



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

**“SONGS AS AN INTERACTIVE TOOL
TO ENCOURAGE LISTENING SKILL”**

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 **“SONGS AS AN INTERACTIVE TOOL TO ENCOURAGE LISTENING SKILL”** prepared by **AMY NOHEMI RODRIGUEZ PIGUAVE** an 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.

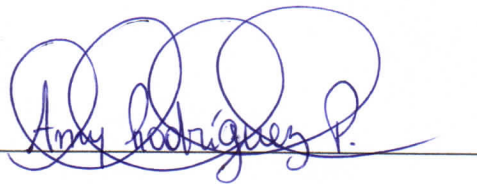
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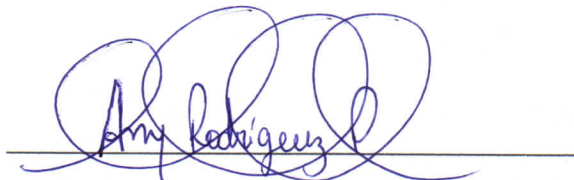


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DECLARATION

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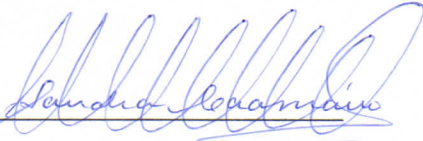
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DEDICATION

I want to dedicate this research to my parents Cecilia and Johnny who always stayed with me supporting my life with love and encouragement, they teach me the value of love and perseverance.

To my siblings Johnny, Erika and Adrián, who care about me and show me how to overcome difficulties as a family.

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With love

Amy Nohemi Rodríguez Piguave

ABSTRACT

This research work has been dedicated to analyzing how songs as interactive tools promote the development of listening skills. For this reason, this research implemented the qualitative method and focused on phenomenological research. Where seven students of the third semester of Enfermería major of the Universidad Estatal Península de Santa Elena participated as a sample by conducting an interview of open-ended questions oriented towards focus groups. The interview found that English songs are very helpful to students, the use of songs has helped them learn more about the acquisition of the English language; for example, learning about grammatical structures, acquiring new words. On the other hand, the use of songs is of great help to teachers because it helps them to give a plus in the classroom. Most of the students do not reflect motivation to participate in the listening activities since the methodologies of the class are usually monotonous, the creative teacher will make his students change the environment within the classroom, a great change will be noticed due to which interactive listening activities were used. To conclude, the result of this research work to improve successfully, it was possible to reflect that English songs serve as interactive tools to promote the development of listening skills.

KEY WORDS: Songs – Interactive tool – Listening Skill - Learning

RESUMEN

El presente trabajo de investigación ha sido enfocado en analizar cómo las canciones como herramientas interactivas fomentan el desarrollo de la habilidad de escucha. Por esta razón. Esta investigación ejecutó el método cualitativo y se enfocó en la investigación fenomenológica. En donde siete estudiantes del tercer semestre de la carrera de Enfermería de la Universidad Estatal Península de Santa Elena participaron como muestra realizando una encuesta de preguntas abiertas orientada hacia grupos de enfoque. La encuesta determinó que las canciones de inglés sirven de mucha ayuda hacia los estudiantes, el uso de las canciones les ha ayudado a aprender más sobre la adquisición del idioma inglés; por ejemplo, aprender sobre estructuras gramaticales, adquirir nuevas palabras. Por otro lado, el uso de canciones es de gran ayuda a los docentes debido a que les ayuda a dar un plus en aula de clase. La mayor parte de los estudiantes no reflejan motivación a la participación de las actividades de escucha ya que las metodologías de la clase suelen ser monótonas, el docente creativo hará que sus estudiantes cambien el ambiente dentro del aula de clase, se notará un gran cambio debido a que se utilizaron las actividades interactivas de escucha. Para concluir, el resultado de este trabajo de investigación logró con éxito, se pudo reflejar que las canciones de inglés sirven como herramientas interactivas para fomentar el desarrollo de la habilidad de escucha

PALABRAS CLAVES: Canciones – Herramienta interactiva – Habilidad de escucha - Aprendizaje

INDEX

ACKNOWLEDGMENT	1
ABSTRACT	3
INDEX	5
FIGURES	8
INTRODUCTION	14
CHAPTER I	16
THE PROBLEM	16
1. 1. Research Topic.....	16
1. 2. Title of the project.....	16
1. 3. Problem Statement	16
1. 4. Problem question.....	18
<i>1. 4. 1. General question</i>	18
<i>1. 4. 2. Specific questions</i>	18
1. 5. Objectives	19
<i>1. 5. 1. General objective</i>	19
<i>1. 5. 2. Specific objectives</i>	19
1. 6. Justification:	19
CHAPTER II	21
THEORETICAL FRAMEWORK	21

2. 1. Background	21
2. 2. 1. <i>Multiple Intelligences</i>	21
2. 2. 2. <i>Audio-Lingual Method</i>	22
2. 2. 3. <i>Suggestopedia</i>	23
2. 3. Theoretical basis	23
2. 3. 1. <i>Definition of listening and its difficulties</i>	23
2. 3. 2. <i>Stages of listening activities</i>	24
2. 3. 3. <i>Songs</i>	25
2. 3. 4. <i>Uses of songs in English classes</i>	26
2. 3. 5. <i>Types of songs to teach English</i>	27
2. 3. 6. <i>Interactive tools</i>	28
2. 4. Legal basis	28
2. 4. 1. <i>Constitution of Ecuador</i>	28
2. 4. 2. <i>Ministerio de Educación</i>	29
2. 5. Variables of the study	30
2.5.1. <i>Dependent Variable</i>	30
2.5.2. <i>Independent Variable</i>	30
CHAPTER III	32
METHODOLOGICAL FRAMEWORK	32
3. 1. Methods	32

3. 2. Type of Research	32
3. 2. 1. <i>Phenomenological Studies</i>	32
3. 3. Data Collection Techniques	33
3. 3. 1. <i>Focus group</i>	33
3. 4. Instruments:.....	34
3. 4. 1. <i>Questionnaire</i>	34
3. 5. Data Collection Processing and Resources.....	34
3. 6. Population and sample	35
CHAPTER IV	36
ANALYSIS OF FINDINGS	36
4. 1. Interpretation of data from the interview or focus group	36
4. 2. Interpretation of bibliographic review	38
4. 3. Analysis and discussion of the interview or focus group vs bibliographic review.....	40
CHAPTER V	43
REFLEXIONS OF THE STUDY	43
REFERENCES.....	45
ANNEXES	48
CERTIFICADO SISTEMA ANTI PLAGIO	49

FIGURES

Figure 1 Amy Rodríguez. -2022.Interview.PNG.....	36
Figure 2 Amy Rodríguez. -2022.Interview.PNG.....	37
Figure 3 Amy Rodríguez. -2022.Interview.PNG.....	37
Figure 4 Amy Rodríguez. -2022.Interview.PNG.....	37
Figure 5 Amy Rodríguez. -2022.Interview.PNG.....	38
Figure 6 Amy Rodríguez. -2022.Interview.PNG.....	38

INTRODUCTION

Learning multiple languages, not just your native language, is important for any working professional. English, in particular, is fundamental due to its size and the fact that it emerged as one of the first languages in the world. Learning English is not a luxury but an undeniable necessity. English is a tool for strengthening relationships with different countries, by not using it we would be at a disadvantage with other people and with the opportunities that each country offers, as well we could not be aware of their customs and culture. (Araque, 2019) More and more people are learning to speak this language, and more and more people are depending on it to get a job or to prosper in it.

Listening is along with speaking, reading and writing, one of the four skills that are part of the teaching and learning of Languages. Listening is a necessary skill that we apply to carry out effective communication. Rost (2002) argues that the explicit listening approach in language learning is a relatively recent phenomenon. Listening skills began to play an important role in language teaching at the beginning of the 20th century. As a result, language in its spoken form became the ultimate source and medium for L2 learning, and accuracy of perception and clarity of auditory memory became primary skills.

There are various ways of practicing listening that are fun such as watching movies, listening to songs, participating in conversations with classmates, which make classes more fun, active and didactically participatory. In this way students can easily learn. The implementation of interactive tools gives a great contribution to learning the English language, through them traditional classes can be transformed into something new and innovative, it also helps to encourage students' interest in learning it.

There are several types of interactive tools that help improve listening skills; the song, as a fundamental part of the use of music as a tool, is a resource for learning foreign languages. Through the songs the language is acquired in a natural way in a context of real communication, since again, like music in general, they are part of everyday life. In addition, they have a series of characteristics that ensure success in the classroom: they are fun, pleasant and help achieve linguistic goals such as learning vocabulary, facilitating the learning of structures, improving pronunciation and intonation.

That is why, with the purpose of arousing interest in learning this skill of the English language, this research project presents an interactive tool to encourage listening skills. To provide a general explanation of what this research project is based on, the following paragraphs explain its content. In Chapter I, the main problem will be shown: difficulties in learning listening skills that were detected in the students of Universidad Estatal Peninsula de Santa Elena during pre-teaching service practices, in Chapter II is where It supports all the research with previous studies on models of teaching strategies, bibliographies, references and points of view of different researchers.

On the other hand, in Chapter III the methodology, techniques and tools used to apply this research will be shown, explaining in detail how the data collection activities were carried out, such as the student survey, which provided clear and valuable contributions to the present investigation, in Chapter IV, reveals the results provided by the students and their relationship presented in the second chapter. Finally, the Chapter V reflects all the knowledge acquired related to the topic by the researcher

CHAPTER I

THE PROBLEM

1. 1. Research Topic

Didactic Resources and Listening Skills

1. 2. Title of the project

Songs as an interactive tool to encourage the development listening skills

1. 3. Problem Statement

One of the main English language skills that students consider the most difficult among the other skills to learn, is listening. Listening is a fundamental dimension in learning and mastering the English language that the student must put into practice. Despite this, listening is not given the importance it deserves in teaching and learning English.

The ability to listen and understand in English is very important and it depends on this that one can speak fluently. However, there are various problems that students face. For example, students do not understand a native speaker, tend to confuse words and lose track of the main message being conveyed, and become frustrated at not understanding radio or television conversations.

According to the English Proficiency Index report, Ecuador remains one of the two countries in Latin America with the worst level of proficiency in the English language, only above Mexico. (English Proficiency Index, s.f.). A few decades ago, in Ecuador, the ability to handle different languages by students of all educational levels was almost nil, thanks to the low attention given to the education of languages as a foreign language. The learning of another

language was not considered as a primary factor within the curriculum. (Ministerio de educación, 2016) In Ecuador, English was considered an optional subject; that is, each organization had the power to include it or not in its education curriculum.

Currently there is less educational effort in teaching the language, Leineida Castillo (2021) mentions in an article in the newspaper "El Comercio" some problems that reflect why the level of English in the country is very low: the country's public and rural schools they have reduced the English workload to two hours, there is a lack of preparation of the teachers and they have less access to economic resources. Due to this, it is suggested that Mineduc (Ministerio de Educacion) develop an improvement plan that includes training teachers on techniques and methodologies for teaching English, that schools maintain an average of six hours of weekly classes and periodic evaluations.

In Ecuador, learning English creates many difficulties for students, especially with listening comprehension, because the reality of living in a country where the language is not spoken contributes to their problems with their ability to speak English. This poses one of the biggest obstacles and that is the fact that in a real situation they cannot easily understand what the other person is saying, which causes an unsatisfying and difficult communicative interaction (Solano, 2021).

Another problem is that students do not find an entertaining way to practice or learn the language correctly. In fact, there are cases where students do the listening exercises out of obligation, but not because they really find it interesting.

In the period that the pre-professional practices were carried out, one of the difficulties that was found in the students is when the teacher taught classes and students of the second

English module of the third semester of the Enfermería major failed to understand with clarity the language, that is why a good feedback was not carried out.

Furthermore, there is a problem that teachers continue to apply traditional teaching and are unaware of these tools, that is why it is very important that the teacher is trained and informed on how to implement them and along with this, take them of the utmost importance since through it you can discover new forms of teaching to improve the quality of education.

Until a few years ago, English was taught through overly structured and formal methodologies that caused students to have a negative image of the language and sometimes even feelings of rejection. To put an end to this problem and reduce the academic load imposed in the language classroom, teachers have come to songs and have made them an important ally.

1. 4. Problem question

1. 4. 1. General question

How does the use of English songs encourage listening skills in students from the third semester from Enfermería major at Universidad Peninsula de Santa Elena?

1. 4. 2. Specific questions

- How to develop study techniques to facilitate student learning?
- What are the effects of using songs as a tool to encourage listening skills?
- How do students incorporate songs in their learning process in order to develop their listening skills?

1. 5. Objectives

1. 5. 1. General objective

To analyze how English songs as an interactive tool encourage the listening skills in students from Enfermería major at Universidad Estatal Peninsula de Santa Elena, La Libertad, Province of Santa Elena.

1. 5. 2. Specific objectives

- To describe the importance of interactive tools for the development of listening skills in students.
- To investigate a variety of information about how listening music can develop listening skills.
- To determine how interactive activities can encourage listening skills in students at Universidad Estatal Peninsula de Santa Elena.

1. 6. Justification:

The present investigation arose due to the experience of teaching the English language in the students of the third semester from Enfermería major at Universidad Estatal Península de Santa Elena. Where some difficulties were found during the language teaching process; some of the students did not pay attention to the listening activities; others presented a lack of understanding on the part of the teacher when he established the instructions or simply when he explained the class: on the other hand, when the teacher carried out listening skill exercises, the students had the need to repeat the audio over and over again to achieve understanding of the English language.

That is why, in order to eliminate the previously mentioned difficulties, the use of songs in English should be implemented as an interactive tool to encourage students to improve their

listening skills, since nowadays English songs have a great influence on people and on the other hand, leaving aside traditional teachings for innovative and creative teachings that contribute to the learning methodologies of a new language.

This research project mentions an interactive tool to promote and develop listening skills in third-semester nursing students at the Santa Elena Peninsula State University. To conclude this research can also serve as a guide for future research.

CHAPTER II

THEORETICAL FRAMEWORK

2. 1. Background

According to Pastor (2004), in language teaching it is worth highlighting the teaching of the linguistic skills of a language that can be included in four basic skills that any language student must acquire to achieve success in learning: speaking, listening, writing and reading.

These four abilities are very extensive and, for this reason, in this work the listening skill will be dealt with in depth, since it would be impossible to carry out an exhaustive study and investigation of each one of them. The reason why I have decided to investigate this skill is because it is the one that allows the incorporation of songs and its numerous benefits for teaching, as well as being one of the most difficult and interesting.

2. 2. Pedagogical basis

2. 2. 1. *Multiple Intelligences*

First proposed by Howard Gardner in 1983 and redefined in 1999, the Multiple Intelligences theory was described as a set of entities that operate according to their own procedures, with particular biological bases, that is, they would even have a location in the human brain. In addition, he argued that intelligences are not something that can be seen or counted: they are potentialities, capacities, talents with biological and neural bases. These potentialities are activated or not depending on the values of a given culture. (Gardner, 1993)

Gardner (1993) divided multiple intelligences into nine domains: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinetic, musical, interpersonal, intrapersonal,

existential, and naturalistic. For Gardner these intelligences work together or partially together, as a system, in solving a problem or producing valid and useful personal or social results.

Focusing on musical intelligence is the ability to perceive, discriminate, transform and express ideas in musical forms. The individuals who possess this intelligence to the highest degree are composers, conductors, musicians, music critics, and instrument makers. On the other hand, Gardner (1993) defined this intelligence as the talent that appears earliest in human beings and described certain individuals who are endowed with this intelligence; they can play an instrument with technical accuracy and with a good deal of feeling, sing an entire aria from an opera just by hearing it once, or perform a piece they composed on an instrument, but these gifts could be innate or trained and will depend on the environment where the learners are educated. Moreover, according to Gardner (1993) the components of this intelligence are: 1. The auditory sense, which is essential for all musical participation (pitch, rhythm and timbre). 2. The rhythmic organization, which can exist apart from any auditory realization (deaf). 3. The emotional implications, the feelings and emotions that performers and composers transmit through music.

2. 2. 2. Audio-Lingual Method

The audiolingual method consists mainly of repeating and memorizing patterns of sentences and phrases. Repetitions, also known as drilling, is an important feature of this method, which consists of listening to what the teacher indicates so that it can be repeated later.

The term 'audiolingual' was given by Professor Nelson Brooks in 1964, who tells us that a radical transformation is so named for seeking a new orientation of required procedures, and the deep cleaning of methods, materials, texts and tests is unavoidable. (Brooks, 1964)

2. 2. 3. *Suggestopedia*

Suggestopedia was created thanks to Georgi Lozanov, a Bulgarian psychotherapist and psychiatrist who pointed out that the problems that occur when learning foreign languages are due to the difficulty and anxiety of the students.

The suggestopedia method makes use of soothing, rhythmic music, a comfortable and relaxing environment, and a relationship between the teacher and the student similar to the parent-child relationship. (Rohmert, 1996) For that reason, suggestopedia is the way to create healthy atmospheres by just providing relaxation.

Furthermore, Murphey (1992) says using music to make students relax and to reflect their minds to the language. In addition, songs engage the corrected part of their brains more, to make learning as a holistic experience. In this way he developed the Suggestopedia, a theory that has relaxation and concentration techniques to achieve effective learning. The use of songs, background music, games and other resources are some of the techniques that he considers. The important thing in this method is the use of the language and not the form.

2. 3. Theoretical basis

2. 3. 1. *Definition of listening and its difficulties*

Listening is considered as the first skill in the acquisition of a new language where beginners must learn it. Receiving new words from what they have heard or listened to makes it a receptive skill. Nurmala Hendrawaty (2019) says If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing. This means that the ability to receive can affect the ability to produce.

To have effective communication the listening skill is the key. Not developing this ability causes a great impact because not listening well to a conversation leads to misunderstanding.

There are several researches that define this skill:

Listening is an active process that is responsible for allowing listeners to assimilate and interpret the audiovisual data to comprehend what the speakers are trying to communicate based on the socio-cultural context. (Thompson & Rubin, 1996)

According to Herbert J. Walberg (2004) the listening skill is essential for learning a new language in the classroom, since it allows students to acquire different points of view and information and thereby achieve success in communicating with others.

This means that listening as a linguistic skill refers to the interpretation of oral discourse and in which linguistic processes are involved, ranging from the interpretation of the discourse from the decoding and linguistic understanding of the phonic chain (phonemes, syllables, words, etc.), to interpretation and personal assessment, so that in addition to its receptive nature, it requires the active participation of the listener.

2. 3. 2. Stages of listening activities

These stages are classified by Underwood into three categories that are: pre- listening; while-listening and post-listening. These stages have the objective to prepare students with effective listening by performing different activities.

Pre-listening: It prepares students through related information, it could be background information, and with this anticipating the content and activating their prior knowledge. Some listening strategies are: making a list of ideas, completing part of a chart, informal teacher talk in discussion, etc.

While-listening: During this listening process students must be able to obtain the message. It may suit different purposes of listening. Some listening strategies are: putting pictures in order, completing grids, multiple choice questions, true or false, etc.

Post-listening: It concludes the work with regard to the listening skill. There are required activities for exposing comprehension and the production output. Post-listening activities usually need more time to execute. Some listening strategies are: Form/chart completion, sequencing, problem solving, role-play, identifying relationships between speakers, etc. (Underwood, 1989)

It is not known exactly how listening works or how people learn to listen and understand. Underwood (1989) mentions that listening is a skill which develops easily for mother-tongue listening, but needs considerable effort where listening in a foreign language is concerned.

2. 3. 3. Songs

Songs are a means of evoking positive emotions, whether a student listens to it or sings alone or in unison with others, the experience is enjoyable and can increase students' confidence. The integration of music in the classroom during second language learning can positively improve language acquisition.

Lynch (2010) states that some reasons for working with songs in the classroom are that they almost always contain authentic, natural language, and that they also contain a variety of new vocabulary that can be introduced to students with easily accessible songs, where they can introduce grammar and cultural aspects, as well as students can experience a wide range of

accents. And above all, in the pedagogical aspect, the students think that the songs are natural and fun.

From a more applicative perspective on the influence of songs on learning English, Oblitas (2017) establishes a direct relationship between music and language, and states that songs and spoken language share the same channel, in addition to rhythm and the melody, both representing a form of linguistic communication. Likewise, the neurologists Burkhard Maess, Stefan Koelsch and Angela Friederici (2001) discovered that the processing of music and language occur in the same brain area and therefore there are parallels between the processing of music and language.

With a more practical vision, it should be noted that the lyrics of the songs are a source of didactic material, in them we can find vocabulary, syntactic and morphological structures, phonological characteristics, receptive and productive skills, as well as different types of speech.

2. 3. 4. Uses of songs in English classes

The use of the songs within the class is flexible and does not adjust to a certain moment. They can be used at any time during the class, such as: at the end of a class session, changing environments, at the end of a Didactic Unit or specific topic; even on special occasions, the arrival of Christmas or at the end of a course.

Regardless of the school stage in which we find ourselves, teachers use songs as an excuse to promote language learning in a hidden and much more motivating way than any other. Students, thanks to them, develop essential elements in learning the foreign language. The songs can be used as text, focusing their importance on the message they convey to the receiver. This use is interesting when dealing with a special topic. (Vaquero Gonzalez, 2012)

If you want to start a conversation between students, you can use it as a starting point for it and offer a source of discussion. As has already been said, they are especially useful for introducing, developing and acquiring new vocabulary since they provide a natural context for most words, verbs, prepositions, adjectives... Without forgetting the aspect related to pronunciation since the mechanism is activated by repetition in the acquisition of language, which works actively with the appropriate intonation.

Songs are highly required to develop or practice the retention ability of students. If done properly, the repetition will be conceived in a pleasant way and will not bore the students, thus achieving active participation in the language. (Griffie, 1992) And finally, songs are used in the classroom to motivate students due to the extraordinary strength they have among people. As teachers, the musical interest of students should be increased by teaching different musical genres and treating of them.

2. 3. 5. Types of songs to teach English

There are many types of songs; but the most important thing when selecting them is that they are suitable for use in class and adjust to the needs and interests of the students. It is essential that the music used is liked by the students, since this factor will determine their degree of motivation and involvement in the task.

The most important thing when selecting the song is that it does not contain very complex lyrics because if the students do not understand anything they will get frustrated and this tool will not work correctly. Following Brewster's (1992) model, songs can be divided into the following three types: action songs, traditional songs, pop songs

Depending on the level of the students and taking into account the age, different types of songs will be used. The most appropriate songs to use are action songs through which students associate words with actions, can move and have fun.

A well-known popular example is the so-called 'Head and Shoulders' in which students sing while touching parts of their body (head, shoulders, knees, feet...). Also counting with the fingers, jumping, leaning are actions that can be included in this type of songs as is done in the song 'Ten little fingers' in which students must show with their fingers the number that the song sings. In addition, there are songs that are worked on special dates of the year and help to know the Anglo-Saxon sociocultural context, among which are: Christmas (Merry Christmas), birthdays (Happy Birthday), Halloween (Trick or Treat).

2. 3. 6. Interactive tools

The role of the teacher is of vital importance at the level of activity design since he must make a transition between what the students know about a certain topic and what they need to know according to the song that is going to be used (Lopera S. , 2018).

Interactive tools basically refer to the presentation of didactic material. The material must be presented in a structured way, combining the general objective of the teaching unit and the specific objective. Lozanov (1978) states “common sense should be used when preparing the didactic material, avoiding repeated exercises on the main objectives and the gradual introduction of new topics for study.”

2. 4. Legal basis

2. 4. 1. Constitution of Ecuador

“Constitución de la República del Ecuador” states the following articles:

Art. 26.- Education is a right of people through their lives and an inescapable and inexcusable duty of the state. It is a priority area of guarantee of quality and social of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living, an essential condition for a good life. Individuals, family and society have the right and responsibility to participate in the educational process.

Art 27.- Education shall be centered on human beings and shall guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it shall be participatory, compulsory, intercultural democratic, inclusive and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity and peace; it shall stimulate a critical sense, art, and physical education, individual and social initiative, and the development of competences and capacities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country and constitutes a strategic axis for national development.

Art 28.- Education shall respond to the public interest and shall not be at the service of individual and corporate interests. Universal access shall be guaranteed, permanence, mobility, and graduation without any discrimination whatsoever, and compulsory education at the initial, basic and high school level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The state shall promote intercultural dialogue in its multiple dimensions. Learning shall take place both in and out of school. (Constitucion de la República del Ecuador 2008, 2008)

2. 4. 2. Ministerio de Educación

“Ministerio de Educación” through its paper Ecuadorian in-service – English teacher 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 appropriate 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 songs as a teaching tool in the learning environment.

2. 5. Variables of the study

2.5.1. Dependent Variable

- **English Language Listening Skills**

The dependent variable is the one that is influenced by the independent variable in research. In this research project, the factor that will be modified or changed is the listening skill, which is the interpretation of information according to the sociocultural contexts and elements of a language.

2.5.2. Independent Variable

- **Song**

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

song, they are musical compositions for the human voice, with lyrics and commonly accompanied by musical instruments.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. 1. Methods

The method of this research project is a qualitative method. The work of the qualitative method is to collect answers to open questions where emotions and thoughts that the researcher needs to obtain for his research are reflected, for these instruments such as interviews and observations are used to obtain information and not numerical data and thus it will be possible to obtain specific answers to evaluate.

According to Escudero y Cortez (2017) the qualitative method is the research that collects non-quantifiable information, based on the observations of the behaviors for its later interpretation. It has helped to know the point of view of people from the experience of everyday life based on the observation of natural behaviors, experiences, contexts and discourses, for the subsequent codification and generalized interpretation of their meanings.

In one research mentions “qualitative pedagogical research has a promising future; His inquiries cover a wide variety of educational topics, ranging from problems related to the teaching-learning process, to the relationship between the school and society as an agent of change.” (Espinoza Freire, 2020)

3. 2. Type of Research

3. 2. 1. Phenomenological Studies

Within qualitative research is the phenomenological method which is based on the study of life experiences, from the perspective of the subject, thus discovering the common elements of such experiences.

Heidegger (2006) argued that 'phenomenology emphasizes the science of phenomena.' Barberá and Inciarte (2012) pointed out that phenomenology has its origins in the Greek word *phenomenon* that would be “show itself, put in the light or manifest that it can become visible in itself”. Phenomenology arises as a response to the radicalism of the objectifiable and as an analysis of the phenomena or significant experience that is shown (*phenomenon*) to consciousness. It moves away from the knowledge of the object itself detached from an experience.

For this approach, the main thing is to understand that the phenomenon is part of a significant whole and there is no possibility of analyzing it without a holistic approach in relation to the experience of which it is a part.

They can be used as information collection tools from observation to personal interviews or focus groups, with open, semi-structured and structured questions, objects, documents of all kinds, audio and video recordings and even standardized instruments.

3. 3. Data Collection Techniques

3. 3. 1. Focus group

This research project will concentrate on a focus group. The focus group technique is a space for opinion to capture the feelings, thoughts and lives of individuals, provoking self-explanations to obtain qualitative data.

For Martínez-Miguel the focus group “is a collectivist research method, rather than individualistic, and focuses on the plurality and variety of attitudes, experiences and beliefs of the participants, and does so in a relatively short space of time” (Martinez Miguélez, s.f.).

Unlike other traditional techniques such as observation, personal interview or social survey, the focus group allows obtaining in sufficient depth, thanks to the interaction between the

participants, valuable information regarding knowledge, attitudes, feelings, beliefs and experiences, and this specific and collective information is obtained in a short period of time.

3. 4. Instruments:

3. 4. 1. Questionnaire

Questionnaires are useful tools for qualitative research. The questionnaire will be focused on a certain group (focus group) and it will consist of six questions. This process will be carried out in two ways: the first way will be via google meet, where students will be asked each question in order to obtain more information related to the songs as an interactive tool and about their listening skills improvement; as a second form it will be a virtual questionnaire by using google forms where they will reflect their more detailed answers.

3. 5. Data Collection Processing and Resources

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

1. What?

Interviews

2. Where?

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

3. When?

Academic Period 2022-1

4. How?

Questionnaire, opened-ended questions

5. What for?

To analyze the how important is listening skills through songs in students.

3. 6. Population and sample

In this research work the population is focused on students of the third semester from Enfermería major at Universidad Estatal Península de Santa Elena who attended the third module of English during the academic period 2022-1. Furthermore, eight students will participate in the data collection process for this research project. Finally, a sample is not provided since there is no formula, and that all the participants will be part of the development of this project .

CHAPTER IV

ANALYSIS OF FINDINGS

4. 1. Interpretation of data from the interview or focus group

This chapter presents the results of the questionnaire related to songs as an interactive tool to encourage listening skill, which are interpreted and analyzed. However, it should be noted that the questions in the questionnaire were asked in Spanish for the reason that it was easier for the students to understand and avoid problems during the process.

Question 1: Do you like to listen to songs in English?

Interpretation: Most of the students mentioned the word “sí” which mean “yes” so they really like to listen to the music in English, they mention that most of their free time they tend to listen to the songs in English.

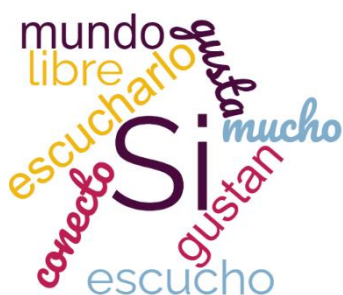


Figure 1 Amy Rodríguez. -2022.Interview.PNG

Question 2: Do you have any difficulty listening and understanding songs in English?

Interpretation: According to this question, four students mentioned that they have difficulty listening and understanding the songs in English, however, two students mentioned "un poco" when having difficulty and on the other hand the remaining two mentioned that they have no difficulty listening and understanding songs in English.



Figure 2 Amy Rodríguez. -2022.Interview.PNG

Question 3: Do you think that songs in English are an interactive tool to improve language learning?

Interpretation: The students emphasize that songs in English should be implemented to improve language learning and, above all, to improve listening skills.



Figure 3 Amy Rodríguez. -2022.Interview.PNG

Question 4: How do you think songs can help you improve your English listening skills?

Interpretation: Regarding pronunciation, most of the students mentioned that the songs would be of great help to improve their listening skills. On the other hand, the others mentioned about memorizing words, repetition and the acquisition of new words.



Figure 4 Amy Rodríguez. -2022.Interview.PNG

Question 5: What musical genre would you like a teacher to use in class to improve your English listening skills?

Interpretation: According to the question, the students implied that the genre they would like to listen to is the pop genre, others mentioned the electronic genre and finally rock.



Figure 5 Amy Rodríguez. -2022.Interview.PNG

Question 6: How often do you think English song exercises should be used in classes for a better understanding of the language?

Interpretation: Regarding the question, two students mentioned that exercises should always be used, another two mentioned three times a week, and another two mentioned that they should be infrequent.



Figure 6 Amy Rodríguez. -2022.Interview.PNG

4. 2. Interpretation of bibliographic review

As it is known that in Ecuador the level of English is low, the factors that affect the acquisition of significant learning are directly related to the fact that teachers are applying only

traditional methodology, because they have little knowledge of the new tools that are used. may apply in this area. What is sought to improve it and it is through the didactic tools.

Culture is discovered and taught in the language class. Music and songs are cultural manifestations of the linguistic community. But in addition, the songs contain in their lyrics a valuable load of sociocultural information.

No language teacher will fail to see the potential of songs as language input; it is a rich and living language, equally authentic in its quality of oral language and written language, which lends itself to study at all linguistic levels.

It's natural to hear songs more than once, it's natural to repeat and learn them, it's natural to cover them, it's natural to 'play' with them. In class we can take advantage of the fact that they are a malleable material, which lends itself naturally to manipulation, to be observed and judged from the outside and analyzed from within.

Working with songs is a playful and creative activity that can promote the discovery and learning of language and culture and form the basis for authentic communication.

Listening comprehension is one of the four skills in English language teaching, it is defined as the ability to identify and understand speakers. When you hear something, you are paying attention and you are trying to get information about that sound that it is called Listening. Some cases reflect that people only understand the words but are not able to find out what is the message that a native speaker wants to say, that is why we must be attentive to be successful in the spoken language.

Although the richness of songs and music as a resource for language learning goes beyond listening to and understanding them, as can be seen to a certain extent in the examples

explained, there is no doubt that with these musical materials we can contribute to the development of listening comprehension skills of our students.

4. 3. Analysis and discussion of the interview or focus group vs bibliographic review.

This study is based on the variables, the theme of the research project, which is songs as an interactive tool to promote listening skills, where it aims to encourage listening activities, specifically songs as an interactive tool and the improvement of listening skills through interactive activities.

A song is the expression of human feelings in the union of music and poetry physically represented in a text and that can be heard by a particular audience. Each part of the song has a purpose. Londoño (2011) declares that music produces effects on the state of mind, the text (the lyrics) presents the opinion and world view of the person who writes it, and the voice and intonation of the performers is basically the expression of emotions and feelings.

With this description mention is made of the results obtained from the question of the survey towards the students of the third semester of Enfermería major at Universidad Estatal Península de Santa Elena. The students mentioned that they like to listen to music in English and specially to do it in their free time. Therefore, music beyond an artistic manifestation is a human expression, a means by which human beings say what they think and feel at certain times and that are assimilated by those who listen to them, achieving a connection with feelings and thoughts.

One of the common weaknesses found in foreign language learners is listening accuracy. The reasons behind this deficiency vary: little attention is paid to listening skills, listening practice is not done consistently in the classroom, and lack of motivation for students to practice listening. Based on this, the results obtained from the interview applied to students from

Enfermería major, class 3/1, academic period 2022-1 at Universidad Estatal Península de Santa Elena, it is related to the question about the difficulties that they face at the moment of listen music. A recommendation for working on songs is through pre-listening, during listening and post-listening activities (as cited in Underwood, 1989). The goal of pre-listening activities is to prepare the listener to activate their prior knowledge.

The role of the teacher is of vital importance at the level of activity design since he must make a transition between what the students know about a certain topic and what they need to know according to the song that is going to be used.

Listening activities aim to immediately engage with the song. In this phase, the activities can aim at the listeners responding, completing, marking options that appear in the song. Finally, the post-listening activities aim to verify and expand the knowledge that has been acquired with the previous activities. This description is related to two questions, the first is how English songs are an interactive tool to improve language learning, and the second question is related to how English songs improve listening skills in students. students of Enfermería major.

There are different criteria and ideas about the use of songs to improve listening. One of them has to do with the selection of the songs so that it goes towards learning and motivation. Another criterion is related to the theme of the program so that the objectives are met. Also, you should look at the needs of the students, the level of language they have and the tastes of the students. (Lopera S. , 2003), taking into account the topic of musical tastes, it is related to the question of what genres they would like the teacher in charge to use during class to improve listening skills. Therefore, it is related to the fact that the musical genre has a great contribution as a way of teaching the English language.

In Ecuador, English classes were not a priority until after the Mineduc (Ministerio de Educación) drew up a plan to improve the level of the country, but currently the teaching of the English language is again being considered less important than other subjects since receiving 6 hours per week has now been reduced to 3 hours per week (as cited in Castillo, 2021) However, the students surveyed reflected in the results that songs should be used as daily listening activities to improve language comprehension.

CHAPTER V

REFLEXIONS OF THE STUDY

Songs as an interactive tool to encourage listening skills is the topic of this research project, in which the results of the questionnaire reflected that songs in English do attract the attention of students as an interactive tool that helps them enhance their listening skills. In addition, it should be noted that songs are part of people's lives. It is a way to relax. People enjoy listening to music at home, in a bar or at their jobs.

Songs are part of English language acquisition, but it is necessary to coordinate the songs with the objective of the learning process. Its use in teaching English is, without a doubt, very natural. As a human being, it is undoubted that inside us there is a special gift that is feeling the music. For instance, in the case someone is trying to teach the alphabet to a child, it realizes that the child learns it faster and consequently will memorize it better if it is sung or recited. Besides, with songs students can expand their vocabulary and they will be able to speak in English language with native speakers.

On the other hand, traditionally, the conventional methods in teaching English as a foreign language, such as simple explanation or mechanical activities, are unpleasant and can be monotonous for students. Therefore, this will inexorably affect and obstruct your spirit to learn that foreign language.

Applying classroom activities is very important for English language acquisition, using songs in teaching practice is a good way to improve the learning process with non-traditional methods. It explains the effects of songs in lessons to improve the English language and how to attract attention and to have excellent results in learning English.

Songs are a powerful medium for teaching English to all ages of human beings. We can use songs as a class activity in order to enrich your vocabulary or to improve grammar or different British accents. Adding that songs are basic elements of human society is not an outstanding novelty

At the same time, the use of songs as an interactive tool helps to bring individuals closer to the sounds, accents, and rhythmic patterns of the language, but also to vocabulary, intonation, grammatical exchanges, and conversation. Music positively affects the accent of language, memory and grammar, as well as mood, fun and motivation

To conclude, during the process that this research project was carried out, it should be noted that more information was acquired than was previously known. This research helps to emphasize the importance of teaching the English language and especially in the acquisition of a new language. There is no doubt that thanks to a passion that is listening to songs, more interactive activities can be developed towards the teaching of a second language such as English, this tool will be of great help in future teaching.

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ANNEXES

RESEARCH PROJECT APPROVED TOPIC



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

MEMORANDO

REFERENCIA: PINE-051-2022

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

PARA: Amy Nohemi Rodríguez Piguave
CC: Sandra Caamaño López, 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 "Songs as an interactive tool to improve listening skills"; siendo designado como tutor la docente:

DOCENTE	CORREO	TELÉFONO
MSc. Sandra Caamaño López	scaamano@upse.edu.ec	0990794148

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.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado “**SONGS AS AN INTERACTIVE TOOL TO ENCOURAGE LISTENING SKILL**” elaborado por la estudiante RODRIGUEZ FIGUAVE AMY NOHEMI 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 URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



SANDRA CAAMAÑO MSc.

TUTORA

Plagiarism Certificate



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**Interview Applied to Students About Song as an Interactive Tool to Encourage the
Listening Skill On Students of Class Third Semester from Enfermería Major at
Universidad Estatal Peninsula De Santa Elena, La Libertad, Province of Santa Elena,
Academic Period 2022 – 1**

The interview was applied on eight students from Enfermería major.

Question 1: Do you like to listen to songs in English?

Question 2: Do you have any difficulty listening and understanding songs in English?

Question 3: Do you think that songs in English are an interactive tool to improve language learning?

Question 4: How do you think songs can help you improve your English listening skills?

Question 5: What musical genre would you like a teacher to use in class to improve your English listening skills?

Question 6: How often do you think English song exercises should be used in classes for a better understanding of the language?

INTERVIEW TRANSCRIPT

Student 1

1. **¿Te gusta escuchar canciones en inglés?**

Si, en la mayor parte de mi tiempo lo hago.

2. **¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?**

Un poco, creo que depende del ritmo de la música.

3. **¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?**

Si, las canciones de inglés ayudan a mejorar la pronunciación de las palabras.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Comprender el lenguaje y con la pronunciación de las palabras.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

Me gustaría que incluyeran el género pop.

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Al menos debe ser tres veces a la semana debido a que podemos mejorar y ampliar nuestro vocabulario.

Student 2

1. **¿Te gusta escuchar canciones en inglés?**

Sí, me gustan mucho

2. **¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?**

Sí, no logro comprender del todo las canciones.

3. ¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?

Si, son un recurso primordial, ya que a través de las canciones se demuestran los sentimientos o pensamientos de las personas

4. ¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?

Es una forma dinámica de aprender

5. ¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?

Me gustaría que incluyeran el género pop.

6. ¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?

Considero que deben ser tres veces a la semana como mínimo

Student 3

1. ¿Te gusta escuchar canciones en inglés?

Sí, son mi escape de la sociedad.

2. ¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?

Sí, no entiendo el idioma inglés a plenitud, es cuestión de práctica.

3. ¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?

Mucho en verdad, una motivación de antemano aumenta la capacidad de recepción y estimula a la persona.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Me ayudan con la repetición y ejercicios prácticos asociados.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

Pop, rock, por lo general, pero no tengo gustos musicales definidos; me gusta darle la oportunidad a todo.

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Estas actividades tendrían más efectividad en personas que ya tienen bases establecidas; y desean mejorar su pronunciación... u ocasionalmente para una lección nueva, a modo de estímulo.

Student 4

1. **¿Te gusta escuchar canciones en inglés?**

Sí, son mi pasatiempo favorito.

2. **¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?**

Sí, no entiendo lo que dicen hasta que veo las letras.

3. **¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?**

Sí, son fundamentales para el aprendizaje de un nuevo idioma.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Me pueden ayudar a memorizar las palabras y la pronunciación.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

Me gustaría que se incluyan los géneros electrónica, hip hop o simplemente pop.

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Deberían ser aplicadas diario.

Student 5

1. **¿Te gusta escuchar canciones en inglés?**

Si, siento que estoy en un mundo diferente.

2. **¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?**

No, pero dependiendo de la velocidad de la música

3. **¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?**

Si, las canciones ayudan a fortalecer la comprensión del idioma.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Al escuchar las canciones podemos poner atención a la pronunciación de las palabras, aunque para esto también necesitamos tener un apoyo en este caso sería la letra.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

El género pop latino.

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Deberían ser aplicadas a menudo.

Student 6

1. ¿Te gusta escuchar canciones en inglés?

Si me gustan mucho.

2. ¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?

Si, relacionado con la pronunciación.

3. ¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?

Si, deberían aplicarlas más en las clases.

4. ¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?

Me podrían ayudar con la pronunciación.

5. ¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?

El género urbano.

6. ¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?

Deberían ser aplicadas siempre.

Student 7

1. ¿Te gusta escuchar canciones en inglés?

Sí, es mi parte favorita del día.

2. ¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?

No, mientras estas no sean rápidas.

3. **¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?**

Si, ayudan mucho con la utilización de las palabras y sobre todo a enriquecer el vocabulario.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Considero que aportan dinámica con el vocabulario y la pronunciación.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

Definitivamente serían las canciones pop

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Desde mi punto de vista serian dos veces por clase.

Student 8

1. **¿Te gusta escuchar canciones en inglés?**

Sí, me gustan mucho.

2. **¿Tienes alguna dificultad para escuchar/entender alguna música en inglés?**

Tengo poca dificultad al escuchar y entender la música en inglés.

3. **¿Crees que las canciones de inglés son un recurso para mejorar el aprendizaje del idioma?**

Si, son es una vía alterna como recurso, muy esencial para el aula.

4. **¿Cómo crees que te pueden ayudar las canciones a mejorar tu habilidad auditiva del idioma inglés?**

Creo que escuchando la canción varias veces hasta llegar a aprendérmela.

5. **¿Qué género musical te gustaría que un docente usara en clase para mejorar tu habilidad auditiva del idioma inglés?**

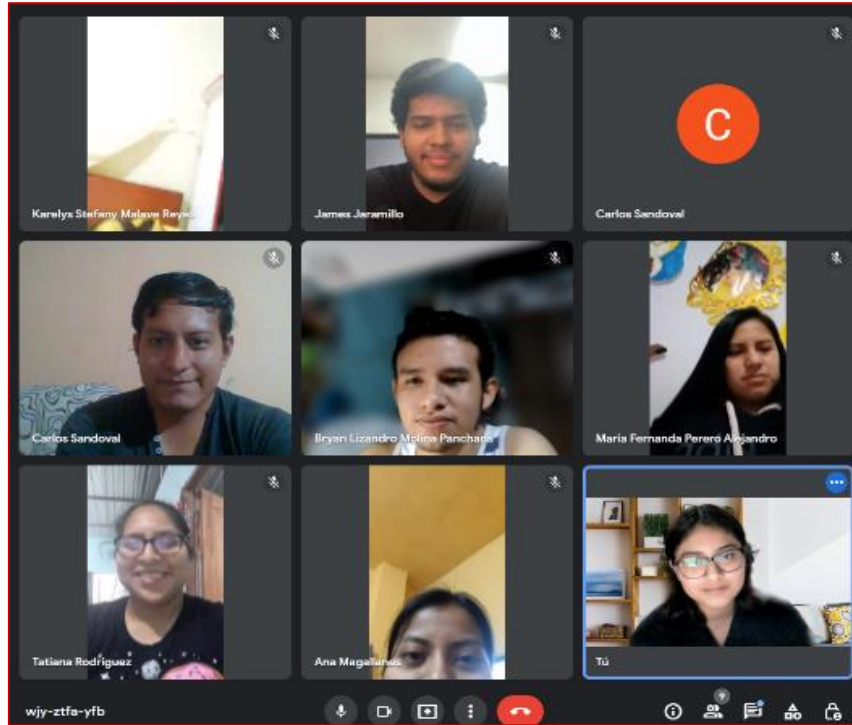
La música pop, es la que hoy en día suena mucho.

6. **¿Con qué frecuencia consideras que se deben utilizar ejercicios de canciones en inglés en las clases para una tener mejor comprensión del idioma?**

Considero que deben ser poco frecuentes.

Interview evidence

Google meet - interview



Platform on which the interview was conducted

The screenshot displays the Google Forms 'Respuestas' (Responses) interface. At the top, the form title 'Research Project Interview' is visible, along with a status message 'Se han guardado todos los cambios en Drive' and a 'Enviar' button. The navigation tabs include 'Preguntas', 'Respuestas' (selected), and 'Configuración'. The main content area shows '8 respuestas' and a toggle for 'Se aceptan respuestas' which is turned on. Below this, there are tabs for 'Resumen', 'Pregunta', and 'Individual' (selected). A dropdown menu shows the email 'kmalavereyes@gmail.com' and a progress indicator '1 de 8'. A warning message states 'No se pueden editar las respuestas'. The form title 'Research Project Interview' is repeated, followed by a description: 'Este formulario esta creado con fines académicos, gracias por responder. Te pido que leas y analices y respondas de la manera en la que te sientes con respecto a lo que se pregunta.' A red asterisk indicates a required field: '*Obligatorio'. The visible form field is labeled 'Correo *'.