



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

“The influence of music to enhance cultural awareness in foreign language learners.”

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as the Advisor of the research paper under the title **“The influence of music to enhance cultural awareness in foreign language learners”** prepared by Rodríguez Salinas Génesis Madeline and Suárez Gavino Anahí Pamela, undergraduate students of Pedagogy of National and Foreign Languages Major, School of Educational Science and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the research project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Declaration

The information and content of the following graduation work are our responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

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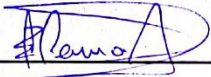
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Suárez Gavino Anahí Pamela

Dedication

This research project is dedicated to my mom and brother who are everything to me, I am grateful for their love and support, and for that reason, this is for you. I also dedicate this thesis to my friends for giving me their unconditional support. I would also like to dedicate this thesis to One Direction, Shawn Mendes, and Taylor Swift for being the main references in music that promoted my learning of a foreign language.

Finally, I dedicate this thesis to myself; for having done it, for being patient and persevering, for the days when I could not rest and wanted to quit, but I continued because everything is possible if we have the support of the people we love.

With love,

Rodríguez Salinas Génesis Madeline

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Finally, this is for me. I dedicate this to myself, because I understood that I have always been this brilliant, I just went through some hard times. But it is okay, because I have a home I can come back to; my mom and sister.

With love,

Suárez Gavino Anahí Pamela

Abstract

Culture is a factor that is not always considered as part of the process of learning a foreign language. However, culture is a necessary aspect to build assertive communication with people who come from a different cultural background. This qualitative phenomenological research project aims to describe the influence of music to enhance cultural awareness in foreign language learners who use the mentioned resource as a learning tool. Collecting relevant information while applying individual interviews as a collection technique, with a sample of six apprentices who meet the relevant characteristics to be part of this research. These interviews allowed obtaining results related to the relationship between music, culture and language, as well as the strategies used in order to promote cultural awareness and learning. Additionally, they describe their experiences related to the use of music as an effective learning tool, which provides different benefits including the acquisition of vocabulary through the lyrics of the songs and the interest in learning about the culture related to the songs and artists.

Keywords: cultural awareness, cultural learning, music, foreign language.

Resumen

La cultura es un factor que no siempre se considera como parte del proceso de aprendizaje de una lengua extranjera. Sin embargo, es un aspecto necesario para construir una comunicación asertiva con personas que provienen de un entorno cultural diferente. Este proyecto de investigación cualitativo fenomenológico tiene como objetivo describir la influencia de la música para promover la conciencia cultural en estudiantes de lenguas extranjeras que utilizan dicho recurso como herramienta de aprendizaje. Obteniendo información relevante aplicando como técnica de recolección la entrevista individual, con una muestra de seis aprendices que cumplen con las características pertinentes para ser parte de esta investigación. Dichas entrevistas permitieron obtener resultados en referencia a la relación entre la música, la cultura y el lenguaje, así como las estrategias utilizadas con la finalidad de promover la conciencia y el aprendizaje cultural. Además, los participantes describieron sus experiencias usando la música como una herramienta de aprendizaje eficaz, que brinda diferentes beneficios, entre ellos la adquisición de vocabulario a través de las letras de las canciones y el interés por aprender sobre la cultura relacionada con las canciones y los artistas.

Palabras claves: conciencia cultural, aprendizaje cultural, música, lengua extranjera.

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Introduction

Learning a foreign language is important to build assertive communication with society and provides job opportunities and personal enrichment. However, knowing a foreign language goes beyond learning grammatical structures or vocabulary; this also means learning about the cultural components that make it up. In addition, using resources such as reading, visuals, or even music are used for language learning and acquisition of cultural knowledge. In this research project, music is used as a strategy to learn about the language and culture of a foreign tongue.

Music has always been a cultural phenomenon that unifies different parts of the world throughout history. Any Cultural practice or interest leads to knowing significant information about the respective culture and individuality of the society that forms it. Kumar et al. (2022a) state that music and songs have several purposes, not just to entertain people; instead, music also offers a wide range of educational features. Due to the aforementioned facts, this research aims to describe the influence of music in raising cultural awareness in foreign language learners who use music as a learning tool.

In the first chapter of this investigation, aspects such as the formulation of the problem followed by the objectives that emphasize the importance and justification of this research. Additionally, it is focused on describing the influence of music in the enhancement of cultural knowledge in learning a foreign language.

Moreover, the pedagogical, theoretical, and legal bases are essential for this research project. In this second chapter, there are different contributions, such as Lev Vygotsky's Sociocultural theory which is defined as learning through social interaction. Furthermore, the research provides information about musical intelligence by Howard Gardner and other contributions to the development of this research project.

The third chapter provides information on the applied methodology, as well as different definitions of the type of research, data collection techniques, instrument, population, and the characteristics of the sample. Additionally, this chapter provides details about the interviews and how they are carried out to achieve the main objectives of this research project.

In the next chapter, the interpretation and analysis of the results obtained from the interviews are presented in the fourth section of this research. In addition, the relationship between the results obtained with the theoretical basis can be evidenced with an empirical point of view that promotes interest in the reader.

Finally, the reflections of the researchers who highlight music as a starting point for learning a foreign language and cultural knowledge are mentioned. Furthermore, the experience of carrying out this research is established, as well as the limitations or challenges that were immersed during the development of this thesis.

Chapter I

The Problem

Topic

Cultural awareness in foreign language learners.

Title

The influence of music to enhance cultural awareness in foreign language learners.

Problem Statement

Languages play a fundamental role in the development of communication in any field.

Considering that communication is the principal component when building interpersonal relationships, many benefits can be provided to various aspects such as globalization, which means the constant and growing interaction among different entities, and the lingua franca, also known as link language, that allows the communication among people without the necessity of sharing the same mother tongue. Following this statement, Yao et al. (2019) states that English has become the lingua franca and the most spoken language around the world due to globalization, followed by Chinese Mandarin, Hindi, Spanish, and French. (Statistics & Data, 2021)

Therefore, communication brings other advantages including economic growth, job opportunities, and the enhancement of cultural sensitivity. Language is present in every interaction among people. However, human beings can enhance the mentioned language benefits according to their needs. Nowadays, there exists a variety of resources which people can use for the learning process and to promote the benefits provided by languages; movies, videos, books, and music are some of the most currently used in order to achieve the aforementioned clauses. Music plays an important role in the life of human beings; different genres, rhythms, and lyrics are what makes music so special. However, music is not only used for entertainment purposes

but also for cultural learning transmitted from generation to generation. Due to the importance of cultural awareness when learning a foreign language, many people take different resources as an inception for the learning process. In the case of young people, music can not only be taken as an expression of art, but also as a bridge between different characteristics of cultures and social identification (Abdumalikovna, 2022). Listening to music can be the starting point to learn a foreign language and enhance cultural awareness.

Over the years, acquiring a foreign language has become necessary in society. Since it empowers the creation of relationships among different cultures based on respect, understanding and thoughtfulness, learning a foreign language and listening to music related to it can enhance the different factors embraced in what cultural awareness means. According to Mashudi et al. (2022) people learn about culture through experiences and social interactions with others who were raised in different cultural backgrounds. Moreover, Tung (2019), claims that cultural awareness can be described as the responsible and respectful understanding of the procedure of how culture influences a language. Considering that there exist languages that expose culture and cultures that hide their language, cultural awareness must be emphasized as part of the learning process. (Krasniqi, 2019)

Due to the fact that language and culture complement each other, foreign language acquisition goes beyond learning about language components, culture should be immersed in the process. Cultural elements such as traditions, norms, and values are worthy of attention when learning a foreign language to enhance cultural awareness. According to Celik and Yıldız (2019), foreign languages can provide various benefits besides the above mentioned; a better understanding of what surrounds human beings and defeating cultural barriers are outstanding.

Thus, learning a foreign language allows people to build relationships while enhancing global and assertive communication.

In Latin America the term intercultural education is recognized, whose objective is to enhance cultural awareness, and provide knowledge and information about the cultural diversity in Latin American countries (Cortina & Earl, 2020). A study carried out in Colombia by Ramírez-Lizcano and Cabrera-Tovar (2020), determined that language and communicative aspects are vital to enhance cultural awareness and the development of human beings.

The Article 347 of the Constitution of the Republic of Ecuador 2008 mentions that interculturality is a fundamental element for the construction of the State, which guarantees a bilingual intercultural education system promoting respect for the cultures of communities and nationalities. Strengthening knowledge about culture is an equitable link process that promotes critical thinking in learners, aspects that help the enhancement of cultural awareness and personal development. According to the Ministry of Education in Ecuador, the curriculum of English as a Foreign Language aims to answer the needs of a culturally diverse country in the educational context to take part in the globalization of the world through communication. Moreover, this curriculum is made with the objective of understanding the cultural factors that a language carries and the interculturality while enhancing tolerance for other cultures. However, learners and teachers do not give enough importance to culture when learning a foreign language; Renglonés (2022) states that for a few years, teaching about art and culture is a mandatory subject in the curriculum of Ecuador. Nevertheless, in Ecuadorian institutions, teachers are dedicated to covering the curriculum with activities, filling in texts or lessons without giving due attention to the culture of a foreign language; even cultural education is a subject that is not taught with the same rigor as other subjects. Moreover, in the teaching and learning process,

culture is not taken as an influential factor in comparison to the main skills of a foreign language such as reading, writing, speaking and listening.

Following the last statements, the learning process may be affected in certain forms. Communication skills can present a deterioration and this reduces the possibilities of having an assertive communication process among people with different cultural backgrounds, the correct performance in various environments, and the enhancement of cultural awareness raising. These factors have an impact in the learning process and the learners' culture and the foreign background, triggering the impediment of an optimal course of the learning process. In addition to that, these negative possible outcomes completely interfere when building social relationships among people with different cultures and languages, causing the loss of opportunities due to communication issues.

The main objective of this research is to describe the impact of music in the enhancement of cultural awareness, the factors that encourage this process and the strategies that foreign language learners apply in order to enhance cultural sensitivity.

Problem Formulation

General Question

- How does music influence the enhancement of cultural awareness in foreign language learners?

Specific Questions

- What are the factors that encourage cultural awareness in foreign language learners?
- How is the relationship among music, culture and language built while learners are learning foreign languages?

- What kind of strategies do students apply to learn about culture when learning a foreign language?

Objectives

General Objective

- To describe the influence of music in raising cultural awareness in foreign language learners who use music as a learning tool.

Specific Objectives

- To identify the factors that promote cultural awareness in foreign language learners through music.
- To describe the relationship among music, culture, and language learning.
- To define the strategies that learners apply to integrate culture when learning a foreign language.

Justification

Learning a language means learning about societies, heritage, and traditions of a country; cultural and language factors through which culture is expressed. However, this goes further because the goal of learning a language is not only developing skills such as reading, writing, speaking and listening, but also enhancing cultural learning to understand a language at its fullest. Since cultural awareness is an important factor to embrace the differences between cultural environments with thoughtfulness and respect, this research focuses on explaining how the influence of music contributes to knowing and learning about the cultural components that are immersed when learning a foreign language.

Additionally, this research project aims to raise awareness in teachers and students about the importance of the cultural background of a language while using music as a strategy to learn

a new language since this has positive effects on students; allowing learners to progress, developing motor skills, and forge critical thinking. Moreover, the development of personal, social, and intellectual skills is the basis for learners to promote interactive, conscious, and skillful learning. This arduous research is focused on demonstrating the importance of cultural knowledge when learning a foreign language with music as a starting point of the learning process and enhancement of cultural sensitivity.

Chapter II

Theoretical Framework

Background

Culture is an important element in different aspects such as social, moral, and historical. However, when learning a language, culture is one the most underrated aspects even when cultural learning should be enhanced within the educational environment (Jung et al., 2022). Since learners concentrate on the four principal skills such as reading, listening, speaking, and writing, cultural learning is not always taken into consideration inside classrooms or in self-study plans. However, culture is completely attached to language and there exist different strategies to enhance learning about culture and the development of cultural awareness.

Foreign language learners focus the attention on the main skills of a language in the learning environment and culture is a topic that is left apart. According to Nimchahi et al. (2019), the inclusion of cultural activities in the curriculum, the use of resources to achieve assertive cultural learning, and raising cultural awareness of the target language are some of the strategies to be applied inside an educational environment. The above-mentioned clauses are to promote cultural learning and the relevance in various aspects including the communicative process among people with different cultural backgrounds.

Culture and language cannot be separated, that is one of the main reasons why learners should give equal importance to cultural aspects of a language as it is given to the four main skills and language systems. Nowadays, there exists various resources, tools, and strategies to promote cultural learning and enhance cultural awareness in foreign language learners such as books and multimedia content including music.

Music is part of the daily life of human beings and the purposes of its use can vary depending on the goal. In this case, music can be taken as a strategy applied by learners to enhance cultural awareness and the acquisition of knowledge about the target language.

The following section provides information based on previous studies about culture, language, cultural awareness, and music influence in the process carried out by each one of these aspects.

Pedagogical Basis

Pedagogical Approach

Lev Vygotsky's work has become the fundamental basis of many investigations, particularly sociocultural theory, which considers human development as an interactive and dynamic process between individuals and society, managing to acquire cultural values, beliefs, and strategies in the learning process. However, this author mentions that society not only impacts on people, but people also affect the society, highlighting that "learning is a necessary and universal aspect of the development process of culturally organized specifically human psychological functions" (Vygotsky, 1934).

Vygotsky (1978), in his theory of sociocultural cognitive development, emphasizes that everything is learned on two levels. First, at the social level between people (inter-psychological) and then at the individual level, within the student (intra-psychological). This also applies to voluntary attention, perception, memory, and language. Language is ultimately the tool by which we communicate the desired behaviors and enable the development of a society and its culture.

Vygotsky mentions that teachers have an active role; teachers are mentors for students in training, while students' mental abilities can develop naturally, discovering how to learn for themselves. On the other hand, Jean Piaget mentions that human beings cannot learn by

themselves; in other words, teachers have the role of providing materials that stimulate students to explore their experiences. In Piaget's theory, the teacher plays a limited role as a mediator between learning content because teachers allow students to explore and discover their own knowledge, while in Vygotsky's theory the teacher plays a principal role as a facilitator because teachers create opportunities and resources for students to explore and implement in their learning. Therefore, as Mcleod (2023a) mentions, Vygotsky placed more emphasis on the social contributions that the teacher can provide to the development process, while Piaget emphasized self-initiative discovery in students.

Given this information, society plays a fundamental role in the development of students; Mcleod (2023b), mentions that the social aspects of learning are being transformed, years ago academic training was possible in a classroom with students or with guidance from teachers, while distance learning relationships can now be formed through cyberspace by allowing students to learn by themselves with the help of resources that motivate them to learn. The ways in which they can learn has no limit; these can be movies, books, music, games, and websites, among others; the point is that students nowadays seek to learn by their own means.

Similar to Lev Vygotsky; John Dewey believed that social life is key to student development. Dewey's pedagogical proposal consists of a teaching method where humans can learn from any field of life, that is, where students will have a situation of authentic experience; it is also relevant that students develop skills in the cultural field which is a social process that involves attention.

According to the DigiCat (2022) in the collected works of John Dewey, his contributions founded an individual student relationship together with a social transformation, fostering independence among students since not only social life drives communication. Communication

is the fundamental basis for education and social and cultural transformation; the student can know and learn for themselves through different means, acquiring cultural awareness since it grants an effective communication between individuals from different social groups.

In addition to the contributions to education as a social entity, Perez (2020) cites Dewey's contributions to art as a means by which students can satisfy themselves and enrich their knowledge through this means of expression, emphasizing that art takes various forms and is not only a medium to educate the human being, but art is also a means to educate.

Multiple Intelligences

The theory of multiple intelligences proposed by Howard Gardner appears for the first time in his book "Frames of Mind" where he broadens the definition of intelligence and describes several different types of intellectual competencies. The contribution of the theory of multiple intelligences is recognized by the ability to solve problems or create products that are valued in one or more cultural environments (Gardner & Hatch, 1989). This theory was described as intelligence that cannot be seen or counted, that develops potentiality or capacity with biological bases. People cannot contemplate this intelligence; it is located in the human brain.

Gardner divided multiple intelligences into verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinetic, musical, interpersonal, intrapersonal, existential, and naturalistic. For this author, intelligence was not seen as a single conception that grouped different capacities but rather as a set of different and independent intelligence that associate and work as a system, obtaining results. Gardner (1999), "Multiple intelligences can occur at home, at work or on the streets, in different ways in society"

Focusing on musical intelligence is the ability to perceive, develop and express ideas through music; students focused on this intelligence may be able to adapt sounds, rhythms, and lyrics as a resource to help them in their learning process. The interest in music is not only based on its components but also promotes an interest that leads to the knowledge of very different cultures, improving the ability to learn languages and have a cultural awareness of the society with which it is related. (Sheoran et al., 2019a)

The above pedagogical basis contributes to this research with information about Lev Vygotsky's theory, Jean Piaget's statements, and Gardner's theory about Multiple Intelligences in order to provide support with studies related to the social aspects of the learning process, sociocultural development of human beings, and the different type of multiple intelligences focusing on musical learners.

Theoretical Basis

Cultural awareness is defined as the sensitivity and embracing towards cultural differences. Thus, people can demonstrate a correct deal of the differences among one cultural background to another (Sieck, 2021). Therefore, Hou and Wang (2021) describes cultural awareness as the learners' ability to analyze different cultural aspects in a broader perspective. For this, Khater (2019) states that nowadays, people realize the importance of cultural awareness when learning a language due to the interactions among people with different cultural backgrounds. Lieb (2019) maintains this statement by saying that the awareness of the influence of culture in language learning has increased recently. According to many researchers, culture and language share an unbreakable bond. Hence, Boudhous and Abdi (2019) affirm that learning a language is more than learning grammatical rules or new vocabulary. Learning a language is associated with the cultural characteristics of various states or areas.

Culture can be learned. This means, according to the words of Nabila (2022a), that culture is not inherited from DNA, which can be interpreted as the fact that culture is not passed down genetically, instead of this, culture is indeed learned and inherited from generation to generation through social interactions. This process is called enculturation, which refers to the cognitive process of humans being altered by cultural education (Menary & Gillett, 2022).

There exist many different resources for cultural learning and to enhance cultural awareness. Nowadays, cultural awareness can be developed in and outside the classroom. Foreign language learners can find tools close at hand which can help to enhance cultural awareness; movies, books, TV series, and music are some of the helpful resources that learners can take as tools to enhance cultural sensitivity. However, according to Bamberger et al. (2021a), music is an art which carries meaningful cultural aspects that serve as promoter of cultural awareness since music is a significant component in any culture. Epperson (2023) defined music as a blended art between instruments and vocals whose objective is to cause an impact by using beauty and emotions as center. Furthermore, music is guided by cultural standards. On the other hand, Kumar et al. (2022b) state that music is a phenomenon capable of connecting different cultures since it is not only attached to purposes of entertainment and leisure.

Petrušić (2021) emphasizes the cultural worth of music by saying that this is what allows people to express their identity and values freely. Therefore, Rieb and Cohen (2020a) explain that music can be a tool to enhance multicultural competence, acculturation, empathy, among other sociocultural aspects. According to multiple research projects, music has indeed a cultural impact in order to understand social matters, identities, values, and behavior.

Music can also be applied as a strategy when learning a foreign language. Degrave (2019a) states that the use of music can provide non-linguistic and linguistic benefits. Motivation

increase, anxiety reduction, and acquisition of cultural learning are some of the non-linguistic benefits that this author mentioned in the research project. Ramazonovna and Marjona (2023a) carried out an investigation about the influence of music in the teaching and learning process of a foreign language. In the above-mentioned research, the authors explain that music should be considered a primacy when learning a foreign language due to the importance of the cultural and social contributions. Since music is attached to the culture and traditions of the target language of learners, this could be implemented as a strategy in the teaching and learning process of foreign languages. Following the last statement, Mehdiyev (2020a) conducted an investigation which concluded that music is an effective tool for the self-determined learning of a foreign language, in this study the target language was English. Vadivel et al. (2021a) remark that music is an effective tool to enhance cultural comprehension and to avoid misconceptions in cross-cultural communication.

Various studies demonstrate that music plays an important role when learning a foreign language. Since the learning process is not only focused on the four main skills such as listening, speaking, reading, and writing, but also on the social and cultural backgrounds of the target language. Music is indeed a viable strategy to enhance cultural awareness, cultural learning, and language learning without being necessary that the implicated student was an aural learner or musical learner. Provided that, a research project carried out by Kumar et al. (2022c) stipulates that even when musical learners are profit for the use of music in the teaching and learning process, there is no reason to determine that other learners will not benefit from this strategy.

According to Khouni and Boudjelal (2019), sociocultural competence as having the required knowledge about the target language and the cultural matters carried out by this, in order to develop positive communication skills. Moreover, Villagran and Hawamdeh (2020),

consider that cultural competence is the ability to interact effectively with people from diverse cultures using resources or strategies to raise awareness and encourage a positive impact on learning. Using music as a strategy to interact with people promotes the development of meaningful relationships with people from diverse cultural backgrounds positively.

The Culture and Language Integrated Learning (CLIL) method is defined by Coyle et al. (2010) as an educational approach to the development of a foreign language. Moreover, this author affirms that the above-mentioned teaching method and the 4 Cs of Education (content, communication, cognition, and culture) offer the authenticity of purpose and focus on real communication allowing the natural use of the target language. Hence, both CLIL and the 4 Cs are significant in the teaching and learning process due to the contributions these factors provide to the enhancement of cultural competence.

The 4 Cs of Education were implemented by Coyle (2005) in order to complement the CLIL teaching method where aspects such as content, communication, cognition, and culture are important in the process of learning a foreign language. Chaya and Inpin (2020a) emphasize that the content is based on the progression of the curricular subject in knowledge, skills, and understanding. Communication is intended to use language to learn, the key is to interact and not react. Cognition oversees cognitive development and thinking skills, while culture is based on being a citizen of the world willing to understand and respect other cultures. These skills help students learn and through the implementation of music as a strategy, it enhances the development of students' learning process.

Focusing on culture as an essential aspect of this research, Hemmi and Banegas (2021) argue that studying a foreign language encourages international understanding and corresponds to the tolerance of cultures. Culture has a wide interpretation, and CLIL encourages cooperative

learning through activities developing students' cultural knowledge. An investigation carried out by Chaya and Inpin (2020b) mentions that teaching and learning the language while integrating with CLIL helped students to understand their own culture and other cultures, which prepared students to face the globalized world. Implementing strategies that promote learning about cultures helps create awareness and instill values in learners as well as expand knowledge in learning foreign languages.

All the aforementioned points, such as cultural sensitivity definition, cultural importance and learning, strategies to enhance this factor and music as a useful tool for foreign language learners are related to this research project in order to describe the impact of music in raising cultural awareness.

Legal Basis

The Constitution of Ecuador supports a quality education, equal opportunities, intercultural education, and the holistic development of human beings. This section presents some legal basis for this research, which reflect the importance of culture when learning a foreign language, including equality, responsibility, respect and commitment to society.

Article 27 declares that human beings and the holistic development of the same will be the main focus of Education in order to respect human rights and the different characteristics of Education such as democratic, inclusive, diverse and intercultural, always taking into consideration the humanity and a dignified treatment of each individual. Furthermore, Article 28 stipulates that Intercultural Education is a right for everyone in order to enhance the assertive dialogue among cultures and to improve the learning process within the society that human beings live in. Therefore, Intercultural Education can be developed in and outside the classroom since this requires different social interactions. In addition to this, Article 57, item 14 gives value

to the development, strengthening, and upgrading of the intercultural bilingual education system in accordance with cultural diversity for the care and preservation of identities, respecting and following learning methods. Finally, Article 350 establishes that Higher Education should accomplish different parameters such as humanistic perspective, innovation, development of wisdom and cultural views for the purpose of providing a complete educational program while respecting the objectives imposed by the educational system.

The following article from the Organic Law of Higher Education (LOES), provides a statement about the importance of culture in the Higher Education system.

Article 8, item j. Recognize culture and the arts as producers of knowledge and builders of new memories, as well as the right of people to access the knowledge produced by the cultural activity, and of the artists to be participants in the teaching processes in the System of Higher education.

According to this article from the Andean Charter for the Promotion and Protection of Human Rights, cultural learning promotes tolerance, respect, and sensitivity among different cultures.

Article 11. They shall strengthen educational plans and programs on human rights in order to promote a social culture based on tolerance, the respect of differences and nondiscrimination.

The legal basis in this investigation supports the content that has been presented, taking into account the factors and components that are derived from it. The importance of these articles lies in guaranteeing the right to education without any discrimination, and respecting the culture of the community. Moreover, the above-mentioned articles provide a legal ground in order to emphasize the importance of culture, cultural learning, and cultural sensitivity.

Factors to Investigate

First factor: Music.

Music can directly affect cultural awareness since in this research, music is taken as a strategy that has influence in the enhancement of cultural sensitivity.

Second factor: Cultural awareness.

Cultural awareness can be enhanced by applying different strategies, in the case of this research, music is the chosen strategy to promote this.

Chapter III

Methodological Framework

The following chapter provides information about the methodology applied in this research, as well as different concepts and definitions about the type of research, data collection techniques, the chosen instrument for this research project, the population and the characteristics of the sample. Additionally, this chapter gives the reader details about the interviews and how these are carried out in order to achieve the main objectives of this research project.

Methodology

This research is based on the qualitative method to obtain non-numerical analysis in order to provide a conclusion about the influence of music in learning a foreign language culture. Aspers and Corte (2019), express that the qualitative approach can be considered the process which allows the researchers to have a deep understanding of the social phenomena presented in research. According to Sampieri et al. (2014), the qualitative method is also known as interpretive and naturalistic research. Moreover, the authors state that this approach is focused on the analysis of a phenomena in the proper environment and framework.

The methodology that has been applied in this research is based on the qualitative method. The work of qualitative research aims to collect information through interviews with open questions thus that the interviewees can feel free to express their points of view with reasons that support said information. Hamilton and Finley (2019) mention that qualitative methods are an essential tool in research because this helps to collect information through complex questions about how or why a specific point of research is necessary.

In addition, through this qualitative research, information about the relationship between music and culture when learning a foreign language will be gathered. Since music can be used as

a tool in and outside the classroom, the importance of this variable in a cultural level should be emphasized. The relationship between culture and music in the learning process of a foreign language is undeniable, due to this fact, this research project provides opinions and perceptions of the foreign language learners while using music and applying other strategies to raise cultural awareness.

Type of Research

This research is a phenomenological study. According to Lester (1999), the phenomenological approach, part of the qualitative method, seeks to isolate a phenomena through the insight of itself. Additionally, this author describes this process as the action of collecting data by applying different techniques such as interviews, focus groups, open questionnaires, and study cases. Following this statement, Umanilo (2019), declares that the phenomenological approach presents four main features; description, reduction, essence and intentionality. The author also explains the steps of the above-mentioned process which are intuit, analyze, and describe.

The phenomenological study in this research explores the participants' experiences using music as a strategy to learn a new language by emphasizing on cultural awareness while learning. Furthermore, this study helps to recognize the importance of music in learning through the experiences and opinions of the participants, explaining how the influence of music contributes to knowing and learning about the cultural components that are immersed when learning a foreign language.

Finally, the qualitative method provides different data collection techniques such as document analysis, interviews, observations, and focus groups. (Busetto et al., 2020). These

techniques are applied within the qualitative investigation in order to obtain non-numerical outcomes.

Data Collection Techniques

The information for this research project is gathered through interviews, which can be used as independent data collection techniques. The interview involves asking questions to participants and gathers information about experiences, opinions, attitudes, and motivations that people have taken into consideration while learning a foreign language. According to Allan and Skinner (2020), the interview enables the interviewees to extend the answers and gives freedom to express the ideas and opinions about the main topic of the interview.

Nathan et al. (2019) mention that interviews are an accessible and effective method that uses verbal communication as a fundamental factor in face-to-face interactions to collect data on attitudes, beliefs, and participant experiences. This collection technique produces large amounts of data for research analysis and requires time and skill to analyze the results.

Instruments

In this qualitative research, data is gathered through interviews. The questionnaire is conducted to participants who have been inclined to learn a foreign language and have applied music as a strategy for understanding and acquiring knowledge. In addition, through music, learners have managed to learn more about the culture of the target language, as well as understanding the importance of this element when relating to people who share similar preferences.

Mahapatra et al. (2020), describes the questionnaire as a significant implementation in qualitative research since this tool allows to collect information with a numerous group of participants. The questionnaire for this research consists of six open-ended questions, which are

linked to explaining how music influences the enhancement when learning a foreign language. Furthermore, this aims to provide information about the factors that encourage learners to learn about the culture of the foreign language and the applied strategies to achieve this goal. Moreover, describing the relationship that exists between music and culture is the focus of this research.

Data Collection Processing and Resources

The data collection process allows to obtain relevant answers based on the experience and opinion of the interviewees, and the instrument used for this purpose is an open-ended questionnaire. In addition, the data collection procedure is carried out through interviews using a questionnaire of six items.

In order to obtain non-numerical results, one-by-one interviews are applied in this research with six different foreign language learners who use music as a learning resource for the purpose to gather answers about the cultural learning, the applied strategies, and how music has influenced this process.

Table 1

Collection process.

Questions	Explanation
What?	One-by-one interviews
When?	2023

How?	The provided questionnaire has six open ended interrogatives in order to collect information based on the interviewee's experiences.
What for?	To describe the influence of music in raising cultural awareness in foreign language learners who use music as a learning tool.

Note. The presented table shows the data collection process of this research project.

Population and Sample

Sampieri et al. (2014), state that the population of a research project must present and share particular characteristics. In this research, the population is focused on foreign language learners who have chosen music as a strategy to learn about the culture of a foreign language in order to raise cultural awareness. This research is carried out in the province of Santa Elena, focusing on six learners who participate in this research project. These learners provide the information required for the development of the analysis of this research.

Furthermore, according to these authors, the sample is a small subset of the population. However, for this research, the sample is the population, and this sample consist in a group of six foreign language learners from three different universities which were selected as a result of the analysis of similar characteristics such as interest in foreign music and culture, incentive in learning a foreign language and learning through music in order to provide precise information based on their experience using music to acquire cultural knowledge. The six participants are

young adults from twenty to twenty-five years old. These participants have ventured into learning a foreign language, such as English and Korean, using music as a resource and learning through platforms, videos, musicals, etc.

The information and experiences provided by the sample will be analyzed and described in the following chapter.

Chapter IV

Analysis of Findings

The following chapter presents the interpretation and analysis of the results obtained from the interviews for this research project about the influence of music as a strategy to enhance cultural awareness in foreign language learners. The interviews for this research were carried out in a face-to-face and virtual environment with six foreign language learners. Furthermore, the questions were asked in English for English language learners and in Spanish for Korean language learners.

Interpretation of Data

According to Bsharat et al. (2021), music and songs are a natural and artistic form of expression. Moreover, these authors express that music works as a cultural tool when learning a foreign language. This means that cultural awareness, which is the capacity to understand and embrace the differences among cultures and the diverse cultural backgrounds, can be enhanced through music.

The data gathered from the interviews is processed and analyzed in this section. First, the information is presented through figures that represent the most important information collected from the participants in this research. An interpretation of the facts is presented in the following section.

1. How would you describe the relationship among music, culture and language when you are learning a foreign language?

Figure 1

The relationship among music, culture, and language.

skills such as listening, speaking, writing, and reading. Among these strategies, they mentioned watching TV series or programs, listening to podcasts, listening to music, and recording their voices. Reading is one of the main tools to learn, it helps to acquire vocabulary, understand texts and improve communication skills. The participants mentioned that reading helps to become familiar with texts and with society in general, learning vocabulary and knowing important aspects of a language such as culture. On the other hand, the interviewees highlight that starting with the music, playing a song, and relating it to the lifestyle has helped them acquire more vocabulary, and understand it.

Analysis and Discussion

Culture and language are related to each other. Language has important aspects and skills that should be improved such as speaking, listening, reading, and writing, in order to achieve a certain level of proficiency. However, culture is also part of a language and vice-versa. Owing to this fact, culture should be taken into consideration while learning a foreign language since this provides different benefits out of the academic aspects including the enhancement of cultural awareness and intercultural and assertive communication.

Among the non-academic advantages brought by culture and language learning, cultural awareness is one of the most important, since this means the understanding, tolerance, and embracement of the contrasting characteristics among people with different cultural backgrounds. Cultural awareness can also provide learners the ability to analyze the native and foreign culture from a wide point of view.

Since cultural awareness can be awakened and enhanced by different types of resources, most of them are related to learners' interests. Books, TV series, podcasts, and music are some of the most common materials that help to enhance awareness or to awaken the interest of knowing

about the foreign culture. In this case, music is taken by young adults as a tool that they can make it work according to their interests. There are many aspects involved in music that should be taken into consideration including artists, genre, and rhythm.

Following the last statement, a clear example is Korean Pop. Nowadays, many people of different ages are showing interest in the Korean culture and language. This phenomena starts with two factors; Korean TV series, and music. Informally known as K-Dramas and K-Pop, respectively. These two multimedia tools, usually made for entertainment purposes, are the main reason why many people start to show interest in the South Korean language and culture.

Taking into consideration the above-mentioned statements, this research project aims to describe the impact of music to enhance cultural awareness in foreign language learners.

This study is based on the following variables; music is an independent variable since it is a strategy that influences the enhancement of cultural awareness when learning a foreign language. Music has an important role in people's lives, not only for entertainment purposes rather personal enrichment which makes students learn from the culture that the artists transmit in their musical pieces. On the other hand, knowledge about aspects that culture involves are not taken into account when learning a foreign language, making cultural awareness a dependent variable.

Music is a means of expression and could be considered as a strategy when learning a foreign language. Grimm (2020) states one of the many factors that influence learning, there are few that are as wide-ranging or poorly understood as music. Music in learning and in the life of a human being can have profound benefits on the ability of the human brain to store information in long-term memory, achieve knowledge, and develop skills in the growth and learning of people.

Music is attached to the culture and traditions of the target language of learners, and this means it is considered a universal language that expresses feelings and emotions, and has the power to connect people from different parts of the world. With this information, following the data gathered by participants, music has influenced their learning process when learning a foreign language, managing to acquire the personal and cultural enrichment that a language possesses. The interviewees mentioned that music has a fundamental role in their lives, in addition to listening to songs from another language and enjoying a good time, they have been able to learn through this means, listening and interpreting the lyrics of the songs, acquiring vocabulary, improving their skills, and enriching their knowledge about culture.

Regarding the relationship among music, culture and language when learning a foreign language, it aims to declare that music, culture and language are interconnected and the relationship among these variables is undeniable. Moreover, two of the interviewees consider music as a starting point to learn a new language and acquire knowledge about a foreign culture. The fact that culture is important is expressed by the participants, since this helps learners to understand how people of a different cultural background think or act according to the traditions immersed in the culture. Another form of relating music and culture is that when someone likes an artist, the curiosity about the culture of this certain artist awakens and this can be an inception to enhance cultural learning.

McLeod (2023c) declares that through the social aspects, learning has been transformed, making people learn by themselves, allowing learners to look for tools that motivate them to learn. By mentioning that various instruments can be adopted for learning, such as music, books, series, among others. Focusing on music, Sheoran et al. (2019b) argue that music promotes an

interest that leads to knowledge of cultures, managing to develop skills for learning a foreign language and forging cultural awareness of the society with which it is related.

Concerning the influence of music in the interviewees' foreign language learning process by reporting the experience of using music as a learning resource, the interviewees express that music has a positive and huge impact in their lives. Most of them state that music as a learning resource has many benefits including vocabulary acquisition, improvement of listening skills and the encouragement to learn about the culture related to the songs or artists they are listening to.

To illustrate how music integrates into culture when learning a foreign language, participants pointed out that music is also about social and cultural aspects that happen around an artist, which encourages listeners to incorporate and investigate different situations. Music, which is related to culture, encouraged the participants to learn more about cultural and social matters. Bamberger et al. (2021b) consider that music is an art that carries significant cultural aspects that serve as promoters of cultural awareness, moreover, Mehdiyev (2020b) concluded that music is an effective tool for the self-determined learning of a foreign language.

Considering the influence of the social context and the factors that encourage cultural awareness, it can be interpreted that these aspects are related. The data collected demonstrates that learners find different tools such as music, podcasts, TV series, and artists as promoters of the enhancement of cultural awareness. In addition, social events like festivals and values like empathy were named in the answers about factors that encourage cultural awareness. The interviewees explain that social agents are immersed in the learning process of a foreign language, since social interactions such as common interest in foreign entertainment content among friends and family, communication with foreign people, and the social opportunities can cause a positive impact.

Following the above-mentioned statements, Nabila (2022b), expresses that culture can be learned and enhanced through communication among people with different cultural conditions and the development of their social interactions. Kumar et al. (2022d) explain that music has the ability to connect different cultures. Moreover, Rieb and Cohen (2020b), consider music as a factor capable of enhancing the cultural diversity, respect and empathy for other cultures, among other aspects immersed in culture.

Regarding the strategies applied by the interviewees to enhance cultural awareness when learning a foreign language, the participants reflect that listening to music, watching TV series, and reading are some of the strategies that work effectively when learning a language. Giving music an emphasis, the participants mentioned vocabulary acquisition as one of the main benefits provided by the above-mentioned strategy since relating to personal experience and analyzing the lyrics is the easiest form of acquiring vocabulary. Besides that, respect is another important factor in the learning process of a foreign language, since people ask for respect for the native culture, giving respect to foreign culture is primordial. The enhancement of cultural learning is in the list of non-linguistics benefits provided by Degraeve (2019b). Additionally, Ramazonovna and Marjona (2023b), state that music should be taken as an essential tool when learning a foreign language due to the contributions to a social and cultural environment. Finally, Vadivel et al. (2021b) declare that music is an effective tool to enhance cultural understanding and assertive communication.

In conclusion, the data gathered describes how music influenced the learning process of the participants, being music a strategy through which cultural knowledge can be learned and enriched when learning a foreign language. Therefore, in this research project, it has been verified that the participants can develop personal, social and intellectual skills using music as an

instrument for their learning process. Moreover, several strategies that can be implemented for learning a language stand out, such as reading, watching television series or programs, and listening to podcasts, among others that help to enrich the personal and academic knowledge of the participants, taking into account the cultural factors that are immersed in this research project.

Chapter V

Reflections of the Study

The research project presented “The influence of music to enhance cultural awareness in foreign language learners” originated from researchers' interest in explaining the influence of music in raising cultural awareness while learning a foreign language. To carry out this research, the authors investigated and used various resources to obtain relevant information related to the topic, in addition to collecting data through interviews where the participation of foreign language learners who use music as a learning tool was significant.

Music is a strategy that has been used by students to learn a foreign language. In addition, this technique has allowed learners to acquire knowledge about the culture that a language possesses. This research project aims to describe the influence of music to enhance cultural awareness in foreign language learners who use music as a learning tool to develop different skills including listening, speaking, reading, and writing because through music, participants have acquired vocabulary through the lyrics of songs they hear, adopting these in their learning process.

The lack of attention that culture receives in educational establishments or in the self-learning process of a new language, and how music can influence the enhancement of cultural awareness are some of the leading factors that encouraged this investigation. According to the collected data, music is a successful tool to enhance cultural awareness and a starting point to raise interest in foreign cultures. In many cases, music has been taken as an instrument just for entertainment purposes. However, this research project aims to demonstrate that the influence of music goes beyond leisure; the gathered information demonstrates this statement.

The data collected from the participants declared that there is a close relationship among music, culture, and language. Moreover, music was an inception for the participants not only to acquire academic skills, but also to learn about culture. The interviewees stated that music helps with other aspects when learning a foreign language such as vocabulary acquisition and listening skills.

The participants were asked to provide information about the factors that enhance cultural awareness in the acquisition of a foreign language and the applied strategies to achieve this goal. Values like respect and empathy are some of the factors that enhance cultural awareness. Furthermore, the mentioned strategies were listening to music and podcasts, watching TV series and movies, and reading.

This research project provided a great experience, not only in the academic aspects, but also this contributed to the personal growing process. As it is known, every process presents difficulties. While carrying out this research, one of the challenges was the lack of literature review, especially from the last five years. There were not many papers related to the topic of this research, and this created tension. Nevertheless, at the end of this journey, the search was successful despite this challenge. The researchers conclude that carrying out this study represents a contribution to the bibliographic review.

As authors of this research project, learning from the information gathered process and interpretation of the results was significant since this is what gives support to the presented theories and statements in past chapters about the influence of music to enhance cultural awareness. In addition, this project was helpful in developing critical thinking, which provided a positive impact, since inquiring and socializing about the topic was an encouragement to continue striving at a personal and professional level. Moreover, there were other positive factors

provided by this research procedure including time management and organization to make this research project possible, and the knowledge acquisition about research structures and web sites where papers with verified information can be found.

Besides, for further research on the same topic, the authors will work with the same determination to achieve the objectives previously set. In addition, a broader population might be selected in order to search for more information just as important as the data being presented that supports the study. The research project will get a broader sample that can provide more information and having more participants can contribute to the variety of foreign languages for the investigation. Thus, the study will not be only focused on English and Korean, but also on other foreign languages. Finally, the time management is an aspect to improve for further research in order to achieve the main goals of the study by following the data collection process in the perfect timing. Also, to avoid any issues in the literature review process, since this was the most difficult aspect during this research.

To conclude, this research has provided learning and teaching to our personal and professional life. Working in pairs is complicated by various factors such as time, organization or willingness for teamwork, but in turn, this is beneficial to find someone to write and give an opinion, this is an impulse to continue working. Gratitude, learning, and patience are part of what the authors have learned through this long journey.

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Annexes**Annex #1: Certified Anti-Plagiarism System****CERTIFICADO ANTIPLAGIO**

La Libertad, 19 de julio de 2023

En calidad de tutor del trabajo de investigación titulado **“The influence of music to enhance cultural awareness in foreign language learners”** elaborado por las estudiantes Rodríguez Salinas Génesis Madeline y Suárez Gavino Anahí Pamela, egresadas 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, previo a la obtención del título de Licenciadas en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio Compilatio, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto ejecutado se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Elena Niola S. MSc.
ADVISOR



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Annex #2: Interview Transcript

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

“THE INFLUENCE OF MUSIC TO ENHANCE CULTURAL AWARENESS IN FOREIGN LANGUAGE LEARNERS”

Important: This interview is anonymous, confidential and the data gathered will be used specifically for research purposes.

Questionnaire

- **How would you describe the relationship among music, culture and language when you are learning a foreign language?**

Answer from interview #1: According to my experience, since I learnt two languages; Korean and English in a course, my teacher always plays songs since it motivates us and this also improves our listening skills. I think it is a good way to relate culture, language, and music while learning in a funny way.

Answer from interview #2: Good morning. I would describe you in the way that it is music, and you have to hear it and feel it also. You are involved more in this part, so you can learn in a more active way, taking into account the cultural way that you just mentioned. I will describe it in that way, it is like a feeling that you are hearing or listening to those types of music and you can learn more.

Answer from interview #3: Well, I consider that these topics; music, culture, and languages are important and that they are interconnected. So, when you are learning a foreign language, first you must learn or try to know the culture. If you learn and understand how those people from that language think, like traditions, you could feel way more related to that language specifically.

Answer from interview #4: I would describe this relationship as inescapable, as you already said, these three aspects mentioned above are closely linked, especially culture and language, there is no one who says the contrary. In this regard, music plays an important role within the following variables, culture and language. Music for me is a conceptual expression of an art, what art? Well, that depends on the artist, beyond listening to it and considering it as mere entertainment, I can say that music, songs and artists, are influenced by rhythms, genres, decades and people, which means years of work, a culture is impregnated in a specific type of music. Now think about that these songs somehow help to learn a language, is entirely correct, let's take an example in this case, a student who studies biology, listens to music by her favorite artist, Taylor Swift, in turn to complete his major it is necessary to pass certain English courses, would this artist help her with certain vocabulary and culture? The answer is obvious, definitely yes.

Answer from interview #5: Well, I would describe this relationship as a form of intercultural communication. People tend to always keep in mind what they like, a very clear example is music, through which we try to capture what the lyrics are telling us, emphasizing languages that are not the native one, we look for ways to understand the meaning of each word, which leads us to search, learn and interpret, not only the lyrics of the songs, but also the context in which it was written, which is often related to the culture of the artists, which are not always from the same country.

Answer from interview #6: Answering your question and based on my personal experience, I consider that these three components are the utmost importance because through music I can undertake my own knowledge towards a language, in addition to know about its culture, the relationship depend a lot of in the taste that I share to learn of a fun and formative way.

- **How would you describe the influence of music while you are learning a foreign language? Describe your experience using music as a learning resource.**

Answer from interview #1: Well, I think it has a good impact since it helps me to know some words and add new vocabulary when I try to speak. Also, when I listen to music, there are some words that I do not remember well in my mind and in an easy way. I consider that music has a good impact when I learn a foreign language.

Answer from interview #2: Well, I would describe this tool in my way of learning this foreign language, in this case English, like an outstanding way to learn. In my case, I remember once when I had to learn more vocabulary and I did not find the way to learn this type of vocabulary so, I searched for music, for a specific music, and of course, I had to like this type of music. I could learn the lyrics, so I learnt a lot of vocabulary through listening to music.

Answer from interview #3: Okay, I've always considered music an important part when learning a foreign language. In my case, regarding learning the English language, music has helped me a lot. Since the beginning of my career, I have used music to improve my listening skills, and also to learn more about the culture where is the language that I am training for. For example, I have learnt about different dancers, singers, and I have learnt about their cultures and what makes them special from music. So yeah, music has helped me a hundred percent to improve my learning about a certain language.

Answer from interview #4: I would describe this tool as striking, engaging and entertaining, the furor of listening to music is not only felt when you are in a club and you start dancing to the rhythm of the music. Songs themselves are destined to a certain topic, they play with emotions, they present scenarios and if you are so involved in a music to such an extent that you feel it in your chest while you sing it, That is to appreciate it as an art and learning the lyrics

is much easier, this action adds to your lexicon multiple words that you did not know before, verb patterns, predetermined sentences, that at the time of speaking, simply come because your head has already processed that information and you replicate it, that is my experience with music as a learning resource, Relating situations that I have gone through with songs, only makes it easier to memorize the lyrics, and therefore, there is a learning process there.

Answer from interview #5: Well, the impact of music was very big in my life. Thanks to it, my base through learning a foreign language began and it continues to be so for others, one never stops learning new things. Since I was very little, I have been delighted with music, especially music in other languages, which I did not understand but because I liked it so much, I could not only stay with unknown words, so I started looking for their translations, then I came to point at which I already knew the lyrics, so I listened and translated myself. Until there came a time when I no longer needed subtitles or a translator, and I already understood everything I heard.

Answer from interview #6: Music is the starting point of my learning process. In my personal experience, listening to music has helped me a lot to find more tools to learn and know about the language, which in this case is Korean. Knowing the language, the culture of my favorite band has been essential for my learning. Years ago, I learned about a type of music and today I am learning a language for it.

- **How do you integrate music and culture when you are learning a foreign language?**

Answer from interview #1: Well, I think through music we can fill in some aspects of culture like customs, values, traditions and heritage. Also, we can see that some words have low level and high level, it depends on what is your level in whatever language you are studying.

Answer from interview #2: Integrate music and culture. Well, sometimes we hear foreign music and we like that type of music but, as you mentioned, we also have our culture, so we can also include our culture in those types of music. We can use rhythm or perhaps lyrics that include our culture. Of course, it could be in English, so we can learn more or a wide range of vocabulary, but also about your culture. So, you are learning two things in a row.

Answer from interview #3: Well, music and culture are interconnected as I mentioned before. Music is like a door that allows you to learn a new language. So, through music you can also learn some expressions and some beliefs that belong to a certain language, a certain community or a country. So, music is important and for me, has been essential to develop this relationship with a new language.

Answer from interview #4: From my perspective and as how I integrate it is in any opportunity I have, I am the kind of people who is aware of the new in music, this helps me a lot to appreciate the reality that an artist lives and how his or her life is being influenced by internal situations, I want to clarify something here, an artist when creates music not only talks about his personal life, but also about social and cultural aspects that surround it. This is where I get specific words and sentences on certain topics, in addition to the already recurring topics such as love, breakups and betrayal, there are artists who direct their music towards political criticism, becoming the music as a quite a remarkable fact, so I want to end by saying that I applied this tool, the music, in every moment of my life, and I think that's the reason for most of my English proficiency.

Answer from interview #5: Well, music has always been my starting point to learn new languages and it always goes hand in hand with the culture of different countries. In this way, not only learning foreign languages motivates me to discover new places, culture is included here,

since one as a person falls in love with the different customs that are evidenced through the music itself, in television programs, listening to podcasts about the history of countries, which one has never visited, but through the narration invites us to want to know them.

Answer from interview #6: Music and culture are an entity that works together. As I mentioned before, music was the starting point of my learning, but I knew that I could not learn a language if I did not know the culture that the Asian community shares, since it is not the same as in Latin America. In conclusion, Korean music and culture are essentials because from these components I have been able to learn more about the language that I want to learn.

- **What do you think are the factors that encourage cultural awareness when learning a foreign language?**

Answer from interview #1: According to my experience, I think social factors like festivals or TV programs have helped me to learn a new language since it motivates me or catch my attention when I want to learn new words, something about grammar or even common phrases that I need to use in the daily life when I try to learn a new language.

Answer from interview #2: Well, you just mentioned two or three of them. I couldn't agree more with that because you mentioned TV series and I am a fan of these when I have to learn a foreign language because you are enjoying, you are learning while enjoying these. Musicals and podcasts are remarkable ways to learn a foreign language. In this case, I have the app called Spotify so I can download some podcasts in order to listen to them on the way that I come here to the university, perhaps on the bus or on my way home. These are factors that encourage the foreign language, in this case, learning more about this foreign language.

Answer from interview #3: Well, I agree as you mentioned, I think that empathy is one of the main factors contributing to people learning about cultural awareness regarding a new

language. For example, through movies or through series and songs I have learnt a lot, especially as I mentioned before, focusing on English language and I am really a fan of TV shows that explore English culture, especially from America.

Answer from interview #4: This is a broad question, I would say that interest plays a vital role here, people do not listen to an artist who is not interested, people listens to an artist to whom he can relate experiences, that is why artists engage their music in feelings, the way in which they can access our feelings, This is where empathy comes in, seeing how someone else affects the problems that you do too, and how somehow these artists turn them into something commercial like songs is brutal. Now, crying with an artist, laughing, feeling love, desires and ethics, that is empathy here, feeling on the feet of a singer creates a bond to motivate you to keep listening, regardless of the language or country, you try to understand it.

Answer from interview #5: Among the factors that promote cultural awareness when learning a new language, apart from the personal enrichment that is acquired, I would consider that through this learning the interest in knowing the roots of each language will also be present, incorporating historical, social and cultural aspects, and in this way the culture linked to the language that is being studied would be present.

Answer from interview #6: I think that the factors that foster cultural awareness while learning a language are the taste I share with my favorite artists, the respect for their customs and traditions are the factors that drive me to learn more about them.

- **How does the social context motivate or influence people in the process of learning a foreign language?**

Answer from interview #1: Well, answering the question social context influence in the positive way, since if we need to incurrent a new language in a different countries people try to

helps us to save a conversation for example when we need help for directions, people are friendly and tries to help us I think this situation can influence in a positive way since as I see I can improve myself and I will feel well since another person try to help me and also I will want to learn that language may be say thank you. Yes, that's my answer.

Answer from interview #2: Ok the social context, this kind of things motivate me in the way that I am watching them speaking in a fluent way so I couldn't avoid I couldn't I feel like I am feeling like jealous because they are talking in a fluent way in the are not foreign language is that, in the first language in this case of them so perhaps they are from another country like Peru, Colombia or Argentina they are talking English in a way that you are watching them and you say woo they are learning in fast way but you are from Ecuador a Latin-American country so these kind of factors motivate me to learn more because I want to choose that way in a future perhaps to have a level like b2 or c1. That's my motivation.

Answer from interview #3: Well I think the context is important to influences or motivate a person for example, when we are in a family that is already related or connected to your foreign music or foreign movies or series you already know or already have interest to learn a foreign language so your family or maybe your friends or for example the high school where you studied, those contribute to these interest.

Answer from interview #4: This is paramount, culture and society are always present in a period of time, rooted in customs, experiences and people, all this influences a specific population, a student grows up surrounded by television series that he remembers in his adulthood, situations that marked the life, and of course the music with which he grew up, From my experience, many songs in English that I listened to as a child helped me a lot to later realize that they were really trying to say. Concerning this, a social context is stuck to you like a mold,

without it, community development is unlikely, since we are all in constant coexistence with friends, family and teachers, this is a social circle.

Answer from interview #5: I would consider that the social context of a person motivates them to learn a new language due to the desire to overcome, but this all depends on the resources that the person has because not everyone has the same opportunities, it will always be easier for a social medium or high class learning through various activities unlike people who do not have the same resources, also breeding and the environment are essential ways.

Answer from interview #6: In my personal experience, the social context plays a fundamental role, because with a group of friends I share similar tastes that encourage me to continue learning to mutually share our knowledge, also that in a few years I would like to share with foreign people what I have learned and thus know if I can further expand my knowledge by relating more with them.

- **What strategies would you recommend to other learners to enhance cultural awareness while learning a foreign language?**

Answer from interview #1: Well, the strategies that I use when I studied a foreign languages were watch tv programs, watch series, and also listen to music but I would like to recommend listen to music, since this is a funny and easy way that our brain try to remember some words and try to relate the culture with language, right, yes that is my answer.

Answer from interview #2: Ok of course I going to recommend the factors, or the strategies that we are talking in this interview like watching tv series or listening podcast perhaps another things like musical so if I have to recommend one that is my perceptions it could be search for ways that you have to learn in your own rhythm perhaps you can records yourself

asking questions to yourself I know it is likes crazy way to learn but it works so this could be the strategy.

Answer from interview #3: Well regarding cultural awareness I think is the most important aspect to remark is respect we are supposed to respect every culture as we want to other people respect our traditions and customs so when you learn a foreign language you are not only learning the language but also a culture or traditions and sometimes also people beliefs from that specific language so the main strategies are to be respectful with them and to acquire some influences that I mentioned before such as music, series or movies.

Answer from interview #4: So relative depending on the type of learner with we are working with, I would recommend reading books, but since our Latin American society is not ready for that conversation, music is a well-crafted strategy to start, accessible and simple as turning on your cell phone and putting your favorite playlist, analyze the lyrics, relate it to your personal experiences and acquire vocabulary is the strategy that has served me all this time.

Answer from interview #5: The strategy that I consider most important is reading, through different books one begins to become familiar with new societies and cultures in such a way that a taste for knowing more is acquired, while enjoying the works and learning more vocabulary another way I would recommend are movies and television shows, when we have visual and auditory means it is usually much easier to understand what we are learning. And the last but not least important is music, if we focus on the genre, we like we will be in a constant learning of which we will never tire.

Answer from interview #6: The strategies that I can recommend to those who want to learn Korean or other foreign languages in addition to music, could be series that in my personal

experience I watch k-dramas or Blogger videos or visit web pages that are free, in which they share information or basic classes to then continue improving my Korean.

Annex #3: Interview Audios

Source: Google Drive

https://drive.google.com/drive/folders/1B_X92gNYuQbzNZb3BnQ-XWjezuJ2_Ptl?usp=sharing