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ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“ENGLISH SONGS FOR EMOTIONAL AND
ATTITUDINAL INFERENCE IN EFL CONTEXTS”**

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 the research advisor of the research paper entitled "English Songs for Emotional and Attitudinal Inference in EFL Context," prepared by Kevin Abel Murillo Chávez, an undergraduate student of the Pedagogy of National and Foreign Languages major, at the School of Educational Sciences and Languages of Universidad Estatal Península de Santa Elena, I certify that I have guided, supervised, and reviewed this research project. I hereby approve it in its entirety because it meets the academic and methodological requirements established by the University and is suitable for submission to the Academic Tribunal for evaluation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Diana Terán Molina', is positioned above a horizontal line.

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Statement of Authorship

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“English Songs for Emotional and Attitudinal Inference in EFL Contexts”

I hereby certify that this work is entirely my own authorship, except for the quotations and ideas taken from other sources, which are properly cited in this research paper.



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Declaration

The information and content in this degree and research work are the sole responsibility of the author; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



Murillo Chávez Kevin Abel

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My pathway to success has not been without God at every step.

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Murillo Chávez Kevin Abel

Dedication

Love, faith, and perseverance are big ideas that have been emphasized throughout the years of my collegiate life. So, for all of those reasons, my research project will be for God who has granted me wisdom, strength, patience, determination, and the will to conquer all that obstructs my path as I strive to reach this ultimate goal in my life. Second, I want to share this with my family. I wish to acknowledge my beloved mother who loves me unconditionally, encourages, and supports me through this process and challenges me to be the best version of myself and go after everything, even when it's hard to reach what I want and, most importantly, never give up, because my life-chasing aspirations never go with the tide. And of course, I also would like to thank a million loved ones who always encouraged me to strive hard and work harder to make it through difficult times and who encouraged me to hold onto the successes in my life along the way. Last but not least, I would like to dedicate this work to my professors and classmates from the Pedagogy of National and Foreign Languages program from Universidad Estatal Península de Santa Elena. Your wisdom, support, friendship, and mutual experiences not only allowed me to develop as a professional, they will also be the strongest memories of my time at university. With love and gratitude.

Murillo Chávez Kevin Abel.

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Abstract

The present study aims to investigate English songs as a pedagogical device to stimulate emotional and attitudinal inference in English as a Foreign Language (EFL). Comprehension of emotion, attitude, and intention is a key concept in communicative competence, but most students have difficulties in deciphering meaning independently of the actual message. The current study used a qualitative form and was phenomenological in nature. The data were from interviews with five EFL teachers in Jardines del Edén Educational Unit and Rubira Educational Unit. Interviews were conducted to examine teachers' perception of usage of English songs and whether the songs improve emotional awareness, motivation, participation, or communicative expertise. The results indicated that English songs offer concrete exposure to the language and emotional content that support students identify the emotions, attitudes, and intentions that are conveyed in conversation. When song-based activities were used in the classroom, teachers reported having more motivated, active participation, listening comprehension development, pronunciation development, and confidence from the learners. English songs can, therefore, present an influential pedagogic source from which these EFL students can benefit for promoting emotional and attitudinal inference, communicative competence, and in an overall more meaningful environment where learners can interact in meaningful ways.

KEY WORDS: English songs, emotional inference, attitudinal inference, communicative competence, EFL, and teaching strategy.

Resumen

El presente estudio tiene como objetivo investigar las canciones en inglés como herramienta pedagógica para estimular la inferencia emocional y actitudinal en inglés como lengua extranjera (EFL). La comprensión de la emoción, la actitud y la intención es un concepto clave en la competencia comunicativa, pero la mayoría de los estudiantes tienen dificultades para descifrar el significado independientemente del mensaje en sí. El presente estudio utilizó un enfoque cualitativo y fue de naturaleza fenomenológica. Los datos se obtuvieron de entrevistas con cinco profesores de EFL en la Unidad Educativa Jardines del Edén y la Unidad Educativa Rubira. Las entrevistas se realizaron para examinar la percepción de los profesores sobre el uso de canciones en inglés y si estas mejoran la conciencia emocional, la motivación, la participación o la competencia comunicativa. Los resultados indicaron que las canciones en inglés ofrecen una exposición concreta al idioma y al contenido emocional que ayuda a los estudiantes a identificar las emociones, actitudes e intenciones que se transmiten en la conversación. Cuando se utilizaron actividades basadas en canciones en el aula, los profesores informaron de una mayor motivación, participación activa, desarrollo de la comprensión auditiva, desarrollo de la pronunciación y mayor confianza por parte de los alumnos. Por lo tanto, las canciones en inglés pueden constituir una fuente pedagógica influyente de la que los estudiantes de inglés como lengua extranjera pueden beneficiarse para fomentar la inferencia emocional y actitudinal, la competencia comunicativa y, en general, un entorno más significativo donde los alumnos puedan interactuar de manera constructiva.

PALABRAS CLAVES: canciones en inglés, inferencia emocional, inferencia actitudinal, competencia comunicativa, inglés como lengua extranjera y estrategia de enseñanza.

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Introduction

English is a globally spoken and understood language, fundamental to education, work, world politics, international exchange, and all aspects of society. Therefore, English as a Foreign Language (EFL) is becoming increasingly relevant for students who wish to improve their academic, professional, and personal skills. However, language comprehension is not limited to grammar or vocabulary; to learn to use the language correctly, students must understand the feelings, attitudes, intentions, and implicit meanings of the target language so they can communicate effectively. These are essential components and written expression skills, but even learners of English as a foreign language can struggle with the emotional and attitudinal meaning of spoken and written language. Vocabulary acquisition, grammar, and repetition typically take precedence over topics like emotions and pragmatics, leaving learners less attuned to these nuances. Consequently, they tend to focus solely on literal meaning, neglecting to consider language in terms of speakers' feelings, phrasing, attitudes, or intentions. English songs, as a form of communication that reflects real-life, culturally influenced communicative situations, have become crucial educational tools. Through their verses, rhythms, and melodies, songs help students gain an authentic understanding of the English language, develop listening skills, and expand their vocabulary. They motivate students and enable them to grasp emotions and attitudes they might struggle to articulate in academic settings. Using songs in classroom activities also encourages participation and interaction, but even learners of English as a foreign language can struggle with the verbal and attitudinal meaning of spoken and written language. Vocabulary acquisition, grammar, and repetition typically take precedence over topics like emotions and pragmatics, leaving learners less attuned to these nuances. Consequently, they tend to focus solely on literal meaning, neglecting to consider language in terms of speakers' feelings,

phrasing, attitudes, or intentions. English songs, as a form of communication that reflects real-life, culturally influenced communicative situations, have become crucial educational tools. Through their verses, rhythms, and melodies, songs help students gain an authentic understanding of the English language, develop listening skills, and expand their vocabulary. They motivate students and enable them to grasp emotions and attitudes they might struggle to articulate in academic settings. Using songs in classroom activities also encourages participation and interaction., but even learners of English as a foreign language can struggle with the verbal and attitudinal meaning of spoken and written language. Vocabulary acquisition, grammar, and repetition typically take precedence over topics like emotions and pragmatics, leaving learners less attuned to these nuances. Consequently, they tend to focus solely on literal meaning, neglecting to consider language in terms of speakers' feelings, phrasing, attitudes, or intentions. English songs, as a form of communication that reflects real-life, culturally influenced communicative situations, have become crucial educational tools. Through their verses, rhythms, and melodies, songs help students gain an authentic understanding of the English language, develop listening skills, and expand their vocabulary. They motivate students and enable them to grasp emotions and attitudes they might struggle to articulate in academic settings. Using songs in classroom activities also encourages participation and interaction. This research emerged from observations conducted during the pre-professional teaching practicum at the Jardines del Edén Educational Unit. It was observed that using English songs in each class increased student motivation and promoted more active participation in learning opportunities, which in turn engaged them more deeply. These results indicate that songs can be a suitable pedagogical vehicle to support emotional inference and meaningful language learning in children learning English as a foreign language. The aim of this research was to determine whether singing in

English and its teaching methods would provide English as a Foreign Language (EFL) students, aged 6 to 8, with a means to infer feelings and attitudes through songs. To this end, however, and to gain a deeper understanding of research methods such as phenomenological analysis, we will implement a qualitative approach to investigate how EFL teachers feel and react to the use of English songs in the classroom. Five English teachers who teach second and third grade students in primary education will be interviewed. More specifically, the descriptive and exploratory nature of this study seeks to clarify educators' perspectives by examining how song-based practices are linked to students' emotional awareness, motivation, engagement, language skills, and overall communicative competence. It is hoped that the contributions of this study will expand existing knowledge about contemporary teaching methods to achieve meaningful communicative engagement and emotional self-assessment in EFL classrooms.

Chapter I

The Problem

The research topic, project title, research problem statement, research questions, objectives and motivation regarding emotional and attitudinal inference in English as a Foreign Language (EFL) contexts are all outlined briefly in this chapter.

1.1 Research Topic

Didactic Strategies and EFL teaching

1.2 Title of the project.

“English Songs for Emotional and Attitudinal Inference in EFL Contexts”

1.3 Problem Statement.

Developing communicative competence remains a challenge for many learners of English as a Foreign Language (EFL). Grammar, vocabulary, and reading skills are typically taught as language skills, and the emotional and attitudinal aspects of communication are often overlooked. Students may understand the general meaning of a message, but miss out on the speaker's intention, tone or state of mind. Recent research indicated that communicative interactions need more than language knowledge; the communicative interaction also involves emotional and contextual understanding, and takes place within real situations (Zhang, Baills & Prieto, 2023). A large part of the problem stems from the limited opportunities learners have to use authentic language. Instead of real communicative input, learners have difficulties in noticing the expression, emotions, and implications found in spoken and written language. Furthermore, the conventional methods of teaching may reduce students' motivation and engagement, which could take a toll on them to develop their real communicative competence. Recent studies conducted on EFL contexts suggest that song and music may enhance motivation, emotional engagement, listening comprehension, and speech performance (Pangaribuan a & Chairunnissa, 2023).

English songs are a significant teaching material to this topic as they convey authentic language, culture, and emotional content. However, songs are not always used systematically or purposefully in EFL classrooms despite their educational benefits. Thus, it is vital to study how English songs contribute to emotional and attitudinal inference construction in EFL learners, and support the emergence of communicative competence (Zhang, Baills & Prieto, 2023).

1.4 Specific Problem Statement.

Communicative competence is one of the main objectives in learning English as a Foreign Language (EFL). While grammar and vocabulary are useful, students also need to be familiar with emotions, attitudes and intentions conveyed through communication. For most students, these emotional and situational aspects of language are often not properly understood. They often struggle to interpret meanings beyond the literal level or even sense of tone, emotions, or implied meanings in language and textual content (Zhang, Baills & Prieto, 2023). One reason for this problem is that EFL instruction frequently focuses on grammar and isolated vocabulary exercises. Consequently, pupils have few chances to encounter language in a real and affective way. Second, students' engagement and students' communicative abilities are affected due to low motivation and lack of engaging materials. (Güzel & Altay, 2023) reported that song-based activities increase motivation, emotional engagement, and classroom participation among EFL learners, attitudes, emotional involvement and speaking ability in EFL (Güzel & Altay, 2023). English songs can be an effective pedagogical tool because they integrate authentic language, culture, rhythm, and emotional expression. However, they are usually embedded in limited classroom practices and are not implemented through well-planned instruction. As a result, it is suggested to investigate how the use of English songs improves emotional and attitudinal inference in EFL speakers and helps them understand communication in depth beyond the literal (Pangaribuan & Chairunnissa, 2023)

1.5 Justification.

Teaching English as a Foreign Language (EFL) involves more than the acquisition of vocabulary and grammar. Learners need to understand emotions and attitudes, intent between

people they interact with, even meanings implied in what they say or do; this includes making inferences on an emotional level during conversation. Traditional approaches are often language-focused and have little impact on emotional awareness or attitudinal inferential skills for teaching languages. Thus, students may grasp the literal content of a message while struggling to understand emotions and contextual meaning during communication (Mercer & Dörnyei, 2020). This study emerged from observations made during pre-professional teaching practicums at Jardines del Edén Educational Unit. These experiences generated higher motivation and interest from students when English songs were included within the classroom. Meanwhile, challenges surfaced with students comprehending emotions, attitudes, and implied meanings in English communication. These songs have been found to enhance learners' motivation, involvement, emotion-related engagement, and communicative interaction in EFL scenarios (Pangaribuan & Chairunnissa, 2023). These findings were the background for the present study, as understanding emotion is a requirement of effective communication. This research explores the application of English songs as a pedagogical tool for enhancing meaningful conversations during the processes of language learning. Songs are authentic language as well as emotional expression, cultural content and motivational reference, which facilitates development of communicative competence and emotional interpretation of language learning Rakhmonova (2023). Moreover, the Ecuadorian English curriculum is focused on the communicative competence development through interactive and meaningful and student driven learning (Ministerio de Educación del Ecuador, 2016). Research specifically exploring emotional and attitudinal inference associated with English songs in EFL contexts remains limited. Prior studies predominantly concentrated on vocabulary development, pronunciation, listening comprehension, and speaking skills development via music-based instruction (Corella & Salcedo, 2020; Rakhmonova, 2023).

However, research on ways songs play a role in learners' knowledge of emotions and attitudes in communication and how songs connect them to emotions, especially in Ecuadorian education environments, remains insufficiently studied Rakhmonova (2023). Consequently, the aim of this research is to enhance the literature by examining linkages between music, emotional learning, and communicative competence of EFL teaching. It provides alternative pedagogical strategies that can promote participation, motivation, emotional awareness and natural communication, to support teachers, students and educational institutions through findings of this study. In addition, this research is consistent with the precepts adopted by the Ecuadorian education system promoting innovative studies, engaging practices, and the whole child (Ministerio de Educación del Ecuador, 2016). The results of this research may also be of use for future studies related to music-based learning, communicative language teaching and emotional development in language education.

1.6 Scope of the Research

This research focuses on EFL teachers working with children aged 6 to 8 years enrolled in the 2nd and 3rd grades of Basic General Education (EGB). The purpose of this study is to provide insights that may be useful for similar educational contexts. It examines the use of English songs as a pedagogical strategy to support the development of emotional and attitudinal inference as a component of communicative competence in young EFL learners (Pangaribuan & Chairunnissa, 2023; Vallejo & Pérez Ortega, 2024).

Using a qualitative methodology, this research explores teachers' perceptions, experiences, and observations regarding students' emotional and attitudinal development through

song-based learning experiences. Qualitative research is appropriate for investigating educational experiences, meanings, and interpretations in natural learning contexts (Creswell & Poth, 2023).

Particular attention is given to music-based activities that help young learners recognize emotions, attitudes, and communicative intentions expressed through language. The implementation of English songs in structured and creative classroom activities is considered a pedagogical strategy to promote authentic language exposure, emotional awareness, and the ability to interpret meanings beyond the literal level Rakhmonova (2023).

The study is limited to classroom-based practices in EFL contexts and is not intended to generalize its findings to all educational settings. Instead, it focuses specifically on teachers' perspectives regarding the role of English songs in fostering emotional and attitudinal inference among children aged 6 to 8 years.

1.7 Problem Question.

How do English songs support the development of emotional and attitudinal inference in young EFL learners according to EFL teachers?

1.7.1 Specific Questions.

- How do EFL teachers perceive the role of English songs as a pedagogical tool for enhancing students' ability to infer emotions and attitudes in English?

- According to EFL teachers, what changes are observed in students' emotional and attitudinal inference following the use of song-based activities?

1.8 General Objective.

To explore how the use of English songs as a pedagogical strategy supports emotional and attitudinal inference in EFL students aged 6 to 8 years.

1.8.1 Specific Objectives.

- To examine teachers' perceptions of how English songs contribute to students' ability to infer emotions and attitudes in English.
- To analyze teachers' perceptions on the contribution of English songs to develop in students the ability to recognize emotions and attitudes in EFL musical contexts.
- To describe the benefits and challenges perceived by teachers when implementing songs as a pedagogical strategy to develop emotional and attitudinal inference in young EFL learners.

Chapter II

Theoretical Framework.

This chapter describes the research theory. It also covers the assessment of recent research, construction of pedagogical ideas, and theories about how English songs may influence emotional and attitudinal inference in EFL. These establish the connection between language learning, emotions, and communicative competence.

2.1 Background.

According to some new studies, songs and music contribute positively to EFL learners because they motivate EFL learners, improve understanding, and enhance communication among

EFL learners. The purpose of songs is to integrate language, emotions, and context and to generate higher-order meaning in learners (Zhang, Baills, & Prieto, 2023). Additionally, music-based activities promote motivation, participation, and interaction in EFL students while enhancing pronunciation, fluency, and communicative competence (Güzel & Altay, 2023). Moreover, throughout the process of language education, musical input supports vocabulary learning, pronunciation, listening comprehension, and speaking skills among students through repeated, contextualized language input Rakhmonova (2023). The incorporation of English songs into English as a Foreign Language (EFL) instruction has been associated with improvements in fluency, vocabulary, and oral performance among students (Zhang, Baills, & Prieto, 2023). Music-based learning fosters emotional engagement, facilitates language acquisition, and contributes to meaningful communication (Rakhmonova, 2023). Song-based English classes have demonstrated positive effects, all based on increased student motivation and participation (Vallejo & Pérez Ortega, 2024).

Such music-based instruction enhances learner engagement, emotional involvement, pronunciation, language retention, and communicative competence, in general (Rakhmonova, 2023; Zhang, Baills & Prieto, 2023). That is, English songs are effective pedagogical tools, which allow for emotional and attitudinal inference and meaningful language learning in EFL contexts.

2.2 Pedagogical Basis.

This research is grounded in the pedagogical use of songs as an effective strategy for teaching English as a Foreign Language (EFL). Songs provide learners with opportunities to engage with language in a dynamic, meaningful, and enjoyable way. As authentic learning

materials, songs create meaningful contexts that facilitate language acquisition and help learners connect language to real-life situations (Harmer, 2021).

English songs are valuable teaching resources because they integrate language, culture, and emotional content within a motivating learning environment. Through exposure to songs, learners encounter authentic vocabulary, pronunciation models, natural language structures, and emotional expressions that help them understand how feelings and attitudes are communicated in everyday interactions Rakhmonova (2023).

Furthermore, songs encourage active participation and create opportunities for meaningful interaction, enabling learners to develop both linguistic and communicative skills. The combination of language, music, and emotions contributes to the development of communicative competence while fostering emotional awareness and attitudinal understanding in EFL contexts (Güzel & Altay, 2023; Rakhmonova, 2023).

2.2.1 Songs as a Teaching Strategy.

Songs have become an effective teaching strategy in EFL classrooms because they encourage learners to use language in an active and meaningful way. As authentic learning materials, songs increase students' motivation and participation while providing opportunities to experience language in realistic and engaging contexts.

Communicative Language Teaching emphasizes the use of authentic materials that promote meaningful interaction and real-life communication (Richards, 2022). In this context, songs provide learners with opportunities to practice language naturally and develop communicative competence through meaningful language use.

Therefore, activities based on English songs are always connected to interaction and foster good communication in the classroom among all students. Likewise, the use of songs

contributes to the development of learners' language skills, including listening comprehension, good pronunciation, vocabulary acquisition, and fluency (Güzel & Altay, 2023). Thus, the use of songs is considered one of the best pedagogical resources in the classroom, facilitating language learning and creating attractive and interactive learning environments for both students and teachers. Several studies have emphasized the positive impacts of English songs on language learning; nevertheless, many researchers have pointed out some shortfalls. Language-acquiring activities which are sing-along can lead to failure if not well-considered and if they are not related to instruction. On the other hand, some are worried about how the music sounds. Would it be fun for them to have this kind of activity, not language? In addition, the selection of songs can be poor and produce vocabulary, pronunciation, or cultural references that surpass the students' proficiency levels. (Harmer, 2021) states that authentic resources — music, for example — might be motivating but the degree of effectiveness depends on teaching (and hence learning) through the adaptation of such resources to learners' needs and educational aims. Therefore, songs should constitute a supplement to teaching for EFL rather than by themselves as the teaching method used in EFL classrooms.

Despite these limitations, recent research continues to support the pedagogical value of English songs when they are carefully selected and integrated into meaningful communicative activities.

2.2.2 Active Learning.

Songs are used in class as a learning activity because the students become involved in dialogue, lyric interpretations, cooperative, and communicative activities in class. These activities allow the learners to act as active agents in the learning and then development of communicative skill (Pratiwi & Yaw-kan, 2024).

2.2.3 Affective Learning.

Songs promote affective learning because they create a positive emotional environment that encourages motivation, participation, and confidence in language learning activities. Through music, learners develop a stronger emotional connection to the English language, which contributes to more meaningful learning experiences and helps reduce classroom anxiety.

Song-based activities have been found to increase students' engagement, emotional involvement, and interaction in EFL classrooms, as learners naturally participate in communication and gain confidence when expressing themselves through music (Güzel & Altay, 2023). The sound, emotional content, and original, authentic language present in the songs connect with students directly because the singers are native speakers of the language.

Likewise, students are fully engaged with the feelings and emotions expressed in the songs, which fosters greater motivation and a more relevant classroom experience (Mercer & Dörnyei, 2020). In this context, musical activities promote the creation of learning environments with active interaction and participation, involving emotional communication and more effective engagement.

2.3 Theoretical Basis.

Communicative competence, emotional inference, and language acquisition theories related to the application of songs in EFL learning are the foundation of this investigation.

Emotion refers to a psychological state that involves feelings, thoughts, and behavioral responses to internal or external stimuli. In language learning, emotions influence motivation, engagement, and communication processes (Mercer & Dörnyei, 2020).

Attitude refers to an individual's evaluation, disposition, or feeling toward a person, situation, or idea. Attitudes are frequently communicated through language, tone of voice, and contextual cues.

Inference is the process of drawing conclusions based on available information, contextual clues, and prior knowledge. In language learning, inference helps learners understand meanings that are not explicitly stated.

2.3.1 Emotional and Attitudinal Inference.

Inference is the capacity to read emotions, intentions, feelings, and attitudes through linguistic, intonational, and situational information. This is a necessary skill for communicative competence, as learners must understand meanings that go beyond the literal interpretation of words. In EFL contexts, songs often constitute rich emotional and contextual information that helps learners meaningfully infer what a person has intended. Students experience the practice of authentic language and meaningful communicative scenarios through lyrics, rhythm, and emotional content. English songs can also expose learners to real-life communication where emotions and attitudes are shown Rakhmonova (2023). Moreover, strategies in learning a language are very relevant as they allow learners to process information and take meaning from it to understand it better when they communicate (Oxford, 2023). As such, emotional and attitudinal inference can be enhanced by activities that prompt learners to make sense of the emotional and contextual aspects of language, advancing deeper and more effective use of language in EFL teaching contexts.

2.3.2 Krashen's Input Hypothesis.

The Input Hypothesis of Krashen explains this by stating that the occurrence of language acquisition only happens if the learner has received intelligible input from the teacher just above

her level of competence. English songs are relevant, repetitive and contextually meaningful language that helps to facilitate comprehension and language learning in an EFL student. As (Zhang, Baills & Prieto, 2023) stated songs help in vocabulary retention, pronunciation, and listening comprehension, as students tend to process language naturally through repetition and rhythm. Music as well contributes to an amusing scenario and improves focus and involvement in learning tasks.

2.3.3 Emotional Intelligence Theory.

Emotional Intelligence Theory interpreting, and regulating one's own emotions while also responding effectively to the emotions of other people. In EFL contexts, emotional intelligence helps learners identify emotions, attitudes, and communicative intentions expressed through language. English songs provide opportunities for learners to interpret emotional meanings through lyrics, tone, rhythm, and context. Therefore, song-based activities may contribute to the development of emotional awareness and communicative competence (Mercer & Dörnyei, 2020).

2.3.4 Communicative Language Teaching (CLT).

Communicative Language Teaching (CLT) emphasizes authentic communication and meaningful interaction as central elements of language learning.

Songs lend themselves well to this strategy, as they offer authentic language, cultural heritage and communication features (Richards, 2022) argues that communicative competence develops when learners interact with authentic language in meaningful situations. Songs provide this type of authentic input and encourage learners to interpret messages, emotions, and intentions while communicating that encourage real and meaningful use of the language by students. The study indicates that music as an instructional aid can contribute substantially towards communicative

competence: participative, fluent, pronunciation as well as interactive, among the learners of EFL (Güzel & Altay, 2023).

2.4 Legal Basis

(Constitution of the Republic of Ecuador, 2008)

Art. 26 Establishes that education in the country is a fundamental right throughout life and an obligation of the Ecuadorian State, which in turn must guarantee equality, inclusion, and participation in the entire academic or educational process.

Art 27 States that education must be centered on its inhabitants and promote the overall student and school development of each individual. It must also foster the development of citizens' skills and promote their capacities for the common good.

Art. 28 Establishes that education in the country must be guaranteed and guided, as an obligation of the Ecuadorian State, without regard to ethnicity, politics, or status, given that the country is characterized by having an intercultural nature.

Art. 29 guarantees freedom of teaching and the right of individuals to learn in their own cultural and linguistic context.

These articles support this research by promoting inclusive, meaningful, and student centered education, which aligns with the use of innovative strategies such as English songs.

2.4.1 Curriculum Guidelines (MINEDUC)

These guidelines advocate for fostering communicative competence through interactive strategies while stimulating critical thinking development among students.

The Ecuadorian In-Service English Teacher Standards prescribed by the Ministerio de Educación also stipulate that teachers are required to constantly train teaching methods and keep their knowledge in EFL teaching practices at a high level.

Domain 5: Professionalism and Ethical Commitment: Teachers must:

Continue to refine their professional skills

Use best practices in effective and innovative ways

Collaborate with other instructors to promote a sound learning climate

In addition, the following are identified in 5.b Professional Development, Partnership and Advocacy:

5.b.1 Use professional development opportunities

5.b.2 Set professional goals

5.b.3 Collaborate with other members of the institution

This framework lays the groundwork for new approaches to use English songs to increase communicative competence.

2.5 KEY CONCEPTS

Communicative Competence:

A set of skills necessary to communicate effectively outside of academic settings.

Emotional Inference:

The process of understanding emotions expressed within language.

Attitudinal Inference:

Detecting speaker's intentions or attitudes.

Authentic Materials:

Use of authentic linguistic resources like songs or videos in teaching.

Chapter III

Methodological Framework

3.1 Methods

The present study adopts a qualitative research approach to explore teachers' perceptions, experiences, and observations regarding students' emotional and attitudinal inference in EFL contexts through the use of English songs. Qualitative research enables researchers to examine meanings, behaviors, and educational experiences within natural settings while collecting rich and descriptive data from participants. It emphasizes understanding individuals' experiences and interpretations of the world around them (Creswell & Poth, 2023).

The qualitative methodology employed in this study allows for an in-depth exploration of teachers' perceptions regarding the contribution of English songs to students' emotional and attitudinal development and communicative competence. Through this approach, the study seeks to examine how song-based activities can promote meaningful language learning in EFL classrooms.

Furthermore, this study is classified as applied research because it addresses a relevant educational issue in EFL contexts. Specifically, it investigates the use of English songs as a teaching strategy to support meaningful language learning and the development of emotional and attitudinal inference. Qualitative research is particularly appropriate for educational studies because it facilitates a deeper understanding of participants' perspectives, experiences, and classroom practices (Tomaszewski, Zarestky, & Gonzalez, 2020).

Qualitative research consists of specific aspects:

- It gathers descriptive and non-numerical data.
- It investigates the natural world of education and social processes.
- It enables flexibility in the research process.
- It encourages interpretation and comprehension rather than statistical measurement.

This approach is appropriate for the current study as it reveals more deeply the underlying thoughts and feelings, and interpretations of teachers' observations of students' emotional responses., attitudes and reactions in a song-based learning task.

3.2 Type of Research

The study utilizes a phenomenological research design. Phenomenological research tries to understand the lived experiences of individuals as well as the perceptions they hold about a specific phenomenon. Phenomenology seeks to gain insight into people's lived experiences and perceptions within the context of their everyday lives (Neubauer, Witkop, & Varpio, 2021). The phenomenological methodology presented in this study offers an extensive exploration of teachers' experiences and conceptualizations of students' emotional and attitudinal inference in EFL contexts, as they unfold using English songs. The design is especially well-suited to the context of song-based learning activities because it examines participants' interpretations of emotional responses, attitudes, and communicative intentions. Moreover, phenomenological research is well-suited for research aims where the goal is to understand participants' experiences and meanings they create from those experiences (Urcia, 2021). Through highlighting teachers' perspectives, this study aims to better understand how English songs help

students with emotional engagement, communicative competence, and interpretation of messages conveyed through music in EFL classrooms.

3.3 Approach for Data Gathering

Interviews were conducted with five EFL teachers in a semi-structured fashion. Interviews are widely used in qualitative research because they offer in-depth descriptions of participants' perceptions, experiences, and professional perspectives on a specific phenomenon. Interviews in this study allowed rich and insightful information of teachers' perceptions about the use of English songs in EFL educational contexts (Thelwall & Nevill, 2021). In these interviews, teachers discussed their views and experiences of how the exposure to English songs impacted students' emotions, attitudes, participation, and communicative competence. This technique helped the participants share their views freely and to elaborate the explanation based on their professional practice. In addition, interviews create a channel for direct communication between the researcher and participants to achieve an atmosphere conducive to genuine exchange. Interviews were conducted to open meaningful dialogue where teachers mentioned their experiences and reflections about the role of English songs in language learning.

3.4 Instrument

The research instrument used in this study is an interview questionnaire consisting of open-ended questions. Open-ended questions facilitate the open expression of experiences, opinions and feelings and in turn, elaborate information of the qualitative nature towards the research objectives. The interview consisted of eight open-ended questions addressing the following aspects:

- Teachers' views on English songs.
- Emotional understanding during song-based activities.

- Interpretation of attitudes and intentions in song lyrics.
- Motivation and participation in EFL classes.
- The effectiveness of songs in learning a language.

The interview questionnaire was administered to EFL teachers.

Objective of the Instrument

The purpose of this instrument is to obtain qualitative data that will facilitate the objectives of the research. Using open-ended interview questions, participants are invited to share detailed, reflective, and authentic responses about their own experience and views of the development of emotional and attitudinal inference in EFL contexts. Open-ended tools are especially useful in qualitative research as they enable people to voice their experiences and to express their views with richness. This instrument helps provide a deeper understanding of the phenomenon under investigation and produces comprehensive data for analysis (Creswell & Poth, 2023).

3.5 Data Collection, Process and Materials

The data were collected among five EFL teachers, which were based on children, aged 6-8 years, during the 2nd and 3rd grades of Basic General Education (EGB), at the selected educational institutions from that academic period. The data were collected about teachers' experiences, perceptions, and observations about the emotional and attitudinal development of students when using English songs in EFL language learning. Data were collected through semi-structured interviews conducted via Zoom. The virtual format facilitated communication with participants while allowing the researcher to gather detailed information regarding their perceptions and experiences. This instrument allowed participants to give in-depth information on their professional experiences and ways they perceive English songs as a teaching method in

EFL classes. Teachers exchanged their personal experiences about students' emotional reactions, attitudes, engagement, motivation, and communicative competence during singing-based pedagogies in the interviews were reported. Interviews produced a wealth of qualitative data, which allowed for insight into how English songs facilitate emotional and attitudinal inference among early learners of English as a foreign language (EFL). Material for data collection consisted of a printed interview guide that included open-ended questions, informed consent forms, and note-taking materials for facilitating organization and analysis of information collected throughout the research process.

Purpose of Data Collection

Data is primarily collected in order to understand the contribution of English songs on emotional and attitudinal inference development among EFL students from the perspective of teachers and their subsequent communicative competence.

Resources Used in the Research

The study used the following materials and resources:

- Interview guide with open-ended questions.
- Audio resources such as English songs.
- Observation notes and notebooks.
- Classroom teaching materials.
- A computer for structuring and sorting data.

3.6 Population and Sample.

The population of this study consisted of EFL teachers teaching children aged 6 to 8 years in the 2nd and 3rd grades of Basic General Education (EGB). These teachers were chosen

for their interaction with young learners and experience with the teaching and learning processes of English as a Foreign Language. The sample was composed of five EFL teachers selected through purposive sampling. This sampling method was appropriate as the researcher wanted to select candidates with specific knowledge and experience in relation to the phenomenon studied. The selected teachers had previous experience using English songs as part of their teaching practices and were qualified to offer valuable information on students' emotional and attitudinal inference in EFL learning situations. Given that this approach was qualitative phenomenology, the aim was not to generalize the results to a wider population, but rather to generate detailed, rich and meaningful descriptions of teachers' perceptions and experiences about the use of English songs in the classroom.

Chapter IV

Analysis of Findings

4.1 Introduction to the Findings

This chapter presents the analysis and interpretation of the information collected through interviews conducted with five EFL teachers. The findings were analyzed qualitatively to identify recurring themes, perceptions, emotions, and experiences related to the use of English songs in EFL learning contexts. The collected data were organized into categories such as communicative competence, emotional understanding, motivation, participation, and interpretation of attitudes through songs. The analysis is also connected to the theoretical foundations presented in Chapter II, including Communicative Language Teaching, Krashen's Input Hypothesis, Emotional Intelligence Theory, and the use of authentic materials in EFL learning contexts. Recent studies suggest that songs and music promote emotional engagement,

meaningful communication, and active participation in language learning (Güzel & Altay, 2023; Rakhmonova, 2023).

The findings of this study partially support previous research regarding the limitations of song-based learning. Teachers reported that some students focused more on the melody than on the meaning of the lyrics, while others felt shy when singing or speaking in front of their classmates. These challenges suggest that the effectiveness of songs depends not only on the resource itself but also on the instructional strategies used by teachers to guide learners toward meaningful interpretation and communication.

4.2 Data Interpretation from the Interviews

The findings indicate that English songs are motivating and meaningful resources for language learning, Teachers reported that. As interviewed teachers noted, music functioned as a way of recognizing emotions, making sense of attitudes, and interpreting meanings through lyrics, rhythm, and pronunciation. All of the teachers mentioned that students stated that music made a class environment that felt more comfortable and interactive as it facilitated them to be able to participate with confidence in classroom activities. And now with the newly reported studies, this correlates with the studies on enhancing motivation, emotional engagement, participation, and communicative competence in EFL surroundings through songs (Güzel & Altay, 2023; Zhang, Bails & Prieto, 2023).

One teacher mentioned:

Teacher 1

These responses indicate that emotional connection contributes to language comprehension and interpretation beyond literal meaning. Teachers reported that students that song-based activities increased classroom participation and reduced anxiety during English

lessons. Many participants felt more confident expressing ideas and discussing feelings when songs were included in classroom activities.

The interviews showed that English songs positively contributed to:

- Emotional interpretation
- Attitudinal inference
- Listening comprehension
- Vocabulary retention
- Motivation and participation
- Communicative competence

4.3 Emerging Category Analysis

4.3.1 Emotional Awareness through Songs

Empirical categories that were identified during analysis included emotional awareness through songs. Teachers observed that students often felt music related to emotion and sense-making, the explanation of emotion, and a communication of attitude. Songs helped them to identify emotions such as happiness, sadness, motivation, and disappointment through tone, lyrics, rhythm, and pronunciation, teachers stated. Even without an in-depth comprehension of vocabulary, students could infer emotional meanings given the relevant context and musical elements. According to Rakhmonova (2023), songs support emotional understanding, since authentic language is expressed in the songs and a communicative element with meaning is added in EFL learning environments.

4.3.2 Songs as Authentic Materials

Another important category identified was the use of songs as authentic materials in EFL learning. Teachers considered songs to be real examples of language used in everyday communication. Songs exposed learners to authentic pronunciation, natural expressions, and cultural elements that are not always present in traditional grammar-focused lessons.

Teachers mentioned that songs helped them:

- Learn informal expressions
- Improve pronunciation
- Recognize natural intonation
- Understand cultural aspects of language

The findings support recent studies indicating that authentic materials increase communicative competence and language exposure because they present real-life language in meaningful situations (Pratiwi & Yaw-kan, 2024). Songs also allowed students to use English more naturally and expressively while developing confidence in communication.

4.3.3 Motivation and Active Participation

The interviews also demonstrated that songs increased students' motivation and active participation in English classes. Teachers described song-based activities as enjoyable, interactive, and less stressful compared to traditional teaching methods. Teachers reported that students felt more motivated to:

- Participate in discussions
- Share personal opinions
- Interpret meanings

- Practice pronunciation
- Interact with classmates

These findings are related to active learning principles because songs encourage student-centered participation and meaningful communication. Recent studies suggest that song-based activities improve motivation, classroom interaction, confidence, and students' engagement in EFL learning environments (Güzel & Altay, 2023; Pangaribuan & Chairunnissa, 2023).

4.3.4 Challenges in the Use of Songs

Although teachers highlighted the benefits of English songs, they also identified several challenges. Some students felt shy when singing or speaking in front of classmates. Others focused more on the melody than on the meaning of the lyrics. Teachers also reported difficulties in selecting songs that matched students' age, language level, and learning objectives. These findings suggest that song-based activities require careful planning and guidance to ensure meaningful learning experiences.

Evidence from Teachers

Teacher 1 mentioned:

"Students could be indifferent to songs because they may feel ashamed at the moment of speaking or singing."

Teacher 3 stated:

"Some students get shy when they are required to sing or speak in front of their classmates."

Teacher 4 explained:

"Selecting songs that fit the students' age and language level is challenging."

Teacher 5 reported:

"Sometimes students only focus on memorising the lyrics and might struggle to grasp the meanings and feelings reflected in the lyrics."

Teacher 2 mentioned:

"Sometimes students focus more on the music than on the meaning of the lyrics."

Interpretation

Although songs provide important educational benefits, teachers identified challenges related to student shyness, song selection, and difficulties in focusing on meaning rather than melody. These findings suggest that teachers should carefully select songs and design activities that guide learners toward emotional and attitudinal interpretation.

4.4 Correlation between Theory and Findings

The results provide compelling evidence for the theories presented in Chapter II. Krashen's Input Hypothesis.

The findings indicate that students understood language more effectively when songs provided meaningful and comprehensible input. It showed that repetition, rhythm and emotional context were the keys to aiding in comprehension and vocabulary retention.

Emotional Intelligence Theory

The volunteers recognised affective information and attitudes that were conveyed through songs which suggested that emotional awareness forms a key aspect of communication and language comprehension.

Communicative Language Teaching (CLT)

The results suggest that songs encourage authentic communication, interaction, interpretation of meanings, and classroom involvement. During song-based practice, students used language in more natural and meaningful contexts.

Authentic Materials Theory

Using songs allowed the learners to experience authentic language use, pronunciation, cultural expressions, and emotional communication, enhancing communicative competence through meaningful learning experiences.

4.5 Tables and Explanation

Table 1. Teachers' Perceptions of the Effects of English Songs in EFL Learning

Category	Teachers' Perceptions	Interpretation
Motivation	Teachers observed that songs make classes more enjoyable and engaging.	The songs encourage greater student participation and engagement.
Ability to recognize	The teachers indicated that the students identified emotions more quickly and easily through songs.	Music acts as a direct bridge to the students' emotional system
Encourages vocabulary	Teachers reported that using	The sound of the songs and

	songs helps students learn more vocabulary and remember it more easily	repetition help improve information retention
Good pronunciation	The teachers reported that the students improved their pronunciation thanks to the repetition of songs.	Songs help improve listening skills and the ability to express oneself better
Participation	Teachers reported that students feel more motivated.	Songs reduce anxiety and encourage interaction.

Interpretation

The table demonstrates that English songs were found to be motivating and effective learning materials for students contributing to emotional understanding, communicative competence, vocabulary development, and engagement in classroom activities.

4.6 Word Map Analysis

After analyzing the interviews, the following words kept appearing over and over:

- Emotions
- Motivation
- Understanding
- Communication
- Participation

- Feelings
- English songs
- Confidence

These continuous motifs indicate that emotions, meaning making and communicative interaction in EFL are heavily connected with songs for participants.

4.7 Interview Excerpts

Excerpt 1

Researcher: How do English songs help students understand emotions in English?

Teacher: "I have observed that students recognize emotions through the lyrics and tone of songs even when they do not understand every word."

Interpretation

This example illustrates how emotional and situational clues are often critical to comprehension and interpretation of language.

Excerpt 2

Researcher: What changes do you observe in students when songs are used in English classes?

Teacher: "Students become more motivated and participate more actively when songs are integrated into lessons."

Interpretation

The finding indicates that music provides positive emotional content which enhances motivation and engagement in language learning processes.

4.8 Physical Evidence and Resources

Supporting Evidence: The research can be supported by:

- Zoom Interview
- Song-based classroom activities
- videos and photos recordings

These resources support and enhance the qualitative analysis. A few limitations were noted, during the course of data collection. Limiting factors included the limited time that was available for conducting interviews together with classroom engagement in addition to the academic schedule. The interviews were conducted with EFL teachers and in some cases, they were so nervous or shy early while completing that they were more reticent, limiting their responses. Another limitation was the small sample size of five participants, which restricts the transferability of findings to other educational contexts, and therefore the generalizability of findings to wider educational contexts. Nonetheless, the study provided valuable information regarding how English songs could be a tool for developing emotional and attitudinal inference and enhancing communicative competence in EFL learning contexts.

Chapter V

Conclusions and recommendations

5.1 Conclusions:

This study explored the use of English songs as a teaching tool for developing emotional and attitudinal inference in young learners of English as a Foreign Language (EFL) aged 6 to 8 years. As educators who participated in the study provided feedback, they indicated that English songs had great potential for the development of communicative competence of students because of the ability to comprehend emotions, attitudes and intentions in English. According to their

findings, those songs help these students infer emotions and attitudes about emotions and attitudes based on elements such as lyrics, rhythm, tone and pronunciation. In one study, teachers noted that while students may not know every word they heard for the first time in a specific moment, they recognize emotions relating to happiness, sadness, motivation and disappointment. It is another way to establish that music has been proven to engage children fully in emotional and situational understanding, much deeper than literal meaning of a phrase might do. For instance, the integration of music and English words in class motivates, engages and makes an EFL learner feel confident through the research result. Activities centered around songs create a good atmosphere and low amount of tension enabling students to actively participate in discussions, and participate in learning by answering the questions of their peers in English, teachers said. Teachers also considered English songs genuine materials in which they were introduced to language usage, pronunciation patterns, vocabulary acquisition and cultural insights. Using songs as a resource used in education frequently offers students the chance to develop not only vocabulary, but also listening, language, and communication skills in a meaningful learning environment. In this way, the result then agrees with previous theories of the present study — Communicative Language Teaching (CLT), Krashen's Input Hypothesis and Emotional Intelligence Theory. These findings argue for a more general emotional and attitudinal understanding on EFL curriculum delivery, and show how English songs could help young learners to build interpersonal and emotional engagement with classmates.

5.2 Recommendation

For EFL Teachers

English songs should be incorporated as pedagogical tools to support the development of emotional and attitudinal inference in young EFL learners. Teachers are encouraged to select songs that are appropriate for students' age, language proficiency, and learning objectives. In addition, song-based activities should include lyric analysis, discussions, role-playing, and emotion-identification tasks that help learners interpret feelings, attitudes, and communicative intentions expressed in English. Careful guidance is necessary to ensure that students focus not only on the melody but also on the meaning conveyed through the songs.

For Educational Institutions

Educational institutions should promote the use of innovative and communicative teaching strategies that incorporate authentic materials such as English songs. Schools should provide teachers with access to technological resources, audio equipment, and professional development opportunities related to music-based language instruction. Supporting these practices may contribute to more engaging, meaningful, and emotionally enriching learning environments.

For Future Researchers

Future studies should examine the impact of English songs on emotional and attitudinal inference using larger and more diverse samples. Researchers may also explore the relationship between song-based learning and other variables such as emotional intelligence, oral fluency, intercultural competence, motivation, and communicative competence. Additionally, longitudinal studies could provide valuable evidence regarding the long-term effects of music-based instruction on language learning and emotional development.

Final Recommendation

Based on the findings of this study, English songs should be recognized as valuable pedagogical resources that support both language learning and emotional understanding in EFL classrooms. Their integration into teaching practices can promote motivation, participation, emotional awareness, and meaningful communication, contributing to the development of communicative competence among young learners.

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Interview on an Interview of EFL Teacher on English Songs and the Emotional and Attitudinal Inference in EFL Settings.

The Institutions: Jardines del Edén Educational Unit and Rubira Educational Unit.

The following sample: Five teachers in EFL. Research Topic: English Songs as a Source of Emotional and Attitudinal Inference in EFL Environments.

Questions for Teachers Interviewing

1. What are your thoughts on the use of English songs in EFL classrooms?
2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?
3. Can songs support students in identifying emotions and attitudes in English? Why?
4. How can songs help students understand emotions and attitudinal cues used in English communication?
5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?
6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?
7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?
8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?

Interview Transcript.

TEACHER 1 – Rubira Educational Unit

1. What are your thoughts on the use of English songs in EFL classrooms?

Well, when a teacher uses songs in the learning process, it could be a good strategy, obviously depending on the topic we are applying. With songs we are focusing on some other skills that students have.

2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?

I think, as I told before, this is a good strategy because we can see what are the emotions from students and we can apply their way of teaching.

3. Can songs support students in identifying emotions and attitudes in English? Why?

Yes, because songs can help on skills like listening and speaking, pronunciation and fluency.

4. How can songs help students understand emotions and attitudinal cues used in English communication?

Students can get a better understanding about themselves, about feelings and concentration.

5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?

Yes, because songs improve students' skills.

6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?

Students feel better, happy and so confident.

7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?

They feel confident and sure of themselves.

8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?

Students could be indifferent to songs because they may feel ashamed at the moment of speaking or singing.

TEACHER 2 – Rubira Educational Unit

1. What are your thoughts on the use of English songs in EFL classrooms?

In English classes, songs seem to be really powerful, and students appreciate them a lot and they feel more engaged. They create a healthy working ambience.

2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?

Yes. The students can name emotions with songs and will see how people express their feelings in English.

3. Can songs support students in identifying emotions and attitudes in English? Why?

Yes because through lyrical and melodic choices, students will recognize emotional states such as joyfulness, sadness, or excitement

4. How can songs help students understand emotions and attitudinal cues used in English communication?

They bring real life examples of situations of natural language for emotions.

5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?

Yes, because in the act of learning this way teachers are taking away the words that aren't just the words, they are taking away their emotions.

6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?

During the lesson, the students seem to be more eager to engage in and motivated.

7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?

More excitement, more confidence, more happiness, I have observed that children have when they create through music.

8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?

Sometimes students focus more on the music than on the meaning of the lyrics.

1. What are your thoughts on the use of English songs in EFL classrooms?

Songs are, in my opinion, great teaching tools because they help to make pupils' learning of English more enjoyable.

2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?

Yes, since emotions are in songs which students can relate to easily.

3. Can songs support students in identifying emotions and attitudes in English? Why?

Of course. Students can understand feelings through the words and the way the song is performed.

4. How can songs help students understand emotions and attitudinal cues used in English communication?

They assist learners in connecting language with emotions and different communicative intentions.

5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?

Yes. They encourage children to think about emotions and reactions while learning English.

6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?

Students tend to relax and enjoy participating in class activities.

- 7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?**

They engage more actively and display a better attitude toward learning English.

- 8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?**

Some students get shy when they are required to sing or speak in front of their classmates.

TEACHER 4 – Rubira Educational Unit

- 1. What are your thoughts on the use of English songs in EFL classrooms?**

They're really good at getting students' attention and making classes more interactive," she said.

- 2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?**

It is true, because music brings more meaningful, more natural understanding to students.

- 3. Can songs support students in identifying emotions and attitudes in English? Why?**

Yes. Songs help the students recognize the emotions using lyrics, tone, and rhythm.

- 4. How can songs help students understand emotions and attitudinal cues used in English communication?**

They expose students to real language and real feelings that they are going to encounter when communicating.

5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?

Sure, because they help to support students' understanding about the feelings, intentions, and attitudes of others.

6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?

Students become more interested and participate with more enthusiasm.

7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?

Students feel more confident, engaged in the lesson, and participate more in the lessons.

8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?

Selecting songs that fit the students' age and language level is challenging.

TEACHER 5 – Jardines del Edén Educational Unit

1. What are your thoughts on the use of English songs in EFL classrooms?

I think songs are one of the tools that allow an education because they can help students learn English, through laughter and fun, in a meaningful way.

2. Do you think students' understanding of emotions and attitudes in English communication can benefit from songs? Why?

Yes. Songs teach students about emotions because they are normally a concrete representation of what people really feel and experience.

3. Can songs support students in identifying emotions and attitudes in English? Why?

Yes, when students see this, they can relate the message of the song to various emotions and attitudes.

4. How can songs help students understand emotions and attitudinal cues used in English communication?

They assist students with recognizing emotions through language, voice, and the context of the song.

5. Are songs effective in helping students enhance their emotional and attitudinal skills in English communication? Why?

Yes. They foster emotional awareness while helping students practise listening and communication skills

6. What emotional or motivational benefits do you observe when you introduce songs in your lessons?

Students tend to be happier, more relaxed and more driven to participate.

7. What changes in students' emotions or motivation do you notice when songs are used in the classroom?

They take in more interest in the lesson and feel more confident speaking English.

8. What challenges, if any, have you experienced when using songs to develop emotional and attitudinal inference in young EFL learners?

Sometimes students only focus on memorising the lyrics and might struggle to grasp the meanings and feelings reflected in the lyrics.

Anexxes


**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SEDE PLAYAS

MEMORANDO

REFERENCIA: 007-PINE-PLAYAS- 2026

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ESTUDIANTE - CARRERA PINE SEDE PLAYAS

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 07 de mayo de 2025

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-2026-009, Sesión Ordinaria del 27 de abril del 2026, fue aprobado el tema de su trabajo de integración curricular denominado "English Songs for Emotional and Attitudinal Inference in EFL Contexts", siendo designado como miembros de tribunal los siguientes docentes:

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ABAD



Ing. Eliana León Abad, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

CC: archivo 007

ADVISOR'S APPROVAL

In my role as the research advisor of the research paper entitled "English Songs for Emotional and Attitudinal Inference in EFL Context," prepared by Kevin Abel Murillo Chávez, an undergraduate student of the Pedagogy of National and Foreign Languages major, at the School of Educational Sciences and Languages of Universidad Estatal Península de Santa Elena, I certify that I have guided, supervised, and reviewed this research project. I hereby approve it in its entirety because it meets the academic and methodological requirements established by the University and is suitable for submission to the Academic Tribunal for evaluation.

Sincerely,



Ing. Diana Terán

Research Advisor

Annexes

Annexe A: Certified Anti-Plagiarism System

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado "English Songs for Emotional and Attitudinal Inference in EFL Context." elaborado por el estudiante Kevin Abel Murillo Chávez 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 con SEDE Playas, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



M.Sc. Diana Terán Molina

TUTOR



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