description After installing the app, users will be invited to start by accessing an existing account or creating a new one. To create a new account, users can use a Facebook account or an email address and a password. Thus, users select the destination language. For this review, English was chosen on 14 languages available. The LLM: LT app offers a wide variety of musical genres (see figure 1). Figure 1. Musical genres by selecting a song, users can access two types of style activity activities: multiple choice and karaoke (see figure 2). Figure 2. Multiple choice activity and karaoke at multiple choice activity, users self-assemble their linguistic level and then listen to their song selected while reading texts with missing words / phrases highlighted. The user is equipped with four-word options to complete the song texts (see figure 3). It is worth remembering that each linguistic level in the multiple choice activity varies in difficulty. For example, the beginner level has a word / phrase in each row of the texts for a total of 34 missing words, two / three missing words in the intermediate level for a total of 61, four at an advanced level for a total of 113, and in the users of the expert level they provide all the words to the texts. (See figure 4 A and B). Figure 3. Multiple choice options As shown in figure 4b. Expert level If users do not select an option from multiple choices, which will be required to crawl left to repeat a line or scroll to the right to skip a word to any level of language. Once the choice is made, users move to another missing word / sentence in the next line. As part of this activity, users can challenge others in their country or throughout the local world. Users offer karaoke activities with more flexibility to read the lyrics of the songs while listening songs, pause, and, at the same time, repeat any line several times singing together with the singer (see figure 5). Figure 5. Karaoke Activities in both multiple activities and karaoke, users can return to any line in the texts and listen to as many times as they would like. Furthermore, users are equipped with a play register played and the responses of multiple choice activities completed. Users can translate any word into their list of vocabulary to any of the 59 languages offered (see figure 6). Figure 6. Vocabulary Translations Finally, for users motivate ourselves to make more learning progress, users can win distinctive awards for achieving a certain number of language levels, texts and words (see figure 7). Figure 7. User awards in substance, LLM: LT, an application designed for young and adult students, provides self-learning learning opportunities through multiple choice activities and karaoke, a function for monitoring activities, chronological list of vocabulary, and the word translation. This learning language app complaints that use music as a motivation to improve learning, pronunciation, listening, and vocabulary in the destination language. The evaluation according to the Mall framework, to evaluate the app instruments, must be taken into consideration AGENDANCE TOOLS, the general pedagogical design, second language (L2) of pedagogical design, according to the acquisition of the design language (SLA), and affective design (Reinders & Pegrum, 2016). This section will evaluate the LLM: LT application with regard to its fitness both for young people and adults users and its effectiveness to support language learning as a MALL tool using this framework proposal. The general pedagogical design concerns a pedagogical approaches Traditional (behaviourism), progressive approaches (social constructivism), the skills of the 21st century, situated, embodied, centered on the student, and informal Learning and Learning (Reinders & Pegrum, 2016, p. 5) through the lens of the general pedagogical design Users can find it easy to navigate through LLM: LT App, promote learning environments more than learning. All users need are the basic skills of mobile telephony, including the right or left shot possibility, type in the songs of the search engine bar, playback and pause, and navigate through different sections. Although this application claims that it is suitable for both young and adult learners, which does not provide attractive learning environments for young users. Missing graphics ideal for children and lively, colorful texts and highlighted for a easier reading, and animation of animal characters that can grab young catching attention. Furthermore, it does not provide consistent musical genres for all expected languages. For example, children's musical genre is not present for users who want to learn Korean. The incorporation of music into language learning evokes an appreciation of the Target Language's culture (ENGH). And at the same time motivating students to deduce the grammatical rules of the language (Stansell, 2005), improving vocabulary conservation (Forster, 2006), and reinforcement pronunciation (Stansell, 2005). Likewise, LLM: App LT offers opportunities to expand vocabulary, infer grammar rules, and immersing users in destination language culture. However, it does not seem to strengthen pronunciation with clear learning targets, because there are not there are Activities, feedback or guide. One of the educational statements (ie mobile technologies can easily provide its users) and the LLM app: LT claims to offer the functionality of connectivity, linking users to local and global level. This feature allows users to challenge each other in multiple choice activity both locally or globally, creating more space for motivation in language learning. However, this interaction is limited to scoring points. While the score challenge function supports the incorporation of motivation into language learning, user interaction does not lead to any authentic or pragmatic language that uses more recorded music videos, in which users ideally practice destination language With other users or mother tongue a real world scenario. From the SLA and L2 specific pedagogical design prospects, LLM: LT lacks a series of features that could make it more effective pedagogically. The SLA design extends over the areas of input / output comprehensibility, the negotiation opportunities of meaning and feedback, while the specific pedagogical design L2 focuses on the language within communication approaches, based on tasks and intercultural learning. A noteworthy limitation is that students only have the choice of two types of learning activities, with multiple choice and karaoke. While LLM: LT ACS increases language learning, it does not provide any opportunities to immerse students in learning or intercultural communicative negotiation of real life. The app has clear strengths in terms of interface simplicity, wide variety of songs in different linguae accents offered and the selection of songs based on musical genres. However, the assessment of language learning and feedback are limited to two words: hit and fails. Providing students with explicit corrective feedback and an opportunity for linguistic interaction could improve pedagogical design. Feedback deficiencies can make students less certain than their linguistic learning progress and possibly become less motivated to continue learning. The affective design revolves around the creation of engaging, motivational and pleasant learning environments. The affective design of the LLM app: LT seems to focus more on the motivational aspect through music. Language students promote learning in low anxiety and high motivation contexts (ENGH, 2013). Therefore, the use of music that this app offers its users can create a more relaxed and highly motivational learning environment, in which users would become more receptive than the destination language entrance they receive. However, there are still some areas that can be considered for further improvements. For example, adding voice recording functionality can help students compare their pronunciation with the content of original songs and possibly self-calendar about their linguistic learning. Another useful improvement can add friendly songs and activities for children and learning activities to make its contents more inclusive of learning needs of young and adult languages. According to Shin (2006), a way to create engaging and fun and fun learning environments for young students include integrating their learning activities with brightly colored images and realities (real life objects) that can capture their short attention camps. As a result, incorporating vibrant colors and images in the activities provided can be more engaging and maybe more pleasant to young users. Conclusion The app LLM: LT offers a practical approach to learn languages through the With over 2,500 songs in 14 languages and 32 musical genres, this app provides an approach to learning behaviorism and a repetition exercise for listening to understanding and the vocabulary of the building to over 2 million users. However, as an app for a mall, the app LLM: LT cannot be used as a source only for language learning. While creating a low anxiety and high motivation learning opportunities through music, it can be improved by providing its users users Exercises based on pronunciation, effective corrective feedback, real intercultural communicative learning contexts and negotiation of meaning that users learn the songs. To quote this review: Garab, A. (2021). [Software audit Languages with Music: Lyrics Training App Review] Teaching English as electronic magazine of second language (TESL-EJ). 24 (4). Referenes EngL, D. (2013). Why use the music in learning the English language? 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The use of music to language learning. University of Illinois at Urbana-Champaign. Retrieved August 20, 2020, to . Information on the auditor Ali Garib is a doctorate. Student in linguistics and applied technology program at Iowa State University. His research interests span the areas of teaching and learning project-based language learning the L2 pronunciation, language learning and computer-assisted educational technology. © The copyrights rest with the authors. Please cite TESL-EJ appropriately. Note the service: the HTML version contains no page numbers. Please use the PDF version of this article for quotes. Quotes.

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