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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“ENGLISH SONGS TO ENHANCE LISTENING SKILLS IN THE 1ST
SEMESTER OF PINE MAJOR STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "ENGLISH SONGS TO ENHANCE LISTENING SKILLS IN THE 1ST SEMESTER OF PINE MAJOR STUDENTS" prepared by Luis Ariel Velez Parrales, undergraduate student of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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A handwritten signature in blue ink that reads "Luis Velez Parrales". The signature is written in a cursive style with a vertical line through the middle of the name.

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Declaration

The information and content in this degree and research work is my responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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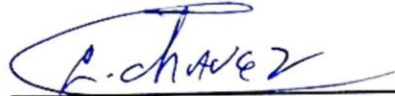
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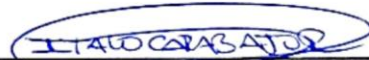
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-Velez Parrales Luis Ariel

Dedication

I dedicate this piece of arduous work to my parents, my father Jose Luis Vélez and mother Silvia Parrales Pilay, and sister, Valeria Vélez, for all of their sacrifices and love. To my beloved girlfriend. To my teachers in Grammar School and High School, to my cousins, aunts and uncles, to my friends and finally, to everyone who worked hard to support me to become a better student.

With love, Velez Parrales Luis Ariel

Abstract

This study analyzes the use of English songs to enhance listening skills in first-semester PINE (Pedagogy of National and Foreign Languages) major students. The research addresses the need for innovative approaches in teaching listening skills, which is crucial for global communication. In Ecuador, where English proficiency is essential, traditional methods have fallen short. The focus is on first-semester PINE students, future educators shaping language skills. Utilizing a qualitative approach, specifically phenomenological studies, this research applied focus groups and questionnaires. Findings reveal students regularly use English songs for listening skills improvement. Techniques like subtitle reading and repetition contribute to effective skill development. Students prefer songs over traditional methods due to their enjoyable and efficient approach.

KEY WORDS: English songs, listening skills, innovative approaches, qualitative.

Resumen

Este estudio analiza el uso de canciones en inglés para mejorar la capacidad de comprensión oral de los alumnos de primer semestre de la especialidad de PINE (Pedagogía de las Lenguas Nacionales y Extranjeras). La investigación aborda la necesidad de enfoques innovadores en la enseñanza de las habilidades auditivas, cruciales para la comunicación global. En Ecuador, donde el dominio del inglés es esencial, los métodos tradicionales pueden quedarse cortos. La atención se centra en los estudiantes de primer semestre de PINE, futuros educadores que dan forma a las habilidades lingüísticas. Utilizando un enfoque cualitativo, concretamente estudios fenomenológicos, la investigación emplea grupos de discusión y cuestionarios. Los resultados revelan que los estudiantes utilizan regularmente canciones en inglés para mejorar su comprensión auditiva. Técnicas como la lectura de subtítulos y la repetición contribuyen al desarrollo eficaz de las destrezas. Los estudiantes prefieren las canciones a los métodos tradicionales por su carácter ameno y eficaz.

PALABRAS CLAVE: Canciones en inglés, comprensión oral, enfoques innovadores, cualitativo.

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Introduction

In the modern era of global communication and education, English listening skills are an absolute necessity. Considering this need, this research project aims to investigate a distinctive methodology, using English songs, to improve listening skills among first semester students of PINE (Pedagogy of National and Foreign Languages) major. The demand for proficient listening skills goes beyond academic requirements; it constitutes a fundamental expertise for future educators. Traditional pedagogical approaches employed for teaching listening comprehension often encounter inherent limitations in fully engaging students. In the Ecuadorian context, where English proficiency is an integral component of educational and career prospects, the need for innovative strategies to overcome the challenges associated with conventional teaching methods is evident.

This research focuses specifically on the specific challenges faced by first semester PINE students, recognizing their dual role as learners and future educators destined to shape the language acquisition capabilities of generations to come. This study aspires to scrutinize the efficiency of English songs integration as an educational tool. Adopting a qualitative approach, with special emphasis on phenomenological studies, the research aims to discern perceptions through focus groups and questionnaires

The following chapters outline the methodological approach, the analysis of the results obtained, the conclusions, and ultimately offer recommendations for educators and stakeholders in the field of language teaching.

Chapter 1

The problem

1.1. Research Topic

English songs to enhance listening skills

1.2. Title of project

English songs to enhance listening skills in the 1st semester of PINE major students

1.3. Problem Statement

Listening skills are of undeniable importance in today's interconnected world for effective global communication. Proficiency in understanding spoken English is not only an academic necessity but also a key ability for future career prospects and international interactions. However, the conventional methods employed to teach listening skills often fall short in fully engaging students and accommodating their diverse learning preferences (Barreiro, 2022).

In Ecuador, where English is a crucial component of education and professional growth; the need for proficient listening skills is particularly essential, however, existing approaches to teaching listening skills may not sufficiently engage students or provide the necessary tools for effective listening comprehension (Moh Wardiman, 2022). This situation highlights the need to explore strategies to address the broader issue of listening skills development among students.

This research focuses on the specific area of listening skills among the first-semester students majoring in PINE also known as Pedagogy of National and Foreign Languages. As a global prospect, proficiency in understanding spoken English is vital, and this extends to Ecuador as well. Effective communication in English is increasingly essential in different prospects, including academia and professional careers.

Furthermore, this research concentrates its focus to the specific challenges faced by first-semester PINE major students. These students are not only learners but also future educators who will shape the English language skills of future generations. Therefore, it the key to ensure they possess strong listening skills to effectively convey language nuances and facilitate meaningful language acquisition in their future classrooms.

In light of these considerations, this research aims to analyze the influence of English songs on improving listening skills in first-semester students majoring in PINE, which is vital for academic success, career advancement, and effective global communication.

1.4. Problem Question

1.4.1 General question

- How does the use of English songs enhance the listening skills of first-semester PINE major students?

1.4.2 Specific questions

- What is the effectiveness of using English songs in enhancing the acquisition of listening skills according to first-semester PINE major students?
- In what ways do English songs contribute to the development of listening skills in the first-semester of PINE major students?
- What are the students' perceptions and experiences regarding the use of English songs to enhance their listening skills?

1.5. Objectives

1.5.1 General Objective

- To analyze the enhancement of listening skills through the use of English songs in the first-semester of PINE major students.

1.5.2 Specific Objectives

- To recognize the effectiveness of English songs enhancing listening skill acquisition.
- To determine the developing of listening skill through the use of English songs.
- To describe the outcomes of using English songs on the improvement of listening skills in first-semester students.

1.6. Justification

The essential relevance of English ability in today's globalized society makes this effort entirely justifiable. English proficiency has been recognized as a crucial component of academic performance and potential employment chances. Listening abilities are of utmost importance when learning a language since they have a direct impact on understanding, successful communication, and overall language ability.

Incorporating English songs into language learning activities provides students with a unique and engaging opportunity to develop their listening skills but also other language competencies. Songs offer a multi-dimensional learning experience, as they combine elements of vocabulary, grammar, pronunciation, and cultural understanding. By actively engaging with English songs, 1st semester students majoring PINE can improve their listening skills in a natural and memorable way. This approach to language learning enhances overall language proficiency and prepares students for real-life communicative situations (Jeklin Souhuwat, 2023)

Moreover, the importance of listening skills in language learning cannot be overstated. Proficiency in listening is not only a foundational aspect of language acquisition but also a crucial skill in real-world communication. Effective listening is essential for understanding conversations, lectures, and audio content in both academic and professional settings.

Incorporating English songs into the learning process provides a dynamic platform for students to sharpen their listening skills. Through exposure to diverse accents, vocabulary, and speech patterns in songs, first-semester PINE major students can improve their ability to comprehend spoken English, ultimately contributing to their overall language proficiency and readiness for practical communication scenarios. (Xiao, 2020)

Chapter II

Theoretical framework

2.1. Background

Listening comprehension is fundamental to language acquisition and effective communication. The use of English songs as a means of improving the listening comprehension skills of first semester PINE students is found as the way in which language teaching and innovative pedagogy come together (Heredia, 2019). Language education has continuously evolved, with educators and scholars exploring innovative approaches to improve the efficacy of language instruction (Saunders, 2020). The role of the teacher as a facilitator and guide has been emphasized, recognizing that the quality of teaching plays a crucial role in students' language acquisition and overall academic performance (Seidman, 2019).

Traditional teaching methods often struggle to fully engage students and cater to their diverse learning preferences, a concern amplified in regions like Ecuador, where English is a crucial component of education and professional growth. This research focuses on first-semester PINE major students, who are not only learners but also future educators shaping the English language skills of future generations. To place this research in context, it's essential to consider the broader academic discussion on language education and teaching methodologies on enhancing listening skills. Drawing from this foundation, this study seeks to contribute to the ongoing discourse on enhancing listening skills, with a particular focus on the integration of English songs as a pedagogical tool. The research is built upon the existing body of knowledge in these fields.

According to the outcome of the research conducted by Kristen Tomohon named “The effectiveness of English songs in improving student’s listening comprehension “ (2023) is notably positive. The study focused on the use of English music media as a teaching tool to enhance the listening abilities of seventh-grade students. The crucial finding was that the post-test mean scores were significantly higher than the pre-test scores, indicating a substantial improvement in students' listening abilities. This suggests that incorporating English songs as a pedagogical tool not only captured students' interest but also effectively improved their listening skills. The positive impact on students' listening abilities highlights the potential of using music media in language education and affirms the research's premise that English songs can inspire students to become more attentive and eager learners in the classroom.

Moreover, the research study's concluding analysis led by Anisa Mailawati (2022) reveals a positive result. The study aimed to evaluate the impact of songs on language learning, specifically in the context of improving listening skills. Data collected through questionnaires led to the finding that songs have a favorable impact, notably in enhancing students' listening comprehension and vocabulary acquisition. The study concludes that the use of English songs can effectively aid English language learners in improving their listening skills, thus emphasizing the beneficial role of songs in language education.

Similarly, the study conducted by Ni Yuliarini in the research titled “The Use of Song in Improving Students’ Listening Skill” (2022) suggests a favorable outcome. The study aimed to address the common issue of students struggling with listening skills, primarily due to a lack of background knowledge. To tackle this challenge, the study proposed the use of songs as a strategy to increase students' interest and improve their listening skills. The research utilized library research methods, which involved reading and analyzing articles in online media. The

findings suggest that implementing songs in the classroom positively influenced students' listening abilities, and it helped them expand their vocabularies

Meanwhile, Maria Ulfa in her research called “The Use of English Songs to Teach Listening Skill” (2019) indicates a positive effect. The study emphasizes the importance of the listening skill in English language learning and highlights the critical role of teachers in teaching listening effectively. It acknowledges the challenge of engaging students in listening activities and underlines the need for creating an enjoyable and engaging learning environment. The research recommends using songs as a method to make learning more enjoyable and motivate students to enhance their listening skills. By promoting enjoyable learning experiences, the study argues that students' enthusiasm for learning will be maintained, which is crucial for their language development. Therefore, the conclusion from this research is that the use of songs as a means of teaching can be an effective strategy in improving students' listening skills.

Furthermore, the ending result in Ariani's research “The Use of English Pop Song to Enhance Students' Listening Ability” (2020) indicates an effective result. The study's goal was to explore the effectiveness of using English Pop Songs as a tool to enhance the listening skills of first-grade students, employing Classroom Action Research. The data, collected through listening tests, revealed a substantial improvement. The pre-test scores were initially low at 12%, but the post-test scores displayed a remarkable surge, reaching 84%, well above the Minimum Complete Criteria Success (KKM). This suggests that the incorporation of English Pop Songs significantly and beneficially impacted students' listening abilities, boosting the students' listening skills.

2.2. Pedagogical basis

In the field of language teaching and innovative pedagogy, there is a wide range of pedagogical theories and concepts that significantly enrich our understanding of the use of English songs to improve the listening skills of first semester PINE students. These theories and concepts provide a comprehensive theoretical framework that address issues such as active learning, cultural context, emotional engagement and motivation, and the use of English as a dynamic tool for improving listening skills, contributing to the effectiveness of the use of songs.

2.2.1. Constructivism

The theories of constructivism, as developed by Jean Piaget and Lev Vygotsky, have strong relevance to the research on using English songs to enhance listening skills, emphasizing the active role of the learner in the educational process. English songs can be seen as a constructivist approach to language learning, where students build their comprehension and vocabulary through meaningful experiences with authentic language materials. Students actively engage with the content, constructing their knowledge of language and culture.

Piaget's constructivism theory from (1973), emphasizes that learners actively construct knowledge through interactions with their environment. Using English songs, students are continually engaged in interpreting and understanding the lyrics and melodies. They construct their understanding of language by constantly participating in the process of listening, analyzing, and interpreting the songs

Vygotsky's constructivism strongly emphasizes the role of social interaction and cultural context in learning. English songs often have both cultural and social meanings as well as cultural and social references. Exploring the cultural and social context of these songs, learners can better understand the variations of the language, as suggested by Vygotsky's theory (1978).

Furthermore, Vygotsky's collaborative learning theory, promotes collaborative learning and the idea that students can learn from one another (Vygotsky, 1978). Students can collaborate in different activities such as group discussions or projects related to the songs. This collaboration can facilitate language development and enhance listening skills through students' interaction.

Moreover, one of the most important aspects of Vygotsky's concept of cultural mediators, which are tools or artifacts that facilitate learning, can include linguistic materials such as songs. English songs serve as cultural mediators that provide learners with a means of linguistic and cultural immersion, thus aligning with Vygotsky's idea of using cultural tools to facilitate learning (1978).

Overall, both Piaget's and Vygotsky's constructivist theories support the idea that students actively construct knowledge and meaning through their engagement with the content and their interactions with others. These theories emphasize the importance of providing students with meaningful and interactive learning experiences, which the use of English songs can effectively facilitate.

2.3. Theoretical basis

2.3.1. Concepts of listening

Listening holds a significant role in the study of second and foreign languages. Although it may initially appear as a passive task, it is more complex than it seems. It involves not merely perceiving the speaker's words but also engages the listener in a cognitive process. Within this process, listeners engage in five key components: hearing, paying attention, comprehension, response, and memory. When any of these components are lacking or incomplete, the activity becomes hearing rather than genuine listening.

In the words of Nordquist (2019), listening is an active process about the reception and responsive engagement with spoken, and at times, unspoken, messages. Therefore, listening goes beyond the mere act of hearing words, it involves focusing on and making an effort to comprehend something that is audible.

According to Michael Rost (2001), the practice of listening in language education involves a multifaceted process, involving the comprehension of spoken language through factors such as pacing, encoding units, and factual pausing. Listening require the audience's active processing of auditory information provided by the speaker, as it serves as a means of gaining knowledge. Furthermore, Harmer (1991) classifies listening as a receptive skill, including it as a sub-skill within language acquisition. He also highlights variations in how individuals grasp specific and general information when engaged in listening activities.

The provided definitions address the concept of listening in a general form. However, it is necessary to highlight that listening skill constitutes a fundamental pillar when learning a second-language. This skill relies on the human auditory sense, through which information is initially received before being processed by the brain. Furthermore, Tyagi (2021) stated that the importance of listening skills is fundamental for the effective comprehension and assimilation of messages. This effectiveness could be noticed not only on the auditory reception of spoken words but also on the establishment of a psychological connection with the speaker.

Thus, it can be concluded that when talking about listening skills, is key to understand that there are some aspects or factors to consider if the information to be receipted is correct or incorrect, and that these factors affect the way on how the individual receives or listen to the message.

2.3.2. Types of listening

It is essential to differentiate the various types of listening before acquiring the skill.

Those types include:

Discriminative listening: Classified as a purposeful and predominantly physiological form of listening, typically occurs during the initial reception stage of the listening process. It is often denoted as discerning listening, as it involves an attentive ear directed toward specific sounds. In this context, we employ this listening mode to scan our environment, aiming to isolate sounds. For instance, during a nighttime dog walk, we might concentrate our listening on a shadowy section of the yard, discerning whether a recent noise poses any potential threat (Wolvin, 1993).

Informational Listening: It focuses on understanding and retaining information. It is prevalent in educational settings, workplace briefings, and when receiving directions or news reports. Effective concentration and memory skills are essential for retention. College students often need to enhance these skills, as they become crucial in professional contexts. Professionals frequently encounter situations where they must remember or document crucial information, and supervisors may not be as open to repeated questions as professors (Watson, 1995).

Critical Listening: Involves the intent to assess or scrutinize a message based on the verbal information and contextual cues. A critical listener scrutinizes the message, either accepting, rejecting, or deferring judgment while seeking additional information. As active recipients of various messages, it's vital to measure the credibility of speakers and their messages and identify persuasive techniques and logical fallacies (Watson, 1995).

Empathetic Listening: Represents the most demanding form of listening, characterized by an earnest effort to comprehend, or share in the thoughts and emotions expressed by a speaker. It's important to distinguish empathetic listening from sympathetic listening, with "empathy" signifying the act of "feeling into" or "feeling with" another person, while "sympathy" implies "feeling for" someone, often with a self-centered and distant approach. Genuine empathetic listening requires a focus on the other person and can be challenging due to inherent self-centeredness, making it easier for to narrate own experiences or offer advice rather than genuinely empathizing with someone else (Bruneau, 1993).

2.3.3. Active listening in the classroom

When practicing listening in the classroom, is not only important to understand words, the main objective is to comprehend the real message through an appropriate listening. According to Mind Tools (2023), the main tips for developing a strong active listening are:

Pay Attention: Be attentive when someone is speaking to you. Give them your complete focus and acknowledge their message. Remember that non-verbal cues also convey important information.

Show That You're Listening: Indicate your active listening through your own body language and gestures.

Provide Feedback: The role of a listener is to grasp the speaker's intended message, which may involve reflecting on their words and asking questions.

Defer Judgment: Wait for the speaker to complete their points before seeking clarification through questions and avoid interjecting with counterarguments.

Respond Appropriately: As more information is collected and new perspectives are gained, avoid attacking or demeaning the speaker. Instead, respond candidly, openly, and honestly, expressing your opinions respectfully.

2.3.4. Definition of Song

According to the (Oxford) dictionary, song is an expression of human through a piece of music. Moreover, Griffie in his book “Sons in action” page 3, refers songs as characterized by vocal production, linguistic significance, and a melodic component. Thus, it can be concluded that a song is a musical composition featuring linguistically meaningful lyrics that are sung by a vocalist (Griffie, 1992).

Nevertheless, teachers must be selective when incorporating songs into the classroom. They need to be careful in their selection, considering factors such as song type, genre, and level of complexity. Making the appropriate choice of songs can significantly contribute to the teachers' accomplishment of their educational objectives.

2.3.5. Teaching Listening Through Songs

Teaching listening through the use of songs refers to incorporating songs as a tool to develop and enhance students' listening skills in language classes. It involves selecting the appropriate songs, designing activities, and implementing strategies to engage students in active listening and comprehension (Tasnim, 2022). There are several steps and guidelines that can be followed when teaching listening through songs:

Consider learner and context: Teachers should consider factors such as students' age, socio-cultural background, needs, interests, language proficiency level, class size, duration, and logistic support when selecting songs.

Choose songs with meaningful lyrics: Songs should have lyrics that are relevant and meaningful to the students. The lyrics should also contain a variety of useful vocabulary and important grammar items.

Provide variation in song selection: To maintain students' motivation, teachers should bring variation in the type of songs used. Different themes or types of songs can be introduced based on specific topics or student preferences.

Visualize songs: If available and culturally appropriate, teachers can use music videos or picturization to help students better understand and absorb the topic of the song.

Plan pre-listening activities: Before playing the song, teachers should engage students in pre-listening activities to activate their prior knowledge and introduce the topic, background information, vocabulary, or specific grammatical points related to the song. This can include activities such as brainstorming, discussing cultural information, or presenting keywords and ideas relevant to the song.

Design while-listening activities: During the listening stage, students should be assigned tasks to verify assumptions, check comprehension, and develop listening skills. These activities can include filling in gaps, answering questions, reordering lyrics, or identifying true or false statements.

Incorporate post-listening activities: After listening to the song, teachers can engage students in post-listening activities to reinforce comprehension and encourage reflection. This can include discussions, writing reflections, or creating related projects.

2.3.6. Advantages of Songs in Teaching Listening

There are many advantages that teaching listening through the use of songs can provide (Tasnim, 2022). The most notable are:

Creating a comfortable classroom atmosphere: Songs help create a safe and natural classroom environment, reducing feelings of shyness and hesitation among learners.

Enhancing motivation and engagement: Songs are enjoyable and can increase students' motivation to participate actively in the learning process.

Developing language and cultural sensitivity: Songs provide authentic language input and expose learners to different accents, intonation patterns, and cultural values, promoting language and cultural awareness.

Improving pronunciation and fluency: Songs offer opportunities for learners to practice pronunciation, intonation, and rhythm, helping them develop their speaking skills and fluency.

Enriching vocabulary and grammar: Songs introduce new vocabulary items, grammatical structures, and variations in sentence patterns, expanding learners' language knowledge.

Enhancing memory retention: The combination of melodies, emotions, and meaningful contexts in songs facilitates the memorization of language items.

Providing listening practice in an enjoyable way: Songs offer a fun and engaging way to practice listening skills, allowing learners to develop their ability to decode and absorb information in the target language.

2.4. Legal basis

Constitución de la República del Ecuador

These articles from Ecuador's Constitution establish the legal foundation for the country's education system, emphasizing its role as a fundamental right and state duty. They prioritize inclusive, quality education, highlighting its significance in promoting equality, gender equity, and individual development within a diverse, intercultural context. Ecuador's commitment to education is evident in the following articles:

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

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el

conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (CRE., 2008, Art 27).

Art. 343.- El sistema nacional de educación tendrá como propósito el desarrollo de las capacidades y potencialidades individuales y colectivas de la población, facilitando el aprendizaje y la generación y uso de conocimientos, técnicas, saber hacer, arte y cultura. El sistema estará centrado en el aprendiz y operará de manera flexible y dinámica, inclusiva, efectiva y eficiente. El sistema nacional de educación integrará una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de comunidades, pueblos y nacionalidades (CRE., 2008, Art 343).

These articles emphasize the significance of inclusive and quality education while promoting diversity and intercultural understanding. By recognizing the essential role of education in promoting individual development and societal progress, these legal principles provide a strong foundation for the project's goals of improving listening skills through English songs.

Chapter III

Methodological Framework

3.1. Method

3.1.1. *Qualitative research*

This research project is based on a qualitative approach, which involves obtaining the required information through open-ended questions to the participants. As Bhandari (2020) mentioned, qualitative research implies the collection and analysis of non-numeric data with the aim of comprehending concepts, viewpoints, or personal experiences. It is a valuable approach to reach into issues more deeply and contribute with other views to the investigation. This method is widely applied within disciplines of all types.

The utilization of a qualitative methodology is utterly essential due to its capacity to provide a more focused viewpoint for information gathering. This approach enables researchers to determine the perspectives, evaluations, and emotions of participants regarding a specific subject matter. Given that this project centers on understanding perspectives, qualitative data collection is the right choice, as highlighted by Kasmad (2020), this method is less rigid, more open-ended, and adaptable, allowing participants to express the issues they consider significant without restrictions. It affords research subjects the opportunity to articulate their insights and thoughts on the investigated phenomenon without the imposition of preconceived notions and judgments by the researcher.

The utilization of a qualitative methodology is prevalent in various fields, where the education field is the prominent example. According to the American University Washington DC (2020), educators frequently employ qualitative research during the initial phases of a study to

unearth emerging patterns and perspectives. In educational context, qualitative analysis is key for a richer comprehension about the phenomenon being studied. In the educational realm, meanwhile interpreting data guides researchers to a significantly heftier understanding of the matter.

A qualitative approach is major for this research on enhancing listening skills through English songs in first-semester PINE major students. Allowing a higher understanding of the subject matter, which involves the comprehension of the effectiveness, development, and outcomes describing of using English songs. Using collecting data methods like one-one interviews and a focus group survey, students' experiences will be collected and analyzed, thus, giving extra aid in the process of interpreting the results on how does the use of English songs enhance the listening skills of first-semester PINE major students.

3.2. Type of Research

3.2.1. Phenomenological Studies

Phenomenological research is a research method that aims to understand the experience of participants from their own perspective. Phenomenological researchers believe that the essence of any phenomenon lies in the way it is experienced by people. Therefore, their goal is to describe and understand the experience of participants in relation to the phenomenon under investigation (Limpaecher, 2022).

Phenomenological research is based on the premise that reality is interpreted subjectively by each individual. Therefore, the phenomenological researcher seeks to understand reality as perceived by the participants, without imposing his or her own interpretations (Dovetail, 2023). This type of study collects data through qualitative techniques such as observation, interview, focus group, recording of conversations, and analysis of texts and personal observations. These

techniques allow the researcher to understand the perspective of the audience in relation to the phenomenon under study (Limpaecher, 2022).

3.3. Data Collection Techniques

3.3.1. Focus group

Focus groups are a qualitative exploration tool that enables the investigator to gather data from a small group of people. Focus groups are frequently used to understand people's postures, experiences, or beliefs on a concrete topic. Moreover, it generally has between 6 and 10 participants, but no more than 12. The investigator guides the discussion through a series of questions. In words of Tegan (2023), focus group questions should be open-ended, neutral and unprejudiced. Additionally, the number of questions can vary from 5 to 12, being 8 questions an optimal number. It has several advantages, being easy to organize and conduct, and the results are commonly useful for understanding people's postures and experiences.

3.4. Instruments

3.4.1. Questionnaire

Questionnaire will be adapted to obtain the necessary information from the students, 8 questions will be applied. The type of questions is open-ended, in order to understand and analyze what are the students' perceptions and experiences regarding the use of English songs to enhance their listening skills. The questionnaire will be applied in the students' mother tongue, which is Spanish, with the purpose of letting them freely express their experiences and postures with no language limitations or barriers, due to the unique objective is to obtain the desired data.

3.5. Data Collection Processing and Resources

- What?

To collect information regarding students' experiences on the use English songs to enhance the listening skills, by a focus group.

- Where?

Via Zoom meetings

- When?

Academic period 2023 – II

- How?

Questionnaire, open-ended questions

- What did you collect information for?

To analyze the enhancement of listening skills through the use of English songs in the first-semester of PINE major students

3.6. Population and Sample

The students of first semester of Universidad Estatal Peninsula de Santa Elena, located in Santa Elena province, will be considered for the project's population. The population is of 140 students on first semester who are divided in two courses, 70 students in one course and other 70 students in another one, however, the instrument used to collect the required data is focus group, thus meaning that 10 students can be considered as maximum for each focus group session.

The students were volunteers, that desired to participate and share their experience through-out the use of English songs as an alternative to boost their English skills, in this case the listening ability. The students are divided in 2 groups between 2 focus group sessions: 10 students from 1/1 semester of PINE which is going to be group 1, and 10 students from 1/2

semester of PINE which will be called as group 2. Is compulsory to highlight that first semester PINE students only receive virtual classes.

Chapter IV

Analysis of Findings

4.1. Interpretation of data from the focus group

This section is dedicated to overview and analyze the obtained results. The focus group were carried out in the student's mother tongue, in order to get their best answers and details related on each presented question, however the analysis and interpretation will be translated into English.

4.1.1. Question N.1

How often do you listen to English songs to improve your listening skills and what encourages you to do so?

Figure 1

Frequency of listening to songs



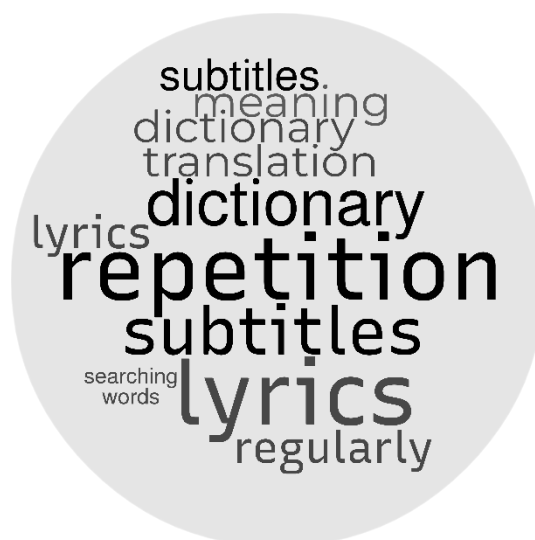
Interpretation: Based on the responses of both groups, it can be stated that students listen to English songs to improve their listening skills almost every day. The reasons why they feel motivated are various, some find it entertaining and relaxing, others are motivated by recommendations from friends or social networks, others are motivated to learn more or are simply motivated by the type of songs.

4.1.2. Question N.2

How do you use English songs to improve listening skills? Are there specific techniques that you find effective?

Figure 2

Techniques to use songs



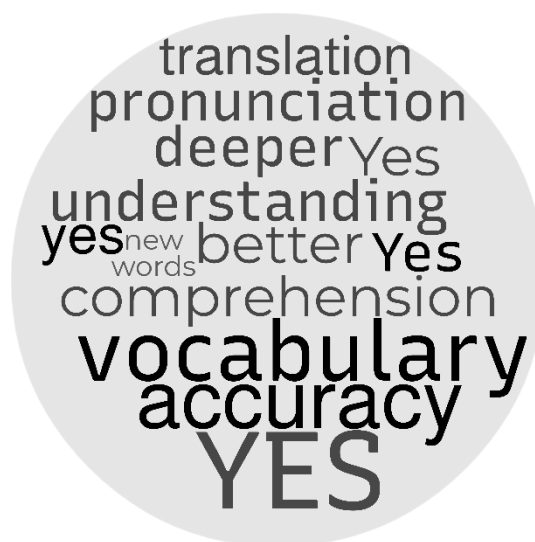
Interpretation: Both groups strongly agreed with the methods and techniques they use with English songs to improve their listening skills, such as reading the subtitles while listening to the songs, repeating the songs several times to train the ear, listening to the song and after listening to it looking up the lyrics to check if what they heard was correct, also using dictionaries or finding the meaning of unknown words while listening to the songs.

4.1.3. Question N.3

Have you noticed improvements in your listening skills through regular listening to English songs and what are they?

Figure 3

Improvement in listening skills



Interpretation: The responses were positive in both groups; the students have noticed improvements due to the use of songs in English. Acquiring new vocabulary, learning pronunciations, better understanding of accents and differentiating words more accurately, have been some of the improvements that the students have noticed.

4.1.4. Question N.4

What characteristics of those songs helped you improve?

Figure 4

Songs' characteristics that helped



Interpretation: The groups matched with the characteristics of the songs that helped them improve their listening skills, among them were clear pronunciation of words, difficulty of vocabulary, common phrases, repetition of patterns and words. In addition, rhythm, melody, and even the use of rhymes in the songs were the most common features.

4.1.5. Question N.5

In your opinion, are English songs more useful than traditional methods for improving listening skills and why?

Figure 5

Songs better than traditional methods



Interpretation: Groups 1 and 2 highlighted that they consider it a more useful approach than traditional methods, due to different factors. Songs are more engaging; the melodies catch their attention and motivate them to listen. Also, the use of patterns and repetition of words makes it easier to improve listening skills and recognize vocabulary that is already familiar to them and unknown vocabulary, they consider it more efficient and as a tool that should be applied more often in the classroom compared to other methods.

4.1.6. Question N.6

What do you enjoy most about using English songs to improve your listening skills?

Figure 6

Most enjoyable thing about song



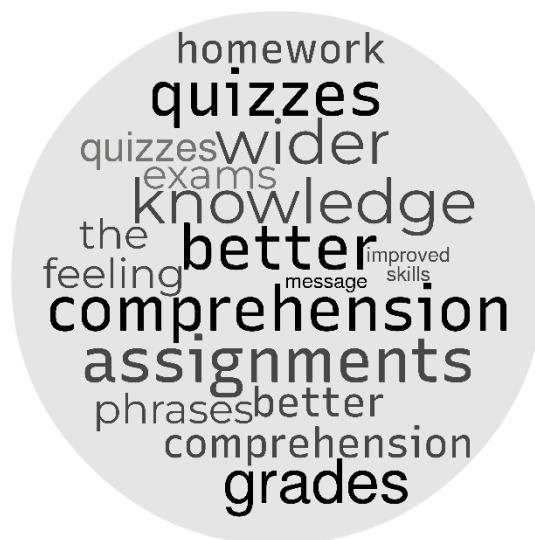
Interpretation: The responses in groups 1 and 2 were the same, what the students enjoy most when using English songs is the mood it puts them in, the feeling, the melodies, and rhythms. Furthermore, other aspects such as the lyrics and the message of the song were also highlighted by them.

4.1.7. Question N.7

Can you share examples of situations in which better understanding of spoken English through songs impacted your academic performance?

Figure 7

Benefits of songs in academic performance



Interpretation: Both the first and second groups shared situations in which they realized that the improvement of listening skills through the use of songs impacted their academic performance in a positive way. They indicated that some tasks or assignments were easier for them, in exams or quizzes they were able to identify words and pronunciations that were already known thanks to the use of the songs, which led them to improve their grades and have a greater and improved knowledge that can be applied in the academic field.

4.1.8. Question N.8

How do you think improved listening skills through English songs will help you in your future career and international interactions?

Figure 8

Improved listening skill in future career and interactions



Interpretation: Both groups highlighted that the improved listening skills from the use of English songs would benefit them in different areas, in their professional careers it would help them to look for options abroad and as future teachers to apply and use the English songs as a tool for their students. Both groups also agreed that in the area of international interactions it would help them in understanding accents, common phrases, vocabulary, and pronunciations that were learned through the use of English songs, as well as expanding the way they understand others and communicate.

Chapter V

Conclusions and recommendations

5.1. Conclusions

According to the results obtained through the focus groups, the use of English songs significantly improve the listening comprehension of first semester PINE students. Participants reported listening to English songs almost daily, improving their vocabulary, pronunciation, and understanding of accents. Therefore, due to the positive impact on their listening skills, it can be said that incorporating songs as a strategy to improve this skill and English language improvement is valuable.

Furthermore, the responses also reveal that students employ effective techniques when using songs to enhance the listening comprehension skill, such as repetition, subtitle reading, and the use of external resources such as dictionaries. In addition, specific features of the songs, such as clear pronunciation, varied vocabulary, the repetition of patterns, and attractive rhythms, contribute to the effectiveness of this method. These aspects contribute with useful insights into how educators can design activities and select songs to address learners' preferences and learning styles.

A remarkable conclusion is the preference of the learners for the use of English songs over traditional methods to improve listening comprehension. According to the students, the attention-grabbing melodies, lyrics and rhythm, along with effective vocabulary recognition make songs a more enjoyable and efficient method according to the participants. This preference suggests the possibility of incorporating songs into the regular curriculum, and at the same time reevaluating traditional teaching methods to adapt them best to the students' preferences.

5.2. Recommendations

Based on the positive feedback from the focus group, it is recommended that the school curriculum integrate songs in English as a common feature to improve listening comprehension skills. A careful selection of songs should be done by educators to match classroom objectives and to create activities that encourage active participation, thus ensuring a successful integration of songs into the language learning process.

In addition, to maximize the effectiveness of using songs in English, it is recommended that educators attend professional development workshops, providing them with guidance on proper song selection, activities designing, and incorporating technological tools to create an immersive and interactive learning experience. Therefore, educators will be able to customize their teaching methods to the preferences and needs of the learners.

Finally, encouraging students to create their own playlists of English songs related to class topics. This initiative promotes autonomy and individualized learning experiences. Students can share their playlists with their classmates, fostering a collaborative environment where everyone benefits from a wide range of songs. As a result, students take charge of their language learning and incorporate English songs into their daily routine.

In conclusion, the results obtained demonstrate the positive impact of English songs as a language learning tool for improving students' listening comprehension. The effective techniques and features identified, along with the preference for songs instead of traditional methods, emphasize the potential to integrate English songs into the curriculum in a meaningful way. The recommendations intend to provide educators with some guidance on taking advantage of this valuable resource to enhance the overall language learning experience of the students.

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Annexes

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación denominado “**English Songs to Enhance Listening Skills in the 1st Semester of Pine Major Students**”, elaborado por Luis Ariel Velez PARRALES, estudiante 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 Licenciado 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, se encuentra con un 4% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Sara González Reyes, MSc.

ADVISOR

ID: 0909710865



Tesis Velez Luis verificacion

4%
Textos sospechosos



3% Similitudes

0% similitudes entre comillas

< 1% Idioma no reconocido

0% Textos potencialmente generados por la IA

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Tamaño del documento original: 408,85 kB

Depositante: SARA DOLORES GONZALEZ REYES
Fecha de depósito: 5/12/2023
Tipo de carga: interface
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Número de palabras: 6338
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Ubicación de las similitudes en el documento:



Fuentes principales detectadas

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2	repositorio.upse.edu.ec Learning strategies to develop english pronunciation for... http://repositorio.upse.edu.ec:8080/jspui/bitstream/46000/3646/6/UPSE-TU-2016-0012.pdf.txt 1 fuente similar	2%		Palabras idénticas: 2% (155 palabras)
3	www.dspace.uce.edu.ec http://www.dspace.uce.edu.ec:8080/bitstream/25000/13278/1/T-UCE-0013-Ab-174.pdf 1 fuente similar	< 1%		Palabras idénticas: < 1% (29 palabras)

Fuentes con similitudes fortuitas

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2	revistas.unsaac.edu.pe LA OMISIÓN LEGISLATIVA Y JUDICIAL DE LOS DERECHOS LJ... http://revistas.unsaac.edu.pe/index.php/RFD/CP/article/download/654/784	< 1%		Palabras idénticas: < 1% (12 palabras)
3	dspace.udla.edu.ec Incumplimiento de la obligación de garantizar la conservació... http://dspace.udla.edu.ec/bitstream/33000/13411/1/JDLA-EC-TAB-2021-01.pdf	< 1%		Palabras idénticas: < 1% (11 palabras)

Focus group questionnaire

Question 1. How often do you listen to English songs to improve your listening skills and what encourages you to do so?

Question 2. How do you use English songs to improve listening skills? Are there specific techniques that you find effective?

Question 3. Have you noticed improvements in your listening skills through regular listening to English songs and what are they?

Question 4. What characteristics of those songs helped you improve?

Question 5. In your opinion, are English songs more useful than traditional methods for improving listening skills and why?

Question 6. What do you enjoy most about using English songs to improve your listening skills?

Question 7. Can you share examples of situations in which better understanding of spoken English through songs impacted your academic performance?

Question 8. How do you think improved listening skills through English songs will help you in your future career and international interactions?

Focus group evidence

The screenshot shows a Zoom meeting window with a presentation slide displayed. The slide title is "La orientación pedagógica y las metodologías en el proceso de enseñanza aprendizaje y su evaluación". The slide content is as follows:

- La orientación pedagógica se refiere al enfoque, los principios y las estrategias que guían la labor del docente en el proceso de enseñanza-aprendizaje**
- Las metodologías pedagógicas se refieren a los enfoques y técnicas específicas utilizadas para facilitar el aprendizaje de los estudiantes**
- La evaluación es una parte integral del proceso de enseñanza-aprendizaje y está estrechamente relacionada con la orientación pedagógica y las metodologías utilizadas**

The slide also features the logo of UPSE (UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA) at the bottom. The Zoom interface shows a grid of participants on the right side of the screen.

Group N.1

The screenshot shows a Zoom meeting window titled "Zoom Reunión - Sala 1". The meeting is recording ("Grabando..."). The interface displays a grid of participants. At the bottom, there are controls for muting, video, chat, and screen sharing. A notification indicates "29 participantes no asignados". The name "Michelle García" is visible in the bottom right corner of the grid.

Group N.2

