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

"MUSIC AND ITS IMPACT IN THE TEACHING AND LEARNING PROCESS IN EFL CLASSROOMS"

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 and title "MUSIC AND ITS IMPACT IN THE TEACHING AND LEARNING PROCESS IN EFL CLASSROOMS" prepared by Marcelo Javier Figueroa Ramos, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
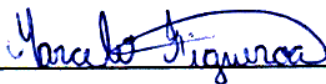
Sincerely,

………………………………………
…...
Lcda. Elena Niola Sanmartin, MSc.
ADVISOR

Statement of Authorship

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project "MUSIC AND ITS IMPACT IN THE TEACHING AND LEARNING

PROCESS IN EFL CLASSROOMS" certify that this work is of my authorship, except

for the quotes and reflections used in this research paper.

Marcelo Javier Figueroa Ramos

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AUTHOR

Acknowledgment

God always guides me in all the steps I take toward way of triumph.

First and foremostly, I would like to manifest my deepest thanks to God for providing me strength, intelligence, and health to conclude this research project. To my mother to whom I am completely grateful for her unconditional support. To all the professors of Universidad Estatal Península de Santa Elena who during the last five years gave me their best effort for preparing us as students for the future. To my classmates with who I share good moments along this academic process.
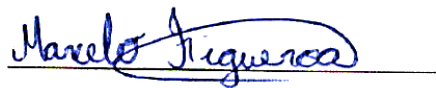
A special recognition to my advisor Lcda. Rosa Elena Niola Sanmartin, MSc. for guided me with ideas and suggestions which collaborated me to finalize this work successfully.

Marcelo Javier Figueroa Ramos

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
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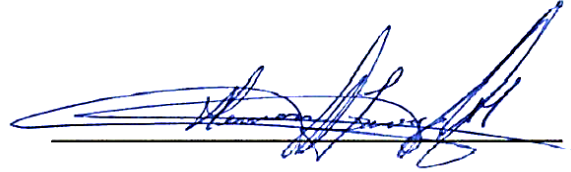PENÍNSULA DE SANTA ELENA.

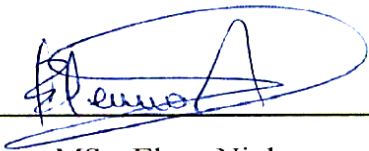Figueroa Ramos Marcelo Javier

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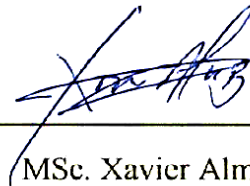**PEDAGOGY OF NATIONAL AND**

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Dedication

Love is a wonderful feeling which people can use to express in overriding and complicated circumstances in overall life.

Firstly, I wish to dedicate the present project to God for supplying me patience, wisdom, strength, courage, and faith in myself to never give up, and make my dream come true at the moment to reach this memorable goal.

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Marcelo Javier Figueroa Ramos

Abstract

The present research project has been designed to determine the impact that music has in the teaching and learning process in EFL classrooms, especially in pronunciation. Music has established its importance when teaching a foreign language for teachers and learners, and it has the power to improve language skills and its features even without being aware of it. This work had a qualitative method and phenomenological research type. For this study, 7 students from a public university in the province of Santa Elena participated as the sample. An interview was applied to discover the benefits of music at the moment of developing students' language skills and features like pronunciation. The sample affirmed that music has helped them as means to learn some features of the English language such as lexicon, grammar structures and pronunciation. As a result, it was concluded that music can be used to teach and/or develop language skills, especially pronunciation in a more interactive and engaging way to students in the learning environment.

Key words: music, English teaching and learning, EFL classrooms, pronunciation.

Resumen

El presente Proyecto de investigación ha sido diseñado para determinar el impacto que la música tiene en el proceso enseñanza y aprendizaje en salones de clase donde se enseña inglés como lengua extranjera, especialmente en pronunciación. La música ha establecido su importancia cuando se enseña un idioma extranjero para docentes y estudiantes, y tiene el poder de mejorar las habilidades de un idioma y sus características incluso sin ser conscientes de ello. Este trabajo tuvo un método cualitativo y un tipo de investigación fenomenológica. Para este estudio, 7 estudiantes de una universidad pública en la provincia de Santa Elena participaron como la muestra. Una entrevista fue aplicada para descubrir los beneficios de la música al momento de desarrollar las habilidades y características del idioma como la pronunciación de los estudiantes. La muestra afirmó que la música les ha ayudado como un medio para aprender algunas características del idioma inglés tales como léxico, estructuras gramaticales and pronunciación. Como resultado, se concluyó que la música puede ser usada para enseñar y/o desarrollar las habilidades en un idioma, especialmente la pronunciación de una manera más interactiva and atractiva para los estudiantes en el ambiente de aprendizaje.

Palabras claves: música, enseñanza y aprendizaje del inglés, salones de clase EFL, pronunciación.

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Introduction

People shares the view that the English language is mainly used for studies, businesses, and sightseeing purposes. English has become in an essential necessity for professional and personal development for any individual on the earth. Besides, this language is also learned by people at a scholar age and the overall population for international socialization. This is why the learning of this foreign language has set as a significant requirement for the ones who wants to obtain a professional degree or a job abroad. As a result, people seem fond of learning English.

English is also well-known for being the most spoken language in a variety of countries that constitute the world such as England, Australia, the United States of America, among others. This fact establishes English as the key to expressing ideas, trading, and creating connections with foreign people. Due to the importance that this foreign language has, Latin American countries established English as an obligatory subject in schools and institutes.

However, it is needed to mention that from the features that the English learning involves, pronunciation is left in the last position at the moment of teaching the language, which makes a challenging task the process of recognizing sounds for native English speakers. Also, if people do not know how to pronounce words correctly, they cannot understand when others are talking to them about any topic using the English language.

In Ecuador, research has shown that many teachers who are imparting the English subject are not as proficient as they should be in order to teach this subject since they were placed as elemental users of the language, and all the aspects related to the English teaching are provided in an inefficient way and this is what students evidence in English, they do not use it as it is expected in the skills and subskills that are part of the target language. In addition, some didactic resources are not so applied in the classroom to improve the teaching and learning process of

English. This problematic situation is the same in the different educational institutions throughout the Ecuadorian nation. At Universidad Estatal Península de Santa Elena (UPSE), students face this same problem since these students present the same difficulty while learning the language.

The aim of this research work is to determine the effect that music has in the teaching and learning process in EFL settings.

In order to carry out this process of researching, it was required to divide this project into five chapters. The first chapter explains the problem in teaching and learning process of English as a foreign language. The second chapter elaborates all the theories that support the research topic. The third chapter describes the methodology to be applied in order to analyze some important points and/or facts from some students who are preparing themselves professionally at Universidad Estatal Penísula de Santa Elena in regard to the use of music and its impact in EFL classrooms. The fourth chapter reveals the results provided by the students who participated in the research as sample and their relationship presented previously in the second chapter. Last but not least, the fifth chapter provides reflections about all the knowledge acquired related to the topic by the researcher.

Chapter I

The Problem

This chapter describes the research topic, the titles of the project, the problem statement, the problem questions, the objectives and the justification in which this research work bases on to be done.

1.1 Research Topic

Didactic Strategies and EFL teaching

1.2 Title of the project.

Music and its impact in the Teaching and Learning Process in EFL classrooms.

1.3 Problem Statement

Nowadays, the English language is well-known to have gained priority in the worldwide communication since 1,35 billion of the world population speaks English, Lyons (2011) mentions that about 360 million individuals speak it as their First Language (L1) and there are many countries where people learn it for global communication, job opportunities, entertainment, sightseeing and studies abroad, and there is an international standard that Cambridge Assessment English (2022) says it measures the competences that a non-native native speaker has from A1 (beginners) to C2 (masters) in a language, which is the Common European Framework of References for Languages (CEFR). The level a person has will influence on the possibilities that this person will have in the areas mentioned before. However, some learners do not reach an adequate level of the language in countries where people study English in an educational environment. Some of these countries belong to the Latin American region. Needless to say, Ecuador is included.

In one study, Peña (2019) mentioned that 5022 English teachers in Ecuador were evaluated by using the international Test of English as a Foreign Language (TOEFL) to measure their English skills in 2011, of whom 74% were placed as basic English users; however, the Ministerio de Educación (2014) stipulates that an English teacher should be an upper intermediate (level B2) user. Unfortunately, the education system in Ecuador is not the best with regard to teaching English as a foreign language resulting in students with a low proficiency in the language.

Regarding this issue, the necessity of covering that deficiency and have a better use of the English language can be noticed. Our country has been trying to improve the quality of its education system by changing the curriculum as well as the standard of the educational services through the Ten-Year (2016-2025) Plan that consists of implementing and supporting policies in the education field as the English division into five curricular threads, which are Communication and Cultural Awareness, Oral Communication (listening and speaking), Reading, Writing and Language through the Arts (Ministerio de Educación, 2016). Also, Mineduc adapted sixth levels of English proficiency based on the CEFR, which are from the pre-basic (pre-A1) to the independent user (B1.2) (Ministerio de Educación, 2016). These levels will allow them to find more opportunities after graduating. Among the aspects students should domain, pronunciation is considered as part of the teaching and learning process of English in EFL classrooms.

Pronunciation is how people produce a language, and what it is understood depends on how well a person produces sound patterns; Rogers (2017) says that pronunciation should be treated in equal terms as the four basic skills in a language as good pronunciation leads to good understanding. Harmer (2001) stated that students with good pronunciation are more likely to be understood no matter if they make errors in other areas like grammar; whereas the ones with bad

pronunciation will be misunderstood, even if their grammatical structure is flawless. So, it is essential to work on all students' language skills and features like pronunciation so that they can express their thoughts and be understood by their listeners and/or audience who can be native speakers of the target language or people whose first language is not English but use it for communicative purposes.

In the province of Santa Elena, the problem is the same because English does not have the importance that it should have in educational institutions; as a result, students' language proficiency is not the best. Unfortunately, that could be noticed on college students who were taking the English IV module in the academic period 2021-2 at Universidad Estatal Peninsula de Santa's language center during pre-teaching service practices since they could not produce English correctly while doing homework, reading aloud, participating in class, performing conversation models, or giving their oral presentations.

1.4 Problem question

1.4.1 General question

How can music, used as a didactic resource, have an impact in the teaching and learning process in EFL classrooms?

1.4.2 Specific questions

➢ What are the limitations that EFL students face when learning English?

➢ What are the conceptions towards the use of music to teach English skills and features in EFL classrooms?

➢ What are the strategies that can be implemented with the use of music to improve teaching and learning of pronunciation in EFL classes?

1.5 Objectives

1.5.1 General Objective

To determine the impact that music, as a teaching strategy, has in the improvement of the teaching and learning process in EFL classrooms.

1.5.2 Specific objectives

➢ To describe the use of music in an EFL setting and its impact on English language learning.

➢ To analyze the effects of music on the teaching and learning process by gathering qualitative data from Telecommunications major students.

➢ To reflect and create correlations between music and pronunciation from the data collected.

1.6 Justification

This research project comes entirely from the experience of the pre-teaching service practices performed with students from Telecommunications major at Universidad Estatal Península de Santa Elena language's center. Students showed problems at the moment of reading a paragraph, teacher's instructions could not be understood, pieces of writing were translated literally from Spanish to English and opinions could not be understood when participating in class because pronunciation was not clear. In addition, students were asked to answer a question about limitations when learning the English language resulting in pronunciation as the most repeated response and that difficulty was notice when producing English.

An effective way to learn the target language is by listening to spoken English in a day-to-day context, which is an undoubted fact; and music offers this opportunity to listen to English through its lyrics. Furthermore, it is undeniable that people learn music (or songs) in any

language by listening and repeating the lyrics constantly. Besides, grammatical structures and vocabulary can be acquired unconsciously by repetition while developing a correct pronunciation, as well as rhythm and intonation

Consequently, the purpose of this work is to describe the impact of music in the teaching and learning process in the learning environment of students who are gaining knowledge of the foreign language so that these future users of English become better and proficient communicators in the target language.

Chapter II

Theoretical Framework

This chapter elaborates the foundations for this research, collecting information from previous studies, the basis from a pedagogical, theoretical, and legal view that reinforce this project. Also, it mentions the variables that are the motive of this work.

2.1 Background

Teaching through music can be advantageous, Donald Hodges indicates that planum temporal, the part of the brain in charge functional understanding of language and sound patterns, is much bigger on people who has to do with music (as Cited in Hadžihasanović, 2018). Scientists share the view that people who are exposed to music learning show tasks in distinct parts of the brains in comparison to other individuals who are not.

Budden (2009) states that music can play a crucial role in the teaching and learning process of the language since it can transform the vibe in the classroom. This confirms that this pedagogical resource can make students feel comfortable or create a positive environment in EFL classrooms. Furthermore, the National Association for Music Education (NAME, 2014) reveals that musical training helps in the acquisition of language and reasoning, that is to say, music makes people develop the areas of the brain in charge of language and critical thinking.

Using music, as a didactic resource, in the education process has some complications in the teaching process; in spite of the fact that there are plenty of research papers that substantiate the effectiveness in EFL classrooms. For example, Alegria (2017) says that can be useful when setting transitions because children at an early age are barely learning concepts related to time like minutes, but students who are used to following a music tempo can develop awareness of the time to move on the next teaching activity. Furthermore, music can be used so as to enhance the

learning process in a general view as the improvement of cognitive processes such as learning and memory.

Other research works have analyzed how music can affect positively the improvement of English skills on EFL students. As an example, Chen (2011) exposes the pros of learning the English language by means of music, which are the linguistic, psycho-social and physical benefits, and those has to do with the language skills such as listening, speaking, reading and writing, which means it also help to boost pronunciation because of the fact that this is part of speaking.

In Ecuador, a study done by Holguin (2019) expresses that students' deficiency in pronunciation comes from motivation. This is because of the fact that for improving the way of pronouncing words as well as language skills, practice is required, and that depends on how motivated language learners are to practice them but that is almost impossible since the traditional way to teach English, explaining grammar rules and/or structures, makes the language learning process demotivating. In other words, teachers need to find interactive alternatives to teach the English language and music is one of them.

2.2 Pedagogical basis

2.2.1 Behaviorism

McLeod (2020) describes Behaviorism as all the behaviors learned through contact with the surroundings by means of a process called conditioning. From a pedagogical view, B.F. Skinner proposed the operant conditioning in the 1940s, which is based on the idea that a behavior which receives a positive reinforcement is more likely to be repeated whilst a punishment is less probable to be done again. In addition to that, operant conditioning is applied for classroom management when praising good students' behaviors. As an example, when an

English learner is trying to speak the language, the teacher gives a reward in order to motivate the student.

Regarding to second language acquisition, repetition drills with the purpose of boosting pronunciation and/or lexicon is fostered. However, educators can use other exercises with the aim of achieving this goal. There is one exercise which consists of asking students to include words and make conversational models so that students can notice pronunciation and meaning of words in real context and this methodology belongs to the behaviorism theory (Castro, 2018).

2.2.2 Audio-Lingual Method

This is a method created in the 1950s for teaching English as a foreign language, which concentrates on teaching listening and speaking before the other two basic skills, reading and writing, when studying a language. Drilling is the main technique, by which people learn telling a word many times in order to memorize it, and in in this way, pronunciation of that same word can be also learned by means of practicing it for several times.

The aim of this teaching foreign languages method is to make usage of the studied language for communication purposes, and speech is the most prioritized feature. Thornbury (1999) affirms that language is a form of behavior that has to be learned by means of creating accurate speech habits, that is to say, to create the same habits that people develop when learning the first language in the second and/or foreign language learning process.

2.2.3 Suggestopedia

It is known that Suggestopedia was created by Georgi Lozanov, who was a psychiatrist-educator, in 1970. Aznar (2014) says that it comes from the notion that helpful suggestion to make the student much more receptive. Lozanov also believed that a focused condition plus a peaceful atmosphere is the optimum combination for students' learning. With the aim of

achieving that condition and atmosphere, the use of music, a passive setting and a close teacher-student relationship are needed. This method utilizes music in order to make students feel comfortable and relaxed in order to be prepared for a meaningful learning.

2.2.4 Multiple Intelligences

The theory of multiple intelligences states that there are different ways in which people learn based on their various abilities. This theory was presented for the first time in the 1980s. Kurt (2021) shares that Howard Gardner believed that the results learners get on tests with standardized questions cannot determine how intelligent one person can be as every person has a gift for doing a different task. Gardner divides multiple intelligences into nine areas, which are the bodily-kinesthetic, interpersonal, verbal-linguistic, logical-mathematical, naturalistic, intrapersonal, visual-spatial, existential, and musical intelligence.

Musical Intelligence, in fact, is the ability that a person has to recognize sound patterns. Kurt (2021) says that people who has this intelligence can differentiate between specific pitches, tones and rhythms which others cannot. As an example, singers show this intelligence developed. Gardner also explains that every person has a certain percentage of this skill inside.

Hatch and Gardner (1996) states that people who has musical intelligence can generate and comprise timbre and rhythms and can understand the expressions through music. Gardner also manifests that there are two premises in the musical intelligence, the first one says that can be taught or worked out in schools, whereas the second one stipulates that it can be exploited as transmission for learning content. Also, Gardner (1994) tells that perception, execution and production are skills that children develop at early ages.

2.3 Theoretical basis

2.3.1 Assumptions of Language Acquisition and Language Learning

      2.3.1.1 Language Acquisition. Peñafiel (2016) says that newborn child can acquire a language when it is listened in the environment. Parents' role is being the first children's instructors in the mother tongue because basic words are provided to kids and in this way the language development begins. After that, children use the acquired language in order share necessities and communicate ideas, ask questions or answer them. Based on a general assumption, when language development progresses, children are supposed to comprehend grammatical structures and syntax in the native language. It is undeniable that interaction plays a crucial role in a successful language development on kids. When people can use effectively the L1, they are prepared to learn a foreign language.

      2.3.1.2 Language Learning. Language learning takes place once a person has already acquired a mother tongue and learn another one which is not the native language, but a second or foreign one. According to Peñafiel (2016) learning a non-native language not only depends on how aware a person is, but also on the L1, emotional and social stimuli, which means people's feelings and the surroundings around as the first language is vital at the moment of studying a language in order to learn it.

      2.3.1.3 Language Acquisition vs Language Learning. According to Krashen (2013) a difference regarding language acquisition and learning is not discussed because the first one occurs in an unconscious way, whereas the other one consciously. This character divides the language acquisition system into two, which are the acquired and the learnt system.

      The first system refers to the product of a process in which the individual is not aware of, which is basically the same process of acquiring the mother tongue as it needs communication

with native users of a language and can be used spontaneously. Moving to the second system, it is a product of formal instruction in which a person is intentionally getting knowledge of the language; however, it cannot be used in a spontaneous way.

2.3.2 The Teaching and Learning Process

The teaching and learning process is given constantly during the whole life of human beings, and they must be considered as one since teaching is not adjacent to learning. It takes place in the classroom. Munna and Kalam (2021) define as the process that transforms knowledge from the educator to the ones who make the content learned personal. Gómez (2017) says that it is constituted by four elements, which are the teacher, the content, the student, and the classroom. The teacher must be committed to impart knowledge, the content must be practicable in life, the student must be willing to learn the content provided by the teacher and the classroom must be adequate for students to learn. These four elements must relate among themselves in order to carry out this process meaningfully and effectively.

2.3.3 Pronunciation

Pronunciation is an important point to take into consideration, Cambridge University Press (2022) describes it as the way people speak a language, and this is significant because speaking is a skill that plays a crucial role when communicating since the message received depends on how well it is pronounced. Roach (2002) mentions that a small number of sounds can be identified in a language, which are vowels and consonants, and they are known as phonemes. Bizzocchi (2017) asserts that there are 44 phonemes, 24 are consonant and 20 vowel sounds. Daniel Jones describes features of phonemes, which are alveolar, bilabial, velar lenis, stop, fricative and nasal (as cited in Abugharsa, 2018).

2.3.4 Didactic Resources

Lynch (2021) defines them as resources employed to support students during a learning process, which means that these materials are in charge of helping a learner when gaining knowledge in any subject. Didactic resources are classified in four categories, which are practical life equipment, mathematics materials, sensory material and language equipment, and they can enhance students' awareness of the world through experience.

Lynch (2021) also mentions that language equipment is designed in order to make students unconsciously notice and learn a specific sound as well as a determined phoneme, which leads to master sound patterns. They can also be used so as to boost lexicon by using visual materials, such as posters, pictures, flashcards or even audiovisual resources like videos, which helps students learn new words to use.

2.3.5 Music

Tagg (2002) denotes that the term music is a means of human production, which has to do with human voices as well as movements; and these sounds implicate communication in sociocultural settings. Ludwig Van Beethoven says that music is a superior revelation more important than wisdom and philosophy (as cited in Paglusch, 2017). This means that music has a notable impact on the mind and people's feelings in a more direct way, even more than wisdom and philosophy. Moreover, music is beneficial in learning, Musacchia and Khalil (2020) reveals that music can help to keep people concentrated on tasks much more when listening to music, which is helpful at the moment of learning.

The human brain is also empowered by music and Goldstein (2017) supports this idea since he points out that many research works have proved that music can activate and modify a person's mind. In one aspect, emotions can be changed from sadness to happiness by listening to

music since it releases dopamine in our nervous system. Another one says that there is a certain part of the brain that creates a relationship between music and the cognitive process of memory.

Another aspect that music influences is the learning process, and this fact is based on a survey done by Mehegan and Rainville (2020) which concluded that children who had contact with music had a better capability of learning unexperienced concepts when being at an early age compared to other people who were never exposed to it when being children, but this effect can be taken advantage by any other subject.

The teaching English as a foreign language and music go hand in hand since this can affect the development of the skills when learning a language. McCormark et al. (2018) founded that five of the six people who participated in their research improved their pronunciation skills after an eight-week music intervention. Sorouri (2016) shares that some studies have a close relationship between music and second language skills, and music can modulate the linguistic organization on the human brain. Also, Anton (1990) claims that there are positive effects on language learning by applying the Contemporary Music Approach (CMA), and one of them is that music supports students' development of pronunciation, intonation, and rhythm through imitating, which leads to a long-lasting learning.

So, based on the facts provided previously, it can be concluded that music and its influences in the human society have been studied for many years. Music can bring benefits in the development of human brain and that idea is mainly supported by the theory of multiple intelligence. In the classroom, the students' learning process can be boosted since people can learn new content while being stimulated by music when children. Inasmuch music can affect the learning process of any subject, which means that the English learning is affected as well, included all the aspects related to this process.

2.4 Legal basis

      The legal basis section is necessary because of the fact that it helps to show the laws that support the research project. So, the ministry of education through its paper Ecuadorian in-service – English teachers standards (2009) in the third domain, which is the Curriculum development in its section c: Using Resources and Technology Effectively in Content Instruction states the following three literals

      Literal 3.c.2.- teachers have to select additional materials and other resources appropriated to students' development of language and content-area abilities, including appropriate use of English.

      Literal 3.c.3.- teachers may employ a variety of materials for language learning, including books, visual aids, and realia in addition to the textbook.

      Literal 3.c.4.- teachers may use technological resources (e.g., the Internet, software, computers, and related devices) to enhance language and content-area instruction for students.

      The third domains mentioned before make emphasis on the use of didactic resources and supporting materials which foster the improvement of the teaching process in order that teachers can make use of music as a teaching tool in the learning environment. This is the law that reinforces the topic of the research project.

2.5 Variables of the study

2.5.1 Dependent Variable

Teaching and learning process

      The dependent variable is the one that is influenced by the independent variable in research. In this research work, the factor that will undergo a change is the teaching and learning process, which is the art of the process that helps people to be taught in a learning environment.

2.5.2 Independent Variable

Music

The independent variable is the one that the person in charge of a research wants to prove in order to affirm one idea, and it is not altered. In this research project, the independent variable is music, a sound combinations that express a feeling or idea harmonically, since it is wanted to affirm how this will influence the teaching and learning process.

Chapter III

Methodological Framework

In this chapter, the methodology for the current study is explained. It includes the method and type of research, the data collection techniques, instruments, questions for the data collection process and the sample considered to carry out the study.

3.1 Methods

For this research project, the qualitative method was employed. The Interaction Design Foundation (IDF, n.d.) points out that qualitative method is used with the intention of obtaining a deep contextual insight of individuals by direct contact without using numerical means, with a small sample in order to determine people's actions, mindsets and non-visual factors. According to Institute for Development Qualitative Research Specialists (IDQRS, 2020) this kind of research responds the interrogatives why and how.

In addition to that, Sullivan and Sargeant (2001) shares the characteristics of the qualitative research, which mentions it focuses on studying conceptions, the structure is less rigid, it has flexibility to obtain answers, the critical thinking is inductive, it shows the appreciation of contextual variables; the objectives are aimed to describe variation, describe and enlighten relationships, it describes group norms or individual variables; interrogations are opened-ended and they appear depending on the responses provided by the participants; the data collected is presented through textualization, and the research design can evolve in accordance with the study.

3.2 Type of Research

The type of research to be applied is phenomenological. Heidegger defines the term phenomenology as the analysis of phenomena, experiences, consciousness, and realities, just as

they are presented and the way people live (as cited in Trejo, 2012). Also, Husserl believed that items in the world do not exist autonomously without a purpose (as cited in Groenewald, 2004). This means these items has a reason to be. Another notion provided by Doc Ed Padama (2020) asserts that it studies a person's experiences gotten from the five senses related to a phenomenon and the way this person constructs its meaning. Phenomenology involves thinking about ourselves rather than what we are.

The intention of this type of research is to clarify and/or identify a specific phenomenon based on the actors' perception in a situation, in other words, it is founded on the experiences provided by the interviewees. Another fact to mention is this make use of discussions, interviews, observations, action research, focus group meetings and personal interpretations by using texts. Creswell (2013) claims that phenomenologists are fond of description and analysis of people's events in a day-to-day basis. Eddles-Hirsch (2015) says that this description ought to show how the ones who are participating in the research experienced the phenomenon that is being studied.

So, this work will be also fastened on bibliographical review which will facilitate the process of gathering information published in different sources such as electronic means, books, journals, articles, among others, which enables to do a deep quest from theories and scopes that English required as the main reason for doing the research project, and the data collected is subject to a procedure that the researcher analyzed, interpretated, and stated through texts for the research work with the purpose of determining the relevance of music in EFL classrooms to enhance the teaching and learning process as well as English pronunciation of students, and it is a parallel analysis with the aim of reflecting about the relationship between the dependent and independent variables.

3.3 Data Collection Techniques

This research project will make use of a one-on-one interview. One characteristic to point out is that this kind of interview is that it takes place when the researcher asks the questions to the interviewee answers directly. This kind of interview makes the process of asking questions easier for more precision and detail, and the answers given by an individual will not have an effect on another individual's answer; that is to say, the answer provided by one specific participant will not depend on the other ones.

So, through the one-on-one interview, the researcher can gather the necessary and reliable information derived on a questionnaire to make use an interview addressed to the field of the trouble based on the deficiency that students have in regard to the English language skills and its subskills like pronunciation. All the data collected by the person in charge of the research is presented in the work by means of interpretation paragraphs.

3.4 Instruments

The questionnaire is one instrument applied in the qualitative research. The questionnaire to be applied will consist of six questions. The questions presented on it are open-ended, these ones cannot be only answered by a simple yes or not, they allow the interviewee to reflect deeply and provide long answers to the questions. This process will be carried out through a virtual setting by using zoom meetings with the interviewees with the aim of gathering the necessary information in order to reflect and create correlations between music as a didactic resource and the teaching and learning process of pronunciation in EFL classrooms by taking into account the data collected from the research sample through the interview.

3.5 Data Collection Processing and Resources

  The data collection process will be carried out based on the following questions and answers explained in the chart below.

What?

Interviews.

Where?

At Universidad Estatal Península de Santa Elena in La Libertad, province of Santa Elena, Ecuador.

When?

Academic Period 2022-1

How?

Questionnaire, opened-ended questions

What for?

To determine the impact of music in the teaching and learning process in EFL classrooms

3.6 Sample

  The sample to be considered for this research project is constituted by seven students from Universidad Estatal Península de Santa Elena (UPSE) belonging to Telecommunications major, class 7/1, who took the module English IV at the language center in the academic period 2021-2. All of them will take in part in the development of this project.

Chapter IV

Analysis of Findings

The data collected from the interview as well as its interpretation will be presented in a more detailed way below. Besides, the interpretation of the bibliographic review and an analysis and discussion between the information obtained from the interview and the bibliographic study.

4.1 Interpretation of data from the interview

In the interview applied to the sample students about music and its impact in the teaching and learning process in EFL classrooms, with a slighter emphasis on pronunciation, the following information was obtained. Nevertheless, it is important to mention that this process was done in Spanish because of the fact that this one is the native language that the sample speak, which facilitated the process of collecting the data in a more feasible way without any kind of problem related to the language used.

Question 1. How do you feel when you listen to music?

Figure 1

Feelings when listening to music

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key word is bien (good) as well as música (music). Additionally, relaje (relaxed). For others, it varies depending on the letra (lyrics) and género musical (music genre). From the

information gathered, music relaxes the participants. Also, the music lyrics and music genre have some influence in the feelings.

Question 2. According to your experience, can music influence your mood? Share your ideas.

Figure 2

Music influence on mood

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key word is sí (yes). In addition, música (music), humor (mood), emociones (emotions), agrado (pleasantness). From these words, most of the answers agreed with the fact that music can definitely change the mood and/or emotions as long as pleasantness is brought or not.

Question 3. How important is it for you to listen to music in English? how can this help you to learn this language?

Figure 3

Importance of English and helpfulness to learn it through music

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key word is importante (important). As well as that, música (music), aprender (to learn), idioma (language), inconcientemente (unconsciously) inglés (English), vocabulario (vocabulary), palabras (words), gramática (grammar). From the information gathered, music is important to learn features of the English language such as vocabulary, words, and grammar unconsciously.

Question 4. How do you learn songs in English? What strategies do you use to learn them?

Figure 4

Strategies and/or ways to learn English songs

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key word is repetición (repetition). Besides, escuchar (listen), música (music), canciones (songs), inglés (English), entender (to understand), significado (meaning), letra (lyrics). For others, cantar (singing) is necessary to learn a song. From the data collected, the repetition technique is used to learn and understand English through music and/or songs lyrics.

Question 5. How would you describe an ideal class focused to practice your pronunciation in English?

Figure 5

Description of ideal class to practice pronunciation

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key words are música (music), class (clase), aprendizaje (learning), idioma (language), inglés (English), For others, proceso (process), enseñanza (teaching), pronunciación (pronunciation), ideal (ideal), facilitar (facilitate). From these key words, the ideal class should have music in it to facilitate the teaching and learning process of pronunciation of the English language.

Question 6. When you learn a song in English, how do you feel you improve your English with these songs?

Figure 6

Improvement of English with songs

Note. The figure shows the results of the interview applied to students from Telecommunications major, class 7/1. Elaborated by the author (2022).

The key words are progresivamente (progressively), inglés (English) mejora (improves). For others, canciones (songs). Based on these key terms, the data gathered indicates that the English language improves progressively with those songs.

4.2 Interpretation of Bibliographic Review

The teaching and learning process is such an important component so that people can change life conditions. As a result, many researchers have done studies in order to propose alternatives to understand and improve this process in all the areas of leaning. Needless to say, the teaching English as a Foreign Language has also been researched and a variety of theories and methods were appearing in order to enhance the students' English learning. To illustrate, the Theory of Behaviorism discovered that learning can be achieved by means of interaction with the surrounding environment and the operant conditioning plays a crucial role in the classroom. The Theory of language acquisition and learning are not the same because they are different. The first one occurs in unawareness and can be used spontaneously, whilst when learning a language occurs the contrary.

About methods for teaching English, the audio lingual that makes use of repetition practices so as to create a habit by conditioning students to speak the target language as when children. Suggestopedia is another method based on the idea that a suitable learning environment will make students feel in a more relaxed and concentrated stage, being this the condition to make them much more receptive and willing to learn and background music is used in order to learn the target language. The Theory of Multiple Intelligences is founded on the belief that there are areas people have a gift for. This theory describes nine intelligences such as bodily-

kinesthetic, interpersonal, verbal-linguistic, logical-mathematic, naturalistic, intrapersonal, visual-spatial, existential and musical intelligence. The musical intelligence says that people who have it are able to recognize patters related to sounds and reproduce them, and this can be instructed.

Pronunciation is basically the production of sounds that form part of a language and these sounds are known by linguists as phonemes, which are 24 consonant phonemes and 20 vowel phonemes. The better people pronounce words in a language, the better others understand what others are communicating, and this can reduce the percentage of mistaken message, but pronunciation is not easy to develop. That is why the use of didactic resources in the classroom so as to improve the students' English learning process, and pronunciation takes part in it and music can be a useful didactic resource.

Music itself has notable effects on people in various areas of our society like on people's feelings, emotions and/or mood that are altered by the dopamine release, which is the happiness hormone, when listening to it. Besides, individuals' learning process has an impact because children can learn contents related to subjects easier. The language learning can be influenced by music, and pronunciation is included since people try to imitate by singing a song after listening to it in order to assimilate sound patterns, intonations and rhythm.

The government has stipulated teachers can choose additional resources in the classroom to improve student's learning such as books, audio and/or visual resources, realia in order to improve the teaching and learning process of English in EFL classrooms.

4.3 Analysis and Discussion of the Interview vs Bibliographic Review

The study was done starting from the variables presented in the research project with the topic Music and its Impact in the Teaching and Learning process in EFL classrooms, which

purpose is to determine the effect that music, as a didactic resource, has in the improvement of pronunciation in classrooms where English is taught.

Goldstein (2017) shares that people's mind can be modified through music, and emotions are part of it, that is to say, music can change emotions, e.g., from sadness to happiness, after exposure to music. Based on this perspective, the data obtained from the interview applied to students from telecommunications major, class 7/1, academic period 2022-1 at Universidad Estatal Península de Santa Elena, related to the first question, the results agreed with what the author mentioned because feelings like good, calmed, relaxed were commented, and music can help to get rid of stress.

The same statement proposed by Goldstein (2017) is supported by students the data gathered in this study in the second question because some songs can have that effect on mood, but this depends on how susceptible a person is and music preferences can have this effect because some songs make people feel happy or sorrowful.

It is undoubtedly that English is significant nowadays and listening to music can have an effect on language learning since the NAME (2014) asserts that music helps to develop language and reasoning. It is necessary to say that features such as lexicon and grammatical structures are part of a language. This finding is confirmed on the answer in the third question since comments said that listening to music is important as they could learn some vocabulary and grammar after listening to it.

The audiolingual method is applied when taking about teaching English and Thurnbury (1999) reveals that speech is prioritized in this teaching method by establishing habits on people and in order to create them, it makes use of drills, repetition of words and phrases, with the aim of enhancing pronunciation. According to the previous description, the results obtained from the

interview in the fourth question shared that the most common way to learn a song is by repeating the lyrics constantly, sing it while pronouncing it correctly. Furthermore, they also said that looking for, taking notes of the lyrics, and translating it was necessary to understand the message in the song.

In 1970, Georgi Lozanov proposed suggestopedia and this method consists of raising students' concentration and creating a positive learning environment by applying music in the classroom. Besides, the Ministry of education states that teachers are exempt to implement teaching resources that facilitate the learning process, based on these statements, the results obtained in the fifth question relate to this method, the interviewees agree that applying music in the classroom would be the best option as a means of learning that makes them feel comfortable, and it is a feasible way to be aware of how English words are correctly pronounced.

Anton (1990) asserts that it is feasible to apply the CMA since this one can help students improve their English, pronunciation, intonation, and rhythm by employing music in the classroom, however, this process takes time and occurs progressively. Starting from this notion, the results obtained in the sixth question concluded that they do feel an improvement in regard to their English and pronunciation, but this improvement progressively evolves, and it is taken as a personal challenge until they notice they have learned how the English language is and how a word sounds to be produced correctly, which makes them feel satisfied after achieving this.

Chapter V

Reflections of the Study

This chapter presents reflections about the study done, the researcher's experience, challenges and lesson learned during the research process, and a comparison between initial beliefs and the ideas obtained after researching.

This research project named Music and its impact in the Teaching and Learning process in EFL classrooms, found that music actually has an effect on students' language learning and its features like pronunciation since the students who participated in it as the sample expressed, they have improved progressively their English by learning English music. In addition, music offers a variety of benefits in the different aspects of human life. The teaching and learning process of English can enhance by applying music in EFL classrooms where this language is taught. Music can create an engaging class that makes students practice English and its features, like pronunciation, through repetition to improve it.

Furthermore, music used as a didactic resource can undeniably have an impact in the teaching and learning process in EFL classrooms since it makes people adopt a focused condition and it can turn the classroom into a peaceful place where students feel good and willing to learn, it creates confidence between the teacher and students. These aspects boost this process by making it more engaging to learn any content.

About the limitation that students face when developing English in general, is motivation. Motivation is important since this is the key to reaching any set goal, the more motivated people are, the harder they work to reach it. Motivated people find the more suitable way to make a dream comes true, and one way to master pronunciation is by practice, which demands time, this time can be found without complaints if motivation is present.

There are many conceptions which assert that music can be used to teach and learn English and one of them is the contemporary music approach, which applies music in its classes to improve pronunciation on students. Another one the is application of the audio-lingual method since it focuses more on developing listening and speaking. Needless to say, pronunciation as one speaking subskill is also emphasized. The strategy that can be harnessed is the repetition drill since pronunciation can be improved by repeating constantly the correct pronunciation of words while trying to imitate the way a song does.

Students' difficulties in the English subject stem from not giving the necessary importance to teach its skills and subskill in EFL classrooms in Ecuador, which was also noticed on students from telecommunications major, class 7/1 at Universidad Estatal Península de Santa Elena who could not produce English as it should be. However, it can be changed by applying music in the classroom since this can make the English class more interactive and motivating to practice the language and its skills as well as subskills like pronunciation.

Based on my experience at the moment of carrying out this work, I could say that it was enriching since this allowed me to understand deeper some conceptions in respect of teaching and learning a foreign language like English. In addition to that, this experience was necessary to immerse myself in the research area.

About the challenges faced while doing the research work, I could mention that one of them was to find reliable sources of information since there is a bunch of information on the internet that is not approved by any scientist. Another one was to find web pages with open access because of the fact that some previous research works required payment to access to them, which delayed me some time to finish my chapter two. Another challenge was at the moment of formulating the questions, one of the problems was that I assumed students knew aspects of

language teaching and learning. Another dare was when organizing the schedules for the interviews, because some of the sample students had busy schedules and they had to make time for helping the researcher with the development of the interview. Last but not least, inasmuch the interview process was carried out through a virtual setting, it was difficult to have a closer contact with the interviewees.

The most valuable lesson learned while doing this research project is that I should not assume facts that have not been proved on other research works, that is to say, I ought not to affirm a statement based on my personal subjectivity. Moreover, I am currently aware of the process of researching, which requires perseverance to work on it without surrendering and it also needs patience to find information since time is an essential element of research in order to finish it. Also, the findings obtained from this research showed me how to apply other strategies for teaching English and provide deeper basis for my professional life as a teacher to students in the province of Santa Elena.

At the beginning of the research, I had the conception that music had an effect on language learning, but I had no idea that this can boost our performance in a variety of areas, which people can take advantage to improve the way they do different activities. Another change related to my conceptions before researching was that I thought students have never experienced the process of learning English as a foreign language by means of music. However, some participants shared to have experienced learning with music before, which have helped them to improve their knowledge about features of this language, such as vocabulary, grammar or sound patters in English, in an unconscious way.

Finally, for further research on the same topic I would choose a wider sample size since the one that was chosen consisted of only seven people; however, the bigger the sample, the

more data to analyze, which can definitely lead to better knowledge of the subject matter. As well as that, the same topic can be researched to analyze the improvement in pronunciation through music in another location or context. To illustrate, in another Ecuadorian university or in a public school abroad where English is taught as a second or foreign language. Also, the application of this topic can be useful aiming to observe how music work on students' learning of the English language and its features on my own.

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Annexes

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

MEMORANDO

REFERENCIA: PINE-034-2022

DE: Lcda. Sara González Reyes, MSc.
            DIRECTORA DE CARRERA

PARA: Marcelo Javier Figueroa Ramos
Cc: Elena Niola Sanmartín, MSc.

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Music and its impact in the Teaching and Learning Process in EFL classrooms "; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSC. Elena Niola Sanmartín	rniola@upse.edu.ec	0986350535

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Lcda. Sara González Reyes, MSc.
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En calidad de tutora del Trabajo de Integración Curricular denominado "MUSIC AND ITS IMPACT IN THE TEACHING AND LEARNING PROCESS IN EFL CLASSROOMS" elaborado por el estudiante Marcelo Javier Figueroa Ramos, 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

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Interview Applied to Students about Music and Its Impact in the Teaching and Learning Process in EFL Classrooms from Students of Class 7/1 from Telecommunications Major at Universidad Estatal Peninsula de Santa Elena, La Libertad, Province of Santa Elena, Academic Period 2022-1

1.- How do you feel when you listen to music?

2.- According to your experience, can music influence your mood? Share your ideas or experience.

3.- How important is it for you to listen to music in English? how can this help you to learn this language?

4.- How do you learn songs in English? What strategies do you use to learn them?

5.- How would you describe an ideal class focused to practice your pronunciation in English?

6.- When you learn a song in English, how do you feel you improve your English with these songs?

Interview Transcript

Student 1

1.- ¿Como se siente cuando escucha música en inglés?

Me siento relajado, incluso la uso para estudiar en el momento de lecciones y exámenes.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Yo creo que sí, hay algunas canciones que son de mi agrado que influyen en mi humor.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Es muy importante, tengo varias canciones en mi lista de reproducción que son en inglés y las escucho diario, de las cuales me han ayudado en conocer el significado de ciertas palabras y se me han quedado guardadas su pronunciación.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Primero repito la canción para escucharla varias veces y luego si no entiendo alguna parte busco la letra para entender el significado.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

Pues sería una clase de más interacción con mucha conversación en el idioma inglés y se puede incluir la música como medio de aprendizaje por lo que sería más divertido, que escuchar pura teoría.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Mejora de manera progresiva y aprendo cuando se pronuncia de una manera correcta cada palabra y hasta da ganas de cantarla a otras personas.

Student 2

1.- ¿Como se siente cuando escucha música en inglés?

Variaría dependiendo del tipo de género que este reproduciendo en el momento, aunque por lo general escucho música pop o música más lenta, cuyas letras tengan sentido y lleven un mensaje, lo cual me hace sentir bien.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Si, aunque no todo el tiempo, esto dependerá de la persona ya del como puedan reaccionar a la situación, mientras más susceptible uno se sienta más influirá la canción en uno.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Pues en mi la música ha influenciado demasiado, desde pequeño en la escuela me enseñaban músicas en inglés, que me ayudaban en la forma de pronunciar palabras básicas, ahora me resulta algo indispensable, debido a que si una música me gusta y me aprendo la letra es una forma autodidacta de aprender más palabras y así estable un mejor vocabulario y fluidez al momento de tener una conversación en inglés.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Pues por lo general, escucho la música una vez, si me agrada la letra por lo general sé que el coro es la parte que más se repite y suelo extraer parte de esa letra y empiezo a buscar el nombre y letra completa, escucha el ritmo y empiezo a tararear las partes que me resultan más complicadas hasta que logro establecer una fluidez al momento de cantarla.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

Nunca lo he pensado, por lo general desde pequeño me enseñaron cosas básicas con juegos y música, y hasta ahora es uno de mis métodos favoritos, debido que no importa la edad, si uno se divierte y se siente cómodo en clases entiende de mejor manera el contenido de una clase.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Por una parte, la fluidez, debido a que algunas músicas tienen partes rápidas, que incluye un gran reto, pero al final es satisfactorio intentar hasta lograr algo, por otro lado, el vocabulario debido que muchas de las palabras al combinarse con otras y formar oraciones suelen cambiar su sentido o incluso las palabras con un significado parecido pueden dar como una breve forma de utilidad al momento de escuchar la música. Y en la pronunciación se relacionarla al momento de imitar la pronunciación de la música. Todo este proceso es de forma progresiva.

Student 3

1.- ¿Como se siente cuando escucha música en inglés?

En lo general, esto es un medio de distracción por lo que a menudo se siente bien escuchar, ya que en ciertos momentos nos sirve como medio relajante dependiendo del ritmo o género que se escuche.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Sí, debido a que en ciertos casos la música puede estar acorde a lo que se siente en ese momento sea alegría, tristeza o alguna otra emoción.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Debido a que existen ciertos ritmos que se los puede definir como "Pegadizos" que se suelen quedar de una canción, el inglés es un idioma muy interesante, por ende, las canciones que se escriben en dicho idioma suelen ser muy acogidas. Mediante la música se aprende vocabulario y gramática.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla? Repito la música una y otra vez hasta el punto de que las memorizo. Otra manera es anotar dicha parte que me agrada.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés? Implementar música en procesos de enseñanza del idioma inglés sería una manera muy dinámica para poder a desarrollarla habilidad de pronunciación, aplicar técnicas dinámicas de enseñanza es una medida muy factible para este proceso.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Debido a que trato de asemejar la pronunciación y entiendo nuevas palabras y se siente un progreso.

Student 4

1.- ¿Como se siente cuando escucha música en inglés?

Generalmente cuando escucho música es cuando me encuentro de buen humor asi que, se podría decir que siempre me alegra la música.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Yo pienso que sí, porque cuando me encuentro de mal humor escuchar música, y en especial algún género que no es de mi agrado me irrita más.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Resulta muy importante y necesario para el idioma inglés para mí, así que una forma que he empleado para aprender a entender este idioma es poner música de fondo mientras trabajo, música que ya conozco, para así inconscientemente irla aprendiendo.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Cuando es una canción casual solo la escucho tanto que la aprendo hasta sin querer, pero cuando es alguna que me gustó mucho, imprimo la letra, la traduzco, y trato de entender su significado en español sin estarla traduciendo, y también utilizo la técnica de repetición para así ir interiorizando la letra sin estarla leyendo.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

En lo personal yo si he recibido clases particulares de inglés, y una estrategia que me gusto demasiado de la academia son casas abiertas y eventos en donde uno canta o expone sobre ciertos temas.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Yo siento que mejora progresivamente ya que hay ciertas palabras que resultar ser nuevas en canciones que recién llego a escuchar, pero entre más las repito, más mejora mi pronunciación.

Student 5

1.- ¿Como se siente cuando escucha música en inglés?

Me siento muy bien por que escucho música que a mí me gustan y esto hace que me relaje en momentos cuando estoy estresado o situaciones similares.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Sí, pero es dependiendo de la música que se escuche como puede ser las músicas tristes en este caso el cambio de humor que está teniendo en ese instante decae y esto lo pode en un estado triste por eso es recomendable escucha música quete ponga feliz.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Pues para mi escuchar inglés es muy importante porque de ahí aprendes inconscientemente algunas características tales como gramática o vocabulario.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Bueno para aprenderme las canciones en Ingles, busco la letra en inglés en internet para ver cómo es para entenderla y luego me enfoco en escucharla varias veces y de esa manera, mediante la repetición de las canciones e ir aprendiéndomelas.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

Una clase ideal sería escuchando música porque de ahí uno va sabiendo como es que se pronuncia las letras de la canción y así poder entender un poco más el inglés.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Mejora progresivamente porque ya una vez escuchando como se pronuncia la letra de la canción tengo la facilidad devolver a producir los sonidos de las palabras que contiene la canción y así poder entender un poco más el inglés.

Student 6

1.- ¿Como se siente cuando escucha música en inglés?

Me siento en calma, la música me hace sentir bien.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus ideas o experiencia.

Por supuesto que sí, la música trae recuerdos los cuales influencian en el humor.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a aprender este idioma?

Es muy importante, me podría ayudar a practicar pronunciamiento e incrementar mi vocabulario además de aprender inconscientemente estructuras gramaticales.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Existen diversos métodos, yo en especial uso las repeticiones constantes de las palabras que contienen las canciones lo que me permite agregar nuevos términos a mi léxico personal en inglés. Adicionalmente me auto grabo mientras repaso para asimilar mis falencias y mejoras de los conocimientos adquiridos en el transcurso de la canción.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

Con la música se torna una forma fácil y dinámica de practicar la pronunciación en el ambiente de aprendizaje.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con estas canciones?

Yo siento que mi pronunciación va mejorando evolutivamente a través de la repetición continua de las canciones.

Student 7

1.- ¿Como se siente cuando escucha música en inglés?

La música hace que me sienta relajada y bien ya que me despeja la mente y esto hace que pueda

realizar mis actividades de manera más sencilla.

2.- De acuerdo con su experiencia, ¿Puede la música influenciar su humor? Comparta sus

ideas o experiencia.

Generalmente empiezo a experimentar emociones que hacen que me sienta más energética ya

que la música es un medio por el cual se nos facilita expresar sentimientos o emociones.

3.- ¿Cuán importante es para usted escuchar música en inglés? ¿Como le puede ayudar a

aprender este idioma?

Creo que es muy importante escuchar músicas en inglés, esto puede ayudarnos a obtener una

mejor pronunciación y mejor manejo de palabras y frases dentro de este idioma, así como

también aprender estructuras gramaticales y de manera inconsciente.

4.- ¿Como aprende usted música en inglés? ¿Qué estrategias usa usted para aprenderla?

Mediante la repetición de canciones es una manera más factible para lograr aprender el idioma

de ingles ya que se nos facilita la interpretación de la misma.

5.- ¿Como describiría una clase ideal enfocada a practicar su pronunciación en inglés?

La clase ideal para la buena práctica de pronunciación en inglés seria por medio de actividades

que con lleven la interpretación de música en inglés ya que esto nos facilitaría el aprendizaje del

idioma.

6.- Cuando aprende una canción en inglés, ¿Como siente usted que mejora su inglés con

estas canciones?

Es satisfactoria la mejora en mi pronunciación ya que por medio de canciones en inglés he

podido practicar de manera concurrente palabras o frases que me han permitido llevar una

mejora progresiva en mi pronunciación.