

The Impact of Awakening Perception of Learners' Comprehension on English learning via Regularly Listening to Songs in English

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Abstract

“Why can't I recognize and understand the words clearly rehearsed by the teacher while lecturing or musicians while singing or the native speakers of English while dialoguing?” This situation has been a great challenge and an issue not only for the learners of English Language at English preparatory school at Inonu University but also for others as well. To answer this question, researcher supposes that it is essential that teachers should improve awareness of learners in the perception of comprehension in audio-visual, listening and speaking skill through constant listening to music in English for a certain period of time. To achieve this expectation, the implementation of new teaching style was applied to the class of 29 students via using listening activity with 40 different chosen songs from varies classical and contemporary musicians in English in constant and regular repetition just after each course ends. This process lasted about 10 weeks' time. Constituted with 10- different questions for a pre-test and post-test form of instrumental measurement based on listening activity as an uncommon style of teaching was administered to 29 students of varies disciplines; engineering, international relations and philosophy in preparatory school. Thus, the aim of this qualitative and quantitative research is to evaluate to what extent the impact of this teaching style is on the learners' listening and speaking skills. The data obtained were analyzed through chi-square analysis test. Its research design setting is one-way pretest and posttest experimental single group study. The data obtained were analyzed through SPSS package programmer. The results gained indicated that there were significant differences between pretest and the posttest figures after application of meta cognitive awareness raising strategy (mean from 3,0625 to 7000) based on time variable. There is no important difference in mean between the genders; males from 16 to 40, total 56. Females from 13 to 29, total 42. Finally, this implementation related perception awakening in English teaching classroom experiment has resulted in outcomes fruitfully and can be recommended to be applied to the classes in other institutions for the learners of English Language to increase their awareness of perception during the educational processes.

Keywords: Perception; Awakening; Listening to Music; Understanding; English Teaching.

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INTRODUCTION

Learners of all different language learning face with varies obstacles while attempting to learn a second language. Those obstacles are ones that range from listening comprehension regarding to sound, tone, phonology and formation of a word intonation and its meaning in context. Moreover, they comprise reading to writing; speaking to comprehension skills while they are involved in second language acquisition. Thus, this paper aims to find out a solution for some of the factors mentioned above that prevent the Language Learning (LL) in a large scale, and need to be put under consideration in priority regarding a language learning development. Underscoring this issue related to language learning, it is thought that it will be worth taking the situation of early aged children's language learners in immersion and natural way of gaining a language as a modal and so as of adult learners in second language acquisition in the same perspective to bend over. However, as personal differences of students are crucial elements that play a great role in second language acquisition, it is assumed that it will be one of the best ways to apply a method for teaching based on constructivist teaching and learning modal for different age-people groups, depending on their needs. Thus, 'language is an important means of communication matter that occurs in contexts of needs with systematic consistency of sounds, rhythms, phonology, intonation and verbal through which you convey thoughts, emotions and desires to meet necessities'.

Language is a crucial means of gaining access to important knowledge and skills (Le Roux 1993: 146). Because of those differences among learners, every individual decides what technique is the best way to use for mastering a language, regarding how autonomous learner they are.

In this respect, all children effortlessly and naturally learn their mother thong, and may acquire more than one language. The exclusive situation in which effortless learning appears is different from one another. Because, there several reasons lie. One of the major reasons is the matter of curiosity, then, how does it happen that the same result occure – the ability to communicate effectively in at least one language –is established by means of such diverse complicity? The respond includes two sections: a) what is there – the environment for the child to use, b) the method that the child practice. Naturally, not only learners' personal differences do have big effects in teaching/learning a language but also teachers' personal differences affect this proccess as well, depending on their creative features to put both aforementioned possibilities into effective use. In this case, Call, M. E.(1985) notes that syntaxes that are designed out of word-based orders for the memory receptions in a class environment are proven to be the best way for listening comprehension skill development.

Regarding to this point, although language learning development continues throughout life, it is most dramatic in the early years, before a child comes to school. Concerning children's attractions in the environment in which they learn a language is a good determinant for their motivation to develop a language. Children learn the languages of their social group, whatever the physical conditions, political systems, economic circumstances, and cultural orientations etc...of that group. And whatever the group's family structure, religious beliefs, moral values, educational practices, the social morals are to be, children learn the languages parallel with their present potential of what knowledge that group own. But even within the experience of any particular child, the variation in language experience seems extraordinary: some of them are exposed to language use for communicative goals such as conversations among peers, parents and social interactions, others are exposed to use it to accomplish their fundamental needs such as food, clothes, and games. So, the different system in any child's language learning world is highly remarkable. So, regarding child system and its way of language acquisition, the researcher suggests that the most compatible and compelling language learning environments should also be provided for the adult learners of language learning in the similar scales, more or less as it is found as an effective approach of second language learning. This naturally language learned environment, he thinks, can be provided for adults through more densely populated students in numbers in Erasmus Exchange programmers by taking them to the original lands where English is spoken as a native language. By doing this, you facilitate them with a useful domain of immersion language learning strategy. This stage of learning a language also enables

the adult candidate of a foreign language to enhance their perceptual practices, meets cognitive tactic, and provides listening strategy practice entirely in a natural occurrence just as it happens to the child learners while they learn their mother tongue. After determining some of the factors that deter language learners from language learning in a great extent, it is essential that we need to tackle with difficulty of listening skill in understanding it as well.

Yet, several kinds of researches have been carried out by various educators and academicians to find a way how to cope up with those difficulties, in particular, related to listening comprehension, that appears to be different from person to person as a challenge among language learners. In fact, together with several number of common factors emerging as barriers for a language to grasp have been underlined by (Tinkler, 1980, Boyle, 1984 and Flower dew and Miller, 1992), mainly focusing on major ones. A few of those elements which have been taken into consideration of their investigations by other researchers comprise utterance (Conrad, 1989, Blau, 1990, Griffiths, 1992 and Zhao, 1997), word order (Johns and Dudley-Evans, 1980 and Kelly, 1991), (Henrichsen, 1984 and Matter, 1989) and competence experienced in life (Markham, 1987, Long, 1990 and Chiang and Dunkel, 1992). Many other problematic components are linked to the learners engaged in listening and, other actions such as text selection and syntax tree, characteristic factors, one of which is insufficient engagement with the target language, poor desire, and level of motivation. In this respect, Brown (1995) also asserts that the main reason of all those issues related to listeners' difficulties are mostly connected with lack of attraction and the level of demand that they may show to the text. Apart from these issues occurrence, Lynch (1997) comes up with some other problems that are stemmed from social and cultural applications as result of his study's findings cited from (C.M Goh, 2000, p-2).

Comprehending students' listening difficulties they encounter

Making benefits from learners' own-notes

In a research conducted by (Flavell, 1979, Wenden, 1991 and Goh, 1997) ten different problems were identified from a group of English Language Learners' own notes and were compared within intergroup based on their types of difficulties they face as listeners. These problems were submitted so that listeners could understand what types of problems arise with a text comprehension case. However, researchers discuss that those problems listeners faced to were most relevant to cognitive procedures that happened in different scenes of comprehension in contrast to linking with internal or external of understanding a text. Those difficult factors that listeners of English Language Comprehension reflected based on their different special situational processes were not the sole benefits parts of the study, They pronoun identified the reasons why they occurred too. In this observational type research, it enabled the researchers to establish a part of students' met cognitive competences about themselves and learning practices. In this aspect, the researcher estimates that these kind of assisting reports from students are supportive for both teachers and researchers as they provide us with invisible and hidden problems which can be observed easily neither by teachers nor by outside researchers entirely. Since English language learning requirements show so much diversity and complicity in cognitive or Meta cognitive tactical processes, it needs special care to scrutinize them to be able to figure out the inner occurring problems of learners. Finding out of serious and crucial problems that learner face can only be sought out by reports from the learners in their own words and own sentences. The researchers and teachers are only able to understand such problems with a limited amount. With cooperation and collaboration of joint triples help; teachers, researchers, and students, will be much easier to determine the major mental perceptual problems. So, we can find much more effective remedies in their treatments for better understanding and improving second language learning and its comprehension respectively; orally or written. In this regard, Israel, H.F. (2013) notes that make students listen to music in songs as teaching and learning language classroom motivation was proven that it contributed to enhancing creativity and language learning performance. In South African (SA) curriculum, Art and Culture Learning Area, it is stated that music has got so great contributions to a such a large different fields that it accelerates positive behavioral mood and concept

acquisition of learners' for a healthy self-concept; individual studies ; confirmation of the diversity of South Africa's cultures and heritage; increase skills in art; put importance on human value and dignity enrich life-long learning skills SA Curriculum (2005). For better comprehension of listening in language learning Horn, C.A. (2007) states that music listening enlarges individual's vocabulary potent and teaches articulation and pronunciation. Moreover, she underlines that music listening has an inevitable impact on foreign language, that pin-pointing in order to accomplish learning, understanding, experience music and language, the one who is on the process of learning a language has to have promoted listening skills. To state the power of music on academic achievement, French language teacher and academician Murray, S.K. (2005) notes that music engagement through, particularly, contemporary lyric songs open the window of the world for the learners of language learners in classroom motivation. Music listening and active music making has got such a broad effect on such vary social and communities' life in diverse that (Coffman, 2002; Sixsmith & Gibson, 2007a). explain, according to case study findings, that it conveys an environment of enhanced social cohesion, entertainment, individual improvement and empowerment and helps to regain the health condition back and make people, free of depression and keep them maintenance of individual well-being in course of his/ her latter scenes of elderly lives. In on other research findings, Creech, A., Hallam, S., McQueen, H., & Varvarigou, M. (2013) report that music still keeps its increased benefits and powerful potential going on to enrich the health and a strong well-being in later stages of lives on a human.

Reports of problems from students

1. Some of the reports from students' words related to their problems understanding they face while listening to English songs, teachers and native speakers are as follow: 'I can't make any relevance of the new words with that I had already learned in earlier stages.(Enes)

2. 'I can't recognize the real word's pronunciation he or she rehearses since its accent is quite different from my mother's thong (Eren).

3. Although I know the meaning of most word occur in songs context while I am reading it, yet, it is hard for me to figure out the word that I have already known the meaning in my native language (Meltem).

4. I'm not yet in the knowledge of how to put long sentences in its united sitting. I'm afraid to listen to long sentences (Büşra).

5. It has been not a great challenge for me to catch up with the words' meaning; unfortunately, it's difficult to put them in order to figure out the syntax's meaning in a song (Emre).

6. In a class where the listening activity of Taylor Swift's lyrics: took place with " Welcome To New York", I understood the actual word "wanted" as welted which sounded me nonsense in the sentenced context and I didn't make any sense out of it (Ercan).

7. Also in another class listening activity, I heard and misunderstood "sad" instead of "said" which didn't make any sense in the whole context (Emrah) etc.

Can Listening to Music in English Make Any Better Understanding On Language Learners? 'Some important Quotes that underscores its benefits' are

a). Music Makes You Happier

"I don't sing because I'm happy; I'm happy because I sing." – William James

Some researches have proven that if you listen to the music you enjoy, your brain send dopamine. A “feel-better” neurotransmitter.

b) Music Strengthens Learning and Memory

“Music is the language of memory.” – Jodi Picoult

f) Music Relaxes Patients Before/After Surgery

“He who sings scares away his woes.” – Miguel de Cervantes

c) Music Raises IQ and Academic Performance

“Music can change the world because it can change people.” – Bono

d) Music Keeps Your Brain Healthy in Old Age

“Music is the true breath of life. We eat so we won’t starve to death. We sing so we can hear ourselves live.” – Yasmina Khadra



Adele -
Hello



Bon Jovi -
It's My Life



Broken Vow
Lara Fabian



Celine Dion –
My Heart
Will Go On



George Michael -
Careless Whisper



Imagine Dragons –
Radioactive



John Legend -
All of Me



John Lennon –
Woman



John Newman -
Love Me Again



Justin Timberlake –
Mirrors



Taylor Swift-
Welcome to New
York Lyrics



Richard Marx-
I will be right
here waiting for you



Scorpions -
Send Me An
Angel

Informant and Methodology

Southcott (2009) in his phenomenological case study, when wanted to take views from a choir participants experiences related to music, he discovered that music plays a great role in variety of dimensions such as; on well-being, as sense of purpose, fulfillment, personal growth, a context in which they could keep social solid relationships. Not only the findings discovered by Southcott's study but also studies carried out by (Coffman, 2002; Sixsmith & Gibson, 2007b) also supports that music has enormous influences on many other elements regarding human such as cognitive, emotional, social and physical well-being amongst older people.

So, being aware of music's immense positive role playing in daily social life with members of communities from young to elderly people, this research was conducted. It was decided to conduct a semi-experimental control group research design in this study. Single participant group was chosen randomly out of six groups, classes. It was aimed to add a contribution to the domain of educational sciences, in particular, English language learning and teaching, emphasizing its contribution as well the well-being, and isolation and depression appearing with elders in their late ages.

Data about this research were collected from twenty-nine students of different disciplines of various subjects-engineering, philosophy, and international relations-, studying at English preparatory programmes both voluntarily and compulsorily at Inonu University in Turkey. Their average age was between 18- 20, and 20- 23. Data were collected through two instruments. One by means of a ten-selected vocabulary or phrase for pre-test and post-test setting from contemporary song lyrics by Taylor Swift 'Welcome to New York'. And they were selected and administered to twenty nine participants of this study. Two by means of interview and observational records of a 10 week-time from the same participants. This actual activity based on constructivist learning theory Smith, (2004) was practiced on the students in the classroom just five minutes before each lesson ending for 10 weeks. The reason why the researcher has established a pre-test and post test setting and applied on the participants was to sought out and measure if there was any impact of constant repetition of listening to songs in English on awareness of learners' comprehension during the educational processes. In this actual listening interaction in the classroom, it was aimed to improve their listening comprehension perception too. In the mean time, the main objective of applying this listening practice was to extract some of the information from their own aspect of difficulties they face while listening to songs, teachers and native speakers. In other word, to enlarge the capability of understanding and enrich their listening comprehensional skills. Seven out of twenty nine students were interviewed and their description of the problem they often came across were recorded carefully and taken under control.

Data Analysis

After the researcher collected all possible and accessible data records from pretest and posttest and records from participants and interviewers, he evaluated them all carefully to find out the real and the biggest issues that students encounter while listening. When he came across over them he underlined them with a thick and bold pen to focus on them for solving with the sense of collected academic knowledge and competence in the teaching and learning educational processes. Although the problems that the learners face during the listening activity show diversity according to their personal differences, cultural varieties, and varies beliefs and ethical values, one point that drew his attention was that they all had a common misperception of the same word ‘dropped’ in context of ‘’ when we first dropped our bags’’ that had appeared during the pretest and post test activity. This situation may recall us that they all had the lack of exposures to the target language as most of them come from similar geographic location and cultural backgrounds.

Since he took the notes of the sorts of problems in different kinds of revealed in the records, he also made the notes in a number of times when each problem was mentioned. For the problems occur in different aspects of various reasons for a learner based on their personal differences, cultural backgrounds, and belief values, most of the problems appeared in the met cognitive listening activity, can be categorized based on these in three sections such as perception, parsing or utilization. All the collected data were analyzed through the chi-square test. And the findings were illustrated by the table below:

FINDINGS

The scientific statistical results in terms of comparison of genders are in Table 1

Table 1. The comparison in terms of genders

Count		weeks		Total
		Week 1	Week10	
Genders	Male	16	40	56
	Female	13	29	42
Total		29	69	98

The obtained results from Chi-Square analysis based on genders given true answers to the questions took place on measurement test in terms of week1 and then week 10th are as indicated on Table 2 .

Table 2. In terms of Gender Chi-Square Test

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	,065 ^a	1	,798		
Continuity Correction ^b	,001	1	,975		
Likelihood Ratio	,065	1	,799		
Fisher's Exact Test				,826	,486
Linear-by-Linear Association	,065	1	,799		
N of Valid Cases	98				

a. 0 cells (.0%) expf < 5. Min exp = 12.43...

b. Computed only for a 2x2 table

As 0.826, is bigger than the number 0,05, Ho hypothesis is rejected, that is to say; the weeks and genders are independent of one another. The genders given correct answers don't show any significant differences based on two groups.

Table -3 Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	35,200 ^a	20	,019
Likelihood Ratio	32,766	20	,036
Linear-by-Linear Association	2,639	1	,104
N of Valid Cases	16		

a. 30 cells (100.0%) expf < 5. Min exp = .06...

Table 2 illustrates the difference in relations between two periods of time variables. It shows if there are any significant differences between the two periods. Value of Pearson Chi-Square has been reached as 0. 019. The figure is smaller than 0.05, as a result, there is a significant difference in mean between the activity of the first week and the tenth week based on time-independent variable.

Table -4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The first week	16	1,00	5,00	3,0625	1,18145
The tenth week	16	4,00	12,00	7,0000	2,55604
Valid N (listwise)	16				

The average number value of the first week is 3.0625 whereas the tenth-week value is 7. This indicates that there is a significant difference in mean between the periods of two different weeks' time.

Briefly, when true answers given to questions of test measurement were evaluated, a significant difference was obtained from students' point of views in terms of weeks time; week1 and week10. According to these results, we can say that the teaching activity implemented for improving students language skill has played an important role if it is evaluated in terms of weeks. But in terms of genders, this teaching activity didn't make any important effect on student language achievement. These kinds of activities have been found as effective factors for language improvement but as it didn't show a great impact in terms of genders association true responding, it wasn't necessary to come up with different amendments for its development.

Some researchers have made several studies in order to find out new ways of helping learners to improve their listening comprehension skills in learning English as a Second Language. Brown (1990) has alleged that there is a strong link between methodology and learners' auditoria codes that provides them with an opportunity to use context to make better anticipations. Buck, G (1995) offered a way to apply a pedagogical framework with pre-communicative and communicative interactions for improvement of varies abilities. By Littlewood (1981). This constitutes a structure in which learners enlarge a facility with fast natural speech and make better use of listening strategies. Field (1998) came up with a new view that put students' listening comprehension issues into consideration and offered numbers amendments for solving the problems regarded to short micro-listening practices(Goh, 2000).

Each of those outstanding scholars mentioned in the text above addressed their important views regarding the field of applied linguistics or Second Language Acquisition in value of importance in enriching the capacity and sustainability of listening comprehension of learners in English language development.

And together with all these positive influences it leaves, constant listening practices also prepare all learners for the future exercises and helps them how to concentrate on the issue of listening, and as a result how to utilize the mental tactic for better understanding in English listening comprehension. Moreover, this listening practice

Moreover, this listening practice also helps the learners to trigger the awareness of perception of learners in a better understanding of the speakers, and enlarge their cognitive perceptions.

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APPENDIX:

Measurement tools of English comprehension

1st Activity (18+ (7 min))
11.11.2014

Taylor Swift "Welcome To New York" lyrics

8 students

Walking through a crowd
The village is aglow
Kaleidoscope of loud heartbeats
Under coats (1) wanted (1b⁺, 1g), 3 bs want to, 1 girl was
Everybody here [redacted] something more
Searching for a sound we [redacted] before
And it [redacted] + hadn't heard (1g)
(3) said (2 bs, 3 gs)

Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York
Welcome to New York
Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York

(4) can (2 bs, 1g), (1b and 1g - can't)

It's a new soundtrack I [redacted] dance to this beat, beat
Forevermore (5) so bright (2 gs, 2 bs), (1g, 1b - blind)
The lights are [redacted]
But they never blind me, me
Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York

(1) dropped (1b⁺)

(7) When we first [redacted] our bags
On apartment floors
+ to [redacted] our broken hearts (2 bs, 1g)
Put them in a drawer
Everybody here was someone else before
And you can want who you want
Boys and boys and girls and girls

Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York
Welcome to New York

