



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EXAMINING THE EFFECTS OF MUSIC ON TEACHING ENGLISH TO
FOREIGN LANGUAGE LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "EXAMINING THE EFFECTS OF MUSIC ON TEACHING ENGLISH TO FOREIGN LANGUAGE LEARNERS" prepared by Contreras Portés Kira Kaina and Niola Morocho Juliana Milena, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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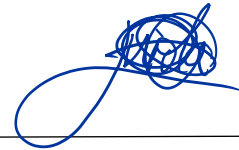
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Declaration

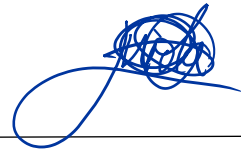
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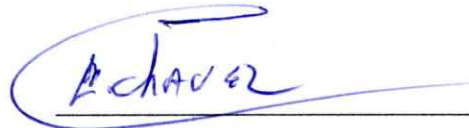
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Acknowledgment I

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-Juliana Niola Morocho

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-Kira Contreras Portés

Dedication I

I want to dedicate this to my folks, boyfriend, and relatives because without them, I could not be here, and I owe them my success and happiness. Last but not least, I would also like to dedicate it to the "tong" since its precious word represents everything and everyone. Thank you for that, my dear frejolito.

-With love and gratitude, Juliana Niola Morocho.

Dedication II

I dedicate this project to Luz, the light of my life, who always appears in the darkest times, comforting me and giving me the strength to keep going. Additionally, I want to dedicate this thesis to my favorite artists who inspire me to be the best version of myself. As Taylor Swift once said, "People haven't always been there for me, but music always has."

-With love, Kira Contreras Portés.

Abstract

The research studied the use of music in teaching the English language to second-language learners. It turned attention to the study of the relationship between music and language acquisition. In other words, how music was incorporated into the strategies of teaching the English language elicited an increase in motivation among students for comprehension and retention. The research design used was qualitative, involving in-depth interviews with experienced education professionals. Results revealed that music provided great motivation and significantly decreased anxiety, increasing positive attitudes towards learning. It improved vocabulary retention and pronunciation, hence facilitating fluency with substantial cognitive engagement and storage in long-term memory. The paper concluded that teaching strategies that integrated music in a foreign language ensured a multifaceted approach, which together helped attain an engaging and effective environment in which to acquire another language.

KEY WORDS: Music, Language Acquisition, Foreign Language Learners, Motivation, Retention

Resumen

El estudio investigó el uso de la música en la enseñanza del idioma inglés a estudiantes de segundas lenguas y otras lenguas. Se centró en la relación entre la música y la adquisición del lenguaje. En otras palabras, cómo la música incorporada en las estrategias de enseñanza del idioma inglés aumentó la motivación de los estudiantes para la comprensión y retención. El diseño de investigación utilizado fue cualitativo, en el que se llevaron a cabo entrevistas en profundidad con profesionales de la educación con experiencia. Los resultados revelaron que la música proporcionó una gran motivación y, al mismo tiempo, disminuyó significativamente la ansiedad y aumentó las actitudes positivas hacia el aprendizaje. Mejoró la retención del vocabulario y la pronunciación, facilitando así la fluidez con un alto compromiso cognitivo y almacenamiento en la memoria a largo plazo. El estudio concluyó que las estrategias de enseñanza que integran la música en una lengua extranjera aseguraron un enfoque multifacético, que en conjunto ayudó a lograr un entorno atractivo y efectivo para adquirir otro idioma.

PALABRAS CLAVES: Música, adquisición del lenguaje, estudiantes de lenguas extranjeras, motivación, retención

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Introduction

English as a foreign language has become universal, and one reason is that all educational systems worldwide take importance of this language. As it is a language enabling all sorts of communications between different cultures and professional spheres, the task becomes crucial for developing effective, efficient, and innovative strategies applicable in the context of teaching that can boost the process and the results of acquiring a foreign language.

Therefore, among numerous pedagogical approaches, music incorporation into the teaching of English language seems to be one of the most promising strategies. Because of its universal popularity and proven cognitive benefits, music becomes a multi-sensory learning experience for language acquisition facilitation. It is rightly believed that music can positively affect the aspects such as motivation, comprehension and retention. The central premise of this paper is to explore how these benefits are exploited to enhance the teaching and learning of English for foreign language learners.

Moreover, the present research uses a qualitative research method, including the analysis of how English professors relate to incorporating music into language teaching. In-depth interviewing and observation should provide rich data on matters of practical implementation and any pitfalls that may occur in terms of using music as a strategy within the classroom.

The present work introduces the ground to set a basis for a thorough examination of the role of music in English language teaching and serves as a bridge between the theoretical frameworks and classroom practices. It set out to underpin the importance of innovative teaching methods and their potential to change experiences for language learners worldwide.

Chapter I

The Problem

1.1 Research Topic

Strategies for language acquisition

1.2 Research Title

Examining the Effects of Music on Teaching English to Foreign Language Learners

1.3 Problem Statement

The international communication field tremendously requires mastery of English to take on the complexities humanity faces in the present globalized society. In addition, English as a Foreign Language (EFL) in Spanish primary schools is considered one of the most relevant subjects in the curriculum due to the importance that this language has gained for career and personal development (Torras-Vila, 2016, as cited in (Torras Vila, 2021). However, educators must include motivational or pedagogical strategies to increase students' interest and make the learning process more dynamic.

Prior studies have found that using music can be particularly significant in a EFL classroom. It helps identifying and noticing language items in context and improves their ability to retain information. Most importantly, music's ability to unite cultures and languages, irrespective of the learners' ages and cultural backgrounds, makes it an impeccable teaching tool. (Vadivel, 2021, pág. 305). Thus, incorporating music into educational settings offers distinct advantages; for instance, it increases students' ability to retain information, resulting in an excellent strategy for educators within the learning environment.

Nonetheless, the specific effects of musical interventions on EFL learning outcomes still need to be explored. As a result, this research seeks to bridge this knowledge gap by proposing

empirically proven ways of integrating music into EFL curricula that are engaging and efficient teaching strategies—establishing under what exact conditions and how music is likely to be most beneficial in the process of learning a language opens up possibilities for educators to design their classes with music in a way that best serves the learners.

This study tries to find the benefits of the multisensory approach to education, the backdrop of cognitive mechanisms of language acquisition, and factors of motivation and retention in educational psychology. Gu, J., et al., (2023) state that "music can make people relaxed and can increase memory retention by 8% after listening to music for 10 min", thus reminding once again of its possible applicability in education, not only to engage students but also to help them retain the information imparted in class.

Therefore, this gap is what the present research covers, investigating the effect of music in teaching English to learners of foreign languages. Through careful and detailed exploration, the current study seeks to provide a complete view of foreign language education tactics for those who are involved in education work: educators, developers of curricula, implementers of policies, or any professional genuinely committed to improving the quality of foreign language education.

1.4 Justification

This research initiative is premised on an innovative basis: using music is part of a strategy and as it is integrated it gives enrichment results in the acquisition process by a foreign language learner. Music and language learning combine in a unique way to provide particularly rich ground for pedagogical innovation. This comes most of all in a way to produce useful coping even under a host of obstacles, which impede foreign language learners from sufficient comprehension and retention. The primary aim of this qualitative study is to investigate the role

of music as a teaching strategy, which can further help foreign students improve their English language learning atmosphere. The focus then develops how the contributions of other authors, in either supporting or discounting our hypothesis, contribute toward focusing on the centrality of this approach in the framework of this study.

The research will point out that music in English language teaching is not an aesthetic add-on, but it is rooted in cognitive and education psychological theories. All of these are buttressed by the powerful prowess of music to stimulate memory and be of help to complex cognitive processes—all in favor of a conducive learning environment. This is more pertinent, in fact, that students come from different learning style backgrounds that demand methodologies able to cater easily to the multiplicity of learning needs yet show high effectiveness and engagement. These provide an immersive, interactive learning environment to the teachers and their students that, through emotionally engaging processes of learning, will usually involve greater student motivation to learn material, usually at the same time requiring understanding and effective retention of language concepts taught.

Furthermore, the orientation will be towards more holistic, learner-centered pedagogies that focus on the emotional and cultural dimensions of language education. The preliminary review of literature presented herein, reviewed from available sources of education works, points toward a void in the systematic application and empirical investigation of the role of music in language learning, most notably during the acquisition of English language skills. This presents a golden opportunity; hence, the pressing need for the study to address such a question based on empirical evidence that this music is an effective strategy for teaching language and, finally, to larger academic discourses in regard to teaching strategies.

This theoretical research paper brings together insights from a number of different perspectives authors' to better make sense of the role of music in the process of language learning. What is more, there will be consider as another resource the information gathered from a group of teachers who specialize in the area of Teaching English as a Foreign Language in PINE Major at Universidad Estatal Península de Santa Elena (UPSE).

This study focuses on music and how it affects teaching English to native speakers. It is because of this that there is hope of gaining the attention of learners both mentally and emotionally, but in reality, it has not been well researched. Therefore, this study looks at how music can influence learners and thus, the approaches and methods to teaching. The goal is to understand how music will help in retaining, motivating, and understanding language in English and the challenges or disadvantages that it might bring along.

1.5 Problem Question

"How does the integration of music into English language teaching strategies affect the motivation, comprehension, and retention of language concepts among foreign language learners?"

1.5.1 Specific Questions

1. How does music enhance foreign language learners' motivation towards English language acquisition?
2. How does integrating music into teaching methodologies affect learners' comprehension of English language concepts?
3. Could incorporating music into English language teaching strategies lead to better retention of language concepts among learners, and if so, how?

1.6 General Objective

- ✓ To explore integrating music in English language teaching strategies for enhancing motivation, comprehension, and retention to foreign language learners.

1.6.1 Specific Objectives

- ✓ To review the effect of music-enhanced teaching strategies on increasing learner motivation in English language acquisition.
- ✓ To investigate how music facilitates the comprehension of English vocabulary, grammar, and pronunciation among foreign language learners.
- ✓ To analyze the role of music in improving the long-term retention of English language concepts among foreign language learners.

This chapter highlights the increasing importance of English as a Foreign Language (EFL) in schools and the need for dynamic teaching approaches to boost student motivation. It points out that music has the potential to be a unique and powerful teaching aid in EFL classrooms, bridging cultures and improving language retention. Despite this promising prospect, the effects of using music in EFL instruction remain unexplored.

This research aims to fill this gap by exploring how incorporating music into EFL curricula can enhance learners' motivation, comprehension, and retention. This approach aligns with cognitive and educational psychological principles emphasizing a holistic, multisensory approach to language learning. Chapter II will present the theoretical framework by reviewing cognitive and social learning theories and past studies to demonstrate how integrating musical elements into teaching strategies can enhance EFL learning outcomes.

Chapter II

Theoretical Framework

2.1. Background

The relationship of music to language acquisition emerges from a novel perspective that highlights the profound interconnection between these two parallel realms of human experience. This study is theoretically grounded on an analysis of relevant literature within the field of language acquisition strategies. By synthesizing key concepts and theoretical frameworks, it seeks to deepen our understanding of how music impacts the teaching of foreign languages, thereby bridging existing research with innovative approaches to educational methodologies.

International Background

In the article "Music as a mnemonic device for foreign vocabulary learning" by Chen (2020) the effectiveness of using music, particularly songs from popular animated movies, in teaching vocabulary to young EFL learners was explored. Various interactive formats were utilized, such as chanting, singing, and music videos with and without captions. The findings indicated that music significantly enhanced the retention and recall of new vocabulary, with music videos with captions and chanting being particularly effective. Chen highlights the cognitive advantages of combining audio and visual stimuli, which enhance learning outcomes. She notes that familiar melodies accompanied by captions can substantially aid immediate and long-term vocabulary retention. This study underscores the transformative potential of integrating music into language learning environments, promoting memory enhancement, cognitive engagement, and learner motivation through effective audio-visual integration.

A study carried out by Torras-Vila (2021) explores the integration of music in foreign language learning through the Content and Language Integrated Learning (CLIL) framework in a

study published in the *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*. The paper introduces the MOVIC (Movement & Music in English) program, which combines music activities with English teaching for early childhood and primary students. This research demonstrates the comprehensive benefits of merging music with language instruction, enhancing crucial skills such as pronunciation, listening, vocabulary retention, and fluency. Additionally, the program boosts motivation, reduces anxiety, and fosters a positive learning atmosphere. Torras-Vila's findings suggest that effective language education should move beyond traditional methods, incorporating innovative, dynamic approaches that support holistic development and align with critical lifelong learning.

A recent investigation by Luo (2023) from the Association of Applied Life Sciences in San Jose delves into the relationship between music, language, and autism. Their examination emphasizes the advantages of incorporating music into therapy sessions for improving language acquisition and cognitive abilities among individuals with Autism Spectrum Disorder (ASD). The research offers evidence backing the impact of music on enhancing awareness, pitch processing, memory retention, and overall cognitive capabilities. These areas are often challenging for those with ASD. Furthermore, it showcases how music interventions can promote interaction and emotional management. The study strongly advocates integrating education into both therapeutic environments to cater to the developmental requirements of individuals with autism—competencies recommended by the European Parliament.

National Background

According to findings published in the thesis for Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023 conducted in San Antonio, Imbabura, it presents how traditional music can be

employed to improve English listening skills among junior students. Authored by the school's Department of English, the study builds on the premise that engaging students with music related to their cultural heritage can make language learning more enjoyable and effective. The document elaborates on various theoretical underpinnings supporting the educational use of music, particularly its capacity to stimulate students emotionally and cognitively, thus fostering an environment conducive to language acquisition. By contextualizing language learning within students' cultural experiences, the study seeks to tap into intrinsic motivations and enhance the overall educational impact.

Evidence from a study by Moreno Andino (2020) explored the impact of musical interventions on English language acquisition among fourth-grade students at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea. His descriptive study highlighted significant challenges in language production, where students initially struggled with public speaking and expressing thoughts in English. Through continuous interaction with music and lyrics, students progressively overcame their fears of public expression and improved their vocabulary and pronunciation skills. Moreno's observations revealed that students not only engaged actively with the musical content but also began using English more confidently and creatively in class discussions, thereby substantiating the effectiveness of Musical Intelligence Theory in enhancing English linguistic competence.

2.2. Pedagogical Basis

Cognitive Theories

Dual Coding Theory

Dual Coding Theory is a cognitive theory that posits information is processed in two distinct ways: through verbal and non-verbal systems. This theory, developed by Allan Paivio in

the 1970s, suggests that learning is optimized when both verbal and visual materials are used simultaneously. Kurniawan et al. (2022) explore the application of this theory in language teaching, demonstrating how integrating text and imagery can enhance comprehension and retention in the learning process. By engaging both coding systems, learners can form more robust mental representations of the material, facilitating easier recall and application of learned concepts. This theory supports the use of music in language learning by emphasizing the integration of auditory and verbal stimuli, which enhances retention.

Cognitive Load Theory

According to Sweller et al. (2022), the Cognitive Load Theory (CLT) focuses on how information is processed within learners' minds, suggesting that humans have two biological knowledge: the first one, which individuals evolve to learn unconsciously without making any effort, and the second one, which is acquired with explicit instruction. Both processes can happen simultaneously when learning a second language and using music as a strategy. Consequently, teaching English as a foreign language with the incorporation of music can strengthen CLT because it naturally structures its learning materials in such a way as to segment and sequence linguistic information. Therefore, this approach will help manage the cognitive demands put on the learners so that the processing and retention of new language concepts are more efficient and effective, thus enhancing comprehension and retention.

Social Learning Theory

Another relevant theory is Social Learning, primarily developed by A Bandura (1977). This theory is based on processes such as learning through observation, imitation, and modeling in the acquisition of new behaviors, attitudes, and skills. Learning takes place through

observation or even without direct instruction in the social context, for example, in the absence of motor reproduction or direct reinforcement (Jin & Yuxi, 2022).

Therefore, the social learning theory could be integrated into educating English-language learners in foreign languages through group activities, peer teaching, and role-play exercises, in which learners may have a chance to observe and model successful language use. Such an approach will develop a more dynamic and interactive learning environment, motivating learners to use the language they are learning from a cognitive-social perspective and improving the potential outcome of language acquisition. This theory highlights the role of social interactions, and using music in group activities can provide collaborative learning experiences.

Sociocultural Theory

The Sociocultural theory, as introduced by Lev Vygotsky, can generally be defined as an individual's development that emerges from its social and cultural environment. The root of this theory lies in the belief that learning draws from social interaction first and, later, gets internalized into the cognitive structure. Ameri & Maryam (2020), critically analyzes the nature and characteristics of these interactions in shaping cognitive processes in educational settings, thereby revealing the strengths and limitations of such an approach. So, this approach supports the concept of appreciating the cultural nuances within the use of language from a new dimension that supports that realization.

The Zone of Proximal Development (ZPD) and scaffolding are part of the sociocultural theory. Building upon these theories grounded by Lev Vygotsky and Jerome Bruner, respectively, underscore how timely and adaptive support is crucial to cognitive development, particularly in the long-term cognitive engagement. "The process of reducing the amount of

teaching support required by the student and its gradual withdrawal or fading from the space of joint action with the student" (Margolis & Arkadiy, 2020, p. 19).

As a result, scaffolding strategies in the ZPD enhance learning and enable students to increase their level of independence in their studies. Musical elements applied while learning English for foreign language learners could become one of the most innovative scaffolding ideas. In this way, one would learn new language structures and vocabulary through catchy, attractive musical contexts that help children learn a language faster and at a higher level than being exposed only to speech or written text.

Overall, these theories collectively illustrate that music is not only a supportive element in language teaching but is a potent accompaniment of cognitive, social, and cultural learning processes, making it a valuable element in teaching English as a foreign language. Incorporating music strategically in language education could lead to more dynamic, effective, and engaging learning experiences for foreign language learners. In the next section, this research will delve deeper into the concepts of music in language learning and the application and implications of music in language education.

2.3. Theoretical Basis

Definitions and Concepts of Music in Language Learning

Music Definition

According to Gardner (1993), music is defined as an art and cultural activity whereby the organization of sounds appears in time, using design elements like melody, harmony, rhythm, and tone. It plays an essential role in rituals, entertainment, and ceremonies for cultural purposes and serves as an expressive medium at different cultural programs. The intrinsically qualitative

and structured aspects render music a valuable strategy in any educational setting, more precisely in language acquisition, where it closely tracks the dynamics of linguistic development.

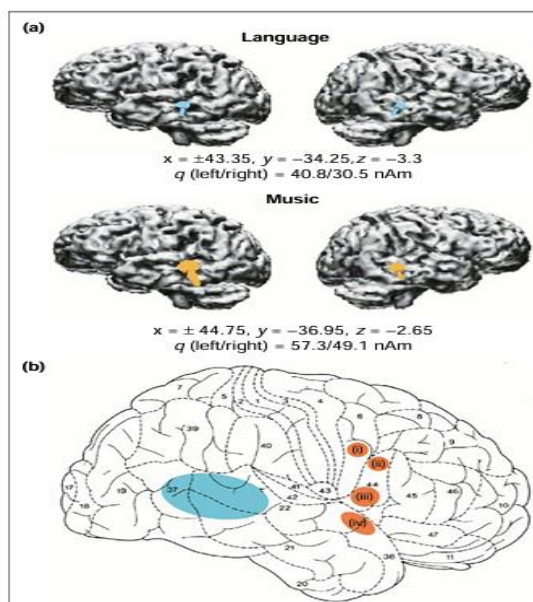
Music and Language Acquisition

Using English songs in learning the language has dramatically improved the understanding of vocabulary, grammar, pronunciation, and language skills in general. A study by Afriyuninda & Oktaviani (2021) reports that 90.2% of the respondents agreed that songs contributed to their vocabulary increase. This is how new words were acquired from repeated listening to the music because it was contextual and fun. This is not to mention that the structured nature of song lyrics may indirectly help students understand grammatical features as a result of repeated exposure to correct grammatical structures rhythmically and repetitively, something that could only be possible because of the rhythm and melody of music, 97% of students improved their pronunciation from listening to English songs in an engaging, fun way thereby promoting long-term retention of correct pronunciation patterns.

More importantly, the research also highlights the extended benefit of music to the listening skills and language proficiency of a student. For a total of 89.2%, it was expressed that listening to English songs developed the students' listening skills; for 79.4%, it was also a significant help in bridging the gap of listening problems because of the varying tempos and accentuations of songs. In this way, it makes the students equipped to handle different communication situations in their lives. In another study, 76.4% of students found the songs helpful for linking auditory input with personal ideas and experiences in connection with developing critical and reflective listening skills. These results show many more promising effects of using music in language teaching and prove that music is a powerful instrument to promote the acquisition and comprehension of language at higher linguistic levels.

Figure 1

The Effects of Music on Brain Function and Memorization in English Language Learners



Note. From “Spatial aspects of processing syntax and semantics in music [Diagram illustrating the neural generators of the N400 effect and spatial aspects of music processing],” by S. Koelsch, 2005, *Current Opinion in Neurobiology*, 15(2), p. 207-212 (<https://doi.org/10.1016/j.conb.2005.03.007>)

Figure 1 exemplifies the relationship between musical listening and language acquisition by highlighting the neural generators of the N400 effect and their spatial distribution during the processing of syntax and semantics in music. This visual representation underscores how engaging auditory and cognitive functions through music can enhance the production of intonation patterns and prosodic features in second language learners, thereby facilitating better pronunciation and comprehension.

Musical Intelligence

Echoing the conclusions of Gardner (1993) postulates that musical intelligence is the type of intelligence a person could think in music and use to learn in another domain. This type of

intelligence includes sensitivity to rhythm, pitch, and constituent pitch of music. Herein, musical intelligence strengthens learners' capacity to note and reproduce patterns innate in understanding a language's phonetics and syntactic features. Conversely, a student with an exceptionally high level of musical intelligence is likely much above several levels from the rest in recognizing sound patterns and hence will have an easy or high interest in language learning. Therefore, using music in teaching English can help students who are musically inclined by tapping into their natural ability to recognize patterns and enhancing their language learning results.

Application and Implications of Music in Language Education

Memorization Enhancement

Music possesses a unique mnemonic power that significantly enhances the retention of vocabulary and grammatical rules in the memory of non-native speakers. Analyzing the role of music in enhancing memorization, Fernandes (2020) affirms that "By engaging different sensory pathways, songs provide a multifaceted learning experience that enhances memory retention, allowing learners to recall vocabulary and phrases with greater ease" (p. 26), which demonstrate the pedagogical benefits of integrating music into language education. Furthermore, the same author provides some strategies that combined can be an aid language memorization, these being: rhythm, rhymes, repetition, gestures, imitation, body language and intonation. signifying that music integrates these strategies effectively, which creates a rounded language-learning experience that is engaging, memorable, and effective for foreign language learners.

As for memory, an important point is the involvement of NMDA (N-methyl-D-aspartate) receptors, defined by Hovy Ho-Wai Wong et al. (2021) as glutamate receptors and ion channels—the primary excitatory neurotransmitter in the hippocampus, a part of the brain where new memories of experiences are coded. Research conducted by Zhang (2020) suggests that

music can enhance NMDA receptor activity, potentially contributing to improved memory function. Enhancing NMDA receptor activity can strengthen synaptic connections, facilitating better brain encoding and retention of information. Thus, stimulating NMDA receptors through music could improve cognitive processes related to long-term memory, demonstrating that teaching and utilizing music as a strategy could significantly impact long-term memory.

Increasing Motivation and Reducing Anxiety

According to Ramani (2024), motivation is the central role played by using songs in acquiring the English language. The study proves that songs help in creating an exciting and friendly learning atmosphere, hence motivating students in several language activities. Due to emotions concerning music, they are more excited to learn English, which makes the whole process more fun and less burdensome. This crucial motivation will encourage learners to use the language more and with enthusiasm, hence granting better memorization and understanding of their language proficiency. In addition, the study reveals that singing helps boost confidence in English among learners, especially those who are too shy or not so confident in speaking, hence creating a feeling of accomplishment and confidence in learning.

In addition, music plays a crucial role in creating a relaxing and motivating learning environment, which is particularly beneficial for non-native speakers grappling with new linguistic complexities. The seminal work of Degraeve (2020) underpins the current understanding of how music and rhythm in teaching materials can significantly improve lexical stress processing. This methodology makes learning more enjoyable and reduces anxiety, a significant barrier to effective language acquisition. The soothing qualities of music foster a conducive learning atmosphere, encouraging sustained engagement and interaction with language content.

“Music can help reduce anxiety levels by up to 65%” indicates Choudhury & Dharani, (2021) explaining that music has a tangible impact on stress hormone levels, such as cortisol and adrenaline. This impact creates a soothing result that, in turn, lessens the indications of anxiety. Music, with its rhythmic and melodic elements, has been found to reduce both the heart rate and lower blood pressure, which are elements of the body that accompany anxiety reduction. By incorporating music, educators, therapists, and administrators can empower students to manage their anxiety and enhance their attention-focusing ability, leading to better learning outcomes.

Cultural and Emotional Engagement

Incorporating music into language education also deepens cultural and emotional engagement, vital for non-native speakers. The hypothesis articulated by Vallejo (2019) is tested through Mohawk language programs to demonstrate how music is a pedagogical strategy that fosters intergenerational interactions and enhances daily language usage in and outside the classroom. Music not only facilitates the acquisition of linguistic skills but also enriches the learners' experience by connecting them with the cultural nuances of the language. This symbiotic relationship between music and language enriches the learners' understanding and appreciation of the culture associated with the language, promoting a more comprehensive learning experience.

All in all, music significantly enhances language learning by improving memory, comprehension, and retention, profoundly enriching the educational experience. By creating a more engaging and enjoyable learning environment, music boosts motivation and reduces anxiety, developing a supportive background for learning. Therefore, using music in the language curriculum could be beneficial when teaching English to a foreign language learner.

2.4. Legal basis

Within the framework of Ecuadorian legislation, several articles of the Ecuadorian Constitution (2008) are particularly relevant to this research, which explores innovative methods in language education:

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (Asamblea Constituyente, 2008)

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. (Asamblea Constituyente, 2008)

Art. 29.- El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. (Asamblea Constituyente, 2008)

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. (Asamblea Constituyente, 2008)

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades. (Asamblea Constituyente, 2008)

Art. 385.- El sistema nacional de ciencia, tecnología, innovación y saberes ancestrales, en el marco del respeto al ambiente, la naturaleza, la vida, las culturas y la soberanía, tendrá como finalidad:

1. Generar, adaptar y difundir conocimientos científicos y tecnológicos.
2. Recuperar, fortalecer y potenciar los saberes ancestrales.
3. Desarrollar tecnologías e innovaciones que impulsen la producción nacional, eleven la eficiencia y productividad, mejoren la calidad de vida y contribuyan a la realización del buen vivir. (Asamblea Constituyente, 2008)

This research gathers presents support from the Ecuadorian Constitution, which considers education a fundamental right and a state prerogative. It underlines the character of comprehensive, intercultural, and qualitative, urging at the same time for pedagogical methods with the use of art and culture. It legitimizes legal authorization to adopt such innovative teaching strategies. Then, Ecuadorian legislation strongly supports in the teaching process corresponding to the objectives of this research, in which utilizing music as a strategy to teach a foreign language not only enriches the procedure but also observes and promotes the view of cultural and linguistic diversity.

In conclusion, the reviewed studies in this chapter have developed an understanding of the impact of music on language acquisition and created the legal basis that supports this research. Below is Chapter III, which reveals the type of research design and method,

particularly the techniques of qualitative research applied to this study of how music affects the teaching and learning of English to foreign language learners.

Chapter III

Methodological Framework

3.1 Method

3.1.1 Qualitative Methodology

This qualitative research from the Universidad Estatal Península de Santa Elena (UPSE) deals with the pedagogical impacts of utilizing music in English Language Instruction for foreign learners. It will help research improve the language acquisition process by learning how music can help produce better learning outcomes for educators and how it can make teaching more efficient and enjoyable for everyone.

As Sampieri et al. (2014) state that qualitative research involves formulating a problem without following a strictly defined process, resulting in initial statements and research questions that are not fully conceptualized or specific. Instead of starting with a theory, the researcher examines the facts and develops a theory based on observations, progressing from particular cases to general conclusions. There is no testing of hypotheses, but the data collection process generates and refines them since the researcher interacts with participants to obtain their perspectives and analyses the interaction in the process.

According to Sampieri et al. (2014), qualitative research consists of non-standardized and open-ended data collection methods based on subjective elements like emotions, experiences, and meanings. Researchers will collect data in written, verbal, nonverbal, and visual forms. This will assist in data collection. Data collection will be open-ended, meaning in-depth one-on-one interviews with teachers open to expressing their experiences and perceptions.

The answers are recorded in audio, transcribed, and subject to a detailed labeling process so that, from there, the established insights into the impact of music on language learning could be derived and thus provide a comprehensive view of the benefit and application in education.

3.2 Type of Research

3.2.1 Phenomenological Studies

The phenomenology approach includes making a deeper understanding of human experiences based on the philosophical insights of Macann (2005). This premise is quite intrinsic to the educational research of this university, making up the added information that is sought to be included regarding the possible impact of music on English Language Instruction. It considers subjective experiences that influence how teachers' music involvement affects the learning process.

Thus, the study applies a phenomenologically inspired interpretive posture in which it is supported by Manen (2021), allowing the researcher to get at the essence of how music is used in teaching and its effects on the educational experience. This phenomenological approach works to illuminate the lived experiences and, at the same time, underlines the importance for educational practices to involve music, ultimately strengthening teaching and learning effectiveness.

3.3 Data Collection

3.3.1 One-on-One Interview

One-on-one interviews serve as a pivotal platform for extracting detailed personal experiences, particularly vital for sensitive or complex topics that demand deep personal insights. Another key advantage of flexible interviews is the researcher's ability to ask follow-up questions that delve deeper into emerging themes; in contrast, these may be missed in more rigid

methods. Dursun (2023) insists that conducting these interviews requires the observation of strict ethical guidelines and focusing on rapport building with the participant.

This approach fosters an environment where participants feel safe and comfortable, encouraging open and honest expression. This careful planning and ethical rigor in execution and analysis of interviews ensure the reliability and significance of the data, affirming its strength as a tool in qualitative research.

3.4 Instrument

3.4.1. Questionnaire

Questionnaires are essential research instruments designed to collect data. For this study, eleven open-ended questions will be included, allowing flexibility in exploring participants' experiences and views regarding motivation, comprehension, and retention of language concepts when using music to teach English to foreign language learners.

As Sharma (2022), indicates, a questionnaire is essentially a series of questions used to solicit information from a wide array of random individuals about issues at that time. The questionnaire has eleven close-ended questions concerning explicit information the respondents can provide on the effect of music relative to the learning of the English language. This paper asks the participants for information related to experiences regarding the aspects of motivation, understanding, and retention of learners for them to provide their opinions. The format has been adopted to bring in-depth perspectives on integrating music in language instruction, thereby assuring upright data capture. There will be clarity from general questions to specific ones without complications, ensuring simplicity. The interviews will be either in person or through online meetings and will be recorded to keep track of the answers by the previously selected

teachers. It will use the eleven open-ended questions to understand better how teachers could use music as a tool to teach English to foreign learners.

3.5. Types of questions

3.5.1. Open-ended questions

As already stated, this research uses eleven open-ended questions in order to solicit information that allows the participants a great deal of liberty in the expression of thoughts and feelings not bound by fixed choices. This questioning is central to the process of induction of the details and intricacies of how music influences language acquisition.

Thus, the questions are related to the main topic of the current study, "The Effects of Music in Teaching English to Foreign Language Learners." Open-ended questions provide for rich qualitative data invaluable for exploring motivational factors, cognitive engagement, and emotional responses to musical interventions in language teaching through detailed explanations and personal narratives. Thus, each question is designed to investigate learners' experiences and uncover subtleties of interaction generally lost to other testing approaches. This approach helps to strengthen the collected information and provide the research work with the necessary credibility through the addition of the actual voices and experiences of participants.

3.6. Population and sample

The population consists of teachers at the Universidad Estatal Península de Santa Elena from the Faculty of Educational Sciences and Languages, specifically in the Pedagogy of National and Foreign Languages. These university teachers have very broad experience, conferring them a pedagogical depth and practice in language education.

A sample of five teachers were drawn purposively from this group. The selection criteria for this sample are based on the diverse subjects they teach and the diversity of perspectives

these teachers bring to pedagogic methods, particularly their use of music with language. In this manner, such purposive sampling enables the study to take up a diversity of insights and experiences that are indicative of the complex interplay of music and language learning in diverse educational contexts and disciplines.

These participants are teachers and, at the same time, key informants whose expertise could be invaluable in teaching techniques attached to music. Their experiences could greatly inform and contribute to the possible findings of the study on innovative educational practices. With such a group of informants, this research acquires the possibility of in-depth exploration of how music can advance language teaching from the point of view of experienced educators. This focused approach distinctly helps to provide the study with a clear-cut scope so the results are relevant and contributive to the field of language pedagogy. The role of the selected population is essential in this research that examines the effects of music in teaching English to foreign learners.

In conclusion, the section focused on researching the methods that helped to consider and describe how music influenced teaching English for native speakers with the help of individual teacher interviews. The upcoming section will analyze the findings from the interviews, interpreting the role of music in enhancing motivation, understanding, and memory in language acquisition while placing the outcomes in the research context.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings

This research sought to find insights into the effect of music when teaching English to foreign language learners. Music enhances listening skills and raises vocabulary knowledge by getting students to recognize and internalize the language points in context. It also inspires, making learning an enjoyable process, and amplifies students' interest in a classroom, thus being effective in the atmosphere and relationships between students. Reflecting on the experiences of educators, students become more engaged with, as well as retaining, language concepts when music is used in lessons. These results suggest that music holds promise for a multifaceted strategy and resource in language education, which contributes to comprehension, motivation, and retention.

In addition, interviews showed that music influenced the performance of students—since they use many phrases in songs and expressions in their work. Besides, some teachers who gave out their experience gave excellent examples of how using words of songs to explain grammar and composition has turned out great. The interview, due to open-ended questions, allowed the participants to express their opinion and experiences freely. This technique shed some light on the positive sides of showcasing the views of teachers, which brought more life to this research.

4.2 Interpretation of data from the interviewees and bibliographic references

Table 1

Interview Responses Aligned with Research Objectives on Music Integration in English Language Teaching

Specific Question	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
To explore integrating music in English language teaching strategies for enhancing motivation, comprehension and retention	Categorizing grammar/vocabulary and using parts of songs (e.g., Rihanna's "If I Were a Boy")	Asking questions about the music's message, title, and lyrics; tailored for age	Using song lyrics as reading texts; drills with rhythm and rhyme	Teaching phrasal verbs using songs; filling blanks in lyrics	Playing music and letting students assimilate lyrics and rhythm; asking questions afterwards
To review the effect of music-enhanced teaching strategies on increasing learner motivation in English language acquisition	Engaging and enjoyable environment, influences brain positively	Interesting and enjoyable learning environment, relates to emotions and feelings	Enjoyment and fun in the classroom, positive and relaxed environment	Motivational strategy if used correctly, involves activities with songs	Changes students' attitude and motivation, helps concentration and learning methodology
To investigate how music facilitates the comprehension of English vocabulary, grammar, and pronunciation among foreign language learners	Listening skills, vocabulary acquisition, identifying language items in context	Listening skills, vocabulary learning, pronunciation, recognizing language items in context	Vocabulary, pronunciation, learning new words and intonations.	Speaking skills, listening skills, reducing stutter	Listening skills, understanding complicated vocabulary
To analyze the role of music in improving the long-term retention of English language concepts among foreign language learners	Teaching vocabulary/grammar through songs, motivates students.	Using music related to specific vocabulary or grammatical structures to facilitate the acquisition and retention of the language by the students	Taught a song to secondary students, caught their interest and encouraged language use. This simply shows how music truly affects the students' understanding and retention of the English language.	Shy student started singing and speaking little by little, improved speaking skills	Implementing music changed students' attitudes, created a positive atmosphere. Everyone was participating and trying to learn the songs.

Note: Table gives the answers of five respondents on using music for teaching the English Language; these are further substantiated by specific research objectives, addressing aspects such as motivation, comprehension, and retention among foreign language learners.

The responses obtained were favorable regarding the purpose of this research, confirming that the project's objectives have been met. Below there is a detailed analysis of the selected interview questions posed to the five professors from the institution. These responses address our research questions and are supported by relevant bibliographic authors.

Table 2*The Role of Music in Enhancing Students' Motivation to Learn English*

Interviewees Question	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
2. What do you think is the role of music in enhancing students' motivation to learn English?	Engaging and enjoyable environment, influences brain positively	and Interesting and enjoyable learning environment, relates to emotions and feelings	and fun Enjoyment in the classroom, positive and relaxed environment	Motivational strategy if used correctly, involves activities with songs	Changes students' attitude and motivation, helps concentration and learning methodology

Note: This table summarizes the opinions of professors regarding how music can improve students' motivation for learning English. The responses highlight how music creates an engaging, enjoyable, and positive learning environment.

After interviewing the targeted professors, it is best to say that music has been motivational in increasing the students' enthusiasm and interest in learning English. Results from the interviews indicated that listening to music in the classroom makes students learning very enjoyable; thus, they felt a good influence on their emotions. Moreover, it can create a positive, relaxed classroom vibe. These insights validate that music enhances students' concentration and overall learning experience, underscoring its essential role in sustaining student motivation.

Therefore, the study "The Impact of Using Songs on English Language Acquisition in ESL Classrooms" by Ramani (2024) supports what professors already believe—that using music channels more tremendous enthusiasm for learning English for students. His research indicates that songs make the learning environment enjoyable and emotionally attractive, hence increasing the students' confidence and motivation. This supports the professors' observations that music makes the classroom more thrilling and enjoyable, positively affecting students' attitudes and concentration. A teacher who includes songs in language lessons brings about a positive and relaxed atmosphere, which encourages full participation by students and makes learning English more enjoyable—increasing students' motivation for learning and, therefore, acquisition of the language.

Table 3*The Influence of Music on Language Learning Areas*

Interviewees Objective	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
1. In what areas do you think music could have the greatest influence on language learning?	Listening skills, vocabulary acquisition, identifying language items in context	Listening skills, vocabulary learning, pronunciation, recognizing language items in context	Vocabulary, pronunciation, learning new words and intonations.	Speaking skills, listening skills, reducing stutter	Listening skills, understanding complicated vocabulary

Note: This table summarizes the areas where professors believe music has the greatest influence on language learning; listening and speaking skills being the most common ones.

All five teachers agree that music improve students' development of English skills and understanding of the language. Typical responses include that music improves listening skills, vocabulary development, pronunciation, and speaking skills. These results not only confirmed the ability of music to support the understanding of language items in context but also showed that it could stimulate the developing of natural speech patterns and functioned as a remedial approach for pronunciation mistakes; hence, it has a crucial purpose in language education.

For instance, in one study done by Afriyuninda & Oktaviani (2021), the observations made by professors concerning the influence of music on language learning were greatly supported. They discovered that English songs significantly improved vocabulary acquisition since 90.2% of the students realized the benefit of the songs in learning new words. The professors also focused on vocabulary learning and identifying the language items in context. This further supported the thesis in that 97% of the students could enhance pronunciation through music, which concurred with professors' opinion of the impact of music on pronunciation and learning new intonations. Besides, 89.2 % of the students said listening capability had been boosted by hearing songs with varying tempos and accents, a hypothesis that was defended in that the order of emphasis was: pronunciation, listening, and meaning-making, in that respect. The study further found that through music, students can listen critically and

reflectively. Thus, stuttering is lowered while listening skills for complex vocabulary are obtained. The professors concluded that "music helped reduce the occurrence of stuttering speech; children expressed their opinions with less frustration and improved word choice."

Generally, the authors' conclusion agrees with earlier thoughts that music plays a significant role in actualizing many aspects of language learning, such as vocabulary pronunciation, and listening skills.

Table 4

Experiences of Music Influencing Student's Retention of English Language

Interviewees Question	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
3. Could you recall any experience when you perceive music influence student's understanding or retention of English?	Teaching vocabulary/grammar through songs, motivates students.	Using music related to specific vocabulary or grammatical structures to facilitate the acquisition and retention of the language by the students	Taught a song to secondary students, caught their interest and encouraged language use. This simply shows how music truly affects the students' understanding and retention of the English language.	Shy student started singing and speaking little by little, improved speaking skills	Implementing music changed students' attitudes, created a positive atmosphere. Everyone was participating and trying to learn the songs.

Note: This table summarizes professors' experiences, highlighting how using music positively influences students' retention of English.

The interviews conducted indicated that there is an excellent effect of music on the understanding and retention of the English language by students. For example, Interviewee #1 accentuated that teaching vocabulary and grammar through songs motivates the students when both types of languages are taught. Similarly, Interviewee #2 stated that the use of music related to specific vocabulary or grammatical structures does facilitate language learning since such students can acquire and retain the language. The Interviewee #3 commented that when a song was taught to secondary students, their interest was piqued and the promotion of language use was evident through music. This enhances the student's ability to retain English. Interviewee #4 noted that a shy student was observed to start little by little in singing and speaking, thereby prompting an improvement in speaking skills. Interviewee #5 cited that merely implementing

music changed the students' attitudes and created a climate in which they participated and retained better.

It is in this light that the study on the area of neurotransmission by Hovy Ho-Wai Wong et al. (2021) establishes that the use of music influences the hippocampal NMDA memory receptors; they are involved in memory formation and retention. That paper asserted that NMDA receptors are essential in the control mechanism of neurotransmitter release and the strengthening of synaptic information transfer, therefore enhancing the rate at which information is retained. However, Fernandes (2019) noted that rhythm, repetition, and gestures enhance memory for language through chants, raps, and songs, meaning this study validates other research regarding the power of music to aid in retention. The musical syntax and semantics bring into play many of the neural substrates used by language processing on its terms. As Koelsch reported in 2005, there is a rich bond involving music and linguistic retention. Overall, incorporating music into English teaching strategies leads to better retention of language concepts among learners, creating a dynamic and engaging learning environment.

Table 5

Strategies for Using Music to Teach English Language Concepts

Interviewees Question	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5
7. Have you developed specific strategies or techniques that deploy music for the teaching of complex English language concepts?	Categorizing grammar/vocabulary and using parts of songs (e.g., Rihanna's "If I Were a Boy")	Asking questions about the music's message, title, and lyrics; tailored for age	Using song lyrics as reading texts; drills with rhythm and rhyme	Teaching phrasal verbs using songs; filling blanks in lyrics	Playing music and letting students assimilate lyrics and rhythm; asking questions afterwards

Note: This table summarizes strategies developed by professors for using music to teach English language concepts, including categorizing grammar, using song lyrics as texts, teaching phrasal verbs, and incorporating rhythm and rhyme into exercises.

Most creatively, the interviewees thought of ways to apply music in teaching complex concepts about the English language. For example, Interviewee #1 sub-categorized grammar and

vocabulary by using parts of songs. One example is Rihanna's "If I Were a Boy." This tactic rhymes with the result that would be arrived at by the research by Chen (2020) in "Music as a Mnemonic Device for Foreign Vocabulary Learning," which named familiar melodies functional for remembering new vocabulary since it activates several sensory highways. Interviewee #2 used music to solicit questions on the message, title, and lyrics of the song; it is age-appropriate for various ages and would be conducive to enhancing overall comprehension and retention through cognitive processing.

Interviewee #3 used song lyrics as reading texts and added some exercises with rhythm and rhyme to make the students accustomed to the language patterns. For instance, participant #4 taught the phrasal verbs by playing gap-fill exercises with the song's lyrics and related it well to the students; that is, material with context familiarity and repetitiveness was necessary for the material to be really internalized. Finally, interviewee #5 played the song with the students, questioned them, and then let the students absorb the lyrics and rhythm. The latter reinforces Torras-Vila's (2021) research, which shows positive results regarding how music can be best used to facilitate a multisensory approach to learning, thus enhancing comprehension and reducing language-learning anxiety.

After conducting the interviews with the targeted professors, it was disclosed that music substantially raises the students' enthusiasm and interest in learning English. Bibliographic literature bases the fact that music, as a strategy, creates a pleasant and affirmative learning classroom environment coupled with motivational models and cognitive theories. Findings highlight that music helps develop listening skills, vocabulary, pronunciation, speaking skills, cognitive engagement, and memory. These insights showed that music is more than welcome to

create a dynamic learning environment, hence with the help of it, learners retain and understand language concepts better.

The next chapter will present the conclusions and recommendations derived from the research questions and objectives. This section will synthesize the findings from the interviews and literature review, highlighting the effectiveness of incorporating music into English language teaching.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusion obtained from the research about the effects of music on teaching English to foreign language learners. That is, each conclusion and recommendation match the purpose of the study in Chapter I. This section will detail how music affects the learner's motivation, comprehension, and retention of the concepts in the language. At the same time, based on these outcomes, it will present some practical recommendations for teachers interested in effectively using music in their EFL strategies. These recommendations will give a more comprehensive framework to inform future educational practices and research for improving foreign language learners' learning experiences and outcomes.

5.1. Conclusions

The research on the use of music as a strategy in teaching English as a Foreign Language revealed that utilizing music happens to give several benefits to foreign language learners, which relate to increased understanding, memory, and motivation. The interview data revealed innovative ways how to include teaching grammar and vocabulary taken from the lyrics of a song, questions arising among students related to songs, and tapping rhythm and rhyme to familiarize students to sentence structures. It further substantiates familiar melodies being beneficial in the retention of learned material and a multisensory approach in contributing to understanding, while decreasing anxieties about learning a foreign language. Therefore, it is suggested that the use of music makes for an effective tool or strategy create dynamic and supportive learning environments in language classrooms and increase language outcomes.

The research reveals that professors find music strongly motivational in the learning of English, which boosts enthusiasm and interest in learning among learners. Interviews indicated

that listening to music in class helps make classroom learning enjoyable and influences positive emotions toward learning. This builds a very positive and relaxed atmosphere within the classroom setting, enhancing learning experiences. Therefore, this study confirms the role played by music in efficiently motivating students to learn English.

The research highlights the significant role of music in learning English vocabulary, grammar, pronunciation, and the language as a whole. Furthermore, teachers have also noticed that the use of music enables learners to enhance their vocabulary as well as pronunciation, listening, and speaking skills. It incorporates auditory and cognitive processes that are crucial for the successful learning of any language. The ability of students to link what they hear to their experiences is advanced, hence enabling them to understand more as well as think critically. This study supports the idea that music is integrated into language learning. It has many benefits and is a very supportive tool or strategy for boosting comprehension and fluency in the use of the English language.

The study at Universidad Estatal Península de Santa Elena investigates English teachers' perceptions of incorporating music into language teaching strategies. The data indicate a positive attitude towards using music, particularly for teaching vocabulary and grammar, which teachers believe boosts students' memory. Although music is often used as a complementary technique, its strategic integration yields excellent outcomes. On the other hand, threats exist in overdependence on musical experience, possible distractions to learners, and diverse learning styles. In other words, teaching English with music eases the process of students retaining the language, enlivening the classroom, and creating an encouraging class environment. Systematic inclusion of music in the curriculum could further amplify these benefits.

5.2 Recommendations

To maximize the benefits of music implementation in teaching English as a foreign language, institutions should incorporate music into their curriculum systematically. This could be done by forming organized lesson plans while integrating music, in at least one class per week, in the teaching of vocabulary, grammar, and other language concepts. Thereby assuring consistency in the musical strategies applied to various learning styles and engaging students effectively.

English teachers are encouraged to incorporate musical activities such as sing-alongs, lyric analysis, and rhythm exercises. The activities considerably change the learning situation, making it a live, fun, and productive experience. Motivation and involvement in learning English may multiply if the learners discover that coping with a new language is an entertaining experience. The former describes sing-alongs, targeted at pronunciation and intonation; lyric analysis, which helps expand vocabulary and comprehension; and rhythm activities, which are applied to enhance listening skills. These activities create interactive, in-depth experiences tailored to many different learning styles.

English teachers can introduce music videos to the students to give them a visual context for the songs. In talking about the storyline, characters, and setting of the music video, the content of the lyrics is further related to the students. This approach not only caters to students with auditory and visual learning styles, but it also encourages cognitive engagement. In music videos, the visual context will make students associate words and phrases with images and stories. This makes it easy for students to remember and capture the words and related meanings. This helps understand and remember something as it is a multi-sensory approach.

Teachers may use music-based memory aids, such as mnemonics and repetitive songs, to enhance vocabulary and grammar retention. The natural ability of music to make things memorable aids in internalizing language for students. Repetitive singing of songs enables students to remember the vocabulary and the structure of grammar more quickly because they are exposed to it in several instances. Besides, mnemonic devices set to music can make learning complex rules or lists easier in a fun and exciting way. Implementing these musical strategies helps in the dynamic and practical provision on the part of the learner; therefore, one can hold the essentials of language skills in mind in the long run.

This study investigates the effects of music on teaching English to foreign language learners, aligning conclusions and recommendations with the research objectives. Conclusion 1 confirms that music enhances learner engagement, addressing the general purpose. Conclusion 2 links music to increased motivation and reduced anxiety, matching the first specific objective. Conclusion 3 highlights improved comprehension of language concepts, aligning with the second specific objective. Conclusion 4 shows enhanced long-term retention, corresponding to the third specific objective. Recommendations include integrating music to boost engagement, developing music-based activities for motivation, using music to aid comprehension, and incorporating musical elements to improve memory retention.

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Annexes

Annex A: *Compilatio certification*

La libertad, 25 de junio de 2024

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado “EXAMINING THE EFFECTS OF MUSIC ON TEACHING ENGLISH TO FOREIGN LANGUAGE LEARNERS”

de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,



Ing. Eliana León Abad, MSc.

TUTORA

CHAPTERS I - V contreras-niola

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Annex B: Questionnaire**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE
CIENCIAS DE LA EDUCACION E IDIOMAS**

Major: Pedagogía de los Idiomas Nacionales y Extranjeros.

Course: PINE 8/1 2024-1

Date: Wednesday, 22nd May 2024.

Dear Teacher,

We are grateful for your time and effort in contributing to our research project. We are working on a thesis titled "Examining the Effects of Music on Teaching English to Foreign Language Learners." Rest assured that this study is purely for academic purposes. Your identity will remain confidential. We will treat all data provided with a level of privacy. It will be used only for scholarly endeavors.

General Objective

- To explore integrating music in English language teaching strategies for enhancing motivation, comprehension, and retention foreign language learners.

Specific Objectives

- To review the effect of music-enhanced teaching strategies on increasing learner motivation in English language acquisition.
- To investigate how music facilitates the comprehension of English vocabulary, grammar, and syntax among foreign language learners.
- To analyze the role of music in improving the long-term retention of English language concepts among foreign language learners.

Your cooperation in completing the attached questionnaire is essential for the success of our study. Your support means a lot to us, and we truly appreciate it.

Title: Examining the Effects of Music on Teaching English to Foreign Language Learners

1. In what areas do you think music could have the greatest influence on language learning?
2. What do you think is the role of music in enhancing students' motivation to learn English?
3. Could you recall any experience when you perceive music influence student's understanding or retention of English?
4. Can you share your first few attempts or experiments in trying to integrate music into your English language teaching? What gave you that encouragement to try out this approach?
5. How has music, through its rhythms and harmonies, affected the learning atmosphere of your language classes?
6. What has been a difficulty in using music to teach, and what actions have you taken towards the same?
7. Have you developed specific strategies or techniques that deploy music for the teaching of complex English language concepts?
8. How do you evaluate the result and impact of music on the language development of students in comparison with the regular, non-music related, traditional teaching methods?
9. What feedback had students given to you regarding the music used during their language classes?
10. What could be other cultural benefits of integrating music into language learning?
11. Where do you see the role of music in teaching English as a foreign language going in the future?

Best regards,

Kira Contreras and Juliana Niola

Researchers