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FACULTAD DE CIENCIAS SOCIALES

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

**USE OF MUSIC AS A DIDACTIC RESOURCE FOR THE IMPROVEMENT
OF LISTENING IN 7TH GRADE " A " STUDENTS OF THE AURELIO
PRIETO MUELAS SCHOOL.**

**GARCIA LAGOS SILVANA MARLEY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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ZALDUA MORAN EDDY MARSHEL

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por Silvana Garcia Lagos

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DEDICATION

I want to thank my brothers and my mother.

RESUMEN

El documento aborda la importancia del inglés como lengua universal y su papel crucial en la comunicación internacional en diversas áreas. Se destaca la necesidad de un enfoque sistemático en la enseñanza del inglés, que involucre a gobiernos, docentes, estudiantes y padres. Además, se identifican los desafíos que enfrenta la enseñanza del idioma, como la falta de recursos y la capacitación docente. La investigación busca validar cómo la integración de la música en el aula puede superar limitaciones como la falta de metodologías de escucha y el enfoque exclusivo en la gramática. Los objetivos incluyen fundamentar teóricamente el uso de la música, evaluar habilidades iniciales y progresos, e implementar y evaluar un sistema de clases basado en música. La hipótesis es que la música mejora significativamente las habilidades auditivas de los estudiantes. En conclusión, se propone que una enseñanza equilibrada y bien planificada del inglés es fundamental para el crecimiento personal y profesional en un mundo globalizado.

Palabras claves: listening, recursos didácticos, música, sistema de clases.

SUMMARY

The document addresses the importance of English as a universal language and its crucial role in international communication across various fields. It emphasizes the need for a systematic approach to English teaching, involving governments, educators, students, and parents. Additionally, it identifies challenges in language education, such as a lack of resources and teacher training. The research aims to validate how integrating music into the classroom can overcome limitations like the lack of listening methodologies and the exclusive focus on grammar. Objectives include theoretically supporting the use of music, evaluating initial skills and progress, and implementing and assessing a music-based teaching system. The hypothesis is that music significantly improves students' listening skills. In conclusion, it is proposed that a balanced and well-planned English education is essential for personal and professional growth in a globalized world.

Keywords: listening, teaching resources, music, teaching system.

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INTRODUCTION

English is considered a universal language, being a necessary connector for international communication in the development of various areas such as political science, business, culture, and entertainment, therefore, the implementation of English in education requires a comprehensive and systematic approach involving different educational actors such as governments, teachers, students and parents. With proper planning and adequate opportunities for students in a globalized world.

It is important to recognize the challenges associated with English language teaching and work towards continuous improvement. Providing adequate resources, teacher training, effective pedagogical approaches, and a motivating learning environment are key factors in overcoming obstacles and ensuring successful English language instruction in the education system."se considera que la innovación educativa es el estudio de las estrategias o procesos de cambio." (Havelock & Huberman 1980, p. 3)

English language learning involves developing the four skills such as Listening, Speaking, Reading and Writing. But in many occasions students do not manage to master all the skills, since some institutions only focus on grammar and written production, forgetting those that are also very fundamental for the learning of the second language. According to (Pagani Y. 2021) "Estas cuatro habilidades se complementan y se fortalecen unas a otras, es decir que para avanzar y progresar en cada una de ellas vamos a necesitar la integración de los conocimientos adquiridos a través de las otras habilidades."

Listening comprehension, in particular, is crucial as it precedes and underpins the development of other language skills. It is through active listening that students can comprehend and process spoken language, enabling them to participate in conversations, follow directions, and consume content in English effectively.

Arévalo (2019), highlights the importance of pronunciation for listening comprehension, stating, “El maestro debe crear un sistema para monitorear las actividades para mantener la atención de los estudiantes y mejorar las habilidades de escucha” (p.9-10). To support this approach, he suggests implementing specific classroom activities designed to enhance listening abilities.

To strengthen and develop listening skills, some specific resources and methods can aid language learning. One effective method is the use of music. According to Llanga E. & Insausti J. (2019): “El uso de la música tiene el beneficio de aprendizaje de idiomas, ya que su melodía ayuda a memorizar rápidamente y la capacidad de relajar o estimular abrir nuestra mente y enfocar nuestra concentración” (p. 162).

First, music can be an effective tool for improving students' listening comprehension. By listening to English songs, students have the opportunity to become familiar with different accents, intonations, and rhythms of the language, which helps them develop greater listening sensitivity and improve their ability to understand spoken English in a variety of communicative situations.

Despite all of the above, not all teachers have the appropriate level of proficiency to teach a second language, nor do they use pedagogical activities that help students effectively understand conversations, movies, podcasts, etc., in another language.

In the case of 7th grades ‘A’ students of the Aurelio Prieto Muelas school during the 2022-2023 school year, difficulties in listening comprehension in English were detected. Therefore, this research seeks to determine how the use of music as a didactic resource contributes to improving their listening comprehension:

- Little use of methodologies for teaching listening.
- Teachers focus only on teaching grammar.
- Little participation by students.
- Lack of comprehension of oral English messages.

- Insufficient use of resources by teachers to stimulate listening.

These limitations made it possible to formulate the following scientific problem: How to improve listening skills in 7th grade "A" students of the "Aurelio Prieto Muelas" school?

Considering the object of study, the teaching-learning process of English in basic education, possible causes that originate the scientific problem were identified:

- Conflicting social environment
- Flew teaching hours
- Lack of didactic methods on the part of the teacher.
- Scarce use of audiovisual materials.
- Use of inappropriate learning techniques.

The **general objective of the research** is: To elaborate a system of classes using music as a didactic resource for the improvement of listening in the students of 7th "A" of the Aurelio Prieto Muelas school, school period 2022-2023.

The objective is delimited in the **field of action of the research**, audiovisual didactic resources.

The **specific objectives** of this research are:

- Theoretically support the use of music as a didactic resource for the improvement of listening skills.
- To evaluate the initial level of listening skills in 7th grade "A" students of Aurelio Prieto Muelas school through standardized tests.
- To implement a system of classes using music as a didactic resource for the improvement of listening in 7th grade "A" students of the Aurelio Prieto Muelas school during the 2022-2023 school year.
- To quantitatively evaluate the progress in the student's listening skills through post-intervention comparative tests.

It is developed based on the following **scientific hypothesis**: The incorporation of music as a didactic resource in the teaching-learning process significantly improved the listening skills of the 7th grade "A" students of the Aurelio Prieto Muelas school.

Based on the hypothesis, the relationship between two **variables** is studied:

The **independent variable** comprises in elaborating is a system of classes applying music as a didactic resource which is capable of stimulating intellectual capacities and is integrated with other curricular areas becoming an important resource for acquiring knowledge.

The **dependent variable** is listening, which is defined as the reception of oral messages through the ears, which implies recognizing and processing sounds so that letters, accents, words, and phrases with meaning are understood, according to their pronunciation and rhythm.

This scientific research is conducted from a positivist paradigm with a quantitative, pre-experimental design. The population is made up of 20 students of 7th grade "A" of the school "*Aurelio Prieto Muelas*"

Therefore, theoretical level methods are used, such as historical-logical, synthetic analytical, and systemic methods, and empirical level methods such as observation, pedagogical test, and interview, which will be detailed in greater depth in the methodological framework.

The **importance** of research focuses on the use of music as a didactic resource to develop listening skills, through a system of classes, where the aim is to increase the mastery of the target language through musical sounds.

The practical **contribution** provided by this study is the classroom system that focuses on the use of music to help students achieve language comprehension. In this way, they can feel involved in the process of teaching and learning the second language.

The structure of this research is composed of an introduction detailing the theoretical design of the research, followed by Chapter I, which is composed of the theoretical basis of the work. This is followed by Chapter II with the methodological framework composed of the type of research, the objectives to be achieved, and the methods and techniques used in

the collection of information to solve the research problem. Then, Chapter III presents a proposal for educational intervention materialized through a system of classes with the use of music for the development of listening. The effectiveness of the system is verified in Chapter IV, where the post-test is presented and the hypothesis test is verified. Finally, the paper closes with the conclusions drawn from the study, its recommendations, bibliography, and annexes.

CHAPTER I. HISTORICAL AND CONCEPTUAL FOUNDATION OF THE USE OF MUSIC AS A DIDACTIC RESOURCE FOR THE IMPROVEMENT OF ENGLISH LANGUAGE LISTENING.

This chapter presents the theoretical basis of the research, through which the main conceptual, historical, and contextual references that support the development of a class system that considers music as an important didactic resource for the development of aural language skills are established.

1.1 Historical evolution of music as a didactic resource for the improvement of listening.

The historical evolution of didactic resources in English language teaching has been marked by the adaptation to the needs and contexts of each era. From the use of melodies in the Middle Ages to the incorporation of contemporary music, these resources have demonstrated their effectiveness in improving language learning. In this section, we will explore the evolution of these resources throughout history, highlighting the main milestones and trends that have marked their development throughout history, the teaching of English has undergone an evolution in the use of didactic resources.

Music has been present in human life since time immemorial, serving not only as a form of artistic expression but also as a powerful educational tool. Its use in the classroom can help overcome the shortcomings of traditional education by motivating students. Consequently, it has played a central role in education for centuries, enriching language learning and impacting various aspects of development. According to Medina (2002): "Incorporar música en el aula de inglés mejora la habilidad auditiva, la pronunciación y la motivación de los estudiantes" (p. 77). This indicates that integrating music into English classrooms can significantly enhance listening skills, pronunciation, and student motivation.

Hence, it is essential to analyze the historical process of the association between music and the teaching of English. This research allows us to understand how and when this didactic resource merged with language education.

The use of music in language teaching dates back to ancient times. In ancient Greece, for example, music was used to teach Latin and Greek. It was believed that music helped

students remember words and phrases, and also helped them develop an understanding of the culture of Latin and Greek-speaking countries. According to Berruto (1987): “En la Edad Media, los textos en latín y griego solían cantarse con melodías para facilitar su memorización por parte de los estudiantes” (p. 221). This illustrates how integrating music into language education has traditionally been a strategy to enhance memory and cultural understanding.

The earliest records of the use of music as a resource for education date back to the 16th century. At that time, music was used to teach folk songs and religious songs. It was believed that rhythm helped students learn the vocabulary and grammar of the English language.

In the 17th century, the use of music for teaching English spread to schools, Medina (1990) explains that "teachers incorporated catchy melodies with lyrics that described historical events or exalted British patriotism, to facilitate the acquisition of vocabulary and grammar by schoolchildren" (p.332). At that time, music was employed as a pedagogical tool to instill a sense of patriotism and foster an understanding of England’s historical legacy. It was postulated that musical instruction could facilitate the development of nationalistic sentiment and facilitate the acquisition of historical knowledge.

This phenomenon spread in countries such as the United States and the United Kingdom in the 1960 and 1970s, as great icons of the folk and rock music genre emerged and were accepted by young people. This impact inspired teachers to bring music into the English classroom, as Towell (1999) states "In the 1960s and early 1970s, a trend emerged to use contemporary folk and rock songs to engage students in English literature classes" (p. 53).

This innovative strategy showed an increase in student interest and participation in the classroom. Some educators even produced compilations of folk songs for specific pedagogical purposes for use in the classroom. In this way, these musical trends not only enriched language learning, but also brought it closer to the reality and tastes of the students of the time.

Ivey and Broaddus (2007), affirms "In the 1980s and 1990s, teachers began using rap, hip-hop, and Latin music in their English lessons to connect with students from diverse

cultural backgrounds" (p.521). The use of music in English language instruction expanded further in the 1980s and 1990s, when teachers incorporated rap, hip-hop, and other genres to reach diverse students, discovering that music motivated readers and writers.

In the 21st century, the use of music as a teaching resource for teaching English continues to be a common practice. It has been shown that music can help students learn a foreign language more effectively and enjoyably. Según Harmer (2007), “la música puede ser una excelente herramienta para enseñar gramática, vocabulario y cultura” (p. 185).

In addition, with the advancement of technology, digital music resources are readily available and can be more dynamically integrated into English classes.

Undoubtedly, the evolution of teaching aids in English language teaching has been remarkable throughout history. From the use of simple melodies for memorization in ancient times to the integration of interactive digital resources today, teaching aids have played a fundamental role in language learning.

Music has been one of the most important resources in this evolution. From the earliest melodies used to teach vocabulary and grammar to the inclusion of contemporary songs to motivate learners, music has proven to be an effective tool for improving listening skills, pronunciation, and language comprehension.

In this sense, future research must delve deeper into the design and implementation of innovative pedagogical strategies that foster the development of communicative skills in the English language, as well as the creation of specific virtual didactic resources to improve the teaching and learning process in the context of basic education.

Likewise, it is essential to promote collaboration between educational institutions, the Ministry of Education, and other relevant actors to establish policies and programs that promote more effective foreign language teaching that is adapted to the needs and realities of Ecuadorian students.

In short, the study of foreign language teaching and learning in basic education is a constantly evolving field that requires continuous attention and the implementation of concrete measures to improve the quality of education in this area.

1.2 Conceptual reference background of music as a didactic resource for listening improvement

1.2.1 Theoretical characteristics of the English teaching and learning process in basic education.

The teaching-learning process is perceived as a deliberate communication system that involves the implementation of pedagogical strategies to promote learning. According to Richards (2020), “El objetivo principal de la enseñanza del inglés en la educación básica es desarrollar las habilidades comunicativas de los estudiantes en el idioma” (p. 22). This highlights that the main goal of English teaching in basic education is to enhance students' communicative abilities in the language.

Consequently, it is necessary to have a clear understanding of what teaching and learning are before comprehending the direct, evident, and bidirectional relationship (not only theoretical but also practical) existing between these two basic concepts of didactics. According to Abreu et al. (2018), “Los procesos de enseñanza y aprendizaje se integran para representar una unidad, enfocada en contribuir a la formación integral de la personalidad del estudiante y en favorecer la adquisición de los diferentes saberes: conocimientos, habilidades, competencias, destrezas y valores” (p. 5). This indicates that the teaching and learning processes are integrated to form a unified approach, aimed at contributing to the comprehensive development of students' personalities and facilitating the acquisition of diverse knowledge, skills, competencies, abilities, and values.

According to the Common European Framework of Reference for Languages, in some cases, learning a foreign language is primarily about imparting declarative knowledge to the learner (e.g., of grammar or literature, or certain cultural characteristics of the foreign country). In other cases, language learning is a way for the learner to develop his or her personality (greater self-confidence, greater willingness to speak in a group) or to develop his or her knowledge of how to learn (greater openness to the new, awareness of what is different from one's own, curiosity about the unknown).

There are many reasons to consider that these specific objectives, whether related to a particular sector, type of competence, or the development of a partial competence, can generally contribute to the creation or reinforcement of plurilingual and pluricultural

competence. As Segovia (2015) points out, "En Ecuador, no ha existido una estrategia nacional para la enseñanza de lenguas extranjeras," which can be considered another significant factor contributing to the poor performance of students in language use. This shows that the lack of a national strategy for foreign language teaching in Ecuador is a crucial factor affecting students' language proficiency.

In conclusion, the process of teaching and learning a foreign language such as English in basic education should be conceived as an integral system that not only focuses on the transmission of grammatical and linguistic knowledge but also the development of communicative skills and the integral formation of the student's personality. Teachers must have adequate didactic resources, including virtual resources, to facilitate this process.

In addition, there needs to be a clear and coherent strategy for teaching foreign languages to improve students' performance in language use and promote plurilingual and pluricultural competence. This will require a holistic approach that considers not only the linguistic aspects, but also the cultural, social, and emotional aspects involved in learning a foreign language.

1.2.1 Theoretical characterization of audiovisual didactic resources.

Teaching resources have evolved in response to the diverse needs present in the teaching-learning process within educational environments. Several authors have offered definitions of these resources. According to Pérez Porto and Gardey (2014), "los recursos didácticos son los materiales o herramientas fundamentales en la educación." Similarly, Moya Martínez (2010) states that "los recursos didácticos en la enseñanza abarcan todos los apoyos pedagógicos que refuerzan la actuación docente, optimizando el proceso de enseñanza-aprendizaje." As Vargas Murillo (2017) notes, the definition of didactic resources can be conceptualized in various ways, such as "apoyos didácticos, recursos didácticos, medios educativos." This suggests that teaching resources encompass a broad spectrum of materials and tools designed to support and enhance the educational process.

According to Pérez, G. (2014), "un recurso didáctico se define como el conjunto de herramientas que intervienen en el proceso de enseñanza-aprendizaje." These resources can

be virtual and physical and are intended to improve student interest and guide teachers in their pedagogical work, adapting to the different contents taught in class. In summary, didactic resources, as defined by various authors, are all the tools used by teachers in the classroom to innovate in the teaching-learning process of the English language.

In addition, Moreira et al. (2010) state several key characteristics of didactic resources:

- **Versatility:** The resources are adaptable to meet the individual needs of students and their different learning styles, making them effective in a variety of educational contexts.
- **Coherence:** They help introduce and develop topics in a logical and comprehensible manner, which facilitates students' understanding and retention of information.
- **Flexibility:** They allow for the incorporation of a variety of elements and approaches in the educational process, which helps maintain student interest and participation over time.

Didactic resources fulfill different functions, which, according to Noguez Ramírez (2008), have essential functions:

- Knowledge carriers for learners, they play a creative role in the teaching-learning process.
- Generators of meaningful learning for students, enabling them to develop comprehensive skills.
- Promote cognitive development and social skills in students.
- Diverse and adequate resources that allow teachers to explain their classes entertainingly.

Conversely, Balbin Escurra (2018) identifies the following functions of teaching resources:

- **Motivation:** In charge of increasing students' interest in learning new knowledge through dynamic classes.
- **Fixation:** Allows learning to be meaningful and lasting through observation and assimilation of new knowledge.
- **Reinforcement:** Necessary tools that allow interaction and clarify aspects not understood by students through the information presented.
- **Socialization:** Students develop social skills, allowing them to interact and collaborate in the learning environment.

The use of varied didactic resources has been progressively introduced in language teaching, identifying a varied typology.

The use of varied didactic resources has been progressively introduced in language teaching, identifying a diverse typology:

- **Audio resources:** According to Maley (2017), these resources "allow students to listen and repeat recordings in the target language, improving skills such as pronunciation and fluency" (p. 32). These include recordings, songs, podcasts, etc.
- **Visual resources:** These provide iconic stimuli such as images, photographs, diagrams, etc. As Wright (2019) indicates, they are very useful because they "activate the visual skills related to language" (p. 144).
- **Printed resources:** These include books, newspapers, pamphlets. According to Harmer (2007), although their use is decreasing, "they remain fundamental for their pedagogical value" (p. 177).
- **Audiovisual resources:** These combine auditory and visual stimuli, such as movies, videos, or documentaries. Roohani and Mamagani (2021) note that they promote meaningful learning by engaging more senses.

- **ICT resources:** These encompass information and communication technologies: digital whiteboards, educational software, online platforms, etc. They enable ubiquitous, flexible, and personalized learning (Stanley, 2013).

This suggests that the use of a variety of didactic resources may have the potential to significantly enhance the teaching-learning process by engaging different senses and providing multiple forms of stimuli.

The integration of these diverse didactic resources can enrich the teaching of English, appealing to different learning styles and motivating students. However, it is important to select them considering the objectives and the specific educational context.

Within the resources, music is very important. The benefits of music in the education of children are many and varied and have an impact on the physical and emotional development of the youngest. Music stimulates their intellectual capacities. But, at the same time, it is the perfect formula to encourage creativity and imagination or to promote the development of social skills. In addition to strengthening learning, it contributes to improving their language and favors their auditory discrimination. Likewise, the repetition of songs incorporates new vocabulary and the rhythm helps them to repeat complex phrases and promotes fun, dynamic, and spontaneous learning.

By working with music and songs, we acquire the vocabulary and expressions they contain incidentally, as the affective filter is lowered when we are motivated (Krashen, 1981). Music represents a language of sounds, rhythms, feelings, and emotions that can be easily integrated with other curricular areas, becoming an important resource for knowledge acquisition.

It shows how music can facilitate language learning by providing a natural and pleasant context for vocabulary acquisition and emotional involvement, thereby enhancing the overall learning experience.

1.2.2 Theoretical characterization of listening comprehension skills in the English language.

Listening involves receiving a language through the ear. It entails identifying and processing sounds that enable us to comprehend letters, accents, words, and sentences, which have specific meanings based on their pronunciation and rhythm (Richards, 2001).

Listening to songs, audios, videos during classes, participating, and being attentive to their teachers and classmates, help students acquire the necessary knowledge to develop this language as a second language.

One of the teacher's goals is for them to understand everything they hear in English through keywords; students do not need to know the meaning of each word, but the general context.

It is suggested that, to complement the development of this skill in students in a recreational way, they watch cartoons, series, and movies in English without subtitles or with subtitles in English, as well as videos with topics of their interest and listen to songs in this language, which favors memory for the pleasure of repeating them over and over again.

Studies confirm that people who focus on listening can learn the rest of the skills (Writing, Reading, and Speaking) faster, i.e. the best way to improve the other basic aspects of the language is to focus on listening first.

According to Palmer (2011), listening comprehension is the most important skill to be developed in the English as a Foreign Language (EFL) classroom. Its development precedes speaking, reading comprehension, and writing. Masoumeh (2016) and Abreus (2019) state that it refers to the process of understanding spoken language. Furthermore, listening comprehension involves more than just the simple perception of sounds; it becomes a process that requires attention to the aspects of discourse and understanding the message being conveyed.

As Palmer (2011) emphasizes, mastering listening comprehension is fundamental as it lays the groundwork for other language skills.

Each individual listens differently, and therefore, according to Spratt, Pulverness & Williams (2011), there are various sub-skills that depend on the reason or purpose for

listening. These sub-skills include: listening for gist, listening for specific information, listening for details, intensive listening, and extensive listening.

As Spratt, Pulverness & Williams (2011) note, understanding these sub-skills is essential for tailoring listening activities to meet diverse learning needs.

The importance of listening development is linked to its ontogenetic evolution. When an individual is a baby or a young school child, he/she only identifies the phonemes of the first language and does not take into account others, because they are not similar to what he/she has been accustomed to using since birth. As he/she grows up, since he/she is not constantly identifying sounds, it becomes difficult to understand other languages. The brain does not register these unfamiliar sounds as words, which creates a blockage when encountering this new language. This process, as observed in the ontogenetic development of listening skills, highlights the challenges faced in learning additional languages.

Focusing on listening first may be the best way to improve these skills. Moreover, Bradlow and Pisoni (1999) found that silently listening to the sounds of a new language before pronouncing them is more effective for phonetic perception than simultaneous pronunciation. This is because perception is not distracted from the exact phoneme and sound of the word, which facilitates assimilation rather than memorization.

The best way to learn a new language is based on hearing and listening. And, if you even want to improve this method can be enhanced with the use of videos and images with subtitles depending on the level of each person. It is not enough to acquire theory or adequate knowledge; we have to interpret the sounds of other languages as messages with meanings. In an experimental study published in the Journal of Memory and Language, authors Hayes-Harb and Hacking (2015) found evidence that simply listening to recordings of vocabulary in a new language, without pronouncing it, leads to better perception and memory of the sounds and meanings of words.

There is a set of indicators whose presence is part of the skills present in listening:

- **Understand words and sentences:**

“The ability to segment the sequence of speech sounds into words and understand the meaning of these words and their combinations in sentences is essential to successfully mastering a new language” (Meinzer et al., 2019, p. 36).

- **Meaning of words:**

Words are composed of two planes: the signifier, which are the sounds or letters that make up the word; and the signified, which is the concept that defines the reality or idea referred to.

The meaning of words becomes concrete in their use and, therefore, when they become part of a given communication process. Thus, the same word can acquire different meanings depending on the speaker's communicative intention and the context in which it occurs.

- **Capture sentences**

"La captación de oraciones se refiere a la habilidad de procesar oraciones completas en el nuevo idioma para extraer su significado. Involucra integrar el vocabulario, la gramática y el orden sintáctico para construir una representación mental coherente del mensaje que la oración transmite" (Nachtigäller et al., 2020, p. 550).

Listening comprehension is correlated with reading comprehension; however, these two skills are as different as oral language and written language are different.

- **Identify and process sounds**

Four subjective qualities are generally used to describe a musical sound: loudness, pitch, timbre and duration. Each attribute depends on one or more physical parameters that can be measured. From the point of view of intensity, sounds can be divided into loud and soft.

- **Intensity**

Sound intensity is the physical quantity that expresses the greater or lesser amplitude of sound waves or, in other words, the average flow of energy per unit area perpendicular to the direction of propagation.

In the case of spherical waves propagated from a specific source, the intensity is proportional to the square of the distance, assuming that they are not lost by viscosity, thermal conduction or other sound-absorbing effects.

- **Tone**

Pitch is defined as the height or elevation of the voice resulting from the frequency of vibrations of the vocal cords. If these muscles vibrate a high number of times per second, their tension increases, the pitch is higher, the voice rises and, ultimately, is higher pitched. Conversely, the lower the frequency, the fewer the vibrations per second, the lower the tension of the vocal folds, the lower the voice and, therefore, the lower it is perceived. The vibrations of a high-pitched sound are, within the unit of time, more numerous than those of a low-pitched sound.

Timbre

When speaking of this element of the voice, it refers to the quality that makes it unique and differentiates it among many others, since no two voice timbres are the same. In addition, voice timbre, by definition, refers to all the sound characteristics that allow a speaker to identify a particular singer. In concrete terms, voice timbre is defined by the sound characteristics that help differentiate one sound from another. This not only applies to singers and speakers, but it is also present when you differentiate whether you are talking to friends or your relatives, because they also have a voice timbre of their own.

Accent

The accent is a phenomenon of prominence that allows to highlight some sounds over others: some vowels over others. Tonic vowels are emphasized over unstressed vowels. This prominence is manifested, first of all, in that the tonic vowels have a higher pitch than the unstressed vowels (hence the names "tonic" and "unstressed"). Also, in that the tonic vowels are longer than the unstressed vowels and have a higher intensity. The tonic vowels are so different from the unstressed ones, and so important in comparison, that in many languages the phenomenon of "vowel reduction" occurs: the unstressed vowels lose their timbre, their own sonorous nature, and become indistinct vowels, very brief, and sometimes even disappear.

Según Quilis, "el acento es un rasgo prosódico que permite poner de relieve una unidad lingüística superior al fonema (sílabas, morfemas, palabras, sintagmas, frases; o un fonema, cuando funciona como unidad de nivel superior) para diferenciarla de otras unidades lingüísticas del mismo nivel" (1981:310).

1.3 Contextual background of English language teaching and learning.

1.3.1 English language teaching and learning process in basic education.

The learning of the English language is internationally recognized as an essential source for growth and global competitiveness. Latin American countries face the challenge of improving productivity to achieve long-term inclusive growth. In this regard, they have been characterized by economic growth, increased competitiveness, and the emergence of opportunities. Therefore, the process of teaching English is mentioned as providing stability in the region (Fiszbein et al., 2016).

Interest in learning English has increased significantly in Latin America, and some countries have promoted language learning through programs and policies. On the other hand, assessment results show that English proficiency remains low. The education system does not produce professionals with certain language skills. Most schools do not offer enough English classes for students to learn successfully (Cronquist and Fiszbein, 2017).

Today, it is considered essential for students to acquire English language competencies and develop language skills in order to succeed in their future careers. Peña Ledesma (2019) argues that the teaching of this language should begin at an early age and be integrated into the curricula, a goal that has been adopted by all governments, including Ecuador.

As Peña Ledesma (2019) emphasizes, early and integrated English education is crucial for equipping students with the skills needed for future success.

In Ecuador, although English began to be taught in 1912, it was not officially included in the school curriculum until 1950 (Castro, Abreus et al., 2016, p.21). Ávila Salem (2010)

indicates that in Ecuador, English is the officially taught foreign language in both public and private educational institutions. The Ecuadorian Ministry of Education has implemented changes to improve the teaching and learning of English as a second language. One of the first changes was the mandatory teaching of English in secondary education starting in 1992 (British Council, 2015).

In 1992, the Curriculum Reform and Development for Learning English (CRADLE) was implemented in Ecuadorian secondary schools. This project included the "Nuestro Mundo a Través del Inglés" textbooks, which addressed local topics in English and included guides and audio materials. The update to this reform, known as "es hora de enseñar inglés," aimed to improve language teaching by focusing on competencies and methodology (Peña Ledesma, 2017, p.26).

It is worth noting that the Ecuadorian government has supported teachers with scholarships through the "Go Teacher" program in 2012, sending several teachers to U.S. universities to prepare them and improve their English levels. In addition, agreement 041-14 established by the Ministry of Education in 2014 considers teaching English five hours per week in educational institutions.

According to the Senescyt (2014) in bulletin number 249, "Este jueves 7 de agosto de 2014, se llevó a cabo la graduación de 100 becarios ecuatorianos del Programa Go Teacher en Kansas State University, iniciativa desarrollada por la Secretaría de Educación Superior, Ciencia, Tecnología e Innovación con el fin de que los docentes estudiantes exploren temas relacionados con el currículo, la enseñanza y el aprendizaje del inglés, además de conocer y manejar estrategias pedagógicas para la enseñanza de éste como segundo idioma" (Senescyt, 2014, bulletin No. 249).

Based on the above, the results of English teaching in Ecuador are far from desirable in terms of educational objectives. According to the newspaper El Universo (2020), in the 2020 edition of the Education First (EF) English Proficiency Index (EPI) tests, taken by more than 2.2 million people worldwide, Ecuador ranked 19th in Latin America and 93rd among 100 countries globally. EF's analysis shows that participants from Ecuador were placed in the fifth lowest group. These individuals can only introduce themselves (name, place of origin, age), understand, and give basic directions to a foreigner. The country fell from 35th place in 2014 to 93rd place in 2020.

According to research conducted by the University of Cuenca, the main reason for the limited use of English is the lack of teaching resources, a condition evident in most schools in the city of Cuenca. An exploratory study was carried out to determine the cause of the low performance of students in English. The study used a printed survey with a questionnaire answered by 168 English teachers, 92 of whom were observed in the classroom, and 54 teachers were interviewed, totaling 215 English teachers. The data revealed that the low level of English learning among secondary students is due to the use of traditional teaching strategies and a lack of teaching resources (Calle et al., 2012).

Despite the efforts made through reforms and programs to improve English language teaching in Ecuador, it is notable that students in educational centers do not improve their language skills due to lack of classroom practice or lack of need for the language in the social context.

Listening comprehension presents a challenge for secondary students, as noted by Ochoa Elizalde (2017). Issues with listening comprehension have been recurrent, particularly when dealing with lengthy auditory passages that include jargon, idioms, unfamiliar words, and complex grammatical structures.

The research was conducted at the Aurelio Prieto Muelas School in Santa Rosa, with several teachers and students in charge. In the area of English, there is a teacher responsible for the subject.

By addressing the difficulties present in listening skills, through the use of didactic resources such as music, we seek to improve the listening skills of basic education students, since this skill is fundamental for the adequate mastery of the English language.

1.3.2 Current diagnostic evaluation of the listening ability of the Seventh Parallel “A” of the Aurelio Prieto Muelas Basic Education School.

This section describes the results of the assessment conducted to determine the current level of English listening skills among the seventh-grade students at "Aurelio Prieto Muelas" School. The assessment, using the previously developed instruments, was conducted with 20 students aged 11 years.

The information collected in this research was obtained using an observation guide as the primary instrument. Through subtle observation conducted over several consecutive

classes, it was evident that there were no frequent interruptions due to disciplinary issues, which creates a more conducive learning environment. However, the implementation of teaching methods during the class was deficient, which may negatively impact the teaching and learning process.

Despite adhering to the required number of weekly sessions and class durations according to the established curriculum, student participation was minimal, and audiovisual materials were not used, thereby limiting opportunities for a more dynamic and enriching learning experience. These findings suggest the need to enhance teaching strategies with the use of instructional resources and to foster greater student engagement to optimize English language teaching.

Subsequently, an interview with the English teacher was conducted. It was observed that students exhibit significant deficiencies in various areas of English listening comprehension. Most responses indicate that students only occasionally manage to correctly identify different sounds (phonemes), recognize accents, and understand words spoken with different intonations. Additionally, they struggle to grasp the meaning of new words based on tone and context, as well as to follow conversations in English among multiple speakers.

These issues extend to understanding instructions in English, recognizing words in different contexts, and identifying emotional tones. Students' ability to comprehend and follow instructions for activities or games in English after listening only once is also insufficient. These findings underscore the urgent need to implement more effective pedagogical strategies to enhance listening comprehension in English language learning.

As a final tool, a pedagogical test was administered to the students to assess their listening skills. This test was conducted using a rubric specifically designed to verify and corroborate what had already been observed in previous classes. This approach provided a more accurate and detailed understanding of the students' auditory abilities.

Table 1. Scores on the Diagnostic Test.

NIVELES	VALORES
Alto	10-8

Medio	7-5
BAJO	(-5)

Own elaboration

Indicator 1: Ability to identify different phonemes and accents in the audio

The results for Indicator 1 show that only 12.5% of the students accurately identify all the phonemes and accents in the audio. This finding aligns with what Celce-Murcia et al. (2010) highlight: “La percepción y producción de fonemas es una de las áreas más desafiantes en la adquisición de un segundo idioma” (p. 34). The fact that 62.5% of students are at an intermediate level suggests that, as Llisterri (2003) argues, “the acquisition of phonological competence is a gradual process that requires constant exposure and guided practice” (p. 95). Only 12.5% of students accurately identify all the phonemes and accents in the audio, indicating that a minority has a highly developed listening ability. However, the 62.5% of students at an intermediate level can identify most phonemes and accents with some difficulties. This suggests that while they have a foundation in phoneme and accent identification, they still need reinforcement and practice to improve their accuracy. On the other hand, the 25% of students who face significant difficulties in this area highlight the urgent need for intervention to develop these basic listening skills.

Indicator 2: Ability to accurately interpret words and intonation in the audio

In this indicator, only 12.5% of the students can accurately interpret most of the words and intonation in the audio, demonstrating advanced listening comprehension among a few students. Half of the students (50%) are at an intermediate level, interpreting some words and intonations but with difficulties. This group could benefit from teaching strategies focused on improving contextual interpretation and understanding of intonation. The remaining 37.5% of students face significant challenges, indicating a critical need to enhance their skills in interpreting spoken language and variations in intonation.

Indicator 3: Ability to understand the meaning of words and sentences in context

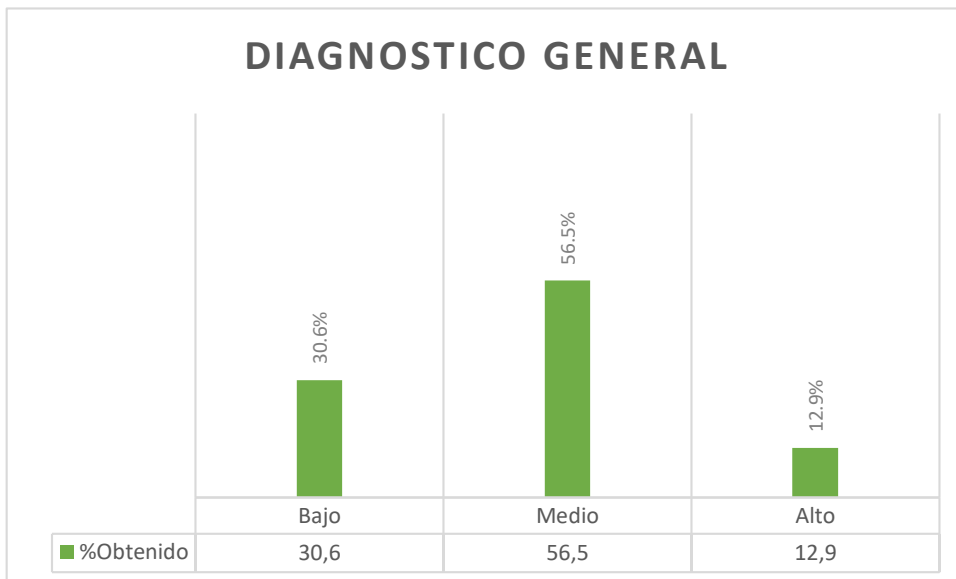
For contextual comprehension, only 12.5% of the students fully understand the meaning of words and sentences in context, indicating that a minority has an advanced level of comprehension. The majority of students (68.75%) are at an intermediate level, grasping the general context but struggling with specific details. This suggests that while they can follow the main idea, they lack precision in understanding nuances. The remaining 18.75% of students face significant difficulties in understanding the context of the audio, highlighting the need for educational approaches that strengthen this essential skill. As Rost (2011) describes, it is "the ability of L2 learners to infer meaning from context, though with limited accuracy" (p. 176).

Indicator 4: Recognition and understanding of words in different situations

Regarding the recognition and understanding of words in different situations, 14.29% of the students are able to recognize and understand all the words used in the audio, demonstrating a strong auditory ability in this aspect. Meanwhile, 42.86% of the students are at an intermediate level, recognizing and understanding most of the words but with some difficulties.

This percentage indicates that a significant portion of the students could benefit from more intensive and specific training. Finally, another 42.86% of the students face significant difficulties in this area, highlighting a crucial need for educational intervention to improve their listening comprehension skills in different contexts. Field (2008) argues that "variability in listening comprehension across different situations is common among L2 learners and requires specific practice in a variety of contexts" (p. 137).

General Diagnosis



Own elaboration

These percentages indicate that, in general, more than half of the students (56.5%) are at an intermediate level in terms of English listening comprehension skills, while a minority (12.9%) achieves a high level. However, a significant percentage (30.6%) is at a low level, highlighting the need for more effective pedagogical strategies to improve these skills.

Furthermore, based on the bibliography compiled for this research study and the results obtained from the various tools used prior to the test, it can be stated that the reasons for the students' low level of English proficiency are numerous. These include: students use the language very little both inside and outside the classroom, they are not sufficiently motivated to study the language, they find English classes boring and monotonous, they have a negative attitude towards learning English, and the subject of English is given little importance in educational institutions. For all these reasons, this research is considered innovative and essential for developing listening skills in English, as it aims to spark interest, increase motivation, and facilitate English learning among students. Therefore, an intervention proposal will be made to address these identified deficiencies, which will be detailed in the next chapter.

CHAPTER II. METHODOLOGICAL FRAMEWORK FOR THE STUDY OF LISTENING IN ENGLISH.

This chapter constitutes one of the fundamental pillars in the development of this thesis, as it provides a detailed and systematic description of all the procedures, techniques, and strategies used to conduct the study in a proper and rigorous manner. This section will define crucial aspects such as the chosen research approach and type, in alignment with the stated objectives, as well as the design that will guide data collection and analysis. Additionally, the study population will be delineated, and the process for sample selection will be specified. The techniques and instruments used for gathering the necessary information will be detailed, ensuring their validity and reliability, as well as the methods for processing and analyzing the collected data.

2.1 Type of Research

This research falls within the quantitative experimental paradigm, aiming to interpret reality and understand the underlying causes of the problem through data collection and analysis to test the proposed hypothesis. According to Hernández, Fernández, and Baptista (2014), "quantitative research is a systematic and objective process that uses statistical techniques to collect and analyze data" (p. 45). This approach allows for a precise and objective evaluation of the involved variables, providing results that can be generalized and replicated. In the context of this study, various statistical tools and methodologies will be employed to ensure the validity and reliability of the obtained data, which will enable a more in-depth and detailed interpretation of the studied phenomena.

2.2 General Paradigm or Perspective

This research is framed within a positivist paradigm, which is based on observation and experimentation to know and understand reality. This approach is characterized by its quantitative nature, focusing on the collection of numerical data and the application of statistical techniques for analysis. By adopting this approach, the aim is to generalize the obtained results to a broader population, thus allowing for a greater understanding and prediction of the studied phenomena.

2.3 Population

The research selected a group of 20 seventh-grade students from the "Aurelio Prieto Muelas" School in Pasaje City, Oro Province, with an age range of 12 years. The population is composed as follows:

2.4 Research Methods

Research methods are a set of logical processes through which scientific questions are formulated, hypotheses are tested, and research tools are validated. Nateras (2005) noted that "the method is an indispensable requirement for research and is the tool that helps to systematize and organize the research, as well as contribute to achieving the pre-established objectives" (p. 3).

2.4.1 Theoretical Methods

Theoretical methods are used to analyze and interpret existing information on a topic. They rely on logic and reasoning to generate new ideas and theories.

- **Historical-Logical Method:** Hernández Mendoza and Duana Ávila (2018) explain that "the historical-logical analysis method is linked to discovering the fundamental laws of phenomena, based on data obtained through the historical method" (p. 24). This method allows for the analysis of the evolution and development of the studied phenomena over time, providing a deep and contextualized understanding. It focuses on identifying historical patterns and trends that may influence the current situation, facilitating the formulation of hypotheses and theories grounded in historical evidence. Through this approach, causal and explanatory relationships between past and present events can be established, which is essential for understanding the underlying dynamics of the investigated phenomenon.

- **Analytical-Synthetic Method:** Analytical and synthetic activities play a crucial role in the cognitive process and are carried out at all levels; therefore, students should definitely experience its application in school. Bezusova et al. (2017) state that "analytical and synthetic activity plays an important role in the cognitive process and is carried out at all levels; therefore, students should definitely experience its application" (p. XX). This method allows for the decomposition of complex phenomena into their simplest components (analysis) and then integrates these components to form a complete and coherent

understanding (synthesis). The application of this method in research facilitates a more detailed and profound comprehension of the individual aspects of the studied phenomenon, as well as their interrelation and functioning together.

- **Systematic Method:** The systematic method focuses on ensuring that its requirements are met throughout the entire research process, validating that the theoretical conception is fulfilled. Ortiz (2012) notes that “the systematic method focuses on ensuring that its requirements are met throughout the entire research process, validating that the theoretical conception is realized” (p. XX). This approach enables a methodical and structured organization of the steps to be followed in the research, ensuring that each stage aligns with the theoretical and practical objectives of the study. Applying the systematic method facilitates coherence and rigor in the research process, from problem formulation to result interpretation, ensuring the reliability and validity of the conclusions drawn.

- **Hypothetico-Deductive Method:** According to Hempel (1966), "the hypothetico-deductive method involves formulating hypotheses that are tested by deducing observable consequences. If the predictions derived from the hypothesis are confirmed by experimentation and observation, the hypothesis is strengthened; if not, the hypothesis must be modified or rejected."

2.4.2 Empirical Methods

Empirical methods are fundamental in research as they allow for the collection of new and relevant data on a specific topic. These methods are based on observation, experimentation, and measurement to obtain real and verifiable information about the world. Below are the main empirical methods used in research:

- **Observation:** This essential method involves collecting data through direct or indirect observation of the subjects of study. Direct observation occurs when the researcher is present at the time and place where events take place, allowing them to note details and behaviors in real-time. Indirect observation, on the other hand, relies on data gathered from records, recordings, or other means that document the phenomenon of interest. This method is crucial for obtaining detailed and contextual information about the subject of study without the researcher's direct intervention.

- **Experimentation:** This research method is used to determine causal relationships between variables. It allows the researcher to manipulate one or more independent variables to observe their effect on one or more dependent variables in a controlled environment. The ability to control and isolate variables makes experimentation a powerful tool for establishing cause-and-effect relationships and rigorously testing specific hypotheses. Through experimentation, precise and reproducible data can be obtained, contributing to the validity of scientific findings.

- **Measurement:** Measurement is the process of assigning numbers or values to the characteristics or properties of the objects or phenomena being studied in order to quantify and analyze them objectively. This method is fundamental for transforming qualitative observations into quantitative data, facilitating statistical analysis and comparison of results. Measurement enables researchers to establish scales, indices, and metrics that are essential for accurately assessing and interpreting results.

- **Pedagogical Tests:** These are tools designed to assess students' academic performance in specific areas. Pedagogical tests provide statistical data on students' strengths and weaknesses, in this case, in learning the English language. In addition to identifying the level of knowledge and skills of students, pedagogical tests also help pinpoint the causes of educational deficiencies. With this information, educators can design more effective interventions and pedagogical strategies to improve student performance and learning.

Working with variables

In this study, the independent variable is the use of music as a didactic resource. Music, in this context, refers to incorporating musical elements such as songs, rhythms, and auditory stimuli into the teaching process to enhance the educational experience. This variable is manipulated to explore its effects on the educational outcomes of students. The dependent variable is listening comprehension. Listening comprehension is assessed to determine how effectively students can understand and process spoken language. The focus is on evaluating whether the integration of music influences students' ability to accurately interpret and understand auditory information. By analyzing the relationship between these variables, the study aims to determine if and how music as an educational tool impacts students' listening skills.

Table 1

Consistency matrix

Variables	Tipo de variables	Definición conceptual	Dimensiones	Indicadores	Instrumentos	Hacer preguntas	Escala de medición
Listening	Variable dependiente	El Listening, es recibir un idioma a través del oído. Involucra identificar y procesar los sonidos que nos permiten comprender letras, acentos, palabras y oraciones que de acuerdo a su pronunciación y ritmo tienen un significado determinado. (Miss Vianey Pasquel, 2021)	Comprender palabras y oraciones	Significado de las palabras	-Diagnostico pedagógico -Encuesta -Guia de observacion	¿El estudiante reconoce el significado de las palabras?	1: NO 2: MEDIO 3: SI
				Captar oraciones		¿El estudiante entiende las oraciones?	1: NO 2: MEDIO 3: SI
			Identificar y procesar Sonidos	Intensidad		¿El estudiante identifica la intensidad de la palabra?	1: NO 2: MEDIO 3: SI
				Tono		¿El estudiante identifica el tono de la palabra?	1: NO 2: MEDIO 3: SI
				Timbre		¿El estudiante identifica el timbre	1: NO 2: MEDIO 3: SI

						de la palabra?	
				Acentos		¿El estudiant e identifica el timbre de la palabra?	1: NO 2: MEDIO 3: SI

CHAPTER III. INTERVENTION PROPOSAL FOR THE DEVELOPMENT OF LISTENING SKILLS.

The third chapter of this work progressively details the practical contribution that allows the researchers to confirm the validity of the intervention proposal. This consists of a system of classes that uses music as a didactic resource to improve the Listening skills in the students of the 7th year of Basic Education, parallel “A”, of the school “Aurelio Prieto Muelas” of Pasaje, during the school year 2024- 2025.

3.2 THEORETICAL FOUNDATION OF THE CLASS SYSTEM USING MUSIC AS A DIDACTIC RESOURCE TO IMPROVE LISTENING SKILLS IN ENGLISH IN 7TH GRADE ELEMENTARY SCHOOL STUDENTS.

The development of listening skills is crucial in learning English as a foreign language. Vandergrift (2007) emphasizes that listening comprehension is fundamental for communication and effective language learning. However, students in 7th grade of Basic Education, parallel “A”, at the “Aurelio Prieto Muelas” school in Pasaje, often face significant challenges in this área, which requires innovative teaching approaches and resources

The evolution of listening teaching methodologies has been significant in recent decades. Richards (2008) highlights how the approach has shifted from a passive to a more interactive and meaningful one. Learning theories, particularly Vygotsky's social constructivism, are relevant for acquiring listening skills. Lantolf and Thorne (2006) argue that language learning, including listening, is a socially mediated process.

The communicative approach, according to Savignon (2018), emphasizes the importance of exposing students to authentic input, including musical materials, to develop listening comprehension. Rost (2016) categorizes listening teaching methods into traditional and modern, noting the growing importance of incorporating authentic resources such as music. Ludke (2009) notes that music can significantly improve verbal memory and vocabulary acquisition in language learning. Additionally, Engh (2013) argues that music-based activities can increase motivation and reduce anxiety in language learning.

Gardner (2011) highlights the importance of musical intelligence in language learning. Fonseca-Mora et al. (2011) suggest that integrating musical activities can help address different learning styles and enhance listening comprehension. Murphey (1992) proposes various techniques, such as gap-filling exercises in songs and vocabulary identification, which can significantly improve listening skills. Griffie (1992) emphasizes the importance of selecting songs appropriate for the age and level of students. Vandergrift and Goh (2012) propose a three-phase approach: pre-listening, while-listening, and post-listening, to structure listening comprehension activities.

The development of an effective teaching system using music as a didactic resource to improve listening requires careful planning and structured implementation. Millington (2011) proposes a framework that can serve as a basis for this system. Furthermore, Kuśnierek (2016) suggests that an effective music-based lesson should include three main phases: pre-listening, while-listening, and post-listening.

Sevik (2012) suggests incorporating a variety of activities into this teaching system, including:

- Ordering song lyrics
- Filling in blanks in the lyrics
- Answering comprehension questions
- Discussing the message or theme of the song
- Creating dialogues or stories based on the song

These activities not only enhance listening comprehension but also integrate other language skills. As Sevik (2012) notes, "these activities can be highly effective in developing listening skills while also promoting a holistic approach to language learning."

Similarly, Rost (2013) proposes a continuous formative assessment approach that includes regular listening comprehension tests, portfolios of song-related activities, and self-assessment and reflection by students on their progress. Coyle and Gómez Gracia (2014) suggest implementing long-term projects, such as creating a class 'songbook.'

The use of music as a teaching resource to improve English listening skills offers an innovative and effective approach. This class system, grounded in solid learning theories and proven methods, provides a structured yet flexible framework for educators. As Rost (2013)

emphasizes, "a continuous formative assessment approach, incorporating various evaluative tools, is crucial for tracking progress and enhancing learning outcomes."

Integrating music not only enhances listening skills but also increases motivation, reduces anxiety, and creates a more enjoyable and effective learning environment. Successful implementation of this system requires careful planning, appropriate material selection, and ongoing assessment. Educators must be prepared to adapt and refine their approaches based on student needs and responses. Ultimately, a teaching system that uses music as a resource not only has the potential to significantly improve students' listening skills but also fosters a lasting love for language learning.

3.2 PLANNING OF THE CLASS SYSTEM USING WARM UP AS A DIDACTIC TECHNIQUE FOR THE IMPROVEMENT OF ORAL EXPRESSION IN THE ENGLISH LANGUAGE.

This section specifies the planning of the classes that the authors have structured, in which a system of classes using music as a didactic resource is offered to improve the listening skills in English of the students of 7th grade of Basic Education, parallel "A" of the school "Aurelio Prieto Muelas" of Pasaje. This system was developed in four classes, starting on Friday, June 14 until July 5, 2024

CLASS 1
Content: Present Simple
Topic: Present Simple
Method: Test, Teach, Test (TTT), This method is used because it focuses on the teaching-learning process. It requires the teacher to start with an icebreaker activity, which is part of the introductory oral expression activities, typically used at the beginning of a new class to get to know each other. Additionally, this method consists of three parts: class presentation, practice, and production, which means it will help evaluate the process.
Resources: Whiteboard, markers, worksheets, pens, flashcards, song lyrics, audio player,

and speaker.
https://youtu.be/m9JlqyW_GAk?si=abjRRWz3475loXdY
Introduction: Start with a greeting, then introduce the topic and objective of the previous class. Conduct warm-up activities with a 10-minute time limit, asking students about their daily routines in English and using flashcards to help students associate names with images.
Development:
Listening Activity: Play the song "Feel" by Robbie Williams.
- Pre-listening: A list of key vocabulary is provided on the whiteboard.
- While -listening : Students listen to the song and complete a worksheet with gaps in the lyrics.
- Post-listening: The answers and the structure of the present simple tense in the song are discussed.
Grammar Explanation: The structure of the present simple tense is explained using examples from the song on the whiteboard.
- Guided Practice: Students are grouped to write and share sentences about their partner's routine using the present simple tense..
Conclusion: At the end, some students are chosen to present their sentences in front of the class. The teacher should evaluate and provide feedback to the group. The key points of the lesson are summarized.

CLASS 2
Content: Writing a Short Paragraph

Topic: Writing a Short Paragraph
Method: Presentation, Practice, Production (PPP), This method is used because it follows a logical progression in teaching. It begins with content presentation, continues with guided practice, and concludes with independent production, allowing students to internalize and apply what they have learned.
Resources: Whiteboard, markers, worksheets, pens, sample paragraphs, song lyrics, audio player.
https://youtu.be/ekzHIouo8Q4?si=aEQFHV2lZve_a6uX
Introduction: Start with a greeting, then introduce the topic and objective of the previous class. Conduct warm-up activities with a 10-minute time limit: a quick brainstorming session on favorite hobbies.
Development:
- Listening Activity: The song “A Whole New World” from Disney is played, and the narrative structure is discussed.
- Pre-listening: A list of key vocabulary is provided.
- While – listening: Students listen to the song and take notes on the main ideas.
- Post-listening: The structure of the paragraph in the song's narrative is discussed.
-Presentation: A sample paragraph about a hobby is displayed, highlighting the structure (introduction, body, conclusion).
- Guided Practice: Students write a paragraph about their own hobby, following the sample structure.
- Pre-writing: Ideas and vocabulary are discussed
-While-writing : Students write their paragraphs individually
- Post-writing: A peer review is conducted, providing feedback on structure and content.
Conclusion: At the end, some students are chosen to read their paragraphs aloud. The teacher should evaluate and provide feedback. The key points of the lesson are summarized.

CLASS 3

Content Giving Your Opinion
Topic Expressing Opinions
Method communicative, this method is used because it allows students to develop pronunciation skills through repetition and imitation.
Resources: Whiteboard, markers, worksheets, pens, audio recordings, discussion topics, song lyrics, audio player.
https://youtu.be/ekzHIouo8Q4?si=YzggonVY9rGqWbbX
Introduction
Start with a greeting, then introduce the topic and objective of the previous class. Conduct warm-up activities with a 10-minute time limit: briefly discuss a controversial topic.
Development
- Listening Activity: The song “When I Was Your Man” by Bruno Mars is played, and the opinions presented are discussed.
- Pre-listening: Key phrases for giving opinions are provided, such as “I think that...,” “In my opinion,” among others of interest.
- While – listening : Students listen and take notes on the phrases used.
- Post-listening : The phrases and their use in the context of the song are discussed.
- Práctica Guiada: In pairs, students choose a topic and practice giving their opinions using the phrases learned.
- Actividad de Escritura: Students write a short paragraph expressing their opinion on a given topic, using phrases from the song as inspiration.
Conclusion: At the end, a mini-debate is conducted in class, with each pair presenting their opinions. The teacher should evaluate and provide feedback. The key points of the lesson are summarized.

CLASS 4
Content: Money, Collections

Topic: Discussing Money and Collections
Method : Test, Teach, Test (TTT), this method is used because it focuses on the teaching-learning process, evaluating and adjusting according to the student's progress.
Resources: Whiteboard, markers, worksheets, pens, audio recordings, collection images, song lyrics, audio player.
https://youtu.be/CRpbFtUWszg?si=hfo-mWaEEonut31P
Introduction: Start with a greeting, then introduce the topic and objective of the previous class. Conduct warm-up activities with a 10-minute time limit: discuss the students' collections or things they like to collect.
Development
-Listening Activity: The song “Lemon Tree” by Fool's Garden is played
- Pre-listening: Vocabulary related to money and collections is introduced.
- While-listening: Students listen and answer questions on a worksheet.
-Post-listening: The answers are discussed in class.
- Guided Practice: Students work in pairs to discuss their own collections or something they would like to collect, using the vocabulary learned.
- Writing Activity: Students write a short paragraph about their collection, including details about costs and value, such as anime cards, stamps, etc.
Conclusion: At the end, some students are chosen to share their paragraphs with the class. The teacher should evaluate and provide feedback. The key points of the lesson are summarized.

Conclusion of the Created Class System

A proposal for a class system based on the use of music as a teaching resource to develop listening skills was designed for seventh-grade students in basic education. This system is characterized by its integrative and comprehensive approach, tailored to the individual needs and motivations of students. Its goal is to promote the progressive development of communicative skills in English, thereby fostering a dynamic, active, educational, and enriching interest in language learning.

As Richards (2008) highlights, "the integration of engaging and contextually relevant materials, such as music, enhances the development of language skills and motivates learners." This system aims to achieve just that by providing a stimulating and enjoyable learning experience that aligns with students' interests and needs.

CHAPTER IV. APPLICATION OF THE SYSTEM OF CLASSES FOR THE DEVELOPMENT OF LISTENING IN THE STUDENTS OF THE SEVENTH YEAR OF BASIC EDUCATION IN THE GENERAL SCHOOL "AURELIO PRIETO MUELAS" THROUGH THE USE OF MUSIC AS A DIACTIC RESOURCE.

This chapter presents the results obtained from the implementation of the class system designed to develop English listening skills among seventh-grade students at Aurelio Prieto Muelas Educational Unit during the 2024 school year. The data was collected on June 7th through an experimental design.

4.1 Description of the Application of the Class System Using Listening as a Teaching Strategy for Vocabulary Development in English

This section details the planning of structured classes designed to improve the English listening skills of seventh-grade students in parallel "A" at Aurelio Prieto Muelas Educational Unit in Pasaje. The system was implemented over four classes during the month of June.

Class 1

On Friday, June 28, the first class of the system using music as a teaching resource to enhance English listening skills was conducted for the seventh-grade students in parallel "A" at Aurelio Prieto Muelas School in Pasaje. The class focused on the present simple tense

using the Test, Teach, Test (TTT) method. It began with a greeting and a brief review of the topic and objectives, followed by warm-up activities where students discussed their daily routines in English using illustrated flashcards. The song "Feel" by Robbie Williams was then played. During the pre-listening phase, a list of key vocabulary was presented on the board. In the while-listening phase, students listened to the song and completed a worksheet with gaps in the lyrics. Finally, in the post-listening phase, the answers were discussed, and the structure of the present simple tense in the song was reviewed. The structure of the present simple tense was explained using examples from the song on the board, followed by guided practice where students worked in groups to write and share sentences about their partner's routine. The class concluded with selected students presenting some sentences to the class, while the teacher assessed and provided feedback, summarizing the key points of the lesson.

Class 2

On Friday, July 5, the second class focused on writing a short paragraph. In this session, the Presentation, Practice, Production (PPP) method was used. The class began with a greeting and a review of the topic and objectives from the previous class, followed by a quick brainstorming session about favorite hobbies as a warm-up activity. Next, a song related to the theme was played, and relevant vocabulary was introduced during the pre-listening phase. In the while-listening phase, students listened to the song and completed a worksheet about the content. In the post-listening phase, the answers were discussed, and the song's content was used as a basis for writing. Students wrote a short paragraph using examples from the song. The class concluded with the review and sharing of the written paragraphs, and the teacher provided feedback, summarizing the key points of the lesson.

Class 3

On Friday, July 12, the third class was conducted, focusing on expressing opinions. A communicative method was used for this class. It began with a greeting and a review of the topic and objectives, followed by a brief discussion on a controversial topic as a warm-up activity. Then, the song "When I Was Your Man" by Bruno Mars was played. During the pre-listening phase, key phrases for expressing opinions were provided. In the while-listening phase, students listened to the song and noted the phrases used. In the post-listening phase,

the phrases and their usage in the context of the song were discussed. A guided practice was conducted where students, in pairs, practiced giving opinions using the learned phrases. Students wrote a short paragraph expressing their opinion on a given topic. The class concluded with a mini-debate, with each pair presenting their opinions. The teacher provided feedback and summarized the key points of the lesson.

Class 4

On Friday, July 19, the fourth class was held, focusing on discussing money and collections. The Test, Teach, Test (TTT) method was used for this session. The lesson began with a greeting and a review of the topic and objectives from the previous class, followed by a discussion about collections or things they like to collect as a warm-up activity. Then, the song “Lemon Tree” by Fool's Garden was played. During the pre-listening phase, vocabulary related to money and collections was introduced. In the while-listening phase, students listened to the song and answered questions on a worksheet. In the post-listening phase, the answers were discussed in class. Students worked in pairs to discuss their own collections or what they would like to collect, using the vocabulary learned. They then wrote a brief paragraph about their collection, including details about costs and value. The class concluded with selected students sharing their paragraphs with the class. The teacher provided feedback and summarized the key points of the lesson.

Pre-Test Implementation

The pre-test was administered on June 7, 2024, the same day a non-participant observation was conducted. The test was given after the English teacher completed the lesson. The questions to be evaluated were explained to the students at the time of implementation, as well as the evaluation method, which involved assessing 34 students.

Post-Test Implementation

To address the errors identified in the pre-test, it was decided to implement four different classes applying the class system, thus helping students learn sound recognition, auditory processing, vocabulary, and text comprehension in a stimulating manner. After completing the entire guide established at the beginning of the classes, the post-test was administered on July 12, after finishing the class system and reviewing the previous topics. The post-test was given to the 34 students, yielding the following results.

4.1.1 Pre-Test Results

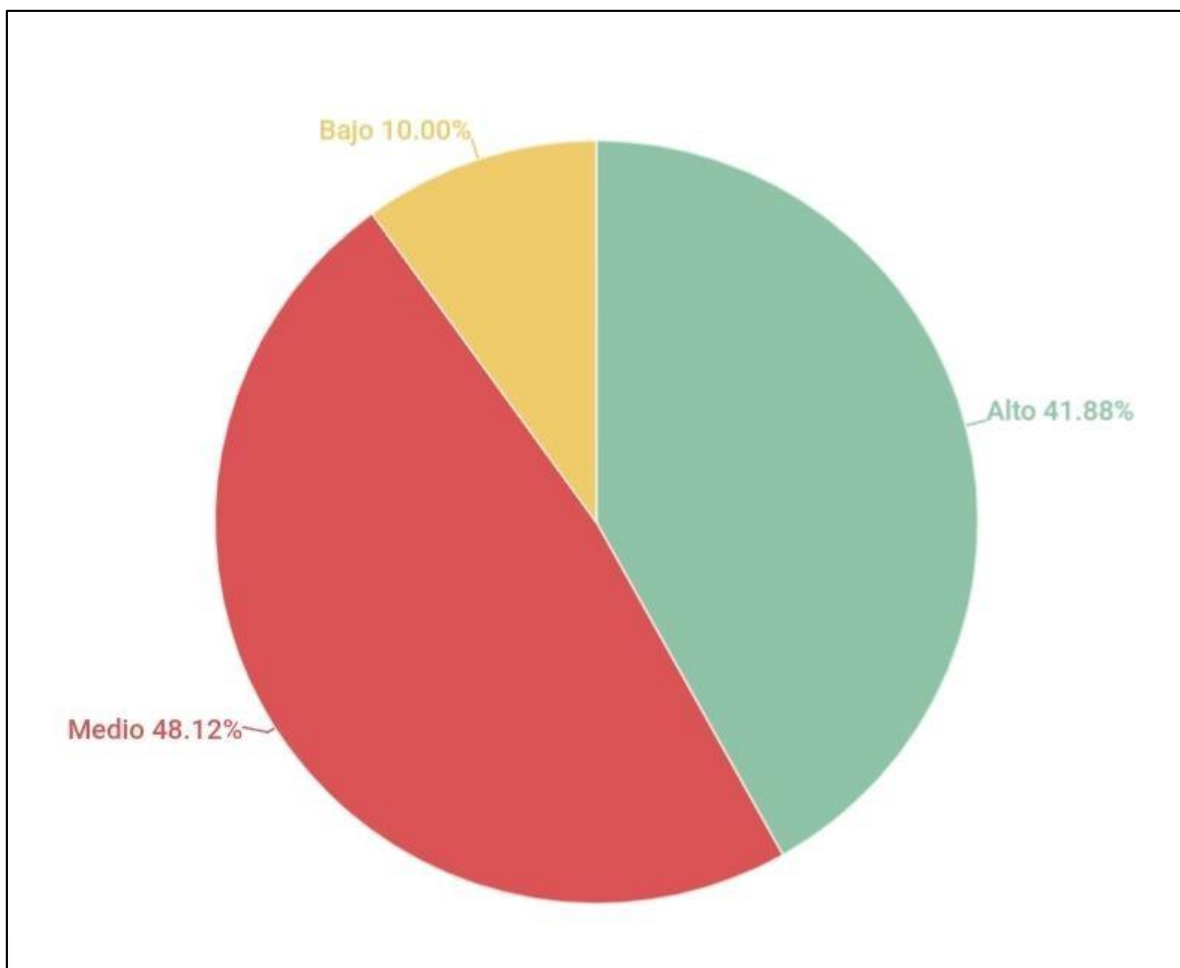


Figure. Post-Text Results

After implementing the class system and focusing on the same initial population of 34 students, the results were as follows:

- **High Proficiency:** 41.88% of the students achieved a high score, demonstrating an excellent ability to identify different phonemes and accents in the audio.
- **Medium Proficiency:** 48.12% of the students scored between 6-8 points. While they showed a good level of listening skills, some errors persisted that could be improved.
- **Low Proficiency:** 10% of the students received a low score. Although there was some improvement, deficiencies in listening skills remained.

Given the post-test results, it is evident that after the classes, the students' scores have increased in the high and medium proficiency categories, with scores ranging from 8 to 10 in the evaluated listening topics.

As Maley (2017) states, these resources "allow students to listen and repeat recordings in the target language, improving skills such as listening and speaking." This aligns with the objective of this research and is reflected in the post-test results.

4.2 Analysis of Pre-Test and Post-Test Results

Overall Improvement: There is a noticeable improvement in the post-test results compared to the pre-test. While only 12.9% of students scored at a high level in the pre-test, 41.88% achieved a high score in the post-test, demonstrating a considerable advancement in the identification of phonemes and accents.

Reduction in Low Levels: The percentage of students at the low level decreased from 30.6% in the pre-test to 10% in the post-test, indicating an overall improvement in auditory skills. This suggests that the implemented pedagogical strategies had a positive impact.

Stability in the Medium Level: The percentage of students at the medium level remained relatively stable (56.5% in the pre-test compared to 48.12% in the post-test). Although there has been a reduction in the percentage of students at this level, there is still room for improvement, especially in the accuracy of phoneme and accent identification.

Thus, the implementation of classes using music as a didactic resource has resulted in a significant improvement in students' listening skills, with an increase in the percentage of students reaching high levels and a decrease in low levels. However, there is still work to be done to perfect listening skills and reduce persistent errors.

Indicadores	PRE-TEST	POST-TEST
Porcentaje de Estudiantes en Nivel Alto	12.9% (pocos estudiantes con alta habilidad auditiva)	41.88% (mejora significativa en habilidad auditiva)
Porcentaje de Estudiantes en Nivel Medio	56.5% (mayoría en nivel medio)	48.12% (ligera disminución, aún hay margen para mejorar)
Porcentaje de Estudiantes en Nivel Bajo	30.6% (porcentaje significativo con deficiencias)	10% (reducción notable, pero aún persisten deficiencias)

4.3 Hypothesis Verification

Scientific Hypothesis: The incorporation of music as a didactic resource in the teaching-learning process significantly improved the listening skills of the 7th-grade students of Aurelio Prieto Muelas School.

4.3.1 Students' Value Scale in Pre-Test and Post-Test (Table 1).

	Nivel alto	Nivel medio	Nivel bajo	Total
Pre-test	4	19	11	34

Post-Test	14	16	4	34
Total	20	35	15	68

	Observado	Fórmula	Esperado	Chi X ²
Nivel alto	14	$20*34/68$	10	3.6
Nivel medio	16	$35*34/68$	17.5	0.169
Nivel bajo	4	$15*34/68$	7.5	1.633

H0: The incorporation of music as a didactic resource in the teaching-learning process will not significantly improve the listening skills of the 7th-grade students of Aurelio Prieto Muelas School.

H1: The incorporation of music as a didactic resource in the teaching-learning process will significantly improve the listening skills of the 7th-grade students of Aurelio Prieto Muelas School.

4.2.2 Observed and Expected Frequencies (Table)

Nivel alto	4	$20*34/68$	10	3.6
Nivel medio	19	$35*34/68$	17.5	0.129
Nivel bajo	11	$15*34/68$	7.5	1.633

4.3.3 Chi-Square Results

PRE-TEST	POST-TEST	TOTAL
3.362	3.362	6.724

Tabla Distribución Chi Cuadrado χ^2							
V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Figure: Chi-Square Distribution Table

In the Chi-Square Distribution Table (Figure), the value for the degree of freedom with a 0.05 margin of error is 5.9915. The Chi-Square calculated in this study (Table 3) was 6.724, based on the observed and expected data. This indicates that, since the Chi-Square value exceeds the reference value in the table, the null hypothesis is automatically rejected. Therefore, it confirms that the implementation of the class system with the use of music has a significant impact on improving English listening skills.

CONCLUSIONS

The theoretical foundation for using music as an educational resource showed that this strategy has a solid basis in academic literature. Various studies and educational theories support that music can be an effective tool for enhancing listening skills. Music helps capture students' attention, facilitates memorization and auditory comprehension, and makes learning more engaging and dynamic. This confirms that music is a viable and beneficial resource for developing listening skills in educational settings.

The initial evaluation of the listening skills of 7th grade "A" students at Aurelio Prieto Muelas School, conducted through standardized tests, revealed that most students had low to medium proficiency in their auditory skills. The results indicated significant difficulties in understanding specific details and the general idea of auditory texts. These findings highlight the need for specific educational interventions to improve listening skills in this group of students.

The implementation of a class system that used music as an educational resource to improve listening skills showed positive results. The 7th grade "A" students responded favorably to this methodology, showing increased interest and motivation in listening activities. The integration of music into the classes created a more dynamic and participatory learning environment, which contributed to the development of students' auditory skills.

The quantitative evaluation of the progress in listening skills of the students, conducted through post-intervention comparative tests, demonstrated a significant improvement in the auditory performance of the 7th grade "A" students. The post-intervention results indicated that the students achieved better comprehension of specific details and the general idea of auditory texts, evidencing the positive impact of music as an educational resource. This quantitative progress supports the effectiveness of the intervention and suggests that music can be a useful and efficient strategy for improving listening skills in educational contexts.

These conclusions reflect the positive impact of using music as an educational tool and highlight the importance of innovative methodologies in teaching listening skills.

RECOMMENDATIONS

To enhance the effectiveness of the music-based teaching system for improving listening skills, it is recommended to provide targeted professional development for teachers. This training should focus on integrating music effectively into the curriculum, including strategies for selecting appropriate musical materials, designing engaging listening activities, and assessing students' listening progress. Additionally, workshops should include best practices for using music to support diverse learning styles and needs, ensuring that all students benefit from this innovative approach.

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ANEXXES

Rúbrica

	Alto (10-8)	Medio (8-6)	Bajo (-5)
Capacidad para identificar diferentes fonemas y acentos en el audio.	Identifica con precisión todos los fonemas y acentos del audio.	Identifica la mayoría de los fonemas y acentos, con algunas dificultades.	Tiene dificultades significativas para identificar fonemas y acentos.
Capacidad para interpretar correctamente las palabras y la entonación del audio.	Interpreta correctamente la mayoría de las palabras y entonaciones en el audio.	Interpreta algunas palabras y entonaciones, pero con algunas dificultades.	Tiene dificultades significativas para interpretar palabras y entonaciones.
Capacidad para comprender el significado de palabras y oraciones en su contexto.	Comprende completamente el significado de palabras y oraciones en contexto.	Comprende el contexto general, pero con algunas dificultades en detalles específicos.	Tiene dificultades significativas para comprender el contexto del audio.
Reconocimiento y comprensión de palabras en diferentes situaciones.	Reconoce y comprende todas las palabras utilizadas en el audio.	Reconoce y comprende la mayoría de las palabras, pero con algunas dificultades.	Tiene dificultades significativas para reconocer y comprender las palabras.

Autor: Elaboración propia

Guía de observación

Objetivo: Esta guía de observación tiene como objetivo identificar y evaluar las posibles causas que originan problemas en el proceso de enseñanza-aprendizaje.

<i>Unidad Educativa "Aurelio Prieto Muelas"</i>	
Nombre de la asignatura:	Inglés
Maestro:	
Grupo:	Tercero de Bachillerato "A"

Autores:	Silvana Marley Garcia Lagos
Fecha:	
Tiempo de Observación :	

N°	Indicadores	Registro de cumplimiento		Observaciones
		SI	NO	
1	Interrupciones frecuentes en la clase causadas por cuestiones relacionadas con el manejo de la disciplina.			
2	Se cumple el número de sesión por semana			
3	Implementación de métodos didácticos utilizados durante la clase.			
4	Se cumple la duración de las clases frente al programa curricular establecido.	s		
5	Participación activa de los estudiantes.			
6	Se utiliza materiales audiovisuales -			

ROBBIE WILLIAMS

"FEEL"

"Feel"

Come and _____ my hand
I wanna contact the living
Not sure I _____
This role I've been given
I _____ and _____ to
God
And he just _____ at my plans
My head _____ a language
I don't understand

I just wanna feel
Real love feel the home that I
_____ in
Cos I _____ too much life
Running through my veins
Going to waste
I _____ wanna die
But I ain't keen on living either
Before I fall in love
I'm preparing to _____ her

_____ myself to death
That's why I _____ on running
Before I've arrived
I can see myself coming
I just wanna _____
Real love feel the home that I
live in
Cos I got too much life
Running through _____ veins
Going to waste
And I need to feel
Real love and the love ever
after
I can not get enough

I just _____ feel
Real love feel the _____
that I live in
I got too much love
_____ through my veins
To go to waste

I just wanna feel
Real love and the love ever
after
There's a hole in my soul
You can see it in my _____
It's a real big place

Come and hold my _____
I wanna contact the living
Not sure I understand
This role I've been given
Not sure I understand
Not sure I understand
Not sure I understand
Not sure I understand

WORDS TO USE:

UNDERSTAND

SIT

HAND

LIVING

TALK

HOLD

SPEAKS

DON'T

SCARE

LIVE

MY

FEEL

GOT

HOME

LEAVE

LAUGHS

KEEP

WANNA

FACE

DON'T

RUNNING

Activity

1. Fill in the blanks with the correct form of the verb in the present simple tense. The verbs are given in parentheses.

- He _____ (want) you to understand his feelings.
- I _____ (not know) why I _____ (feel) this way sometimes.
- The sun _____ (shine) and he _____ (want) to fly away.
- She _____ (need) love to surround her every day.
- We _____ (hope) they _____ (remember) us fondly.
- The music _____ (make) them feel alive and free.
- He _____ (sing) this melody whenever he's lonely.
- They _____ (not understand) why he _____ (act) so strangely.
- I _____ (think) about you when the night _____ (fall).
- She _____ (try) to express her emotions through songs.
- We _____ (believe) in the power of music to heal.
- The rhythm _____ (move) him in unexpected ways.
- You _____ (inspire) me to be a better person.
- They _____ (not fear) to show their true selves.
- He _____ (reach) out his hand, hoping for connection



2.4. Which verbs the actions from the song the pictures show.





Encuesta al docente

Estimado docente, responde las siguientes preguntas para ayudarnos a entender mejor tus habilidades de comprensión auditiva de los estudiantes en el aprendizaje del idioma. Por favor, lea cada pregunta con atención y respondan honestamente.

1. ¿Los estudiantes identifican correctamente los diferentes sonidos (fonemas) en inglés al escuchar a alguien hablar?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

2. ¿Qué tan bien los estudiantes pueden reconocer los acentos en inglés cuando escuchan una grabación o a alguien hablar?

- A) Muy bien
- B) Regular
- C) Mal
- D) Muy mal

3. ¿Con qué facilidad los estudiantes entienden las palabras cuando están dichas con diferentes entonaciones (por ejemplo, preguntas vs. afirmaciones)?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

4. ¿Los estudiantes pueden captar el significado de una palabra nueva basada en el tono y contexto de la conversación?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

5. ¿Los estudiantes pueden seguir y entender una conversación en inglés entre dos o más personas?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

6. ¿Consideras que tus alumnos pueden entender instrucciones en inglés dadas por un profesor o en una grabación?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

7. ¿Con qué facilidad pueden tus alumnos reconocer y entender palabras conocidas cuando se utilizan en diferentes contextos?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

8. ¿Qué tan bien pueden comprender tus alumnos una historia o narración en inglés sin ver el texto escrito?

- A) Muy bien
- B) Bien
- C) Regular
- D) Mal

9. ¿Con qué frecuencia tus estudiantes pueden identificar correctamente los diferentes tonos emocionales (feliz, triste, enojado, etc.) en la voz de alguien que habla en inglés?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca

10. ¿Tus alumnos pueden entender y seguir las instrucciones de una actividad o juego en inglés escuchando solo una vez?

- A) Siempre
- B) A veces
- C) Raramente
- D) Nunca



