



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**LA MÚSICA COMO RECURSO DE ENSEÑANZA PARA EL  
DESARROLLO DE HABILIDADES RECEPTIVAS EN EL IDIOMA INGLÉS**

**NEIRA OCHOA CARLOS GABRIEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

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INTERVENCIÓN**

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**SARMIENTO CHUGCHO KLEBER OSWALDO**

**MACHALA  
2021**

# MUSIC AS A RESOURCE FOR THE DEVELOPMENT OF RECEPTIVE SKILLS IN THE ENGLISH LANGUAGE AIMED AT STUDENTS IN THE NATIONAL AND FOREIGN LANGUAGE PEDAGOGY CAREER.

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## DEDICATION

I dedicate the following research work to my family, friends and especially to my life partner for being the most important pillar, for always showing me her unconditional love and support, who taught me that even the greatest task can be achieved successfully, if it is done with love and perseverance.

For them this research work, which, without them, could not have been.

Jhonny Navarrete

I dedicate this work to all the people who have been part of my path towards the culmination of my degree, especially to my parents **Carlos Enrique Neira Alfonzo** and **Catalina del Carmen Ochoa Piedra** who, under the bosom of a loving family full of values, knew how to give me the ability to realize my achievements. I also want to include my second mother, my grandmother **Juliana Alfonzo Villón** who was another fundamental piece of who I am now and to whom I am in perpetual debt. Another important person to whom I want to dedicate this present is my partner and friend **Daniela Cornejo** for her constant support on a day-to-day basis until the peak of this stage. Last but not least, I dedicate it to my entire family and to each of the people who put faith in my actions.

Gabriel Neira



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Thank you for your patience, dedication, unconditional support and friendship.

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## **CERTIFICACIÓN DEL TUTOR**

Por medio de la presente apruebo que el Trabajo de Titulación titulado “**La música como recurso para el desarrollo de habilidades receptivas en el idioma inglés dirigido a estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjero**”, de los autores Jhonny Steeven Navarrete Chérrez y Carlos Gabriel Neira Ochoa, en opción al título de licenciado en Pedagogía del idioma inglés, sea presentado al Acto de Defensa.

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## **RESUMEN**

A lo largo del tiempo la enseñanza del inglés ha venido evolucionando, sin embargo, se ha visto estancada por una serie de actividades poco lúdicas, no obstante, a pesar de que el pedagogo posee el material concreto, para la implementación de distintas reproducciones sonoras, no ha visto la necesidad de emplear a la música como un recurso fundamental que logra interesar, estimular una participación activa y sobre todo desarrollar habilidades receptivas a los estudiantes que durante muchos años no han tenido el apego por aprender inglés. Motivo por el cual, se efectuó una investigación con un paradigma cualitativo siendo su eje central la estrategia didáctica llamada música y su influencia dentro del aprendizaje.

En este ámbito, la investigación se basa en una metodología analítica-sintética, inductivo-deductivo y de naturaleza descriptiva; cuyo objetivo es fomentar el desarrollo de habilidades receptivas en el idioma inglés en los futuros docentes de cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el periodo 2021-1 mediante la implementación de una estrategia didáctica sustentada en el uso de la música como recurso de enseñanza. Como resultado, se determina que el uso de canciones como recurso didáctico generan mayor dominio y asimilación de las habilidades receptivas en los estudiantes de la carrera de inglés. Para finalizar, se recomienda continuar desarrollando investigaciones sobre la música y su influencia para el desarrollo de habilidades de lectura y escucha.

**PALABRAS CLAVES:** estrategia didáctica, habilidades receptivas, música

## **ABSTRACT**

Over time the teaching of English has been evolving, however, it has been stagnant by a series of not very playful activities, however, despite the fact that the pedagogue has the concrete material, for the implementation of different sound reproductions, he has not seen the need to use music as a fundamental resource that manages to interest, stimulate active participation and, above all, develop receptive skills for students who have not been attached to learning English for many years. Reason for which, an investigation was carried out with a qualitative paradigm, its central axis being the didactic strategy called music and its influence on learning.

In this area, the research is based on an analytical-synthetic, inductive-deductive and descriptive methodology; whose objective is to promote the development of receptive skills in the English language in future teachers of the fourth semester of the Pedagogy of National and Foreign Languages in the period 2021-1 through the implementation of a didactic strategy based on the use of the music as a teaching resource. As a result, it is determined that the use of songs as a didactic resource generates greater mastery and assimilation of receptive skills in students of the English career. Finally, it is recommended to continue developing research on music and its influence for the development of reading and listening skills.

**KEY WORDS:** didactic strategy, receptive skills, music.



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## INTRODUCTION

In recent decades, the world has been aware of an era of interconnectivity and the dissolution of barriers that compromise the relationship between the cultures of each society. This event, known as globalization, has allowed us to approach the inappropriate, thus changing the entire perspective of each individual, especially the youngest ones.

This has undoubtedly faced a series of obstacles and slowing factors that have not allowed it to develop linearly, one of these and one of the most important is communication and how it can become so relevant to relate to other cultures no matter how different they are, this through a universal language of welcome that is gaining more and more strength in every corner of the world: English. Therefore, it is understood that "the process of globalization has been the main reason why English has gained importance worldwide, to the point of being considered today as the universal language of business". (Saltos et al., 2017, p. 761)

In the local context, in the past, English was considered a minor educational subject, lacking attention due to an almost non-existent concern on the part of the current governments. The induction into a second language that would lead to its growth in the country, without due projection, has deepened the precarious figures that have placed Ecuador among the lowest levels of English language proficiency in the region.

These conceptions lead to questioning certain decisions and indifference to the palpable problems immersed in bilingual education. The first major steps that were taken were not until 1992 when the Ministry of Education in agreement with the British Council gave way to important curricular reforms that had a better position on the subject, which included the creation of a series of six texts called *Our World Through English*. The series of texts included teaching guides as well as listening materials. These English subject materials were used by

approximately 1,200,000 students and their teachers in the school years 1993-1994 to 1998-1999.1.200.00 (Ortega Auquilla, 2017, p. 54)

Beyond these pioneering reforms, which refer to a broader and more general level, many of the problems that continue to be addressed come down to the very classrooms where teachers look for the best methodology, strategy, and/or resource that can positively collaborate in the development of their students' skills and that is when various questions and doubts arise in this regard.

In many cases "English teachers apply traditional teaching methods such as grammatical translation, drill and repetition, repetition of vocabulary, individual classroom activities, homework, standardized tests, etc." (Loor et al., 2018), subject to this, at the same time there may also be signs of innovation and skills that eclipse the monotonous, so others have opted to change that picture; a clear example is the playing of music within classrooms, complementing homework or skills development such as *reading and listening*.

This can strengthen these skills since, in general, students do not have the adequate development of skills to carry out activities that require their use, so that "one of the biggest problems when studying a foreign language is the constant and continuous lack of auditory input in the target language to which students are exposed" (Toscano Fuentes & Fonseca Mora, 2012, p. 30).

The use of songs for learning English helps to foster receptive skills and psycholinguistic domains such as reducing anxiety in the process of meaningful learning. Therefore, the use of music is considered a fundamental didactic resource on effective teaching, specifically starting from the first cycles; Andrade et al. (2017) state, "music is a tool that favors the development of both receptive and productive skills when understanding the foreign language and communicating using it". (p. 43)

This strategy is not used for the most part due to lack of resources or simply because of time constraints that have prevented it from being incorporated into the planning that must be done before any class, despite it being a viable way of managing the class, but also an influential factor in this is the predisposition of many teachers to adopt this type of resource in their work, which contributes to little or no acquisition of the aforementioned strengths. This leads us to the following **research question**: How to promote the development of receptive skills in the English language in future teachers of the fourth semester of the degree in Pedagogy of National and Foreign Languages in the period 2021-1?

This problem is manifested in the **object of research**, the process of acquisition of teaching competencies of students of Pedagogy of foreign languages.

The **general objective** of the research is to encourage the development of receptive skills in the English language in future teachers of the fourth semester of the degree in Pedagogy of National and Foreign Languages in the period 2021-1 through the implementation of a group of didactic activities based on the use of music as a teaching resource.

This objective is delimited in the field of action, which is music as a teaching resource.

Thus, the present research work sets out specific objectives:

1. To base theoretically the object and field of the research.
2. To diagnose the state of didactic resources and their application in classrooms for the development of receptive skills in students.
3. To elaborate a group of didactic activities based on the use of music as a resource for the teaching and learning of the English language.
4. To analyze the effectiveness of the didactic strategy based on the use of music as a resource in the teaching and learning of the English language.

This research work is aimed at the 26 students of the fourth semester of the Pedagogy of National and Foreign Languages career at the Technical University of Machala in the city of the same name, whose age range is between 19 and 22 years

Based on the characteristics of the case in question, a **qualitative** study is proposed, with a **propositional** typology, since the authors focus on the analysis of the behavior of the subjects of the study in the face of the behavior of the subjects of the study about the research proposal. It has a **non-experimental** field design with a **transversal, descriptive** scope, as the information collected comes directly from the reality of the subjects of study.

The study takes into account theoretical and empirical methods, with the use of instruments such as the survey and the application of an observation form to fourth-semester students of the National and Foreign Languages Pedagogy course and also an interview with the university teacher in charge of their internships, to obtain accurate data as part of a follow-up of the knowledge acquired by these future teachers.

The **importance** of this research is to encourage new teachers, still in their careers, to use music as a resource in the classroom, allowing them to promote the acquisition and/or improvement of listening and speaking skills in their learning process. In this way, educators will take advantage of break times or the silence of classroom activities to reproduce this resource and familiarize themselves more thoroughly with this language.

The **practical contribution** of the research consists of a group of didactic activities based on the use of music as a resource in the teaching and learning of the English language that encourages the development of receptive skills in future teachers of this subject.

The **innovation** of the research lies in the fact that future teachers of National and Foreign Languages Pedagogy will implement this didactic resource in their future role as



teaching professionals for the development of an optimal class and thus, perfect the receptive skills of the students.

The conformation of this research gives rise to a structured design, which begins with a congruent introduction that gathers the categories of the theoretical design, followed by a section where the theoretical underpinnings are made known, these are indispensable for the development of the work, consecutively, the methodological framework is shaped, that manifests the type of research used, the purpose it intends and the different methods and techniques applied for the collection of essential information. This is followed by the section with the intervention proposal and its results. Finally, the presentation of the conclusions and recommendations is accompanied by the bibliography and the corresponding annexes.

## **CHAPTER 1. MUSIC AND RECEPTIVE SKILLS IN ENGLISH TEACHING**

This chapter details the previous context of the use of music as a resource within the process of teaching English as a second language, specifically in the formation and development of receptive skills. Its pedagogical and didactic foundations that support its approach and how the students assimilate them are detailed, resulting in relevant for the development of activities.

### **1.1. Historical background to the use of music as a teaching resource for receptive skills training in foreign languages.**

Since time immemorial education has been surrounded by shortcomings, among the most important we find didactics and pedagogy when teaching, it's talked about these points because music covers them, it is a ludic way to reach the student and that he receives the information in a more manageable way, according to López (2019) indicates that music as a pedagogical and didactic strategy in the teaching of English promotes the appropriation of the learning process of students, therefore, music is a recreational tool for the process of teaching English, it provides a meaningful learning system to students. (p.10)

Therefore, it is of primary importance to study the process of associating music in education to know how and when it was associated with English teaching. Music is an experience that helps to activate several senses, including creativity, emotion, and happiness, according to studies by psychologist and educator Georgi Lozanov, who in 1959 created a model based on "accelerated learning", indicating as starting points the work with pedagogy and suggestion, reflecting that under the guidelines of simple and fun learning, relaxation is favored, generating deep learning that involves the mind and body (p.34). Among the basic elements that Lozanov considers is to achieve accelerated learning, we find both the teacher and Music as facilitators, which allow children to learn more and better.

From this point of view, the musical experience encourages the processes of attention, perception, thinking, memory, and language, as Storr (2008) says: "la música provoca respuestas físicas similares en diversas personas y al mismo tiempo. Ése es el motivo por el cual puede inducir a la reunión de un grupo y crear sensación de unidad" (p.126), so we are talking about the fact that through music it is possible to the introduction of a topic and that it can interest a whole group, and since it is not too much, it also provides that the learning of the topic taught is attractive and meaningful, which would go from traditional education to a special experience, which in itself would make the learner want it to happen again.

It can be said that music is one of the tools by which students feel comfortable when receiving a class from an early age and become attractive to them, according to Medina Sierra (2020) "observó el interés por aprender como pilar fundamental frente al recurso pedagógico del club de canciones, apreció en los niños, una adquisición de aprendizajes en un ambiente que involucró las vivencias musicales en contacto con el idioma inglés" (p.10). The interest in learning with important support to the resource of music so that students could relate each music with their experiences and at the same time be able to acquire learning in a comfortable environment.

As the years have progressed, everything has been reinventing itself and with that fact, education has also evolved, the changes in the development of creativity and the reinforcement of confidence are based on the students' abilities, being in this way that music has taken an important field in training and especially in foreign language subjects, as Neyra (2019) says "las canciones en inglés potencializan las probabilidades de que el estudiante tome gusto por el idioma" (p.19). Based on this, it can be established that this resource is an important starting point for teaching, it involves and generates direct notions to the learner and among them, the most relevant are receptive skills.

Therefore, music has become a substantial factor in the development of receptive skills, improving teaching methods and at the same time consolidating previously acquired knowledge, as indicated by Neyra (2019) "por medio de la música se pueden incrementar habilidades de habla, escritura, escucha, pronunciación, vocabulario y comprensión en los estudiantes dentro de su proceso de adquisición de una segunda lengua" (p.19), proceeding from this, this restates that by using music the receptive skills of the student in the classroom will increase and their learning will be significant, which can be taken outside the classroom or in their daily environment.

For this reason, it is inferred that music attributes to complement the skills of students and learning is shown easy to assimilate, especially when there are receptive skills as such, since music stimulates and catch the attention of students, thus, increasing concentration in them, "la formación, aptitud musical y la exposición prolongada y constante a la música en un idioma extranjero, ayudan de manera significativa al desarrollo de habilidades involucradas en el aprendizaje de un idioma" (Andrade Molina, et al., 2018, p.42), affirming this reference, at the time of exhibiting students to a foreign language in the musical field, this is manifested with empowerment and from it, a representative learning and development of skills is achieved, particularly, the receptive ones that help the development of the student in the classroom.

Music is a fundamental tool for teaching and educational learning since this resource can be used to promote neurological development, at the same time it benefits the acquisition of knowledge in a recreational way, "cantar canciones no solo ayuda a que los niños recuerden información importante, sino que también hace que la adquisición en el aula sea más animada" (Rodríguez Alejo, 2019, p. 32). It is an ideal way of learning together with motivation towards students to be dynamic and at the same time productive to obtain the achievements set out in the future.

According to the previously mentioned, a clear perspective of music in education can be obtained, as it can be applied to the improvement of educational values that have been neglected over the years as well as the personal development of the student, according to Granados Salazar & Castillo Valentín (2018), this tool exposes an educational value referring to the main aspects of the human faculty, intelligence, emotions, feelings, autonomy, granting a great potential in the teaching and learning process (p.30). With this mention, it manifests the main functions by which it can be developed with the use of music towards students and how beneficial it can be when applying this resource to obtain an innovative class.

Teachers should take into consideration that before English classes were very monotonous and one-way so that students became routine and there was no stimulus for the teaching-learning process can take effect in the foreign language, so it is suggested to improve the process through innovation in the classroom, the implementation of resources such as music for the vast performance and participation of the students. Cabezas Lebron & Gonzalez Mañas (2018) says that “la música añade al área de inglés la posibilidad de escuchar, expresar e interpretar a partir de una experiencia más innovadora y creativa, además de fomentar el disfrute de la cultura inglesa” (p.7). It is mentioned that English and music have an ideal relationship so that students can get a much more enjoyable class to develop a meaningful teaching process and at the same time obtain a much broader cultural knowledge when learning a new language.

Music and English are related to each other at the moment of sharing cultures and at the same time having fun through lyrics and expressing one's thoughts. Also receptive skills can be improved through the use of this resource and with it, indirectly, the improvement of the student's development.

The teacher needs to understand the resource to be used such as music with the student so that they can feel comfortable when learning and strengthen the relationship between teacher and student, as indicated by Almeida & Zambrano (2020) “se pueden analizar las canciones con los estudiantes para discernir lo aprendido y así fortalecer sus habilidades en el aprendizaje del inglés, muy especialmente las de *listening* y *speaking*” (p.18). When analyzing different songs, substantial development of listening and speaking skills can be obtained, with music, satisfactory results can be achieved in the learning of this foreign language.

## **1.2 Conceptual background to the use of music as a didactic resource in the development of receptive skills**

### ***1.2.1 Pedagogical and didactic justification of the teaching of receptive skills through music***

In the past, research has shown that the inclusion of songs or musical resources in the teaching-learning process of foreign languages benefits this process. Evidence shows that the use of instrumental and vocal music contributes to the development of linguistic levels (phonetic, phonological, semantic, morphosyntactic and lexical), and also affective factors such as the reduction of anxiety in students and an increase in their motivation.

These reactions are characterized as normal since the rhythmic or lyrical nature of the songs exposed to the learners changes the environment in which they find themselves, the classroom changes from a static place to one or more relaxation. Another factor that can be developed is the sociolinguistic factor which is linked to the exposure of varieties and registers of the language.

In the didactic framework, music and its functions within it provide a summative role that encourages the acquisition of skills that would otherwise be more complex to carry out according to the activities performed within the teaching-learning process, as summarised by

Castellanos & Garzón (2013) in their article on the use of songs in English to facilitate the development of comprehension skills:

Permite apoyar a los estudiantes en el desarrollo y la práctica de las habilidades auditivas y al reconocimiento de aspectos fonéticos, funcionales y lexicales, pues existen canciones que vinculan expresiones idiomáticas, como verbos, sustantivos, adjetivos, adverbios que conforman una gran variedad de vocabulario, cuya combinación aumenta la fluidez en el conocimiento del idioma. (p.24)

A musical pedagogy adheres to a process that involves the theoretical and the practical, has an instructional teaching method that takes for granted a rationalization about what music means and how relevant it is for listeners and performers, not only in the particular context of each individual but also in the educational context by focusing the tasks on knowledge, experimentation, understanding and the ability to perform of the learner that will influence the definition of their character from an early age.

### ***1.2.2 The application of music as a didactic resource for the development of receptive skills.***

Education has always been linked to the use of resources that collaborate with the development of the classes that teachers give to their students, usually physical resources such as paper, colors, and a long etcetera. But intangible resources, those that are only perceptible to certain human senses have been another option to conduct the class differently, in this case, music as a resource in a practical classroom role such indicates Bernal et al. (2010) as creating songs, singing, making rhythms in the English class that undoubtedly allow:

- Introducir nuevas palabras, ampliando la estructura gramatical
- Cantar canciones populares inglesas, propia de la cultura del idioma



- Conocer la historia del país a través de su música (danzas, audiciones, autores...)
- Facilitar la entonación fonética del discurso
- Utilizar estructuras sonoras utilizadas previamente en la clase de música (lenguaje musical)
- Investigar con el sonido para aplicarlo a una estructura gramatical propuesta
- Enriquecer el vocabulario
- Realizar experiencias motivadoras. (p. 3)

It is important to involve the learner in this field, to contextualize this component and focus it directly on the learner's environment, so the material chosen must be respectful, of clearly summative value to the understanding of a given learner; pre-school and early elementary school students should be exposed to material with very basic content, without complexity, rhythmic and attention-grabbing, then with older students entering the adolescent stage, higher-order nuances are added, a lyric with a vocabulary that does not confuse.

Finally, students with a level of maturity, judgment, and developed knowledge that allows them to be exposed to more complex material and content with more open-ended themes than would be used with younger individuals, thus having a wide variety to apply to the resource in question, which is music.

### **1.3 Contextual background to the process of acquiring teaching competencies in Pedagogy of National and Foreign Languages students.**

#### ***1.3.1 General characteristics of English as a second language in the educational context.***

At present a didactic approach is required that is adjusted to the learning subject, which demands that educators focus on teaching as a process of learning orientation, thus creating the

necessary environment for students to appropriate the knowledge and nevertheless be educated in all the skills that teachers need to develop. Thus they achieve through resources that the teacher delivers to expand their knowledge, being independent, creators of their knowledge and committed to solving problems in their immediate environment, obtaining subjects that will be professionally integral.

Because of this need, it is, therefore, necessary to use appropriate resources in the classroom to motivate them to develop their skills based on their learning styles, modes, and ways of learning. On these grounds, teachers as reference points, skill developers, and motivators of change in a country through teaching students are challenged to contribute to learning by managing tools, strategies, and methodologies that facilitate the maximum use of meaningful teaching.

On that premise, one of the potential tools that attract the attention of the subject who absorbs the knowledge is the music itself which is used by the highest standard universities in the world appropriating it to develop different skills among one of them, the receptive ones, according to Zubeldia (2017) “la educación musical formal en Finlandia tiene lugar en la educación general obligatoria, desde los 7 años hasta los 16, durante la cual la educación musical es obligatoria” (p.273). From that, it can be ratified that, if this art is immersed in prestigious universities that carry a high-level education, it means that music should be immersed not only in education in all its aspects but above all in the teaching of another language.

Zubeldia (2017) also indicates that “la música potencializa y genera resultados de aprendizaje basados en habilidades prácticas: habilidades de lectura y escritura; habilidades auditivas, creativas, recreativas y habilidades verbales” (p. 271), certainly music generates skills that for the teaching of a foreign language are optimal and if this is taken into account in

countries where education is of a high standard, it should be considered in integrating them in the students of foreign language teaching careers.

Other examples of countries that maintain this trend are Denmark, South Africa, India, Venezuela, Senegal, Trinidad, and Tobago, the United States, France, and Spain, all of which show how the practice of music results in a cognitive, social, and identity transformation of individuals, which has a positive influence on group cohesion.

However, it is important not to overlook different studies and education professionals who contribute to effective teaching, for example, neuroeducation and musicologists who propose the practice of music on brain development. They state that the relationship between music, society, and its implications generates optimal results.

Convinced that in the future, these strategies will allow them to successfully deal with tasks and new demands of receptive skills in the teaching of English in Ecuador and therefore their incorporation is of high importance. Due to this, current education requires innovative teachers to inquire about strategies that generate enriching teaching processes in students and not only memorize. Learning strategies are defined as “flexible procedures that the teacher uses reflectively so that the student learns significantly and is capable of solving academic problems and demands” (Díaz, B. and Hernández, G. 2010, cited by Vides, A 2014, p. 3)

Therefore, teachers are invited to look for innovative alternatives that allow them to facilitate the teaching-learning process in their students, looking to develop flexible, self-aware that give resolutions to the new education society. While it is true that this is a challenge, one way to achieve it is the implementation of music as part of their educational work as a facilitating strategy in the teaching-learning process. When music becomes a methodological tool, the educational environment becomes active and conducive to the delivery of knowledge.

Music is a resource, strategy, or methodology that ignites the spark in all areas of development such as emotional, language, writing, and reading in children.

Within the lesson plans developed by the teaching staff, parameters are set out and objectives are set by the content and what is to be taught, so it is appropriate to say that, following the above, the development of properly planned English classes should include periods where music is used as a didactic argument to focus in a different way on what is intended to be done in the class. But has all this been carried out? The answer is: not at all, although it is true that there are teachers who work directly linked to this methodology and use it as often as possible, which differentiates them from other teachers, there is another large sector that does not manage to assimilate this idea and continues to stagnate even without further arguments.

The Ministry of Education requires students to graduate with a certain level of English at the end of a certain period of study and in the vast majority of cases, this is not fulfilled, which is why there is a problem that raises doubts as to whether what is stipulated by the governing bodies of education in Ecuador is properly governed. The reality is that English in this context has not matured its tools to reach the student significantly, leaving aside extremely important resources such as music, knowing that it is a profitable alternative in the face of the sea of insufficiencies that today's students may present.

### ***1.3.2 Diagnosis of the current state of the acquisition of teaching competencies in the student of the Pedagogy of National and Foreign Languages course.***

The research carried out based on receptive skills within the educational environment of the National and Foreign Languages Pedagogy career, specifically with the 26 fourth-semester students, began with a due participant observation subject to a structured file (ANNEX 1). After that, a survey was carried out on the students within the research process

(ANNEX 2). Finally, the teacher in charge of the students' practices was interviewed through a semi-structured interview (ANNEX 3) to highlight aspects of the students.

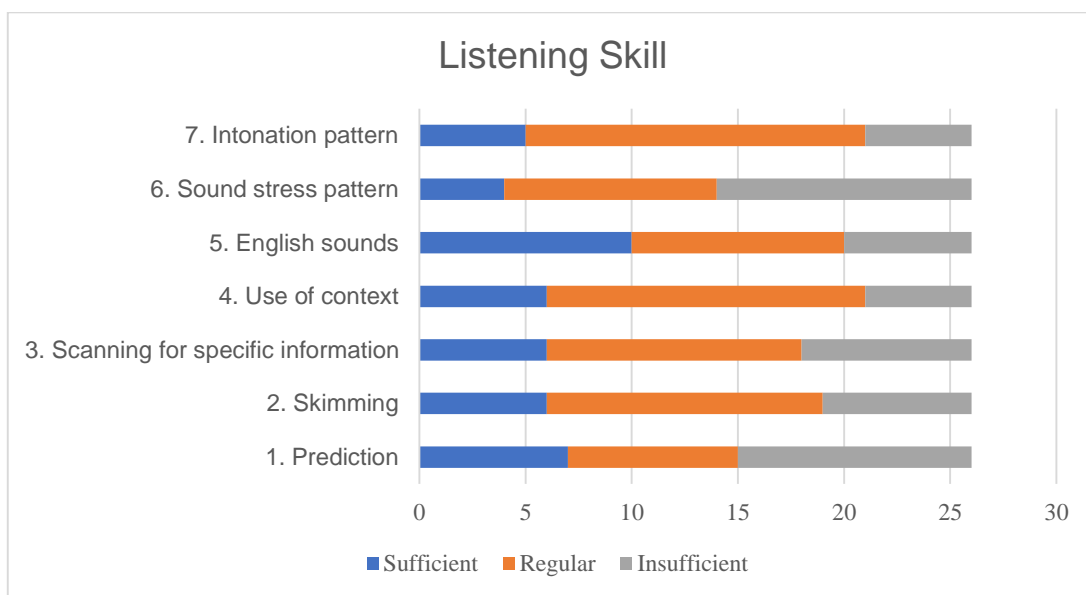
**1.3.2.1 Analysis of the results in the application of the instruments.**

**Observation sheet.**

To obtain information of an empirical nature based on the problem raised, an observation sheet was prepared that was applied throughout the classes held. They are represented in the following valuations:

**Table 1. Values assigned to the observation sheet.**

Levels	Values
Sufficient	Very good
Regular	Good
Insufficient	Poor



*Figure 1. Result of the observation sheet in the "Listening skills" analysis unit.*

In the study of the unit of analysis "Listening skill", the "prediction sub-skill" component, the students show a poor level because in the classes they demonstrated not having a sufficient capacity to predict the topic that was addressed in each activity. On the other hand, the category of "Skimming for general comprehension" showed a regular tendency according to the good listening comprehension that it had on the exposed material. The third category of "Scanning for specific information" also shows a good performance, this subject to regular development in finding specific information that was required. Fourth, the category of "Using context to acquire new vocabulary" indicates a good performance according to their actions in class since the new words found in the activity material were related to the situation in the same material.

The fifth category addressed "Sounds of English" particularly, there is a shared tendency between the sufficient and regular performance of the student in the activities, they clearly identified the sounds of the words with which they worked. In the sixth category of "Sound stress pattern", an insufficient performance is presented due to the limited capacity to delimit the sound stress in the material that was applied. Finally, the category of "Intonation patterns" indicates that the students were able to identify the tones of the learned words linked to their correct pronunciation, being a regular factor.

In summary, English listening skills have had a regular acquisition regarding the sub-skills valued in the students, having more difficulties in developing the identification of intonation patterns in the sounds and in the inference of the content to be treated through the exposed material. These cases represent around 45% of the observed students, turning out to be the factors with the weakest.

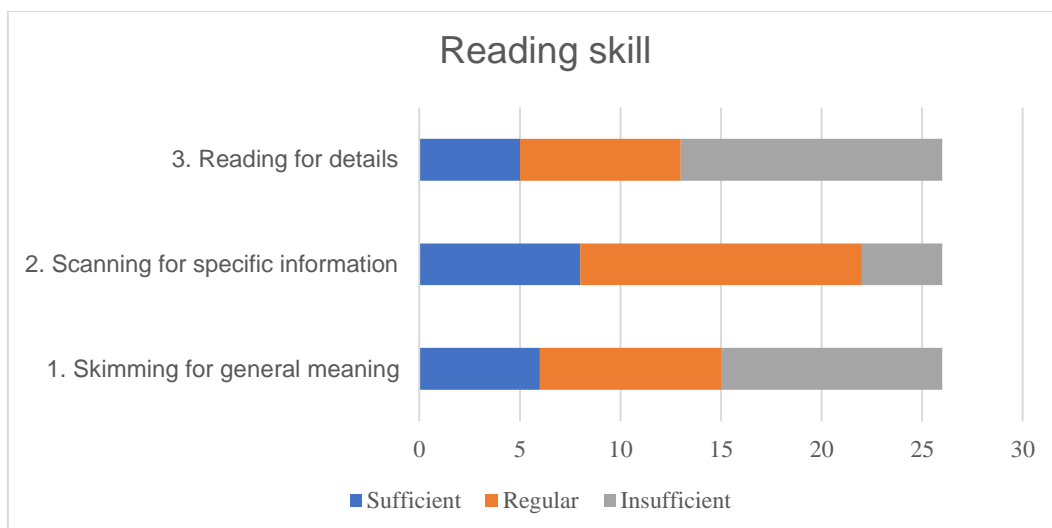


Figure 2 Result of the observation sheet in the "Reading Skills" analysis unit.

In the unit of analysis of "Reading skills" there are three categories derived from it that qualify the relevant aspects of the characteristics of the students with respect to these components. The first category of "Skimming for general meaning" shows a tendency of insufficiency since the students are not widely linked to this sub-skill and therefore do not carry out an adequate application to the proposed activities. Within the second category of "Scanning for specific information" there is a better response because there was a good performance in finding more specific information from the given content. Ultimately, the category of "Reading for details" gives a poor assessment that reliably reflects what was observed in class, where students did not read the content more than once for more detailed information.

In conclusion, the researchers observed a non-regular trend when addressing exercises related to the use of skimming, scanning, and detail reading components, this linked to little practice and little creation of meaningful language in L2, which, in this case, is the English.

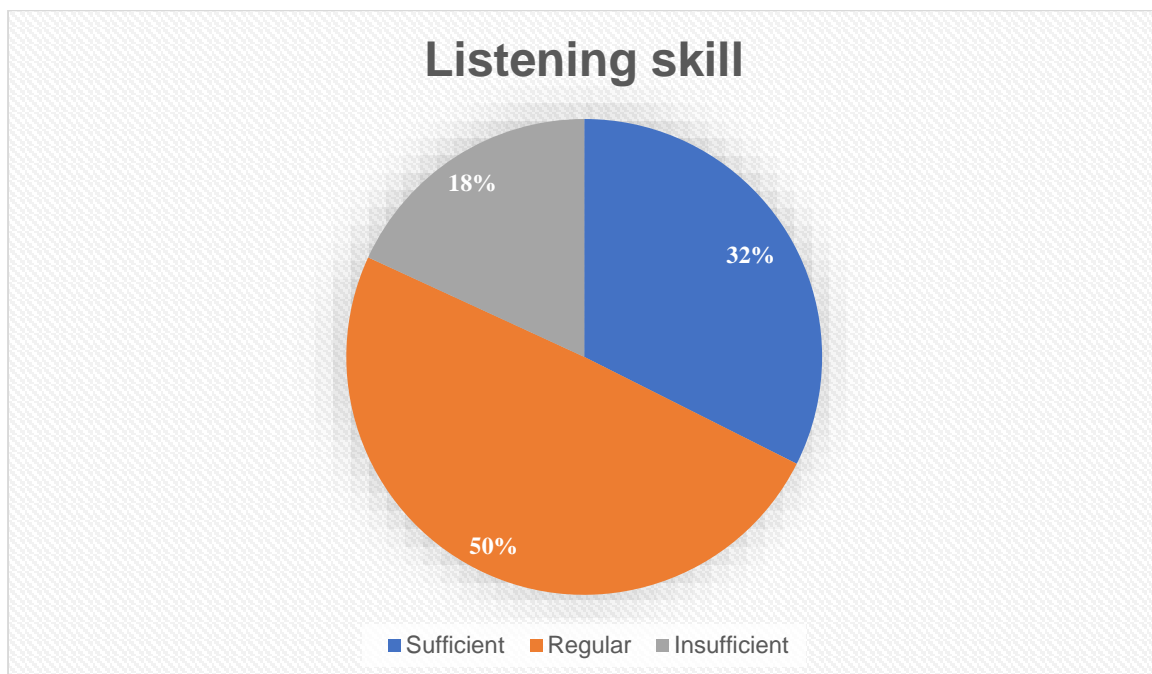
### Survey

Following the line of obtaining empirical information on receptive English skills and their different sub-skills in the purchasing context of the students within the research process,

a survey was carried out which was applied during said process. His analysis has been divided into two units of analysis. They are represented in the following valuations:

**Table 2. Values assigned to the survey.**

Levels	Values
Sufficient	3
Regular	2
Insufficient	1



*Figure 3 Result of the survey in Listening Skills analysis unit.*

Regarding the unit of analysis "Listening skill", the following indicators were consulted: intonation pattern, sound stress pattern, English sounds, use of context for vocabulary, scanning, skimming, and prediction. It was found that, in reference to the "prediction" indicator, 5 students (19%) with a score of 3 are located at a sufficient level, 15 students (58%) with a score of 2, are located at a regular level and 6 students (23%) valued at 1 are within an insufficient level. In the Skimming component, 10 students (38%) achieved a score of 3 being at a sufficient level, 13 students (50%) were valued at 2 obtaining a regular



level, and 3 students (12%) with a value of 1 were concentrated at an insufficient level. Regarding Scanning, 8 students (31%) obtained a score of 3 being at a sufficient level, 14 students (54%) reached a value of 2 being at a regular level, and while 4 students (15%) were valued at 1 having well of an insufficient level.

On the “use of context to acquire new vocabulary”, 11 students (42%) with a score of 3 are located at a sufficient level, another 11 (42%) with a score of 2 are at a regular level, and 4 students (16%) valued at 1 have an insufficient level. Regarding the “English sounds”, 5 students (19%) obtained a value of 3 being at a sufficient level, 10 students (39%) with a value of 2 were considered to be of a regular level and 11 students (42 %) reached a value of 1 which places them at an insufficient level.

About the indicator of the “sound stress pattern”, 3 students (11%) with a value of 1 had a sufficient level, 15 students (58%) had a value of 2, being at a regular level and 8 students (31%) valued at 1 are at an insufficient level. In the intonation pattern, 6 students (23%) valued at 3 are at a sufficient level, 15 students (58%) with a value of 2 are at a regular level and 5 students (19%) valued at 1 with an insufficient level.

The trend on this listening skill analysis unit corroborated that the students, belonging to the fourth semester of the English career, consider that their ability in listening skills in this language has a regular average which has a certain similarity with what observed in class. They have responded that music is a factor that has influenced their net knowledge by developing certain sub-skills, but in the same way, they have recognized that in terms of determining and identifying the stress of the sounds emitted in listening activities these are found limited. In this skill, there is a regular level of students.



*Figure 4 Result of the survey in the Reading Skills analysis unit.*

Regarding the unit of analysis "Reading skill", information derived from the indicators of reading by Skimming, reading by scanning, and reading for details was collected. It was determined that, according to the Reading by Skimming indicator, 11 students (42%) valued at 3 were at a proficiency level, 10 students (39%) who were valued at 2 were at a regular level and 5 students (19%) valued at 3 obtaining an insufficient level. Regarding the Reading by Scanning indicator, 12 students (46%) valued at 3 reaching a sufficient level, 9 students (35%) whose value is 2 have a regular level, and 5 students (19%) who are valued at 1 ranking at a level of insufficiency. Finally, in the Reading by details indicator, 7 students (27%) with a value of 3 obtained a sufficient level, 12 students (46%) with a rating of 2 were at a regular level and 7 students (27%) of value 1 were located at a level of insufficiency.

In conclusion, the students consider that they have several limitations at the time of using the analyzed sub-skills in activities that involve reading, this is linked to the little practice of these aspects. There is a regular trend that does justify the weaknesses, but also strengths that students express within the class.

#### **Semi-structured interview.**

In order to obtain a different perspective on the evolution of student performance in their professional profile, a semi-structured interview was carried out with the teacher, who follows up their pre-professional practices where the following aspects were manifested:

- When consulting about the use of music in the teaching of English, the teacher asserted that English skills are improved since an auditory intelligence is applied by the students. Innovation within the activities carried out sets aside repetitive forms of work.
- In the contextualization of the use of music in the classes and the activities developed, it was said that activities have been carried out together with the music previously under the use of different tools on the internet, always hand in hand with the objectives of the planned activities according to what to teach.
- When it is required to work with music in the class, the teacher emphasized that the best way is to use a musical genre that has a good articulation of words as it is very important for the good understanding of the students, subject to planning and objectives.
- Music in relation to the development of reading ability can focus on certain components of the language, one of those is the language focus where unknown words are used, which can be easily found in a song.
- The scope and use of music in an L2 class, according to the interviewee, depends on the teacher and how he does the activities and time in a way that offers a viable alternative.
- Within the framework of English teaching, the student is based on the L1 of it, and depending on the scheme of activities that are proposed, this can infer the information that the listening used in the class possesses.

- The objective to develop receptive skills through skimming and scanning is to achieve meaningful learning and thus even transfer these skills to other contexts and content planned for students.

In summary, the lack of knowledge regarding components and activities used in music, it is proportional to the lack of development of receptive skills of the students under study, this in a certain way affects the professional teaching profile of this language which It must have, among one of its strengths, the subskills analyzed.

## CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter describes the different methodological aspects that will intervene in the research process. Within these aspects mentioned before, the research methods are described, the population with which the study will be developed, the different methods and techniques with which the data will be processed, to arrive at the results in the search for an answer to the scientific problem of the research.

### 2.1. Paradigm and type of investigation.

The present study was carried out using a qualitative research paradigm, using which the research problem will be understood from the perspective of the actor, starting from the interrelation of the researcher with the subjects of study. Subsequently, relevant criteria on this model are deployed:

The main purpose of the use of the research paradigm with qualitative character is that this employs the multimethod approach allowing an interpretive and naturalistic approach to the subject of study, according to Anguera Argilaga (1986):

Los investigadores cualitativos son sensibles a los efectos que ellos mismos causan sobre las personas que son objeto de su estudio” lo cual significa que el investigador cualitativo analiza e interpreta su entorno, pretendiendo descifrar los fenómenos en base a los significados que las personas les otorgan. (pág. 7)

According to Iño Daza (2018) "la investigación cualitativa contribuye a dialogar con los problemas y necesidades que se presentan en el campo de las educaciones, como: las relaciones de infancias, inclusión, interculturalidad, medio ambiente, entre otros". This shows that the paradigm used explored to find a solution to the needs presented by the students. Its objective was to obtain answers to the questions of the use of didactic resources, which in this

case would be music for the improvement of an English class, and how effective this resource could be the use of.

Consequently, for the ideal development of the study, a type of propositional research was incorporated, which as Correa Calle (2012) states "la investigación propositiva expresa el vacío de una dificultad dentro de una institución, describiendo la problemática para proponer una evaluación de desempeño, con el fin de superar dicha deficiencia". Consequently, this model strengthened the study and generated the search for the solution, which is the students' incentive to apply music as a fundamental didactic resource in the improvement of speaking and listening skills.

## **2.2. Research design**

It is important to highlight that a good research design allows the study to be developed in a coordinated and truthful manner. This means that its results are reliable and ensures that the research application is safe.

“Del diseño de investigación se obtiene una explicación de cómo se realiza el trabajo objeto de investigación, los parámetros que se establecen y los datos estadísticos usados para evaluar la información recolectada” Sabino, C. (2014). From this perspective, the research design is essential for the thesis structure since it examines the object of research in a precise and unique way by allowing specific parameters to be carried out, in order to obtain truthful data. By this, this research is non-experimental, descriptive.

It should be emphasized that this study is constituted with a **descriptive, cross-sectional non-experimental** field design, since the problems that arose during the application of a known resource were observed and improved directly and instantaneously. There was no deliberate manipulation or control of variables, as Dzul defines **non-experimental** research

(2014) “se realiza sin manipular deliberadamente variables. Se basa fundamentalmente en la observación de fenómenos tal y como se dan en su contexto natural para después analizarlos”.

### **2.3. Population and sample or object of study.**

The study population was made up of 26 students in the fourth semester of the National and Foreign Languages Pedagogy career, who represent students who carry out pre-professional practices in different educational institutions.

With the aforementioned, it is sustained that the population that is managed is finite and that it is known in advance how many people participate within the field, being the grouped units that make up the study, delimited in the research problem (Arias Odón, 2006).

### **2.4 Research methods.**

In this section, the different concepts are described and related to each of the methods used in the research and how they influence the obtaining of specific and theoretical information. Thus, making deductions, analysis, and synthesis of this data from the field of study, helps with a process building it.

#### ***2.4.1 Theoretical methods.***

Theoretical methods in research allow interpreting the empirical data found to transcend the phenomenal, to delve into the relationships and fundamental qualities of what is not directly observable, delving into spaces where statistics do not reach. These allow revealing the essential relationships of the research object that are not directly observable.

Thus, fulfilling an important gnoseological function by enabling the conceptual interpretation of the empirical data found, the construction and development of theories, creating the conditions for the characterization of the phenomena (Luis et.al., 2017).

The theoretical methods that characterize and deepen the concepts that collaborate in the acquisition of receptive skills are detailed below.

- Inductive-deductive method

This method is composed of a first phase that is characterized by the induction of explanatory principles from the phenomena observed. Additionally, a second phase called the deductive method states that these principles are used to construct statements that contain them and refer to the phenomena.

In other words, the first part of the process consists of the creation of a theoretical body that explains through some elementary factors. This phenomenon, which is the second part of the process consists of deducing general laws for the phenomena, constituted by the theoretical body formed and valid to explain or apply the phenomena, a similar concept mentioned by Jimenez and Pérez (2017) in their article:

La inducción y la deducción se complementan mutuamente: mediante la inducción se establecen generalizaciones a partir de lo común en varios casos, luego a partir de esa generalización se deducen varias conclusiones lógicas, que mediante la inducción se traducen en generalizaciones enriquecidas, por lo que forman una unidad dialéctica. De esta manera, el empleo del método inductivo-deductivo tiene muchas potencialidades como método de construcción de conocimientos en un primer nivel, relacionado con regularidades externas del objeto de investigación (p. 12).

Within the developing research, the creation of concepts and arguments are originated from the interpretation of the situation, the object of study, and its environment as a context allows to obtain a narrative of how the topic needs to be developed.

- Descriptive method



This method is conclusive, which means that it collects quantifiable data that lead to a statistical analysis within a target population, in this case, the aforementioned course. This study has the format of closed questions, which also limits the possibility of obtaining unofficial information. This is how Abreu (2014) interprets it in his article on The Research Method:

El método descriptivo demanda la interpretación de la información siguiendo algunos requisitos del objeto de estudio sobre el cual se lleva a cabo la investigación. Es una interpretación subjetiva, pero no es arbitraria. Es una información congruente con los hechos, y la información obtenida es consistente con los requerimientos de la disciplina metodológica (p. 199).

- Analytical-synthetic method

By breaking down each piece of the situation to be studied can be approached with a more abundant overview of the factors and qualities that this may present knowing and relating to each other, this method is used for “la revisión de información teórica y resumir los aspectos necesarios para la conformación del discurso escrito” (Freire, 2019).

Ramón & others (2019) understand that “el método analítico-sintético facilita el acercamiento y reflexión sobre el objeto de análisis a partir de las categorías identificadas; así como al planteamiento de las conclusiones”, which allows in a theoretical and descriptive way to point towards what is sought within the needs in the acquisition of receptive skills and how to influence this acquisition.

#### ***2.4.2 Empirical methods***

Empirical methods are based on experience in contact with reality, i.e. they are based on experimentation and logic. They involve a whole series of practical procedures with the

object and the means of investigation that allow them to reveal the fundamental characteristics and essential relations of the object. These are accessible to sensory contemplation.

This analysis is supported by Ramos (2008), who mentions that “los métodos de investigación empírica, representan un nivel en el proceso de investigación cuyo contenido procede fundamentalmente de la experiencia, el cual es sometido a cierta elaboración racional y expresado en un lenguaje determinado”.

- Observation sheet

As the first implementation for the following research work, we have an observation that serves as a first-hand tool in verifying previous information and discovering extra data if possible, considering behaviors, attitudes, and responses of the subjects within the field of study (ANNEX 1). Thus, for the present, participant observation is used, where the investigating team is accepted as a member of the human group being observed, even provisionally.

Participant observation has the merit not only of trying to explain social phenomena but also of trying to understand them from within, which implies bringing to light the rational processes that are hidden behind behaviors that may be meaningless to an external observer. Angosino (2007) explains it as follows:

El observador participante, como tal, no puede esperar controlar todos los elementos de la investigación; depende de la buena voluntad de la comunidad y debe llegar a un acuerdo tácito de "dejarse llevar por la corriente", incluso si la situación no se desarrolla con arreglo a un diseño de investigación cuidadosamente preparado (p.8).

In the observation file, aspects of the variables are related and what is observed by the researchers in the classes of the fourth-semester students, it consists of two units of analysis

with 7 categories in listening skills and 3 categories in reading skills and Qualified with statements that value characteristics between *sufficient*, *regular* and *insufficient*.

- Survey

Through this tool, quantitative information is obtained that originates from the study subjects through standardized questions that respond to the patterns studied in the research where those involved weigh each item consulted. The survey is used as it develops those points very well, specifies what it wants to find, Casas and others (2013) consider the survey as:

Una técnica que utiliza un conjunto de procedimientos estandarizados de investigación mediante los cuales se recoge y analiza una serie de datos de una muestra de casos representativa de una población o universo más amplio, del que se pretende explorar, describir, predecir y/o explicar una serie de características (p. 143).

The instrument in question, aimed at the 26 fourth semester students, is made up of 16 questions based on the indicators derived from the variables with the evaluations in the following order: sufficient, regular, insufficient (ANNEX 2).

- Interview

The interview is the technique with which the researcher tries to obtain information in an oral and personalized way. The information will revolve around lived events and subjective aspects of the person such as beliefs, attitudes, opinions, or values concerning the situation that is being studied.

The interview allows a direct approach to the individuals of reality. It is considered a very complete technique. While the researcher asks, accumulating objective answers, he can capture his opinions, feelings, and moods, enriching the information and facilitating the achievement of the proposed objectives (García and others, 2008).

A semi-structured interview was used, where “las cuestiones se elaboran de forma abierta lo que permite recoger información más rica y con más matices que en la entrevista estructurada” (Folgueras Bertomeu, 2016). In such a way that 11 open questions were asked (ANNEX 3) to the teacher who directs the pre-professional practices with the students under study, expressing in a more comprehensive way his opinion and perspective on the topics discussed.

## **2.5 Data processing techniques**

### **2.5.1 Content analysis.**

Once the work has been carried out in the field of study, information derived from the results obtained through the research methods must be collected using the technique of content analysis, since “el procedimiento se basa en el supuesto de que las respuestas verbales de un sujeto, ante muchas situaciones, proporcionan informa acerca de sus motivos” (López Fernando, 2002, p. 173).

These methods, which have been detailed above, served to establish the raw information and thus scale up to the management of variables. These form the backbone of the planned methodology to be employed.

## **2.6 Studying the variables in the research study.**

In a research process, within its development, it is relevant to define which variables stand out in it, as it is known these are the different elements that influence an object or process that is being investigated. The following section aims at the variables definition and their conceptualization. Firstly, there is the intervening variable: music as a resource, and, secondly, there is the modifiable variable: development of receptive skills.

Intervening variables are defined as “aquellas que teóricamente afectan a la variable dependiente pero no pueden medirse o manipularse” since they are usually aspects, phenomena, events, facts, or situations that occur in the environment or social field where the research is carried out and that have influence or presence (i.e. intervene) favorably or unfavorably among the other factors. Thus, the intervening variable “music” can be defined as a resource.

Music and its use in the English classroom lead to the introduction of recitation and the promotion of reading aloud, the development of reading comprehension of poetic language, the improvement of students' pronunciation, an increase in both active and passive vocabulary, and an increase in interest in English classes (Leganés, 2012). Therefore, using music as an educational resource promotes the optimal acquisition of receptive skills.

Modifiable variable: explained as "the phenomenon that is conditioned or determined by the intervening variable", given that the modifiable variable is the focus of the experiment and is manipulated by the researchers to test a conjecture, it is determined that within the research the ones who are controlled to see their effects would be the receptive skills.

In this way, the adjustable variable is defined as the development of receptive skills achieved through music, focusing precisely on listening and reading skills in the acquisition of English, as a resource that is encouraged to be used by fourth-semester students of the degree of Pedagogy of National and Foreign Languages for their pre-professional practices.

**Table 3. Work with the variable: development of receptive skills.**

Analysis Units	Categories
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Listening skill	<ul style="list-style-type: none"><li>● Prediction about what is spoken</li><li>● Listen quickly for a general understanding</li><li>● Listen quickly for specific information</li><li>● Use context to understand new words</li><li>● Sounds of English</li><li>● Sound stress pattern</li><li>● Intonation pattern</li></ul>
Reading skill	<ul style="list-style-type: none"><li>● Reading for a General Understanding by Skimming</li><li>● Reading to Find Specific Information by Scanning</li><li>● Read for details</li></ul>

**Source:** self-made

## Representation of the categories in the questions of the instruments

**Table 4. Representation of the categories in the instruments used.**

Categories	Observation Sheet	Survey	Interview	Analysis
Prediction subskill	Statement 1/Analysis Unit 1			<p>3. Students have sufficient knowledge of the prediction sub-skill.</p> <p>2. Students have regular knowledge about the sub-skills of listening.</p> <p>1. Students have insufficient knowledge about the sub-skills of listening.</p>

<p>Skimming for general understanding</p>	<p><b>Statement 2/Analysis Unit 1</b></p>	<p>3. Students have sufficient knowledge of skimming for general understanding.</p> <p>2. Students have regular knowledge about skimming for general understanding.</p> <p>1. Students have insufficient knowledge about skimming for general understanding.</p>
<p>Scanning for specific information</p>	<p>Statement 3/Analysis Unit 1</p>	<p>3. Students have sufficient knowledge about Scanning for specific information</p> <p>2. Students have regular knowledge about Scanning for specific information</p> <p>1. Students have insufficient knowledge about Scanning for specific information</p>



<p>Using context to acquire new vocabulary</p>	<p>Statement 4/Analysis 1</p>	<p>3. Students have sufficient knowledge about the use of context to acquire new vocabulary.</p> <p>2. Students have regular knowledge about using context to acquire new vocabulary.</p> <p>1. Students have insufficient knowledge about the use of context to acquire new vocabulary.</p>
<p>English sounds</p>	<p>Statement 5/ Analysis Unit 1</p>	<p>3. Students have sufficient knowledge about sound in English.</p> <p>2. Students have regular knowledge about sound in English.</p> <p>1. Students have insufficient knowledge of sound in English.</p>

<p>Sound stress pattern</p>	<p>Statement 6/ Analysis Unit 1</p>	<p>3. Students have sufficient knowledge about the stress pattern in sound</p> <p>2. Students have regular knowledge about the stress pattern in sound</p> <p>1. Students have insufficient knowledge about the stress pattern in sound.</p>
<p>Intonation pattern</p>	<p>Statement 7/ Analysis Unit 1</p>	<p>3. Students have sufficient knowledge about the intonation pattern.</p> <p>2. Students have regular knowledge about intonation pattern</p> <p>1. Students have insufficient knowledge about the intonation pattern.</p>

<p>Reading by skimming</p>	<p>Statement 1/ Analysis Unit 2</p>	<p>3. Students have sufficient knowledge about the use of skimming in an English class with activities that include music.</p> <p>2. Students have regular knowledge about the use of skimming within an English class with activities that include music.</p> <p>1. Students have insufficient knowledge about the use of skimming in an English class with activities that include music.</p>
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<p>Reading by scanning</p>	<p>Statement 2/ Analysis Unit 2</p>	<p>3. Students have sufficient knowledge about the use of scanning within an English class with activities that include music.</p> <p>2. Students have regular knowledge about the use of scanning within an English class with activities that include music.</p> <p>1. Students have insufficient knowledge about the use of scanning in an English class with activities that include music.</p>
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Reading for details	Statement 3/ Analysis Unit 2	<p>3. Students have enough reading knowledge to find details.</p> <p>2. Students have regular knowledge about reading to find details.</p> <p>1. Students have insufficient reading knowledge to find details.</p>
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**Source:** self-made.

In this chapter, the methodology that was applied based on the research question and the objectives stated above has been described. Likewise, the types of both empirical and theoretical methods were exposed to the individual's understudy in the process, together with the techniques implemented for the collection and subsequent analysis of the data obtained. In the end, a characterization of the variable under study was carried out in such a way that the scope of the information was broadened for the elaboration of instruments that covered the topics analyzed.

## CHAPTER 3. ANALYSIS AND PRESENTATION OF RESULTS

In this chapter, the group of activities is exposed using digital material with songs as a multimedia didactic resource for the improvement of receptive skills in students of the fourth semester of the Pedagogy of National and Foreign Languages at the Technical University of Machala. The effectiveness of the application of this system in modifying the identified difficulty is also verified, giving an answer to the scientific problem on how to promote the development of receptive skills in English as a second language for future teachers.

### **3.1 Theoretical background of the group of didactic activities.**

In the following section, it is theoretically based on both the pedagogical and didactic characteristics of the activity system that has been proposed. In addition, it is specified the components of the functional structure of this said system in order to ensure that the activities are consistent with the use of time to obtain the outlined objective.

#### ***3.1.1 Pedagogical foundation for the group of activities.***

In the development of receptive skills in English, the use of audiovisual media is presented as an alternative in the teaching-learning process, with the aim that students, in an attentive way, catch the content of the course. “The advantage of using audio media in the learning process is that it can be used to collect, process, store and convey information” (Pali & Rando, 2020). As a flexible variant, the audiovisual medium can play with the specific content to teach, its extension and practice is directly proportional to the teacher's creativity.

For this reason, this system of didactic activities is based on the pedagogical framework with a suggestopedia methodology, the principle of which is to create an educational environment based on music in order to suppress the tension that may exist in the educational process, as Caldas and other authors (2020) state in their article:

The suggestopedia method can eliminate adverse rigid norms, eliminate tense tension, avoid the introduction of limiting norms, influence learning outcomes by presenting comfortable learning, putting background music in the classroom during lessons, increasing individual participation, and using posters to provide big impressions while accentuating information. (p. 523)

This teaching method also attempts to “activar sistemáticamente las bases de reserva del cerebro; las cuales, debido a normas, o al uso de métodos tradicionales no suelen ser usados de manera frecuente” (Rivas, 2017). There is a wide contrast to methodologies considered as obsolete since “en el sistema tradicional, prima la rutina y la absorción rápida de grandes cantidades de información, la suggestopedia intenta cambiar esta percepción presentando un método que abandera la diversión como proceso de aprendizaje” (Caldas et al., 2020). In this way, Suggestopedia is used as a teaching method using multimedia resources to motivate meaningful learning while students use the activities as a form of entertainment.

### ***3.1.2 Didactic background for the group of activities.***

The context in which this system is carried out has made it necessary to change the usual modality for a virtual one, so that the technological implements and resources may have a wide relevance in the educational process of the students. The didactic format for the group of activities is connected with the improvement of receptive skills, whose base are songs. This has three pillars that are directly related: information and communication technologies (ICT), the computer as a didactic resource and video as a means of communication.

The first aspect is Information and Communication Technologies which, basically, are the technological means essentially aimed at educational practice, seen in another way: “las TIC se convierten en el puente de contacto entre el docente y el estudiante para intercambio de información que derivará en la construcción conjunta de conocimiento” (Romero et al., 2017).

It is true that technology offers an extensive range of tools for many purposes, but they do not always have a direct focus on education, as Fernandez and others (2014) state:

It is important to consider that the technological content on itself has no use for the student learning, unless it has a clear educational, didactic and institutional foundation”, therefore, a planning specifically designed for the class using the technological material chosen must have a rationale purpose (p. 53).

This accessibility to information and tools has already been used by many teachers who see it as a solution to many problems in the teaching-learning process, as Asencio and others (2019) summarize it as follows:

En el contexto educacional desempeñan un rol fundamental y son cada vez más imprescindibles en el acceso universal al conocimiento, han sido factor determinante en la democratización de la enseñanza; su adecuado empleo contribuye a brindar un aprendizaje de calidad. (p. 4)

Based on these assumptions, the implementation of ICT within the activities system of this research is the computer, which is one of the most multifunctional elements of the medium, but in this context it has a purely educational focus. This device, in the current context, has the same relevance as the teachers and students by providing facilities and dynamism to the classes with more options to share the content, “la computadora es un recurso que puede participar, además, en la creación de entornos de aprendizaje en los que se lleven a cabo actividades orientadas a la construcción del conocimiento” (Rivilla and Mata, 2009).

Nowadays, online education offers a different service to the students, "online education provides teaming opportunities and outcomes superior in important ways to those available in traditional classes" (Linda Harasim, 1991). On the other hand, this approach tends to be more interactive for students as it stimulates an intrinsic interest in learning, so it is necessary to



establish suggestions that take advantage of this and one of them is the use of music through this didactic resource and, in the same line, to develop skills and abilities that the teacher has emphasized.

Additionally, this teaching method includes the possibility that the teacher can be a reinforcement center for the student by allowing them to lead their knowledge towards significant learning, "the system offers features that can positively change the way in which learners can learn and teachers can teach" (Linda Harasim, 1991)". Thus, the use of the computer contributes in a wide way to the form in which teachers apply their didactic strategies and through this tool, as previously mentioned, a wide range of possibilities and uses are opened up. One of them is multimedia material, specifically video, whose practical and mouldable nature makes it an effective alternative.

Brame (2016) explains that "video has become an important part of higher education, it is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information-delivery mechanism in online courses". The manner in which a single video can be extended, as far as its content and planning allows, collaborates in the teaching performance by illustrating and materialising what the teacher is trying to transmit, but by the way, an excessive use of it is not recommended, since the monitoring and management of the class is still the teacher's responsibility.

The video within the group of activities used plays a fundamental role, the songs, their lyrics, new words and pronunciations in English are illustrated harmoniously in a series of videos shown by the teacher. This concept is emphasized in the General Didactics book (Rivilla & Mata, 2009):

Su papel ha de estar en apoyar con imágenes los temas que se traten en la clase aportando realidades difícilmente accesibles a la experiencia directa del alumno. Este

cometido convierte al vídeo en una fuente inagotable de recursos con que motivar, ejemplificar o ilustrar datos, acontecimientos o explicaciones de todo tipo. (p. 215)

### 3.2 Group of activities aim.

To improve receptive English skills through the application of activities using songs in students in the fourth semester of the Pedagogy of National and Foreign Languages at the Technical University of Machala.

### 3.3. Description of group activities structure through songs for the improvement of receptive skills.

The functional structure of the activity system for the improvement of receptive skills is theoretically detailed below, outlining the role of each personal and non-personal element, the way in which it will be implemented and how it will be evaluated.

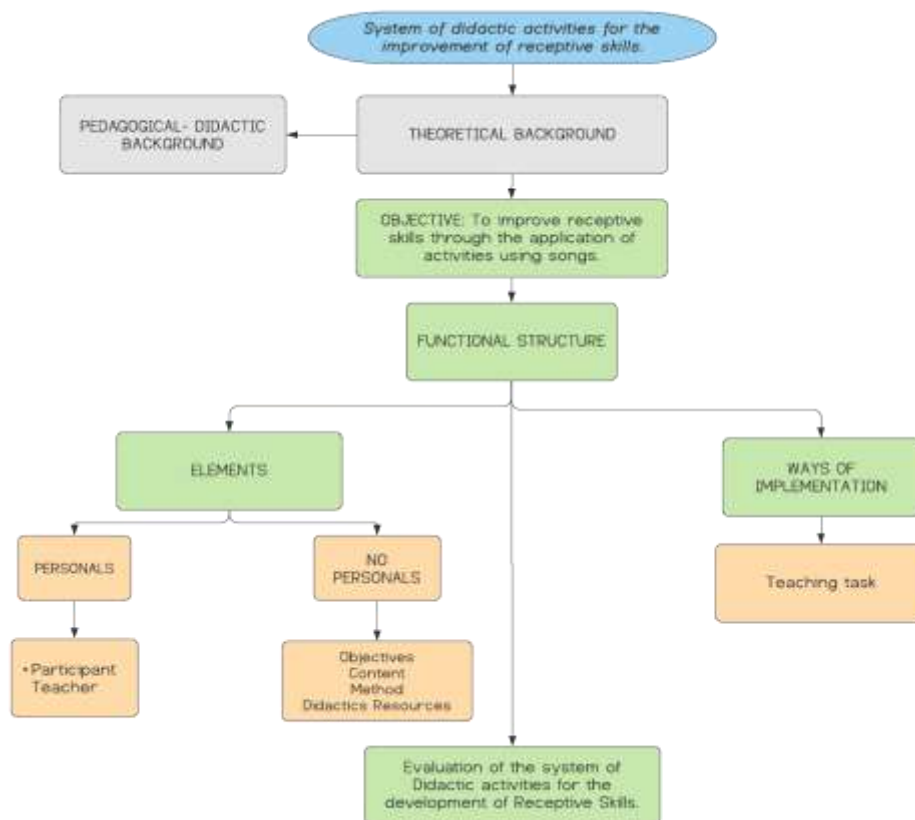


Figure 5 Diagram of the activities system for the improvement of receptive skills.

### **3.3.1 Human resources.**

The role of the actors within the teaching-learning process is fundamental for the planned proposals to reach. An educational agent is defined by his or her place in an educational context, García et al (1) add that:

El concepto de agente educativo: personal docente, personal de servicio, miembros de la comunidad, familiares o profesionales que se encuentren vinculados al sector de educación; implementan acciones de formación que, con un enfoque intersectorial y diferenciado, hacen posible que cualquier interacción con los niños y las niñas tenga una intención formativa. (p.156)

#### **Teachers**

The main planner of the educational process is undoubtedly the teacher, who acts according to what he or she proposes. As has already been detailed on several occasions in this research work, the educational modality with which we work is online and this fact has refocused the teacher's faculties, a clear example of which is the elaboration of contents. Adell & Sales (1999) in their article consider that:

La digitalización de todo tipo de información permite la elaboración de materiales de enseñanza en múltiples formatos (texto, gráficos, sonido, animación, fragmentos de video, etc.) combinados en nuevos tipos de documentos en los que, como rasgo fundamental, destaca la interactividad y la personalización (hipermedia, multimedia, simulaciones, bases de datos, etc.). (p. 8)

Another important role in the same context is to help to their students when a difficult situation arises, the technology itself being, on certain occasions, an obstacle that interferes with the correct development of the classes. Under this perspective, Adell & Sales (1999) define these inconveniences:

Al principio de todo curso en línea es fácil que aparezcan problemas básicos en la configuración y operación de la tecnología necesaria para la comunicación. La institución responsable debe proporcionar ayuda técnica por medios alternativos (teléfono, carta, etc.) a los estudiantes. Durante la formación, debe continuar el apoyo técnico a los estudiantes. (p. 9)

Nowadays, teachers must have the necessary qualities to be considered digitally competent. This set of knowledge (Blanco & Amigo, 2016) is divided into five dimensions which are listed as below:

- Información: identificar, localizar, recuperar, almacenar, organizar y analizar la información digital, evaluando su finalidad y relevancia.
  - Comunicación: comunicar en entornos digitales, compartir recursos a través de herramientas en línea, conectar y colaborar con otros a través de herramientas digitales, interactuar y participar en comunidades y redes; conciencia intercultural.
  - Creación de contenido: crear y editar contenidos nuevos (textos, imágenes, videos...), integrar y reelaborar conocimientos y contenidos previos, realizar producciones artísticas, contenidos multimedia y programación informática, saber aplicar los derechos de propiedad intelectual y las licencias de uso.
  - Seguridad: protección personal, protección de datos, protección de la identidad digital, uso de seguridad, uso seguro y sostenible.
  - Resolución de problemas: identificar necesidades y recursos digitales, tomar decisiones a la hora de elegir la herramienta digital apropiada, acorde a la finalidad o necesidad, resolver problemas conceptuales a través de medios digitales, resolver problemas técnicos, uso creativo de la tecnología, actualizar la competencia propia y la de otros.
- (p. 108)

## **Participants**

The contents, activities, strategies and other resources are created and focused on the subjects that benefit from the educational process. The students or participants take on a receptive role in which the message is the knowledge that is the objective to be taught. Virtuality has also had an effect on the student's work in the classroom, making the student an even closer participant in the development and construction of his or her own knowledge. As previously argued, the use of ICT structures a series that “debe obedecer a una planificación que permita desarrollar los procesos pedagógicos, en los que el estudiante virtual desempeña un rol central representado en el conjunto de comportamientos y normas que este debe asumir como actor del proceso educativo” (Contreras et al., 2015).

The student in virtual education becomes an active agent in the acquisition of knowledge, and also has roles that are represented in the student's self-discipline, critical and reflective analysis, as well as in self-learning. Thus, Rugeles and others (2015) in their article on “El rol del estudiante en los ambientes educativos mediados por las TIC” state that:

...se deduce que el rol del estudiante en los procesos de aprendizaje bajo modalidad virtual con el apoyo de las TIC lo identifica como un sujeto activo, autogestor de sus procesos de enseñanza y aprendizaje con alto compromiso de responsabilidad frente al desarrollo de actividades relacionadas con su formación académica, personal y profesional, con capacidad de optimizar el tiempo y los recursos a su alcance teniendo en cuenta que, en lo relacionado con las TIC, deberá actualizarse permanentemente...  
(p. 136)

### ***3.3.2 Pedagogical Resources***

Teachers and students are guided by appropriate planning, but within this planning there are enablers that make up the guide, such as the content itself, the methods used and other

didactic resources that serve as a base for what is to be achieved. Of course, what is proposed must be focused and personalized according to the faculties and deficiencies of the group, “las propuestas son atractivas para la planificación, pues se adaptan a diversos contextos y públicos, son flexibles y dinámicas, adecuándose a las posibilidades de cada uno” (Lema, 2011).

### **Class aims**

The group of activities focuses on developing both listening and reading skills. The objectives are set out as the end or goal to be met, with the students being the ones who must achieve the desired results within the teaching and learning process, using didactic resources as an intermediary who will help develop receptive skills within the English language. The objectives of the class are achieved when the research teacher applies these tools in an efficient way so that the behavior of the object of study is ideal.

The British Council (2019) defines class objectives as follows:

Teachers’ aims on lesson plans often describe what the teacher wants learners to be able to do by the end of a lesson, or what they will have done during part of a lesson. Lesson aims should be written so learners can understand them easily. Teachers can tell learners their lesson aims, or involve the learners in setting them. This can help create a sense of purpose and progress. It’s good practice to draw learners’ attention to the aims at the beginning, during, and after the lesson, and ask the learners to reflect on what they have or haven’t understood and if they still have questions. (p. 6)

### **Content**

This component is linked to the answer to a general question: what to teach? All approaches must respond to the themes or narratives that pertain to the curricular plan for the knowledge to be acquired. The content serves as an exerciser of the thinking process as well as

the development of certain skills and abilities. In other words (Maldonado, 2005, as cited in Sánchez, 2017):

Los contenidos son las actividades, las experiencias y los saberes disciplinares. Son todos los eventos con los cuales se aspira a lograr los propósitos de la enseñanza... pueden ser propósito y medio. Propósito cuando se forma para una disciplina o profesión, y medio cuando los contenidos buscan desarrollar las funciones superiores del hombre: el pensamiento, el raciocinio, el juicio, etc. (p. 2)

It is difficult to detach the content from the concept of the person who learns and how he learns, nor from the strategies used to strengthen learning, that is, teaching. Seen in another way (Coll, 1987, as cited in Sánchez, 2017):

Los contenidos son aquello sobre lo que versa la enseñanza, el eje alrededor del cual se organizan las relaciones interactivas entre profesor y alumnos -también entre alumnos- que hacen posible que éstos puedan desarrollarse, crecer, mediante la atribución de significados que caracteriza al aprendizaje significativo. (p. 3)

The type of content to be used in this system is procedural, since it includes steps, a methodology, and rules that must be known and followed. Travi and Giribuela (2002) define procedural content as:

Un conjunto de acciones ordenadas, orientadas a la consecución de una meta, es el procedimiento en tanto objeto de enseñanza y aprendizaje. Un procedimiento se transforma en procedimental cuando el docente decide enseñarlo para que el alumno aprenda. Por lo tanto, no alcanza con indicar al alumno que lo haga, por ejemplo: al realizar una entrevista, se debe enseñar a hacerla. (p. 8)

## **Method**

This refers to the educational style that the teacher implements in his planning and later employs in his class, that is, putting the defined pedagogical model into practice. The method includes the integration of principles, practices and forms of evaluation, which enables students to develop their learning. Puig & Ramos (2009) define it as: “los modos de actuación de los profesores y alumnos, que se realizan de forma ordenada e interrelacionada, con el objetivo de facilitar a los educandos la asimilación del contenido de enseñanza” (p.2).

The method is also “la principal vía que toman el maestro y el alumno para lograr los objetivos fijados en el plan de enseñanza, para impartir o asimilar el contenido de ese plan” (Klingberg, 1972, as cited in Navarro & Samón, 2017, p.30). However, this component should be based on the content and the student level chosen.

The methods to be used are inductive and deductive to guarantee to reach the objectives of the activity system. Inductive methods are known to transcend from the general to the particular based on experience, observation, and facts. On the other hand, deductive methods also apply their dynamics from the general to the more specific, but with the addition of the expository technique since the teacher is the one who expresses the conclusions of the subject being studied.

### **Didactic resources**

The didactic resource embraces any material or input that facilitates teaching work, helps him to explain himself better so that the knowledge reaches the student more clearly, that is, they facilitate the teaching-learning process. Vargas (2017) details the classification that these resources have: “estos materiales pueden ser tanto físicos como virtuales, asumen como condición, despertar el interés de los estudiantes, adecuarse a las características físicas y psíquicas de los mismos”. That is why it is not limited by the physical or psychological condition of the student since it can be extended or made much more flexible when needed.



One of the most used teaching resources is music: “la enseñanza del idioma inglés a través de la música, genera un espacio donde el estudiante puede aprender libremente, ser más participativo, autónomo e incluyente en su propio proceso de aprendizaje” (Soteldo & Dorado, 2011, p.13). It is known that more active and participatory students learn even more than those who are limited to listening, with the stimulus through songs, students are able to go from being passive to collaborative agents within their own learning process. “The use of music as a teaching resource is effective in the teaching process, allowing the student to develop satisfactorily in the context of a real and effective conversation” (Amaya, 2018, p.28).

The teaching resources used are informative and technological. The first contains the information and is used as a source of knowledge, while the other is the electronic resources that generate the content, such as computers.

### **Evaluation**

Assessment is a personalized process within a certain teaching-learning process whose purpose is to know the evolution of knowledge in each student, “se trata de un instrumento de seguimiento y valoración de los resultados obtenidos por los escolares para, al mismo tiempo, poder determinar si los procedimientos y metodologías educativas elegidas están siendo los adecuados” (Evaluación educativa: en qué consiste y cuál es su importancia, 2021). Therefore, it is a highly supportive tool for making pedagogical decisions.

To assess the knowledge at the end of the application of the group of activities, a summative evaluation (ANNEX 4) was set where feedback on student performance will be obtained during the process. This consists of 7 questions divided into subjective and objective questions evaluating listening and reading skills. In terms of education, Samboy (2009) defines it as:

La evaluación sumativa trata de establecer balances fiables de los resultados obtenidos al final de un proceso de enseñanza-aprendizaje. Pone el acento en la recogida de información y en la elaboración de instrumentos que posibiliten medidas fiables de los conocimientos a evaluar. (p. 5)

Other aspects to consider for the composition of this functional structure are:

– Activities

The classroom activities are online exercises performed by the student as part of the practice after having heard the theoretical section of the content which is presented by the teacher. Students learn by solving problems and articulating the English sounds. As a result, they can play a more active role in their language learning and process the information more effectively.

Each of these activities provides students with more opportunities to deepen their learning by articulating English phonemes. These same activities can help the teacher get feedback on their teaching practices. “Las actividades didácticas son procesos de flujo y tratamiento de información (orientados, interactivos y organizados) característicos del sistema-aula” (Cañal et al., 1993, as cited in Pessoa & Garrido, 1995).

– Strategy

A didactic strategy goes beyond than simply applying techniques together with a series of activities, “la estrategia didáctica se concibe como la estructura de actividad en la que se hacen reales los objetivos y contenidos” (Mansilla and Beltrán, 2013, as cited in Orellana, 2016) They are procedures and resources that the teacher uses to promote meaningful learning, facilitating a processing of new content in a more profound and conscious way. Orellana (2016) in his article writes the use that teachers give to strategies:

Los docentes hacen uso de estrategias didácticas para desarrollar los contenidos de un programa y transformarlos en un concepto con significado, a este proceso se le llama transposición didáctica, porque es la herramienta que permite traspasar la información de manera didáctica. (p. 135)

– Timing

All planning must be structured according to the time available in class. This will depend on the fulfillment of objectives that go hand in hand with the content provided in the different syllables and curricular plans. Mary Corman (2019) in her article for the British Council defines it as:

Controlling the pace and timing of activities helps the teacher to make sure he/she spends lesson time on the most useful class activities to support learning. It's required to have a good idea of how long activities take to be able to control the pace and timing. A change of pace and interaction adds variety and will keep his/her learners motivated. (p.24)

– Multimedia material

Multimedia material is any object with the ability to use various forms of informative content, namely, sounds, texts, images, animations or videos with the main purpose of informing, training or entertaining the audience for which it is directed. According to Luque (2020) “se pueden analizar las canciones con los estudiantes para discernir lo aprendido y así fortalecer sus habilidades en el aprendizaje del inglés, muy especialmente las de listening y speaking” (p.6). Consequently, the songs have a broad contribution to the optimization of English skills, emphasizing the receptive ones, since through this resource the student reflects an incentive in their cognition and the teachers can handle the class in a harmonious way.

Within this scope, music as a didactic resource incorporates lyrics, which are a fundamental tool for learning, since, through this, comprehensive reading is encouraged. The lyrics or lyric contributes to reasoning and promotes inferring a message within the song. According to Robaina (2016), it mentions that:

La alianza entre letra y música toca de lleno la sensibilidad del receptor, por cuanto los textos musicales utilizan un lenguaje para comunicar vivencias, ideas, emociones y así, por medio de una sencillez pretendida, poder llegar a transmitir mensajes, y que estos sean comprensibles para receptores de cualquier nivel sociocultural, e influir en su disposición emocional. (p.5)

In this section it is announced that music provides non-verbal communication, prioritizing the reception of the lyrics in songs in order to know what the author wants to convey, in such a way that the community can understand the lyrical essence in the simplest way and a development of reading comprehension.

### ***3.3.3 Forms of implementation of the functional structure.***

The space where the different activities are carried out and the different contents developed is of utmost importance since it is where the different debates, opinions and questions that the strategy employed produce are generated. The classes are an example of this, the Ministry of Education of Cuba (2008) summarizes it as follows:

Se pone en práctica el tratamiento metodológico discutido y se demuestra cómo se comporta las proposiciones metodológicas hechas. Es realizada en presencia de estudiantes para aumentar las posibilidades de ejemplificación, al concluir se conducirá el análisis de los aspectos fundamentales que responden a los objetivos propuestos.

Once the different components that have a space in the development of the classes have been exposed, a class plan is structured that serves as a basis for the fulfillment of times,

resources and objectives that are foreseen. This works as a guide for the teachers to establish the steps to follow during the class, the sequence of the contents to be taught, the way in which each topic is presented, the evaluation methods and activities, etc.

### **3.4 Planning of the group of activities using music to improve receptive English skills in Fourth Semester Students of the National and Foreign Languages Pedagogy career.**

The planning outlined includes the components discussed above for the development of the different lesson plans that are part of the group of activities focused on improving receptive skills through music. The criteria considered for the formation of the lesson plan are set out below:

- Content-based didactic activities were developed that prioritize the use of English skills both in listening (stress patterns, intonation, etc.) and in reading (search for general and specific information), so that the material to be used was songs with their respective letters.
- The types of learning involved in the design of this activity system is as follows:
  1. Associative learning: we work with two factors that are listening and the reading skill, whose functions are related to the use of music.
  2. Observational learning: in the case of language acquisition, the teacher exposes the students to material that teaches the content in the language to be learned in such a way that the student learns to perceive what is being talked about.
- Exposing students to songs collaborates in the optimization when acquiring the language since the student relates to the pronunciations and expressions that exist in each of these songs.

**Table 5. Components of the group of didactic activities.**

<b>Aim</b>	<b>Method</b>	<b>Content</b>	<b>Activities</b>	<b>Didactic resources</b>
To develop Listening and Reading skills	- Inductive Method  - Deductive Method	- Procedural  - Connected speech  - Intonation  - Skimming  - Scanning  - Prediction  - Inferring  - Sounds stress  - Songs	- Strategic use of music videos  - Do activities based on <i>Filling gaps.</i>  - Songs' lyrics.  - Use of Youtube as a resource.  - Making videos with vocabulary definitions.  - Multiple choice exercises.  - Deduce meanings from context on the material.	Informatives  Technological

**Source:** self-made.

In the following section, the planning designed for the classes within the group of activities with the fourth semester students of Pedagogy of National and Foreign Languages career is detailed.

### **Class 1**

**1. Target student level:** Fourth semester of Pedagogy of National and Foreign Languages career.

**2. Class objective:**

Aim: Students will be able to establish the essential parameters for learning ways of teaching receptive skills through music for future use in everyday life.

**3. Content:**

Topic: Listening and Reading practice through music

**4. Evaluation indicators:**

IEFL.3.11.1. Learners can understand most details in a short simple online or print text and can follow short instructions. (I.3, I.4).

**5. Teacher's proposal (Activity)**

**Exercise 1. Grammar Points**

**Listening Sub-Skills**

**Prediction:**

To predict what the speaker will say depending on the context or situation

**Guessing:**

To guess the meaning of difficulty words through listening

**Skimming:**

To run quickly over the oral message and get out the main idea

**Scanning:**

To run over the oral message, looking for certain points

**Discovering the speaker's point of view:**

Good listener will try to discover the speaker's attitude and feelings from the oral message

**Utilizing the context:**

A good listener can guess the new words and structures depending on the listening text

**Discrimination:**

To get the accurate message out of the oral message, listener needs to be able to discriminate between the English sounds, stress and intonation patterns

**Reading Sub-Skills**

**Skimming**

To read a text quickly to get a general idea of what it is about.

**Scanning**

To read quickly to find specific information

**Intensive reading**

To read with a grammar or lexical purpose, ideas are secondary, language use is first

**Extensive reading:**



Skimming through some parts, scanning through others, detailing some others.

**Detail:**

To read, getting the meaning out of every word.

**Exercise 2.** Let's read the song's lyrics and identify the informal words.

Come and hold my hand  
I wanna contact the living  
Not sure I understand  
This role I've been given  
I sit and talk to God  
And he just laughs at my plans  
My head speaks a language  
I don't understand  
I just wanna feel  
Real love feel the home that I live in  
'Cause I got too much life  
Running through my veins  
Going to waste  
I don't wanna die  
But I ain't keen on living either  
Before I fall in love  
I'm preparing to leave her

**Exercise 3.** Fill the missing words from the music.

Come and \_\_\_\_ my hand

I wanna contact the living  
 Not sure I understand  
 This role I've been \_\_\_\_  
 I sit and talk to God  
 And he just \_\_\_\_ at my plans  
 My head speaks a language  
 I don't understand  
 I just wanna feel  
 Real love feel the home that I \_\_ in  
 'Cause I got too much life  
 \_\_\_\_\_ through my veins  
 Going to waste  
 I don't wanna die  
 But I ain't keen on living either  
 Before I \_\_\_\_ in love  
 I'm preparing to leave her

#### **Exercise 4.** Keywords

**Laugh:** make the spontaneous sounds and movements of the face and body that are the instinctive expressions of lively amusement and sometimes also of contempt or derision.

**Running:** The action of managing or operating something.

**Fall:** move downward, typically rapidly and freely without control, from a higher to a lower level.

**Fall in love:** develop a deep romantic or sexual attachment to someone.

## 6. Resources

Time management.

- Song with video  
<https://www.youtube.com/watch?v=iy4mXZN1Zzk>
- PowerPoint Presentation  
<https://docs.google.com/presentation/d/1ItESksSxuCjg0FEXVfdEPet9yCo8rrkS/edit?usp=sharing&ouid=111102217877827022701&rtpof=true&sd=true>

## 7. Time

Introduction: 5 minutes

Development: 10 minutes

Activities: 30 minutes

Conclusion: 5 minutes

## Class 2

1. **Target student level:** Fourth semester of Pedagogy of National and Foreign Languages career.

2. **Class Objective:**

Aim: Students will be exposed to a video which contains songs' clips with vocabulary pronunciation and their meanings in order to develop their receptive skills.

3. **Content**

Topic: Let's practice listening through Coldplay's songs

#### 4. Evaluation indicators:

Learners are able to understand some words by listening to them and linking words in order to create connected speech.

#### 5. Teacher's proposal (Activity)

**Exercise 1.** Listen and repeat.

A video is shown; students have to repeat the words taken from the lyrics' songs when the teacher asks. Some words are:

Meet you: for connected speech

Lovely: This adjective can be used to mean beautiful or attractive.

Set you apart: a phrasal verb which can be used to say that someone is special for you

Coming up tails: the act of tossing a coin.

Heads on: talk about a confrontation

Myths: it's a traditional story accepted as history and a legend is a story about mythical or supernatural beings or events.

Achilles: it's a hero in Greek mythology.

Risk: a situation in which you are exposed to danger is risky.

Bliss: the perfect state of happiness

Come along: a phrasal verb which is used to say that you arrive or appear at a place.

Take my turn: you are doing something at your designated time in a sequence.

**Exercise 2.** Choose the correct answer from the vocabulary previously seen.

1. If you **set someone apart** it means:

- a. That he or she is beautiful
- b. That you are in love with a person
- c. That he or she is special

2. Bliss is

- a. A state of perfect happiness
- b. A state of sadness
- c. A feeling of loneliness

3. What does the phrasal verb **come along** mean here?

- a. To bring something to a place
- b. To leave a place
- c. To arrive at a place

## 6. Resources

- Time management.
- Song with video.
- [https://www.youtube.com/watch?v=mRP72Ib2e9I&ab\\_channel=Cold1play](https://www.youtube.com/watch?v=mRP72Ib2e9I&ab_channel=Cold1play)
- [https://www.youtube.com/watch?v=rLm\\_aSP369M&ab\\_channel=Coldplay](https://www.youtube.com/watch?v=rLm_aSP369M&ab_channel=Coldplay)

- [https://www.youtube.com/watch?v=jW730QXMPgs&ab\\_channel=ThomasPrince](https://www.youtube.com/watch?v=jW730QXMPgs&ab_channel=ThomasPrince)  
[e](#)

#### 7. Time:

Introduction: 5 minutes

Development: 10 minutes

Activities: 15 minutes

Conclusion: 5 minutes

### Class 3

1. **Target student level:** Fourth semester of Pedagogy of National and Foreign Languages career.

2. **Class Objective:**

Aim: Students will be able to demonstrate previously acquired learning about receptive skills, through the application of musical exercises with lyrics, in order to share it in their daily lives.

3. **Content**

Topic: Let's practice with songs!

4. **Evaluation Indicators:**

Learners can understand the main ideas in a short simple text on a cross curricular\* topic. Ref. I.EFL.2.16.1. (I.2)

5. **Teacher's proposal (Activity)**

**Exercise 1. Listening exercise**

Listen and complete the lyrics with the missing words.

**I                            HAVE                            A                            DREAM**  
**by Abba**

I        have        a        dream,        a        song        to\_\_\_\_\_

To        help        me        cope        with        anything.

If        you        see        the        wonder        of        a        fairy        tale,

You        can        take        the        \_\_\_\_\_,        even        if        you        fail.

I                            believe                            in                            angels,

Something                            good                            in                            everything                            I                            see.

I                            believe                            in                            angels,

When    I    know    the    time    is    right    for    \_\_\_\_\_.

I'll cross the stream. I have a dream.

I        have        a        dream,        a        fantasy

To        help        me        through        reality.

And    my    destination    makes    it    worth    the    while,

Pushing        through        the        darkness,        still        another\_\_\_\_\_.

I                            believe                            in                            angels,

Something                            good                            in                            everything                            I                            see.

I                            believe                            in                            angels,

When    I    know    the    time    is    right    for    \_\_\_\_\_.

I'll    cross    the    stream.    I    have    a    dream.

I'll cross the stream. I have a dream.

## 6. Resources

- Students tips
- Website: Saber Inglés  
<http://www.saberingles.com.ar/songs/exercises/64.html>
- Google Forms  
<https://forms.gle/X1hTuYkFzGypZ9AJ6>

## 7. Time

Introduction: 5 minutes

Development: 10 minutes

Activities: 20 minutes

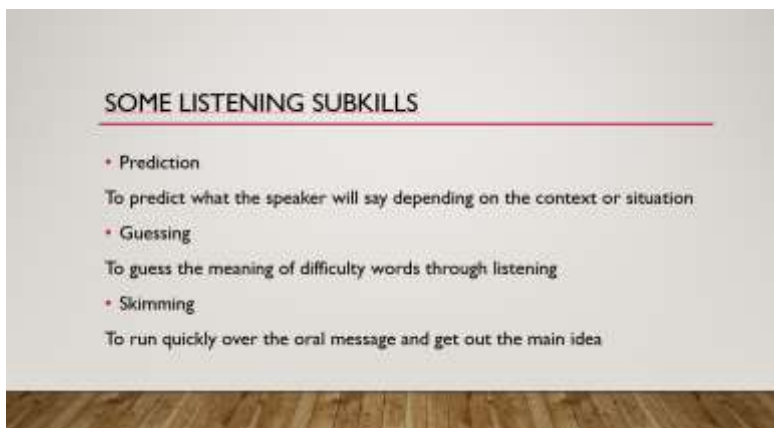
Conclusion: 5 minutes

With the intention of materializing what was planned, the system of activities was applied with the students within classes, which are detailed below:

Class 1.

This first class began with a brief introduction to the sub-skills of listening (English sounds, stress, intonation, skimming, scanning, prediction, guessing, meaning by context) and reading (skimming for general meaning, scanning for specific information, reading for details) so that students have a notion about what each one means and what its function is in English.





*Figure 6 Introduction of the theme*

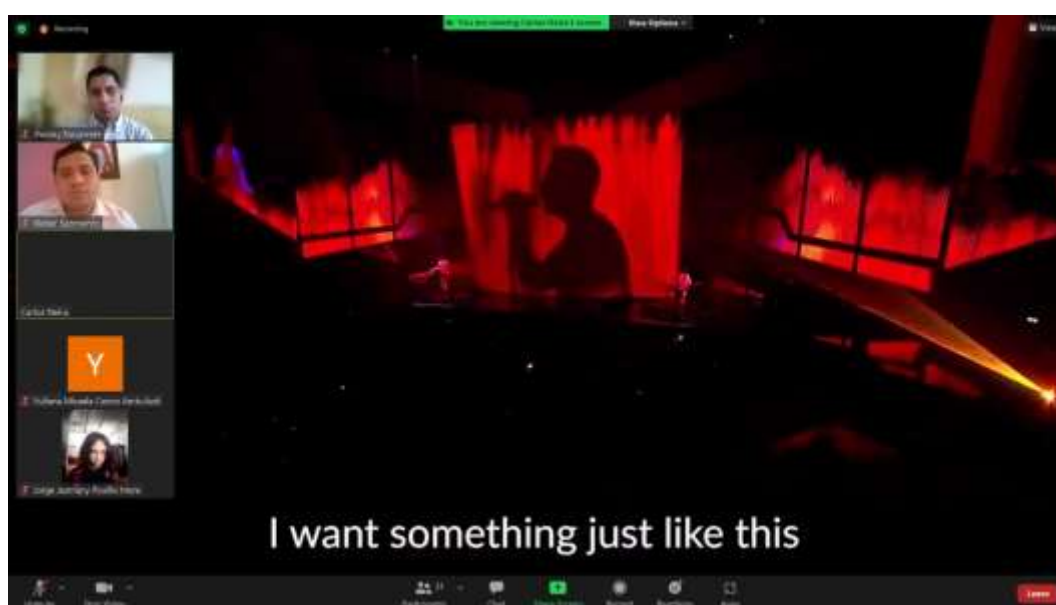
In terms of practice, this class also introduced the didactic resource on which this system of activities is based, music. In the first instance, the song chosen for the class called “Feel” by Robbie Williams was played, but only the first minute of it so that the students concentrated on what the interpreter was saying only in that period of time. After that, the lyrics of the song were revealed to the students, specifically the first two stanzas, so that they in turn could identify what the interpreter was actually singing. Consequently, in the same space, the students were asked to identify the informal words found in the lyrics of the song (for example: 'wanna' from want to). Finally, an exercise was carried out to fill spaces with words (filling gaps) based on what they heard in the song, those same words were then contextualized with their respective meaning so that the vocabulary of the students was also strengthened.



*Figure 7 Filling gaps exercise in listening activities.*

## Class 2

For the second class, the researchers made a video of around 10 minutes in which several components were synthesized on which the planning was based: examples of connected speech were added as well as vocabulary with their respective meaning and exemplification and at the end a multiple choice activity. This video used excerpts from three well-known songs (Yellow, The Scientist, and Something just like this) by the band Coldplay in order to focus on the topics they wanted to cover so that the students did not confuse the contents with each other.



*Figure 8 Playing the song "Something just like this" by Coldplay.*

Words such as *risk*, *myths*, *set apart*, *meet you*, among others, were analyzed in detail within the same song without losing the rhythm of the song. The students, together with the teacher as a guide, were able to identify and contextualize each of these from the same context of the song.



Figure 9 Discovering vocabulary through the proposed songs.

Finally, three multiple-choice questions were presented that, as a summary of the video, required the student to choose among the three options which one referred to the word being consulted. For example, the question was asked what is the meaning of the phrasal verb “come along” within the context of the song and the students had to answer from among the options A, B or C.

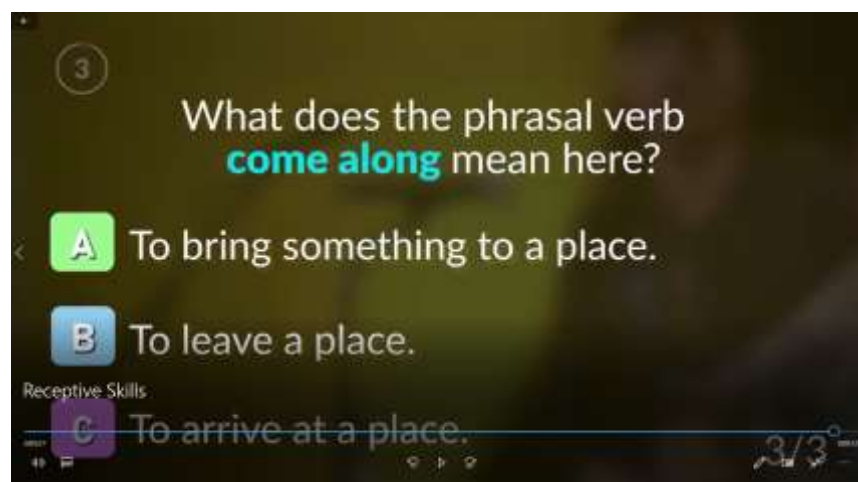


Figure 10 Multiple-choice activities based on the vocabulary used.

### Class 3.

In this third and last class, another music-based activity was applied, this time on a web page that contained several songs with filling gaps exercises where the student identified the words that were not written by scanning for specific information. to find said vocabulary. This activity had the participation of the whole class since the research group guided the timing between one exercise and another together with the students present.

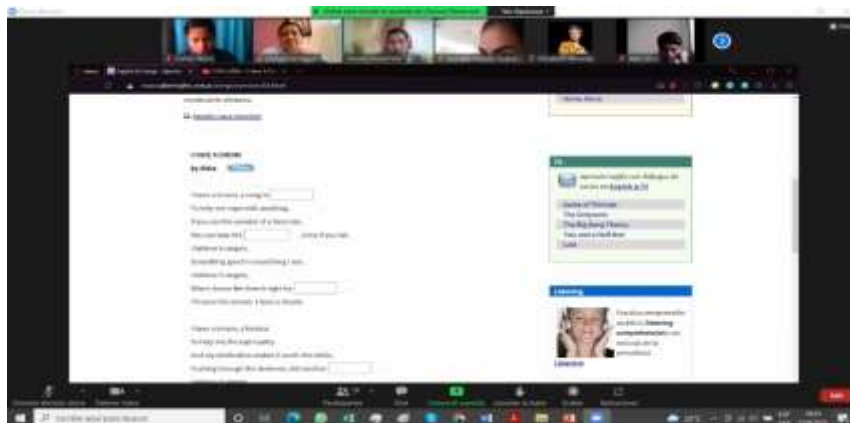


Figure 11 Listening activity with the song "I have a dream" by Abba.

Once the activity was completed, the summative evaluation was explained, which aims to quantify what the students learned about the content addressed throughout the teaching-learning process. This evaluation was carried out on the Google Forms platform and consists of open-ended and multiple-choice questions.

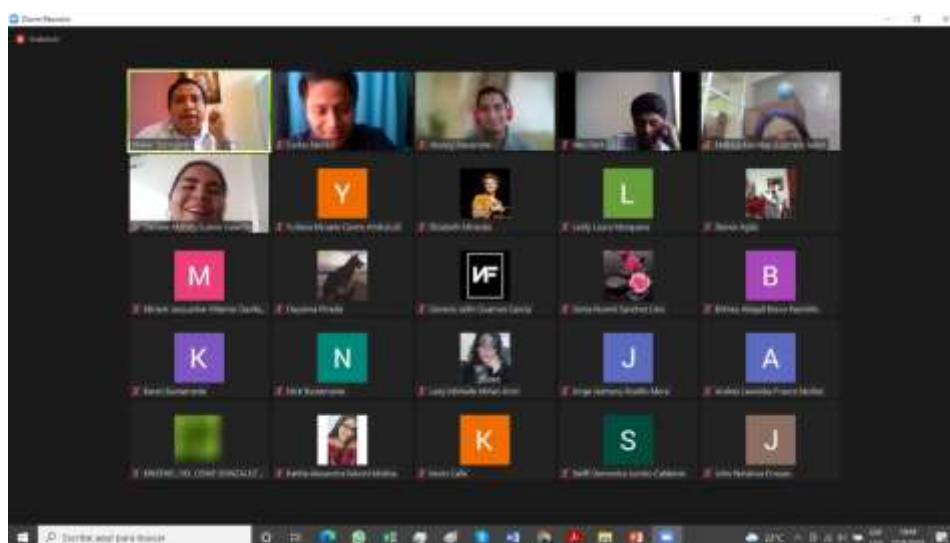


Figure 12 Socialization of the summative evaluation applied to the group.

### **3.5 Evaluation of the effectiveness of the group of activities for the improvement of receptive skills in the students of the fourth semester of the course of Pedagogy of National and Foreign Languages at the Technical University of Machala.**

In this investigation, performance and development of the students was observed through pre-professional practices developed as students of the Pedagogy of National and Foreign Languages career. The arguments obtained revealed the context, where it was possible to perceive a lack of attention associated with limited participation in the development of activities.

After having performed the observation, a group of activities started on 30 July until 27 August 2021 was used to extract relevant and detailed information about the acquisition of listening and reading skills by the pupils.

Once music was implemented as a teaching resource, it was possible to identify changes in behavior patterns with regard to active participation in the classroom. Vaquero (2012) agrees with this statement, considering that the resources of songs can be exploited in a good way for teaching English in an entertaining and motivating way, through the use of new technologies and trying to develop all the language skills that are also part of the curriculum competences.

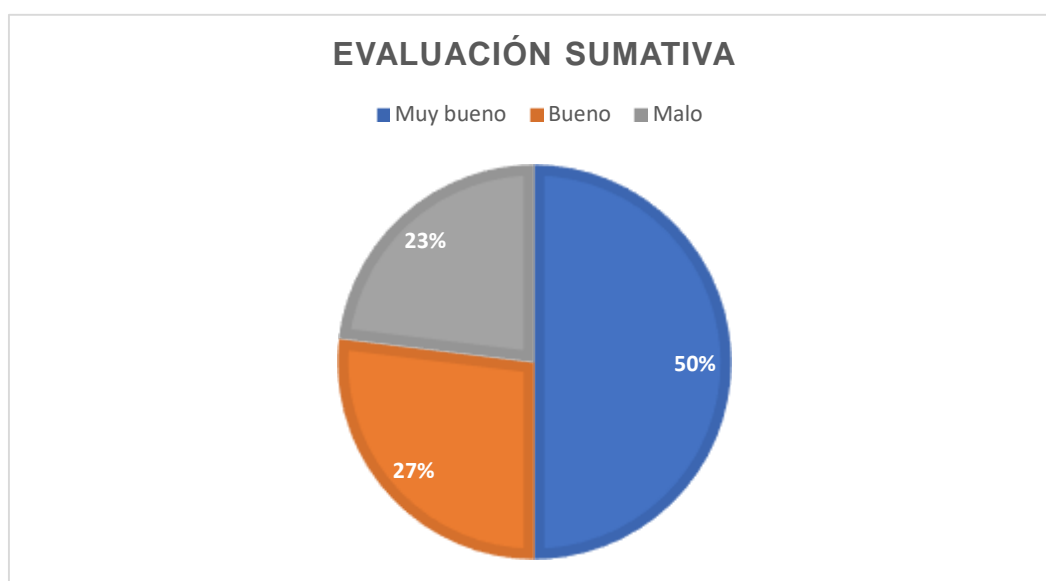
In order to corroborate that the group of activities encourages progress in the students' receptive skills, it is necessary to take into consideration the results of the summative evaluation (ANNEX 4), which is designed to check the extent to students of the National and Foreign Languages Pedagogy course have acquired listening and reading skills.

The final results corroborated that music as a didactic tool makes it possible to create a learning environment in which the learner remains connected to the target language. The dynamic also encourages and stimulates the other skills but, by focusing on themes that develop

the learner's receptive component, it can be very beneficial. The results of the summative evaluation are presented below and are assessed as follows:

**Table 6. Summative evaluation score values.**

Levels	Values	Score
Very good	3	10 – 8
Good	2	7 – 6
Poor	1	5 - 0



*Figure 13 Results of the summative evaluation of the group of activities*

As can be seen in the graph, the group of students with a very good grade consists of 50%, the students with a regular grade have 27% and the students with a bad grade are part of 23% of the course. In the first place, the analysis of the group of students, with a very good grade, valued at 3 and who obtained grades between 10 and 8 points, showed that this group in particular understands the content that is carried out and identifies the components studied

throughout of the system of activities such as reading for specific information and general comprehension as well as in the identification of words through exposure to music.

As for the students belonging to 27% of the group, who obtained a good grade with a score of 2 and grades between 7 and 6 points, they managed to cover the base of the grade when their receptive skills were evaluated, concluding that they still have to work in these qualities to achieve meaningful learning. Finally, the remaining group, who completed the population by 23%, obtained a grade between 5 and 0 points with a valuation of 1 and a bad grade. This particular group did not adapt to the way of working and the topics that were addressed, the skills that were addressed remained without any improvement after the system of activities through songs.

The continuous participant observations have determined that the students feel comfortable within the teaching-learning process, this due to the active participation and performance of activities with satisfactory results, together with the results obtained in the summative evaluation and the experiences in class. For this reason, it is considered that the system of didactic activities carried out was helpful for the development of receptive skills.

## CONCLUSIONS

1. The theoretical systematization through the collection and bibliographic analysis made it possible to specify that the teaching of English using music as a didactic resource is of limited scope in the Ecuadorian context since many teachers limit themselves to using conventional tools such as books and tape recorders to the audios diminishing the progressive development of their skills; This may be among the causes that students fail to acquire significant learning in the acquisition of English as a second language.
2. The results obtained through the information collection instruments applied to the group of students in the fourth semester of the Pedagogy of National and Foreign Languages career indicate a low receptive capacity in both listening and reading skills.
3. Based on the theoretical foundations of a pedagogical and didactic nature collected during the research, a group of activities was developed where it is sustained that students who learn the English language through songs as a didactic resource generate greater mastery and assimilation of skills responsive.
4. Assimilation, motivation, and auditory and reading domain were evidenced by the students, by efficiently using a system of didactic activities in which music intervenes as a didactic resource, for the improvement of receptive skills.



## **RECOMMENDATIONS**

1. To include topics related to the use of music in the academic curriculum of the students of the Pedagogy of National and Foreign Languages career, promoting the improvement of receptive skills, which will be put into practice, benefiting the next generations.
2. To continue developing research on music and its influence on the development of receptive skills in the classroom.

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## ANNEXES

## ANNEX 1

## OBSERVATION SHEET

## Value table:

Levels	Values
Sufficient	3
Regular	2
Insufficient	1

<b>Analysis Unit:</b> Listening skill	
<b>1. Category:</b> <i>Prediction subskill.</i>	
Students have <b>sufficient</b> knowledge of the prediction sub-skill.	
Students have <b>regular</b> knowledge about the sub-skills of listening	
Students have <b>insufficient</b> knowledge of the sub-skills of listening	
<b>2. Category:</b> <i>Skimming for general comprehension.</i>	
Students have <b>sufficient</b> knowledge of skimming for general understanding.	
Students have <b>regular</b> knowledge about skimming for general understanding	
Students have <b>insufficient</b> knowledge about skimming for general understanding.	
<b>3. Category:</b> <i>Scanning for specific information</i>	
Students have <b>sufficient</b> knowledge about Scanning for specific information	
Students have <b>regular</b> knowledge about Scanning for specific information	

Students have <b>insufficient</b> knowledge about Scanning for specific information	
<b>4. Category:</b> <i>Use of context to acquire new vocabulary.</i>	
Students have <b>sufficient</b> knowledge about the use of context to acquire new vocabulary	
Students have <b>regular</b> knowledge about the use of context to acquire new vocabulary	
Students have <b>insufficient</b> knowledge about the use of context to acquire new vocabulary	
<b>5. Category:</b> <i>English sounds.</i>	
Students have <b>sufficient</b> knowledge about sound in English.	
Students have <b>regular</b> knowledge about sound in English.	
Students have <b>insufficient</b> knowledge about sound in English.	
<b>6. Category:</b> <i>Sound stress pattern.</i>	
Students have <b>sufficient</b> knowledge about the stress pattern in sound.	
Students have <b>regular</b> knowledge about the stress pattern in sound.	
Students have <b>insufficient</b> knowledge about the stress pattern in sound.	
<b>7. Category:</b> <i>Intonation pattern.</i>	
Students have <b>sufficient</b> knowledge about the intonation pattern.	
Students have <b>regular</b> knowledge about the intonation pattern.	
Students have <b>insufficient</b> knowledge about the intonation pattern.	
<b>Analysis Unit:</b> Reading skill	
<b>1. Category:</b> <i>Reading by Skimming</i>	
Students have <b>sufficient</b> knowledge about the use of skimming within an English class with activities that include music.	

Students have <b>regular</b> knowledge about the use of skimming within an English class with activities that include music.	
Students have <b>insufficient</b> knowledge about the use of skimming within an English class with activities that include music.	
<b>2. Category: <i>Reading by Scanning</i></b>	
Students have <b>sufficient</b> knowledge about the use of scanning within an English class with activities that include music.	
Students have <b>regular</b> knowledge about the use of scanning within an English class with activities that include music.	
Students have <b>insufficient</b> knowledge about the use of scanning within an English class with activities that include music.	
<b>3. Category: <i>Reading for details.</i></b>	
Students have <b>sufficient</b> reading knowledge to find details	
Students have <b>regular</b> reading knowledge to find details	
Students have <b>insufficient</b> reading knowledge to find details	

**ANNEX 2****SURVEY****Value table:**

<b>Levels</b>	<b>Values</b>
Sufficient	3
Regular	2
Insufficient	1

**QUESTIONS****LISTENING PART**

**1. On the following scale, how related are you to skimming within a listening activity?**

- a. Sufficient
- b. Regular
- c. Insufficient

**2. How often do you use skimming for listening-related activities?**

- a. Always
- b. Often
- c. Rarely

**3. Within the following scale, how related are you to scanning within a listening activity?**

- a. Sufficient
- b. Regular
- c. Insufficient

**4. How often do you use scanning for listening-related activities?**

- a. Always
- b. Often
- c. Rarely

**5. On the following scale, how necessary do you think it is to predict the content of a listening?**

- a. Very necessary
- b. Indifferent
- c. Little necessary

**6. Do you think you can predict what the speaker will be talking about through the previous content?**

- a. Always
- b. Often
- c. Rarely.

**7. How often do you acquire new vocabulary through listening?**

- a. Always
- b. Often

c. Rarely

**8. On the following scale, how often do you understand new words through listening activities?**

a. Frequently

b. Sometimes

c. Infrequent

**9. How often do you detect English Sounds in songs that you usually hear in this language?**

a. Frequently

b. Sometimes

c. Infrequent

**10. At what level do you consider that music participates in the development of sound understanding?**

a. Always

b. Sometimes

c. Never

**11. How often do you notice stress in intonation within a song?**

a. Frequently

b. Sometimes

c. Infrequent

**12. There are songs where you can find cases of connected speech, are you able to perceive it?**

- a. Always
- b. Sometimes
- c. Never

**13. Can you figure out the emphasis when it is sung in a song?**

- a. Frequently
- b. Sometimes
- c. Infrequent

#### **READING PART**

**1. Within your pre-professional practices, how often would you use Skimming (speed reading for a general idea) in an activity involving song lyrics?**

- a. Frequently
- b. Sometimes
- c. Infrequent

**2. Within your pre-professional practices, how often would you use Scanning in an activity that involves song lyrics?**

- a. Frequently
- b. Sometimes
- c. Infrequent



**3. How often do you read for details?**

a. Frequently

b. Sometimes

c. Infrequent

### ANNEX 3

#### Semi-structured interview

1. In your opinion, what do you think about using music as a resource for teaching English?
2. Have you ever worked with songs in English in your classes? What kinds of activities did you do?
3. What genre of songs do you like to work with? Why?
4. According to your point of view, what do you think about the use of music within Reading, to improve receptive skills? Justify your answer.
5. Do you consider music to be a resource for the development of listening in students? Why?
6. Do you think that music can be a basis for developing receptive skills?
7. Are your students capable of predicting or inferring the information from which the listening activity that you propose is going to deal?
8. Are skimming and scanning frequently used for listening activities?
9. Has the music that you have applied in your classes been useful to learn new vocabulary? How?
10. Do the students know the difference between stress, sound, and intonation when doing a listening activity?
11. Can a reading for details be applied to an activity with songs? How?

## ANNEX 4.

## SUMMATIVE EVALUATION

Table 6. Value table of summative evaluation.

Level	Value	Grades
Very good	3	10 – 8
Regular	2	7 – 6
Poor	1	5 - 0

Please, answer the following questions. Take your time, this won't affect your grades but it will help us to know your knowledge.

**First Lyrics**

**1. Read the previous lyrics and identify how many informal contractions are in the text.**

- 2
- 4
- 1

- 3
- None

**2. By the previous lyrics' song, answer the following question with your opinion.**

**What does the author mean when he says "don't leave me false illusions behind"?**

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**3. By the previous lyrics' song, answer with your opinion what message the author wants to convey:**

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### **Second Lyrics**

**4. How many times does the author use present continuous?**

- Once
- Twice
- Three times
- Five times

**5. What emotion does the song part express?**

- Frustrating
- Happiness

- Worrying

### Song for activities

<https://www.youtube.com/watch?v=tH2w6Oxx0kQ>

**6. Listen to a part of this song video from 0:50 to 1:12 and choose the missing words on this sentence: Crumbles to the \_\_\_\_, though we \_\_\_\_ to see**

- grand, revise
- ground, refuse
- pound, accuse
- now, refuse

**7. Listen to a part of this song video from 2:06 to 2:32 and choose the missing words in this sentence: "Now, don't hang \_\_\_\_. Nothing lasts forever but the earth and \_\_\_\_ . It slips away and all your money won't another \_\_\_\_\_ buy".**

- off, spy, meaning
- on, spy, medium
- off, sky, minute
- on, sky, minute