



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**Classroom System Implementing Music as a Didactic Resource for the
Improvement of Listening Skills**

**VERA PIÑA MILENA EVELYN
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**ABAD CAMACHO SAMANTHA JULIANA
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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
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**MACHALA
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DEDICATION

Samantha Juliana Abad Camacho

I dedicate this work to my parents, who have been the fundamental pillars of my life. I have undoubtedly gained in this life by having them; I love them. Also, to my brother César Abad, who supports me unconditionally, along with Kevin Guzmán, my best friend and soul mate; my partner, colleague, and friend Milena Vera, for all her effort and affection. Finally, I am grateful to God for taking me on the right path to success.

Milena Evelyn Vera Piña

I dedicate this research work to God for guiding my steps in this arduous process. To my parents, Jorge Vera and Dolores Piña, my mother always accompanies me from heaven. To my other mother, Ruth Vera, who is my greatest support and source of inspiration. To my husband and life partner Javier Pineda, who has always given me unconditional love and support. To my children, Milán and Mizael, my greatest source of motivation and self-improvement. To my friend Samantha Abad for all her dedication, commitment, and friendship during this stage.

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RESUMEN

El presente trabajo se enfoca en la implementación de la música como recurso didáctico dentro de la enseñanza del idioma extranjero, mejorando así la habilidad de Listening en inglés en los estudiantes de básica superior de la Unidad Educativa “EMS”. Se emplearon métodos teóricos y empíricos para estructurar el estudio y recolectar datos. La investigación se realizó bajo un enfoque metodológico mixto, con un diseño experimental y explicativo, permitiendo comprobar la hipótesis científica sobre la influencia de la música en la habilidad de Listening. Adicionalmente, se utilizó instrumentos tales como evaluación diagnóstica, post-test, guía de observación y entrevista para medir el desempeño inicial y final de los 16 estudiantes, seguido de la implementación de un sistema de clase creado en base al uso de la música como un recurso innovador.

Palabras clave: Listening, música, educación básica, innovador, didáctico, inglés.

ABSTRAC

This paper focuses on the implementation of music as a didactic resource to improve the listening skills in English of secondary school students of the EMS Educational Unit. Theoretical and empirical methods were used to structure the study and collect data. The research was conducted under a mixed methodological approach, with an experimental and explanatory design, which allowed testing the scientific hypothesis on the influence of music on listening skills. In addition, instruments such as a diagnostic assessment, a post-test, an observation guide and an interview were used to measure the initial and final performance of the 16 students, after which a classroom system based on the use of music as an innovative resource was implemented.

Keywords: listening, music, basic education, innovation, didactic resources, English.

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INTRODUCCION

The importance of the English language is steadily increasing on a global scale, making its learning and application imperative. This necessity is grounded in its various applications in professional, economic, and educational fields, as noted by Rao (2019). The language's impact is massive, as it provides significant opportunities in different areas, becoming an indispensable resource for both personal and academic development.

Teaching English as a foreign language presents a different reality, as evidenced within educational centers where students are disinterested due to the lack of innovation in teaching materials and resources. Huwari et al. (2023) state that demotivation is due to the inadequate use of resources and activities in language teaching, resulting in tedious, unattractive, and uninteresting learning.

Within the educational system, teaching and learning English has always been of great importance, so researching new strategies and teaching tools is a priority for schools. Nowadays, the foreign language process has evolved, because the Internet offers a variety of materials, resources, and techniques, such as music, which are attractive and innovative for the learner. The study by Isnaini & Aminatun (2021) mentioned that music in English is conceived as a significant resource to enhance learners' writing, listening, speaking, and reading skills, and is also useful for teaching language skills such as grammar, spelling, pronunciation, and vocabulary.

According to Chacón (2023), music is employed as a resource of high pedagogical value in English language teaching, providing a considerable contribution to cognitive development and language skills, especially in Listening. As mentioned by Sekeon et al. (2022) the skill that should be practiced the most when learning English is Listening, since

through songs in English people can enhance their listening skills, resulting in greater listening comprehension.

In the ninth year of General Basic Education, parallel 'B' of the 'EMS' Educational Unit, the following limitations were observed:

- Students present difficulties in understanding different accents, speeds or rhythms in the language.
- The audios implemented in the activities are not adapted to the level of competence of the students, making comprehension difficult.
- Students lack a wide vocabulary, which limits their comprehension in more complex contexts and situations.
- There is a lack of specific preparation of teachers about methodologies for teaching Listening.
- Students show little interest in learning English due to the implementation of monotonous resources, which reduces their ability to concentrate and affects their performance.
- Lack of access to teaching materials such as high-quality audio with different accents or interactive activities limits the development of Listening skills in students.

This gives rise to the following scientific problem

How to improve the listening skills of the students in the ninth year of the "EMS" 'B' educational unit, school year 2024-2025?

Taking into account the object of study of the teaching-learning process of the English language in basic general education.

Possible causes of this problem include

- Students may not have had sufficient exposure to English during their academic education, making listening comprehension difficult.
- The teacher has not adequately assessed the students' level, resulting in the provision of material that is beyond their current ability.
- The teacher may not have received adequate training in listening comprehension strategies in English.
- Monotony in materials and pedagogical approaches can demotivate students.
- Music can significantly improve students' listening skills when used as an innovative teaching resource.

The general objective of the research is to implement a system of classes that uses music as a didactic resource for the improvement of the Listening skill in the students of 9th EGB parallel 'B' of the educational institution 'EMS', school year 2024-2025.

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

The specific aims of this research project are to

- To provide theoretical support for the use of music as a didactic resource in the PEA of English for the improvement of listening skills.
- To determine the level of development of the listening skills of the students of the 9th-grade EGB parallel "B" of the Educational Institution "EMS".

- To design a system of teaching using music as a didactic resource for the improvement of the listening skill in the students of the 9th EGB parallel 'B' of the Educational Institution 'EMS'.
- To obtain results on the effectiveness of the system of classes implementing music as a didactic resource for the improvement of the listening skill in the students of 9th EGB parallel 'B' of the Educational Institution 'EMS'.

And it is developed according to the following **scientific hypothesis**: The implementation of a class system that uses music as a didactic resource will improve the Listening skill in the English language in the students of the ninth year of general basic education parallel 'B'.

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

The **independent variable** comprises a class system implementing music as a didactic resource, taking the function of a pedagogical tool with its characteristic elements (such as rhythm, melody, harmony and lyrics) to enrich the teaching-learning process.

The **dependent variable** is the Listening skill which is defined as: the ability to understand and process auditory information effectively.

This scientific research is carried out from a **quantitative methodological** paradigm, with an experimental design of an explanatory and field type. The population is made up of 16 students in the 9th year of the EGB parallel "B" of the educational institution "EMS".

Consequently, theoretical methods such as Hypothetical-Deductive; Analysis and Synthesis; Historical-Logical and Systemic. And **empirical methods** such as observation,

measurement, diagnostic evaluation and interview. These are described in more detail in the methodological framework.

The **importance** of the research is focused on promoting the use of music as a didactic resource for the improvement of listening skills, through a system of classes aimed at increasing the mastery of the target language through innovative resources in the English classroom.

The practical contribution of this research is the system of teaching that uses music as a didactic resource to improve listening skills and to help students improve their listening skills, resulting in greater listening comprehension.

The study is divided into 4 chapters: Chapter I, conceptual and contextual characterization of the object and field of research, supported by bibliographical information. Chapter II defines the type, methods and techniques to be used. Chapter III presents the proposed intervention. Finally, Chapter IV contains a discussion of the results and concludes with the conclusions and recommendations, the bibliography and the appendices.

CHAPTER 1. Theoretical foundations of music as a didactic resource for improving listening skills through the implementation of a class system.

The following chapter provides theoretical information about music as a didactic resource for the improvement of listening skills through the implementation of a teaching system that consists of three themes of study: historical evolution, conceptual characterization and contextual characterization, which arise from the dependent and independent variables. The content is based on indexed studies and research by different authors to support the arguments presented in this thesis. Finally, the state of the student's listening skills will be diagnosed according to the contextual framework of the teaching and learning processes of the English language in basic education.

1.1 Historical background to the use of music as a didactic resource in the process of teaching and learning English in basic education for the improvement of Listening skills.

The inclusion of music as a tool to support education has gone through several periods:

1.1.1 Pre-scientific period

The history of the use of music in education dates back to ancient civilizations. In the Egyptian (3300 and 2900 BC), Hindu (2000 BC) and even in an early period of Classical Greece (3000 BC) there is a conception of music as an instrument to reach the connection with God and in that sense, music was used as an instrument for artistic teaching and the improvement of the individual, (Marrou, 1985).

In the study by González, et al (2023) on music and the development of socio-communicative skills, it is concluded that music has existed since ancient times, and

throughout the evolution of human beings, they have always been accompanied by it, as sounds, rhythms, instruments, melodies and all kinds of musical content have been a transcendental part of their lives.

According to Martí, et al (2013). Music has been related to education since ancient times in Greek cities such as Sparta with singing and dancing, Athens with the musical education known as ‘citarist’, being Greece one of the first exponents of the art, linking music with other expressions of art such as gymnastics and poetry focused on feelings (p. 1). Emphasizing the above, the Greeks in the 6th century BC (501 - 560) gave the first beginnings of the study of music, with two of the elements studied being harmony and melody, Cartwright (2013). They began to study music theory as early as the 6th century B.C. Harmony, acoustics, scales and melody were studied.

1.1.2. In the medieval period

During the medieval period, music acquired a significant role in education by being integrated into the Quadrivium, alongside disciplines such as astronomy, geometry and arithmetic. This inclusion not only recognized the practical importance of music in the society of the time but also linked it to the intellectual and spiritual development of students. This is affirmed by Pulido (2018, p. 20) who points out that education becomes an even more important necessity to the extent that the greater man's freedom before himself and others, the more he needs to know how to direct his spirit. This pedagogical approach sought not only to form minds instructed in practical knowledge but also to cultivate aesthetic and emotional sensibilities through the study and practice of music as a means of channeling and educating the passions of the soul.

The arrival of the Baroque period was one of the first stages where the conception of education as an integral formation of the individual was strengthened, and music played a crucial role in the cultivation of aesthetic and moral sensibility. Pedagogues of the time, influenced by the cultural and religious movement, recognized music as a vehicle for educating feelings and will, thus complementing rational education with emotional and spiritual education. Pulido (2018) also concludes that the education of this period was necessary for the construction of Western thought, the development of the universality of rationality, and the progress of science and academic institutions.

However, with the Enlightenment and modernity, the primacy of reason and the scientific method largely eclipsed artistic education, including music. The Enlightenment promoted a more utilitarian and pragmatic approach to education, focusing on the sciences and practical skills that would drive social and economic progress. This relegated music to the background of the educational curriculum, perceiving it more as a cultural pastime than a fundamental educational tool. These historical changes have left a significant mark on how music has been perceived and used as an educational resource in different pedagogical contexts over the centuries.

1.1.3 Scientific period

It began at the end of the 19th century when the pedagogical renewal movement known as Escuela Nueva appeared. On the other hand, Fernández (2015) mentions that nowadays schools have inherited certain old principles; such as the enlightenment, which places music in the background within education, because this principle advocates the study of sciences and is governed by scientific methodologies of an active and empirical nature, leaving music as mere entertainment without any kind of valuable interest for the

educational process. However, Valles' (2009) research on Music Education concludes that there are institutions where music forms part of the school curriculum, carrying out projects, research, methods and resources for its proper implementation in the educational system.

Regarding 21st-century education, Miravet, et al (2022) in their research on music and citizenship conclude that teachers must ensure that students learn through music and also obtain the necessary resources to achieve new knowledge from musical experiences. Nowadays, the use of music has been boosted thanks to innovations in society, however, in most cases, it is applied as simple entertainment or distraction in the classroom (Neisa, 2008, p. 164).

According to the aforementioned authors, music from its beginnings was conceived as a means used by people to communicate, being considered a form of expression of ideas, thoughts and feelings, where in addition to transmitting those aspects to the listener, it marks a message within its musical composition. This within music in the field of education has presented several challenges because it was only considered as a medium dedicated to the spectacle and the intonation of instruments, however, over the years it has shown its feasibility and connection with education, emerging a wide range of resources and strategies, which are capable of generating an effective academic training and enhance multiple student capabilities, such as; their knowledge, cognition and language.

The research carried out by Vargas (2019) on the influence of music within the teaching-learning process, it is highlighted how it potentiates the student's abilities and skills; showing an improvement in memory, attention and concentration, which contributes to the development of the senses and expression, increasing the reception of information

and language. In this sense, music is conceived as an effective resource for education, it invites the learner to know, understand and communicate, which enriches the quality of their social relationships, being able to communicate effectively between peers, teachers or family.

In continuity with the approach presented, music is a valuable resource to improve the student's abilities and learning, being language and communication are the most important, because these, in addition to improving their social and cultural level, make it possible to learn foreign languages. According to the research carried out by Delgado & Farfán (2022) on music as a didactic resource in English language learning, they conclude that music increases the motivation of students when learning the language, also according to the results they obtained from their research instruments; the use of songs generates great interest and strengthens their hearing, which leads to progress in their foreign language skills such as listening and speaking.

In English language teaching and learning there are different types of skills that students must master, one of them is Listening, which is characterized as one of the most important, as it makes it possible to know, understand, analyze and execute the contents of the foreign language. However, the research carried out by Lestary & Seriadi (2022) on English Language Teaching indicates that within this educational process, teachers prioritize other aspects such as oral expression, reading and writing, overlooking the development of listening, which also causes the student to ignore this skill, causing a problem in language education.

This is why music emerges as a remarkable resource for the improvement of this skill since the teaching of this language becomes systematic because the learning of this

language is mostly focused on simple grammar, written vocabulary and readings without feedback, the main resource of the teacher's work being the textbook and empty audios, leaving aside the motivation and interests of the student.

According to Afriyuninda & Oktavian (2021) in their research at Teknokrat University in Indonesia, their results indicate that listening to songs in English considerably helps students to improve their Listening skills, since they show great interest in musical content, which, in turn, also leads to an increase in pronunciation and vocabulary.

In Ecuador, in the publication of the Universidad Técnica del Norte by Molina, et al (2018) on the incidence of music in the learning of a second language, they conclude in their results that music has a considerable influence on the quality of the level and mastery of the language in students, it is evident that this resource benefits the development of information reception skills and language practice. Therefore, English teachers must become familiar with and implement music in their professional practice, to promote the learning and skills demanded by the national and foreign languages.

The need to implement music in pedagogical practices arises from the need that students have to learn the language, Mounkoro & Meza (2021) point out the following psychological obstacles, stage fright, fear of speaking and shyness. In Ecuador, learning this language has been seen as one of the greatest difficulties for students at different educational levels, because it is not always analyzed, explained and taught as it should be, and few students are interested in learning the language, most of them consider it boring and even unnecessary (Andino, et al, 2021, p. 940).

This is how, based on the aforementioned authors, the importance and benefits of the recurrent use of music in English language learning are determined, since in addition to improving the aforementioned skills and abilities, it is presented as an innovative and interesting resource for the student, with the ability to motivate learning through musical content.

1.2 Conceptual characterization of music as a didactic resource within the process of teaching and learning the English language in basic education for the improvement of Listening skills.

1.2.1 English language teaching and learning process in basic education.

In Benzerroug (2021) study 'the process of language teaching and learning is primarily aimed at stabilizing the acquired knowledge and reinvesting it in the learners' daily lives' (p.63). The author determines that 'this evolution of foreign language teaching pedagogy emphasizes the importance of the classroom environment in enhancing the individual's learning styles and motivation to acquire the language, skills and components' (p.54). The effectiveness of this process is strongly influenced by the teacher's pedagogical decisions, including the organization of content and teaching methods, which are based on the main theoretical principles of pedagogy, encompassing philosophical, sociological, psychological, pedagogical, linguistic and didactic aspects.

Taking up Varó' research (2000) cited in Villavicencio, et. al (2023), 'English as a foreign language occupies the number one position in the curricula of primary and secondary education in almost every country in the world' (p.24). From another perspective, authors such as Estrada & García (2001) cited by Montero (2020); since the 20th century, English has been considered the international language par excellence. In

both developed and third-world countries, learning English as a foreign language is part of the curriculum in schools in almost every country in the world.

Considering the EF English Proficiency Index Annual Report 2023 reveals apparent stability in English proficiency globally since 2011, based on the results of 2.2 million adult EF SET test takers in 2022 (EF Education First, 2023). However, significant changes are highlighted at regional and demographic levels. Despite this overall stability, there is a downward trend in English proficiency among 18-20-year-olds in some places, especially those affected by interruptions in education due to the pandemic. This raises questions about the effectiveness of education systems during times of crisis.

At the regional level, diverse trends stand out: while Latin America has experienced overall improvements in English proficiency over the last decade, some countries such as Mexico have suffered significant setbacks, especially among young people. Europe shows a steady improvement in English proficiency over the long term, although gender gaps persist in some countries. East Asia has shown a decline in English proficiency in recent years, while the Middle East shows relative improvement but is still insufficient for many professional and educational contexts. In Africa, English proficiency remains stable, with a narrow gender gap at the regional level.

Undoubtedly, this term has been the subject of constant study and development around the world, adapting to the different needs of learners and advances in pedagogy. In other words, the teaching-learning process is influenced by methods focusing on grammar, vocabulary, pronunciation or communication skills. Some of them focus on total immersion in the language, while others use more structured and traditional techniques.

It is for this reason that the choice of the appropriate method depends on several factors, such as the learner's learning style, his or her goals, the cultural and linguistic context in which he or she finds himself or herself, and the tools available for the teaching process. In addition, the teaching method can be adapted according to the group of learners and their specific needs. Worldwide, one of the most effective methods used in foreign language teaching is the communicative task-based approach.

The main aim of the Communicative task is to foster meaningful communication and interaction between learners. In addition to focusing on meaning, a communicative task should also have a sense of wholeness. This means that the task itself should be a complete act of communication that can stand on its own and make sense in real-world communicative contexts. (Jiale, 2023, p.191).

In contrast to traditional English language teaching methods that have been criticized for their focus on grammar and memorization, as well as their lack of attention to effective communication and authentic language use. Despite their persistence in some educational settings, recent research highlights the need to adopt more communicative and learner-centered approaches to promote more meaningful and lasting learning of English as a second language (Uribe, et. al., 2019).

In terms of the relationship with technology in the English language learning process, young learners can experience rapid motivation when immersed in a long-term language learning environment, especially thanks to the wide range of realistic resources that technology makes available to them.

According to Martínez et. al. (2017), these authentic resources are essential for contextual understanding of the language, which significantly enhances the learning process. Furthermore, Larsen & Anderson (2011) note that tools such as electronic chats, interactive games, correspondence with peers from other countries and podcasts are particularly attractive to learners, contributing to their interest and engagement in language learning.

Thus, learners, mostly visual learners, find technology a valuable tool for their learning. The Internet and computer-based activities enrich their learning environment with visual resources and interactive experiences. In addition, these tools offer the opportunity to improve listening, reading and writing communication skills, as Larsen-Freeman & Anderson (2011) point out. Through activities such as email, online browsing and watching television programs in English, students can experience the real-life usefulness of the language, which increases their motivation and engagement in learning.

However, teaching languages can also present challenges due to its high energy and dispersed attention. However, when properly integrated, technology can provide an authentic and engaging learning environment that captures students' attention and increases their awareness of both the language they are learning and their mother tongue. For this reason, technology used well can be a powerful tool to motivate young language learners and enhance their learning in a meaningful way.

On the other hand, the process of teaching and learning the English language in basic education; within the Ecuadorian context; firstly, the statistical data provided by the index EF English Proficiency Index (2023) indicates that the country is located in the

eightieth place among 113 countries with a low proficiency that relates to an A1 level. It should be noted that:

Ecuadorian education has not been alien to the use of problem teaching. In our country, important research has been carried out on problem teaching from a general didactic point of view, and concerning its application in the particular methodologies of each science (Cedeño, et. al., 2020, p.263)

As a result of this work, research has shown that the ineffectiveness of English language teaching in Ecuador is caused by structural constraints, including a shortage of resources and insufficient teacher training. This lack of adequate support and tools hinders the implementation of effective pedagogical methods for language learning. (Ponce, et. al., 2019)

In addition, there is a significant gap between theory and practice in the classroom. Often, the focus is on grammar and memorization, to the detriment of communicative and contextualized activities. The lack of opportunities for real language practice limits learners' ability to develop functional and communicative language skills.

The perception of English as a secondary subject and the lack of awareness of its relevance in the global context also contribute to low teaching effectiveness. Without a clear understanding of the advantages and opportunities offered by English proficiency, many students lack the motivation to engage in their learning in a meaningful way. This lack of motivation and commitment perpetuates low levels of language proficiency in Ecuador.

1.2.2 Music as a teaching resource.

The integration of music as a teaching resource in education has attracted increasing interest due to its ability to enrich the learning experience of students. According to Parhuay (2021), music opens up new opportunities, allowing children to develop learning skills in various subjects. Examples of this can be found in language arts, mathematics and social studies, where students have been shown to learn through songs that help them memorize words, numbers and concepts. This integration of music in the classroom is beneficial for the development of language and cognitive skills.

In addition to its didactic function, music is a fundamental means of expressing emotions, feelings and imagination. Musical compositions not only strengthen skills such as concentration, listening and expression but are also closely related to emotional intelligence, influencing emotional states such as sadness, surprise and joy. Therefore, music can be used as a positive strategy to improve the emotional state and self-esteem of students.

Children show an obvious emotional connection to music, which is an integral part of their daily lives. Its presence in education not only helps them to perform academically but also facilitates meaningful learning. By conveying various emotions, music acts as an emotional resource to cope with difficult moments, providing motivation and helping to overcome negative moods. This highlights its importance in students' daily lives, contributing to their happiness, well-being and emotional expression.

Music has proven to be an invaluable pedagogical resource in language teaching, especially in the context of learning English as a foreign language. From pop songs to classical music, the diversity of musical genres and styles offers a rich source of material

that can be harnessed to enhance various aspects of the learning process. Recent research, such as that carried out by Piri (2019) cited in Palupi (2024) states that:

Music is seen as a good tool for making the language classroom an optimal learning environment in which students can expand their vocabulary, improve their listening, speaking, reading and writing skills, and develop their cultural knowledge. (p.2)

It is worth noting that music together with ‘multimedia technology plays a positive role in promoting students’ activities and initiatives and the teaching effect in the English language classroom’ (Rohana & Saharani, 2023, p.73). Generating a great impact on Listening. Research conducted by Brown and Yamashita (2021) revealed that students who engaged in Listening activities that implemented music experienced a marked improvement in their listening comprehension compared to other students who did not employ music. This finding indicates that music can not only increase learners' motivation but also their ability to comprehend and process spoken language.

It is essential to note that the successful use of music in the teaching of Listening depends on the appropriate selection of musical material and activities. As Lee & Benati (2019) point out, it is crucial to choose songs that match the students' language proficiency level and address topics of their interest. In addition, it is essential to design activities that promote interaction and participation, such as lyrics analysis, identification of key vocabulary and discussion on topics related to the songs.

In addition to enhancing listening comprehension and vocabulary enrichment, music emerges as an effective tool for teaching grammar and pronunciation. Isbell & Sakai,

(2022) point out that songs often present natural examples of grammatical structures and intonation patterns, making them valuable resources for grammar and pronunciation instruction in authentic contexts. Educators can design specific activities, such as completing song lyrics with the appropriate grammatical form or practicing the pronunciation of difficult words through songs, to help students assimilate grammatical rules and improve their ability to communicate effectively in English.

From the perspective of Vishnevskaja, & Zhou (2019) in their study on the impact of using music and songs in EFL teaching, they highlight that ‘the use of songs in a classroom establishes a favorable psychological climate, reduces mental stress, activates the cerebral hemisphere linked to language, induces emotional state and fosters interest in learning English’ (p.1809). Undoubtedly, this didactic resource is highly motivating and distinctive because pupils memorize the letters easily and experience the effectiveness of their learning. This initial success strengthens their motivation to continue acquiring knowledge, generating a positive learning cycle.

As previously mentioned, learning with songs in a foreign language enables learners to understand that each group of people has its own specific characteristics and that representatives of different cultures may see the same things from a completely different perspective. This enables learners to acquire intercultural competence, which goes beyond linguistic proficiency and enables them to interact effectively with people from different cultural backgrounds.

It is crucial to note that in the research of Vishnevskaja, & Zhou (2019):

Songs help to solve many problems in English language teaching, facilitating quick and easy learning of new words and expressions, reducing learning stressors, reorganizing class time, keeping learners' attention focused on the topic being presented, facilitating the study of complicated things and increasing learners' motivation and passion for learning. (p.1812-1813)

Ultimately, the use of music in the English language teaching process transforms the learning environment into one that is easier, fun, exciting, interesting and impactful. Its application in the learning of English as a foreign language provides a deeper understanding of another culture and offers a wide range of pedagogical benefits. By integrating songs into the classroom, teachers can create a more dynamic and motivating learning environment that promotes students' success in English language proficiency.

1.2.3. Conceptual characterization of the Listening skill.

According to the study conducted by Teppa, et al. (2022, p. 247) at the University Negeri Manado, they point out that the action of listening is defined as the verbal or written response of a learner from the process of active listening Brown (2004:118). The authors also point out that listening is one of the most important linguistic skills, it is a means of communication where children, young people, and adults receive all kinds and most information, being able to understand the world, improve their abilities, ideals, and values, Hasyuni, (2006:8).

Emphasizing the research of Cubillo, et al. (2005) listening is defined as a process in which people 'must discriminate between different sounds, and understand vocabulary and grammatical structures. Dash (2022) points out that 'effective listening requires not

only distinguishing words and their boundaries, but also picking up false starts, pauses, hesitations, as well as patterns of stress, intonation, and rhythm' (Dash, 2022).

Similarly, in the research conducted by Afriyuninda & Oktaviani (2021, pp. 80 - 81), they refer to the definition and what is involved in listening:

- Hearing is an organic (natural human) process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate and understand sounds, combine them, and retain them in memory).
- Listening is an act of perception that includes concentrating, becoming aware of, and selecting cues from the environment.
- Listening is an act of comprehension that begins with active listening and includes obtaining meaning from what is heard, associating sounds with something already known, organizing, imagining, and appreciating. Jalongo (1992)

Based on the aforementioned authors, Listening is conceived as the active and conscious ability to grasp, interpret and understand auditory information. It is not only related to listening to sounds but also involves the recognition of words, concepts and grammatical structures, associating with previous knowledge to construct meanings from different situations or types of messages. This listening skill not only facilitates effective communication but also enhances cognitive and grammatical skills such as auditory memory, vocabulary, pronunciation, and intonation, making it an essential foundation for comprehensive language learning (Brown, 2004; Cubillo et al., 2005; Hasyuni, 2006; Jalongo, 1992; Dash, 2022; Teppa et al., 2022).

Throughout the English language teaching process, this listening skill known as Listening has been conceived as one of the most significant skills for students' language learning development. In addition to providing students with a greater understanding and mastery of the language, it facilitates effective communication in different types of situations, whether academic, everyday, or professional. Similarly Gilakjani & Sabouri (2016) in their study of Listening state that this skill should be improved consciously, its importance lies in the ability it gives the student to receive and understand information, without this the educational process of the foreign language becomes complex.

From the position of Syakur (2020) in his research he points out that the listening skill is the basis for interaction and understanding of information, conceived as a rigorous process that requires the identification of sounds such as accent, intonation, and also grammatical structures. In this sense, the importance of improving the skill is evident, because through it students can broaden their understanding of the meaning of words, the context, and intentions of different types of messages, which enriches their overall understanding of the language. Listening skills are not only limited to listening but also give learners a deeper insight into how language is used in real communication.

In the study conducted by Hardiah (2019) on the improvement of the Listening skill, he mentions that the teacher is responsible for advocating for the student's progress in their educational process, therefore, for the development of Listening it is necessary to use appropriate strategy, where the implementation of authentic and innovative didactic resources is the key to the improvement of this skill. In this respect, the role of the teacher is a crucial aspect for the improvement of any student skill such as listening being

necessary that the former is impregnated with dynamic strategies that generate new learning experiences, encouraging the learner's interest, participation, and motivation to improve.

1.2.4. Listening skills are potentiators of cognitive and grammatical abilities.

Listening is conceived as an essential skill for students in order to learn a foreign language effectively. In addition to increasing the level of comprehension of the English language and its communicative quality, it fosters the enhancement of skills of vital importance for the student, such as vocabulary recognition, auditory memory, pronunciation and intonation.

The first of these is evidenced in the research conducted by Almeida & Zambrano (2020) who conclude that student through the recognition of auditory media strengthens their foreign language skills, especially Listening, also in such content the student enriches and increases their vocabulary. This argues for the fact that Listening effectively promotes the development and increase of the quality and quantity of vocabulary that the student possesses, where through sound content he/she identifies the words that he/she manages to recognize.

The next capacity understood as auditory memory is confirmed in the study of the Bachelor's Degree in English by Bermúdez (2023), which indicates that due to the difficulty involved in learning the English language, listening becomes a crucial skill, since through this the student acquires a greater understanding of the knowledge of the foreign language, which in turn strengthens the auditory memory, being active listening and auditory practice techniques that enable its development.

The last of the aforementioned skills, pronunciation, and intonation, is certified in the research carried out by Santana (2023). In his work, the author points out that English language learning is an important objective for today's society, with listening being a key aspect for the achievement of this goal, as this skill gives people the ability to understand all types of content in English, such as presentations, texts, and audiovisual media, resulting in the development of different skills, one of them being pronunciation and intonation.

1.3 Contextual characterization of music within the English language teaching and learning process for the improvement of Listening skills.

This section analyses the contextual characteristics of the English language teaching process in General Basic Education, focusing on the implementation of music as a didactic resource to improve the Listening skill in students in the seventh year parallel 'A' of the educational institution 'Manuel Isaac Encalada Zúñiga' in Ecuador.

1.3.1 Contextual features of the English language learning process and its application in basic education.

The process of English language teaching and learning has been the subject of attention and debate in recent years. With the increasing importance of globalization and the need for language skills in the international arena, English language learning has become a priority in many education systems around the world, including Ecuador.

Previously, the integration of English into the Ecuadorian educational curriculum was not a priority; however, the landscape changed dramatically in 2014 due to the increasing global recognition of English as an international language. This change in perspective led to the implementation of several adjustments in the Ecuadorian education system, most notably the inclusion of English as a compulsory subject in public and private

institutions, from primary to university level, as part of the Ministry of Education's Curriculum Reform of February 2016. In order to ensure better academic preparation and greater job opportunities (Peña, 2019).

However, the School of Languages of the Universidad de las Américas states that the existing gaps in access to an education that guarantees the learning of English are due to the fact that few schools offer it in their curricula in an assertive way, the lack of preparation of teachers, the continuity and lack of dynamism required to master a new language (Ponce et al., 2019, p. 524).

It is notable that Ecuadorian education focused on language teaching faces various challenges, and one of them can be seen reflected in the statistical data provided by the EF EPI index (2023) indicating that Ecuador is in the eightieth place among 113 countries with low proficiency that relates to an A1 level. It also highlights the lack of resources and adequate training for teachers and the need to develop a pedagogical approach that fosters meaningful and contextualized learning.

To address these challenges, it is crucial to adopt effective pedagogical strategies that foster active learning and authentic communication in English. For this reason, the country has adopted the Common European Framework of Reference as the standard for assessing student and teacher performance. The national curriculum, therefore, sets specific objectives for each level of education, from Pre A1.1 to B1.2 of the Common European Framework of Reference for Languages (CEFR), ensuring that students reach an appropriate exit profile.

Specific objectives are also established for each level of education, which is divided into two stages:

Elementary and middle basic education (from the second to the seventh year of EGB), and upper basic education and baccalaureate (from the eighth to the tenth year of EGB, and from the first to the third year of BGU). For example, elementary and middle school students must start at level Pre A1.1, which corresponds to Pre A1 of the CEFR and must finish, in seventh grade, with level A2.2, which corresponds to A2 of the CEFR. On the other hand, upper basic and baccalaureate students start at level A1.1 which corresponds to A1 of the CEFR, and finish, in the third year of baccalaureate, with B1.2 which in the CEFR table is level B1 (Ministry of Education, n.d.-b).

As stated by authors such as Cronquist & Fiszbein (2017) cited in Montero, et. al (2020), teachers should master at least an advanced intermediate level B2 to provide quality education, as this level is considered ideal for a language teacher. As a result of these changes, Ecuador has seen the need to strengthen students' functional communication skills through a focus on social aspects and moral values relevant to their future employment (Arechúa, 2011).

Therefore, the functional-communicative approach has been implemented in the process of teaching and learning English to students in the eighth, ninth, and tenth years of basic education in Ecuador. According to Arechúa (2011), it focuses on the development of both receptive skills, such as listening and reading, and productive skills, such as writing and speaking. In addition, its comprehensive focus on receptive and productive skills ensures a complete language education, providing students with the necessary competencies to actively participate in the globalized society of the 21st century.

1.3.2 Diagnosis of the state of Listening skills in the students of 9th EGB of the educational institution 'EMS', the school year 2023-2024.

The aim of the Listening Comprehension and Linguistic Skills Pre-Test was to assess the student's knowledge and skills in relation to listening skills. This assessment instrument was designed according to the variables and indicators proposed in the consistency matrix.

The pre-test consisted of twelve questions, each one related to the dimensions proposed. The following are the six dimensions evaluated:

1. Listening Comprehension of Words and Phrases 2.
2. Recognition of Grammatical Structures
3. Interpretation of Messages and Meanings in Context
4. Vocabulary Status
5. Pronunciation and Intonation
6. Auditory Memory

Regarding marking:

- Part 1: 1,75 points for each correct answer (7 points)
- Part 2: 3,5 marks for each correctly identified structure (7 marks).
- Part 3: 3,5 marks for each correct answer (7 marks).
- Part 4: 1,75 points for each correct word; 0,5 points for each sentence (7 points).
- Part 5: 3,5 marks for each correct identification (7 marks).

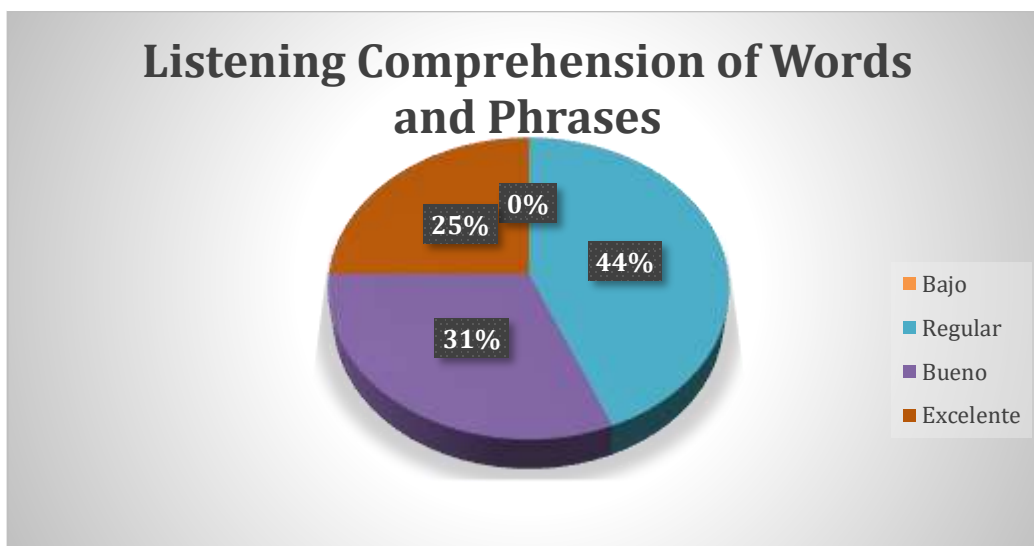
- Part 6: 1,75 points for each key word; 1,75 points for the correctly spelled sentence (7 points).

Table 1. Grading Chart (Pre-test)

Students	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Final Average
A	3	4	3	4	2	3	3.17
B	2	3	4	3	4	3	3.17
C	3	4	3	4	3	3	3.33
D	4	3	2	3	4	3	3.17
E	3	2	3	4	3	2	2.83
F	4	4	3	4	4	3	3.67
G	2	3	4	3	2	3	2.83
H	3	3	4	3	3	3	3.17
I	2	2	3	4	3	4	3.0
J	4	4	3	4	3	4	3.67
K	6	5	5	5	6	5	5.33
L	5	5	6	5	5	6	5.33
M	6	6	6	7	5	6	6.0
N	7	6	6	6	7	7	6.5
O	5	5	5	5	6	5	5.17
P	6	6	7	6	6	7	6.33

Dimension 1: Listening Comprehension of Words and Phrases

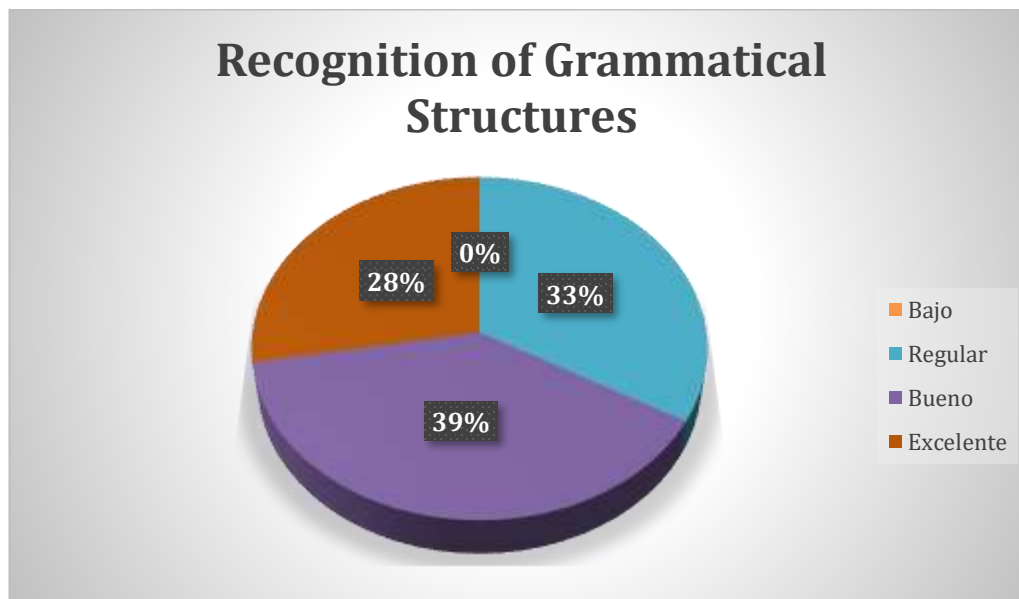
Figure 1. Percentages obtained in the first dimension of the pretest



The majority of students are at a fair level, indicating a good starting base in this dimension, but with significant areas for improvement.

Dimension 2: Recognition of Grammatical Structures

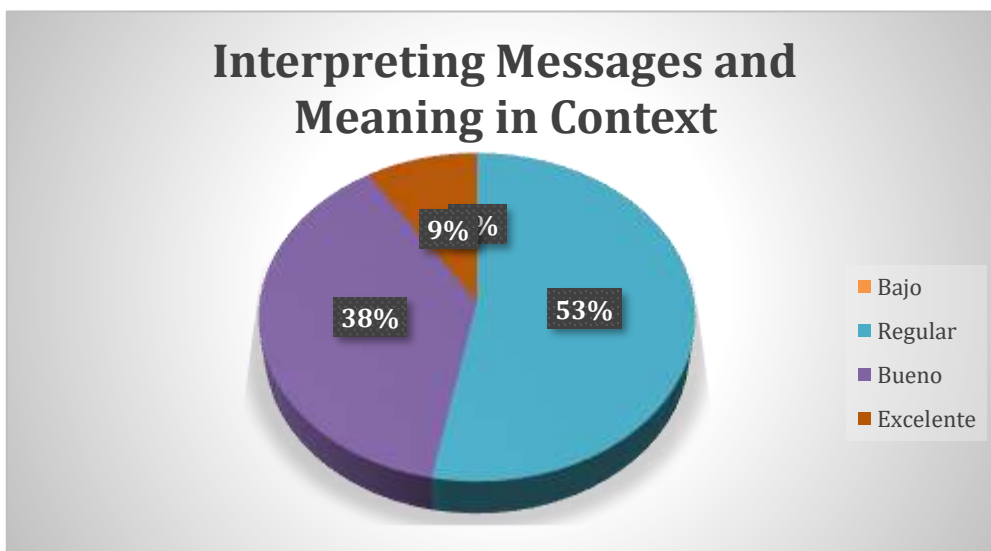
Figure 2. Percentages obtained in the second dimension



Fair and good levels predominate, suggesting that students are making progress, but still need strengthening.

Dimension 3: Interpreting Messages and Meaning in Context

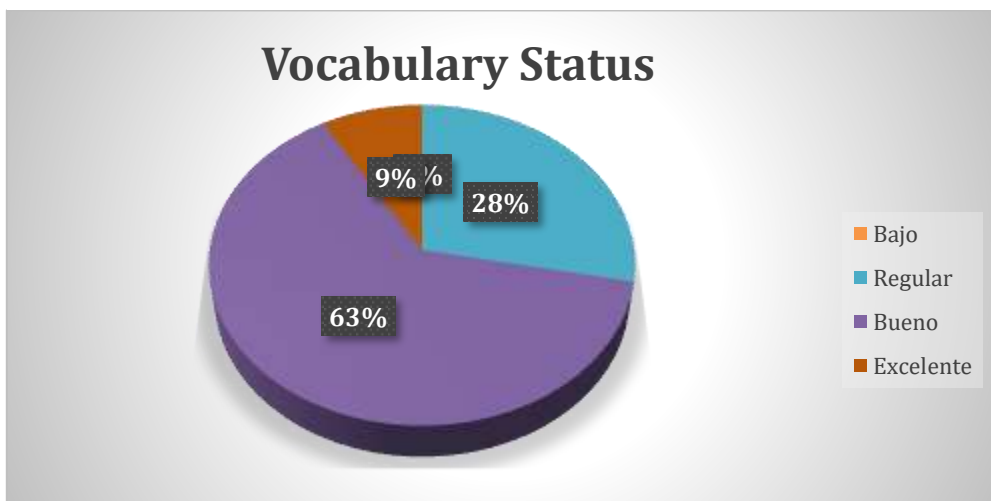
Figura 3. Percentages obtained in the third dimension



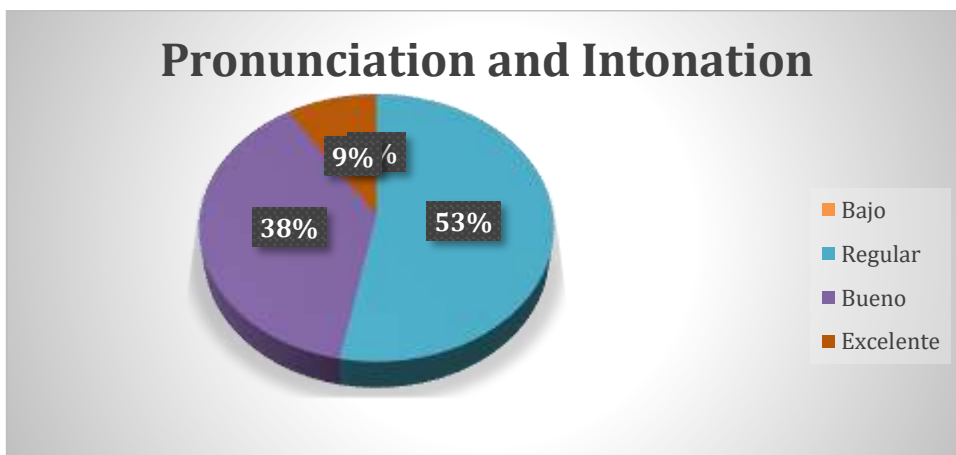
Similar results to dimension 2, with a need to consolidate skills in this área.

Dimension 4: Vocabulary Status

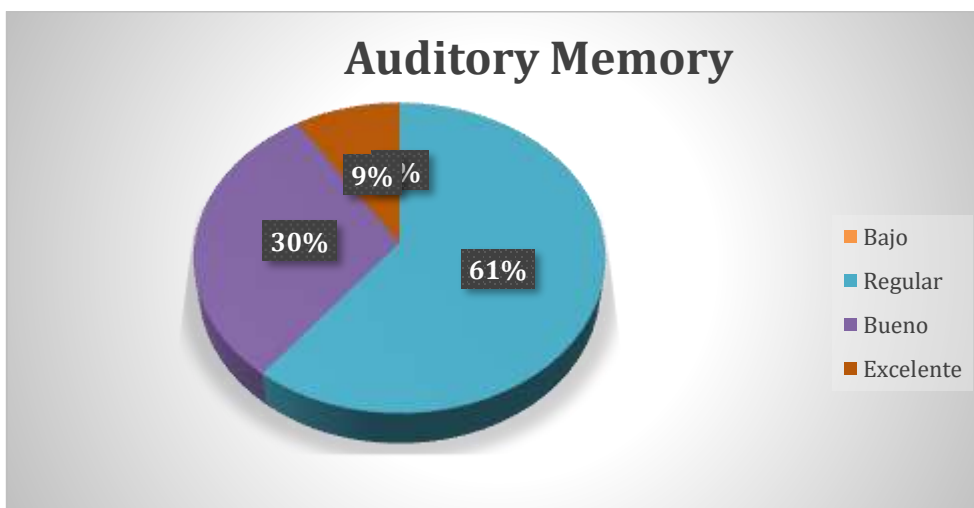
Figure 4. Percentages obtained in the fourth dimension



In this dimension, most students need additional support to overcome difficulties and reach good or excellent levels.

Dimension 5: Pronunciation and Intonation**Figure 5.** Percentages obtained in the fifth dimension

In this dimension, 50% of the students reach a good level, highlighting significant progress.

Dimension 6: Auditory Memory**Figure 6.** Percentages obtained in the sixth dimension

This dimension shows a slight increase in students achieving an excellent level, although there is still a need to reinforce those at average levels.

The analysis of the results of the diagnostic test according to the six dimensions evaluated reveals a fair level (43.75% - 62.5%), while a significant percentage reaches a good level (37.5% - 50%). However, only a minority achieve an excellent level (6.25% - 18.75%). These results highlight the need to implement specific strategies to strengthen this key skill. Possible causes of the observed performance include limited exposure to language in authentic listening contexts, insufficient use of effective methods to develop active listening, and the anxiety some students may experience when performing listening-related activities.

1.4 Interview results

Carried out with the teachers of 9th Grade of General Basic Education of the EMS Educational Unit.

The purpose of the interview was to gather information about the use of music as a didactic resource in the classroom and how this affects the improvement of the student's listening skills, as well as the level and difficulties that students have in the development of this skill. The aim is also to show the methodological strategies used by teachers in class to improve listening skills. All of this is to implement music as an effective, novel, and playful strategy; to do this, a questionnaire of 10 questions was drawn up, asking the professionals involved to collaborate to gather the necessary information.

According to the results obtained by the ninth-grade teaching staff, regarding the question 'What level of listening comprehension do you consider the ninth-grade students have?' They stated that the students' level of listening comprehension is low, due to the fact

that they are not attracted to the subject, seeing it as something complicated to understand and learn.

In the same way, through the teacher interview with regard to the question Do you consider that the 9th-grade students have correctly developed the ability to recognize keywords and identify common phrases? They indicate that the development of these skills has been moderately correct, since, despite their level of listening comprehension, they have managed to recognize words through texts, visual content, and auditory content.

Also, emphasizing the information provided by teachers regarding the question Are 9th-grade students able to interpret messages and meanings formally or informally in your opinion? They indicate that not all students are able to interpret this type of content, because not all have the same competence in learning this language, showing the need to implement a methodology and attractive resources that invite all students to learn.

In the same way, about the results of the question ‘What types of methodologies do you use to expand and enhance the vocabulary of students in 9th grade of basic education? They point out the use of didactic material as a methodological strategy for the teaching of this language, such as worksheets, didactic cards, or flashcards, which again shows the need to implement a more attractive and interactive methodology in this educational process.

Based on the information gathered from the question How do students manage to identify the pronunciation of words and understand accents and intonations? It is indicated that the form used by the students is listening, the teacher socializes with the students the

words and the contents they need to know, applying one part of the pronunciation in English and another part in Spanish, all of this so that the students can understand.

Continuing with the results of the following question, do you consider that Listening skills can be enhanced in students through the use of musical content? They have stated that students are sent songs to analyze them, and while these educational actors work they listen to music, seeking to improve their auditory recognition and productivity, these results argue that music is an effective resource in the process of teaching and learning English.

About this question, do you consider that students remember vocabulary, keywords, and phrases more easily when they associate them with music? The interviewee's information indicates that music is very positive for increasing vocabulary, students when they relate to musical content manage to retain specific words and phrases, which they can recognize and repeat, making them part of their language.

Regarding the information gathered from the question 'Do you think that the use of song lyrics could help students to identify linguistic patterns and improve their pronunciation? They say that yes, songs do indeed provide these improvements for students, since music as such is very attractive. When students relate to music as a way of learning, they become more motivated and interested in the language.

To the same extent, regarding the question 'Do you think that doing activities that include music invites students to analyze? The teacher emphasizes that students can analyze the English language through musical content, working together with the educator, they can identify the tense of the song and the verbs found in it.

Finally, about the question ‘Do you think that a system of classes in which music is applied would significantly enhance Listening skills? It is indicated that in the end, the use of songs is very positive, implementing them within the classes would provide a significant improvement in both listening and pronunciation, however, it represents a challenge in its very application, due to the system of music style to which students are impregnated.

1.5 Results of the observation guide

The main axis of the observation guide was to gather information about music as a didactic resource for the improvement of Listening skills, for the application of the same the respective evaluation instrument was elaborated, taking into account each one of the variables and indicators obtained in the project, to carry out the observation guide the authorization was requested to the teachers to evidence the development of the English classes and thus to be able to analyze in detail this rigorous process of teaching and learning, its methodologies, materials and the level in which the ability of the students is.

It is worth mentioning that the observation guide was applied in six academic periods (distributed in three classes within two days) listing six dimensions from which the following results were obtained:

-Dimension 1: Auditory Comprehension of Words and Phrases: It was found that students sometimes manage to recognize keywords and identify common phrases, i.e. during the lesson they understand and comprehend certain main words, they can recognize greetings, and answer basic questions.

- Dimension 2: Recognition of Grammatical Structures: In this dimension, students can occasionally identify grammatical structures and understand verb tenses, all of which are very simple such as past, present, or future.

- Dimension 3: Interpretation of messages and meanings in context: About this dimension, students sometimes manage to understand messages in formal or informal contexts, most of them understand the meaning of sentences, which is something very common in this educational process, as well as the use of auxiliary verbs in contraction to indicate the negative mode.

- Dimension 4: Vocabulary status: Based on this dimension, the students' vocabulary status is at a medium level which is occasionally evidenced during lessons, being able to recognize simple verbs, and their meanings, such as professions and certain nouns.

-Dimension 5: Pronunciation and intonation: According to the results obtained in this dimension, students sometimes manage to identify the pronunciation of new words, which shows a clear difficulty in the pronunciation of both regular and irregular verbs. They also have difficulty in understanding accents and intonation, presenting difficulty in the intonation of verbs in the past tense.

- Dimension 6: Auditory Memory: Finally, in this dimension the recognition and retention of key phrases and words is occasional, the students have difficulty in remembering irregular verbs in the past tense, and most of them remember how to structure sentences in the present tense addressed to the third person singular. This demonstrates a partially developed auditory memory.

General Analysis

Analysis of grades, teacher interviews, and observation guides reveals that students are mostly at fair levels, with some notable gains in listening comprehension due to exposure to authentic materials and interactive activities. Observations suggest that students who actively participate in practical and contextualized activities achieve better results, especially in listening comprehension. However, it is noted that in areas such as grammar, vocabulary, pronunciation, and aural memory, most students need more practice and individualized support to consolidate their skills.

The teacher emphasizes that students with average performance require more guided practice and strategies that favor the practical application of knowledge. In general, it is recommended to continue with interactive approaches and provide differentiated support to improve students' overall performance in all dimensions assessed.

CHAPTER 2: Research Methodology

2.1. Methodological Paradigm: Quantitative Approach

This study is based on quantitative research, focusing on the collection and analysis of numerical data from a field survey. These data were tabulated and organized using statistical methods to facilitate their interpretation and allow for the identification of patterns, trends, and relationships between the variables studied. In addition, this approach provides an objective and quantifiable basis for evaluating the results and ensures greater accuracy and reproducibility of the survey. The quantification of data helps to validate hypotheses and make evidence-based decisions.

2.2. Type of research: Experimental, explanatory, and field research design.

The research is experimental, explanatory, or field research. It is experimental because it identifies cause-effect relationships between dependent variables (explanatory variables) and independent variables (explanatory variables). It is descriptive because it seeks to understand, identify, and explain in detail the factors that influence the phenomenon studied. It is also a field study, as it provides direct contextual information about the object of study since the data are collected directly at the scene of the events.

2.3. Population and sample

The research units are constituted by teachers and students with a universe of 3 teachers and 100 students of 9th grade of Basic Education, distributed in. Since the universe is equal to 100, it was dealt with in its entirety.

2.4. Methods and techniques

This section analyses the methods and techniques used to structure a system of classes, integrating music as a didactic resource to improve the Listening skills in the students of the ninth year parallel 'B' of the educational institution 'EMS' in Ecuador.

2.4.1. Theoretical methods

Hypothetical-deductive: This method allowed us to formulate hypotheses on how the use of music in the teaching process can significantly improve listening skills in students. The hypotheses proposed were oriented to be evaluated through observation and analysis of empirical results, to seek and deduce whether the use of specific songs and rhythms facilitated listening comprehension.

Historical-logical: This method allowed the research proposal to be contextualized, taking into account the historical evolution of language teaching and the use of didactic resources such as music to improve listening skills. The historical analysis strengthened the theoretical basis of the project. In addition, the review of educational theories already proposed on the use of music highlighted its application and effectiveness in language learning.

Systemic method: This method allowed for a holistic analysis of the education system, distinguishing key factors such as the school context, the characteristics of the student community, and the teaching methodologies. By assessing how the implementation of a music-based classroom system impacts these elements, it was possible to identify both the obstacles and advantages of its implementation. This provided accurate and informed information to optimize its use in different settings, ensuring an effective implementation tailored to the specific needs of each educational context.

2.4.2 Empirical methods

Observation: Through observation, it was possible to identify and evaluate the student's learning process during the musical activities. This empirical method facilitated the recording of learners' reactions to the listening tasks, providing necessary data on how music influences the improvement of Listening skills.

Measurement: Measurement was used to assess students' progress in their Listening skills, quantifying parameters such as: identifying words, phrases, or specific facts from a song or listening activity. Through this measurement, an overview of the impact of music on their learning was obtained.

Diagnostic Assessment: Before implementing the classroom system, a diagnostic assessment was developed to identify the initial level of students' Listening skills. This diagnostic assessment provided data that was used as a reference for the planning of activities and listening tasks adapted to the needs of the students so that the didactic resource could be implemented effectively according to the level of proficiency of the students.

Interview: The interview was used to find out the teacher's opinion on the students' level of listening comprehension and her experience of implementing music as a teaching resource. The responses acquired provided necessary information that was used to adjust the pedagogical strategies and ensure the effectiveness of the classroom system.

Table 2. Consistency Matrix

Research question	General Objective	Hypothesis	Variables	Definition	Indicators	Sub-indicators	Ítems	Instrumentos
How to improve the Listening skills of the students in the 9th year of General Basic Education parallel 'B' of the educational institution 'EMS', the school year 2023-2024?	Implementing a system of classes that uses music as a didactic resource for the improvement of Listening skills in students of 9th grade EGB parallel 'B' of the educational institution 'EMS', the school year 2023-2024.	The implementation of a class system that uses music as a didactic resource will improve Listening skills in the English language in students in the ninth year of general basic education, parallel 'B'.	The independent variable: a classroom system implementing music as a didactic resource.	Listening is conceived as the active and conscious ability to grasp, interpret, and understand auditory information. It is not only related to listening to sounds but also involves the recognition of words, phrases, and grammatical structures, associating with previous knowledge to construct meanings from different situations or types of messages. This listening skill not only facilitates effective communication but also	Listening Comprehension of Words and Phrases	- Keyword recognition.	Dimension 1 Can students identify common phrases?	-Observation guide -Interview -Diagnostic assessment
			The dependent variable: Listening skills.		Recognition of Grammatical Structures	- Identification of common phrases.	Dimension 2 Can students identify basic grammatical structures? Do students understand verb tenses?	
					Interpretation of messages and meanings in context.	- Identification of basic grammatical structures.	Dimension 3 Do students understand messages in formal	

				enhances cognitive and grammatical skills such as auditory memory, vocabulary, pronunciation, and intonation, making it an essential basis for comprehensive language learning.			and informal contexts?	
					Vocabulary building.	- Understanding of verb tenses.	Dimension 4 Do students have a wide aural vocabulary?	
					Pronunciation and intonation.	- Understanding messages in formal and informal contexts.	Dimension 5 Can students identify the pronunciation of new words? Do learners understand accents and intonations?	
					Auditory Memory	- Expansion of aural vocabulary.	Dimension 6 Can students recognise and retain key words and phrases?	

Note: Planning tool used in the research to carry out the evaluation instruments.

Table 3. Rubric

Dimensions	Excelent (7-6)	Good (5-4)	Regular (3-2)	Low (1-0)
1. Listening Comprehension of Words and Sentences.	Recognizes key words and common phrases accurately.	Can recognize most key words and common phrases.	Recognizes some key words and common phrases.	Difficulty in recognizing key words or common phrases.
2. Recognition of Grammatical Structures.	Can identify and use simple structures correctly.	Can identify simple structures occasionally.	Recognizes simple structures in a limited way.	Cannot identify basic grammatical structures.
3. Interpreting Messages and Meanings in Context.	Can understand messages in formal and informal contexts with ease.	Can understand most messages in context.	Interprets basic messages in limited contexts.	Difficulty interpreting messages and meanings in basic contexts.
4. Vocabulary Status	Can recognize a wide range of simple verbs, nouns, adjectives, and adverbs with accuracy.	Recognizes limited vocabulary including verbs and some simple nouns and adjectives.	Has a basic vocabulary and makes errors in identifying verbs, nouns, adjectives, and adverbs.	Very limited vocabulary, making it difficult to understand common verbs, nouns, adjectives, and adverbs.
5. Pronunciation and Intonation	Can pronounce clearly and use appropriate intonation.	Pronounces correctly, but shows difficulty with intonation.	Limited pronunciation with frequent errors and problems with intonation.	Incorrect pronunciation and severe intonation difficulties.
6. Auditory Memory	Can retain and remember key words and common phrases with ease.	Recalls key words and common phrases occasionally.	Limited memory for retaining key words and common phrases.	Significant difficulty remembering key words and common phrases.

Note. Evaluation tool that was used to score the pre-test and post-test.

CHAPTER 3. The use of a classroom system implementing music as a didactic resource for the improvement of Listening skills.

This chapter explores the implementation of a classroom system that makes use of music as a didactic resource to improve listening skills in English. From a pedagogical and didactic point of view, it focuses on the theoretical background, key features and practical application of this system, highlighting how music encourages active participation, enriching vocabulary, and improving comprehension in a dynamic and engaging way.

3.1 Theoretical underpinning of the classroom system implementing music as a didactic resource for the improvement of Listening skills.

The class system, from a pedagogical perspective, is an organized structure that seeks to facilitate the teaching and learning process. It is governed by educational planning and the development of activities that allow students to build their knowledge and develop skills. According to the research of Diaz, et. al. (2020, p. 88). The class system is responsible for specifying the aims, objectives, and goals of education, allowing one to define what to do, how to do it, and the resources; and strategies that must be applied, preparing the essential elements for this educational task.

According to the study by Diaz, et. al. (2020, p. 88), within the execution of the classroom system, effective teaching is essential. One of the key aspects is the role of the teacher and the student, the educator fulfills the role of mediator and facilitator of learning, using strategies and resources that encourage the active participation of students. This is affirmed by Calderón, et. al (2018, p. 37), who point out that the teacher is in the task of accompanying, stimulating, and guiding student learning, and must also take into account the development and application of new media, networks, and technologies.

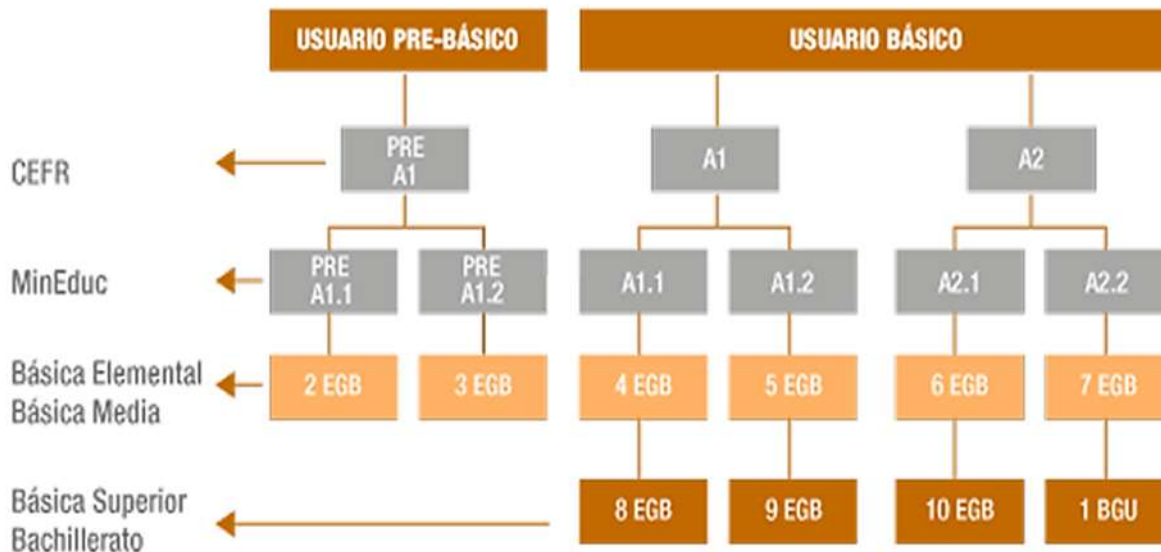
In turn, students are authors of their learning, taking into account the conclusions of the research by Contreras, et.al (2015, p. 138) indicating that the student is an active subject, whose role represents self-discipline, self-learning, critical analysis, reflection, and collaborative work, allowing their educational process to be more enriching.

On the other hand, a didactic approach is conceived as the science that studies and intervenes in the teaching-learning process to achieve a significant formation of the learner based on methods, techniques, and strategies, Navarra (2001, p. 7). In this sense, the application of different pedagogical methods and strategies is indispensable within a classroom system, depending on the needs and demands of the same, methods can be used that encourage student learning; constructivist in nature; such as the use of educational technologies and the resources that accompany it.

In addition, the class system incorporates continuous assessment mechanisms to monitor students' progress. According to Olivos (2010, p. 95), assessment is positive, formative, and feedback, it helps students to learn, maintain their knowledge, and develop. In addition to the aforementioned purposes, evaluation allows to identify strengths, and areas for improvement and to adjust pedagogical strategies according to the needs detected, being a key element for the effective development of the classroom system.

For the effective implementation of the classroom system, it is necessary to take into consideration the levels, content, objectives, skills, and criteria provided by the country's education system. In the case of the English language, identifying the level at which the average student is will benefit the development of the classroom system; to this end, the Ministry of Education (MINIEDUC) points out the following.

Figura 7. Exit profile proposed in the national curriculum for GBS and BGU



Note: Taken from the English Curriculum 2016.

According to the graph, students in basic secondary and higher education are at levels A1 and A2, along with content such as personal presentations, family, daily life, basic vocabulary, present simple, articles, basic modal verbs, etc. In addition, it is reflected that it is of vital importance the feedback on such knowledge throughout the courses for meaningful learning.

3.1.1 Proposed class system

This lesson system is designed to teach students dynamically and effectively, using different methods that encourage active participation, understanding, and continuous practice of the content. Topics such as nationality, pronunciation, question and answer, and listening comprehension are covered over several sessions. The main focus of this system is the constant interaction of the students with the language, making use of musical content, and giving them opportunities to apply what they have learned practically.

In the class system presented, music plays a role in generating a dynamic and effective educational process, as it encourages the active participation of the students and facilitates the understanding of the content. Incorporating songs into the learning process allows learners to practice pronunciation, rhythm, and intonation of the language naturally and entertainingly. Through song lyrics, new words, expressions, and grammatical structures are explored, enriching students' vocabulary in a meaningful way.

Music is an eye-catching and innovative resource that immediately captures students' attention. Its rhythmic, melodic, and emotional nature creates an engaging classroom environment, motivating children to actively participate in learning activities. As a universal element that connects with emotions and personal experiences, music arouses students' interest and keeps them engaged during the educational process.

The use of music in the proposed classroom system contributes significantly to improving listening skills in children. A key aspect of the implemented songs is the repetition of words and phrases, which facilitates memorization and auditory recognition. This helps them become familiar with the sounds and pronunciations of the language progressively and entertainingly, developing their ability to identify words and phrases in different contexts.

Each lesson is structured in three parts: introduction, development, and conclusion. In the introduction, the topic is presented through clear and simple examples, and interactive activities are encouraged to review previous concepts and activate students' knowledge. For example, in one of the lessons, the question 'Where are you from?' is introduced so that students begin to relate countries and nationalities with simple and correct sentences.

In the development phase, lessons include activities that not only reinforce vocabulary and language structures but also encourage listening practice. Resources such as songs are used, where students complete listening exercises while following the lyrics, helping to improve their understanding of the language. During this part, an activity is included which consists of completing the lyrics of the songs with the nationalities and countries mentioned, as well as a group discussion on the contents of the song, allowing students to reinforce what they have learned.

Finally, after each class, there is a practical activity in which students apply what they have learned orally. They are invited to interact with their classmates through role-play and dialogue, such as practicing questions about nationalities, to build confidence in speaking English and consolidating their understanding of the language.

Class N°1

Topic: Simple Past Tense - Past Simple

Main objective: Students will be able to use the simple past tense to narrate events, form affirmative sentences, affirmative, negative, and interrogative sentences, and engage in meaningful conversations about past experiences.

Assessment criteria: **CE.EFL.4.6.** Listening for meaning: Understand and follow the main idea of oral texts set in familiar everyday contexts, provided the discourse is clear and articulate, and deduce the meaning of unfamiliar words and phrases using contextual clues and/or prior knowledge.

EFL 4.2.1. Understand sentences and expressions related to areas of immediate personal and educational priority, provided the discourse is clearly and slowly articulated (e.g. everyday life, leisure, school activities, etc.).

1. Introduction (15 minutes)

Aim: To reinforce learners' prior knowledge of the simple past, especially its use with regular and irregular verbs. In addition, it creates a relaxed atmosphere so that students can start simply speaking in English.

Teacher tasks: Feedback on the simple past: The teacher will begin the lesson with a general review of the simple past. This could include a brief explanation of when and how it is used (to talk about actions completed in the past).

Warm-up activity: Students will be asked 'What did you do last weekend?' The teacher will write this question on the board to facilitate students' understanding. This type of activity is useful because it allows them to use the simple past spontaneously.

Student tasks: Students will answer the question individually or in pairs, using verbs in the past tense. Some may use regular verbs (such as 'played' or 'watched'), while others will use irregular verbs (such as 'went' or 'ate').

This activity allows the teacher to observe the students' level of knowledge of the correct use of the simple past, especially with irregular verbs.

2. Development (45 minutes)

Aim: To improve the pronunciation of regular and irregular verbs, as well as to reinforce the identification and correct use of verb tenses in the context of a song.

Teacher tasks: Use of a song: The teacher will choose a popular song, in this case, ‘Someone like you’ by Adele, to integrate the learning of irregular and regular verbs in a real and entertaining context. Songs are excellent for working on pronunciation, rhythm, and intonation. When playing the song, the teacher will ask the students to focus on the verbs that appear in the text.

Gap-filling activity: The teacher will provide the students with a sheet of paper with the lyrics of the song, but with blank spaces where they should write the correct verbs in the past tense. This will not only help them to identify and remember the verbs they hear but also to understand the verb forms in their correct form (regular or irregular past). Depending on the level, a list of verbs can be included for students to choose the correct option.

Student tasks: Verb identification: students will listen to the song and have to identify the verbs in the song. Some of these verbs will be in their regular form (such as ‘played’), while others will be in their irregular form (such as ‘went’).

Write the verbs correctly: While listening, students will fill in the blanks with the correct verb in the past tense. This allows them to practice not only verb form but also the distinction between regular and irregular verbs.

Purpose: This part of the lesson allows students to learn through a fun listening activity while improving their pronunciation and increasing their familiarity with past tense verb forms.

3. Conclusion (20 minutes)

Aim: To reinforce what has been learned about regular and irregular verbs, and to provide students with the opportunity to reflect on their learning.

Teacher tasks: Karaoke: The teacher will use the instrumental version of the song ‘Someone like you’ (i.e. without the singer's voice), allowing students to sing the lyrics. This exercise is designed to improve students' pronunciation by repeating the words of the song. In addition, group singing builds confidence and reduces the anxiety that some students may feel when speaking in English.

Final reflection: The teacher will ask reflection questions to consolidate learning. The questions will be:

- ‘What did you learn today?’.
- What's the difference between regular and irregular verbs?

Student tasks: Participation in karaoke: Students will try to sing the song, which will help them practice intonation and pronunciation. This will also allow them to internalize the verb forms heard in the song more naturally.

Responses to reflection questions: Students will respond to the teacher's questions, using the knowledge acquired in class. Here, students are expected to understand and be able to explain the difference between regular verbs (which follow a rule by adding ‘-ed’ to form the past) and irregular verbs (which change irregularly, such as ‘go’ to ‘went’).

Purpose: The conclusion part allows students to reinforce what they have learned in a practical (through karaoke) and reflective (through questions) way. The reflection also serves to check students' level of understanding of the difference between regular and irregular verbs.

Class N°2

Topic: Modal Verb 'Can' - Modal Verb 'Can'.

Main aim: Students will be able to use the modal verb can to express abilities, permissions, and possibilities, and apply it in meaningful communicative contexts.

Assessment criteria: **CE.EFL.4.6.** Listening for meaning: Understand and follow the main idea in oral texts set in familiar everyday contexts, provided the discourse is clear and articulate, and deduce the meaning of unfamiliar words and phrases using contextual clues and/or prior knowledge.

EFL 4.2.1. Understand sentences and expressions related to areas of immediate priority within the personal and educational domains, provided the discourse is clearly and slowly articulated (e.g. everyday life, leisure, school activities, etc.).

1. Introduction (10 minutes)

Objective: To introduce the use of the verb 'can' to talk about skills and abilities.

Teacher tasks: Write the question on the board: The teacher will write the question 'What can you do?' on the board. Then model some answers using the verb 'can', e.g. 'I can swim' or 'I can play the guitar'.

Encourage brainstorming: The teacher will encourage students to share their skills and activities using 'can'. Students will do this in pairs to encourage active participation.

Student tasks: Students will participate in pairs, responding to the question 'What can you do?' with examples of their skills and abilities. They will use the verb 'can' correctly to form sentences in English.

Purpose: This part of the lesson aims to familiarise students with the verb ‘can’ and how it is used to express skills and abilities in English. It also encourages participation from the start.

2. Development (35 minutes)

Objective: To practice the use of ‘can’ in the context of a song, improving listening comprehension and analysis of its meaning in a cultural context.

Teacher tasks: Using the song ‘If I Can Dream’ by Elvis Presley: The teacher will play the song ‘If I Can Dream’ by Elvis Presley. Students will be given a worksheet with the lyrics of the song, but with blanks where the word ‘can’ is missing.

Listening activity: Students will listen to the song carefully and fill in the blanks with the word ‘can’ in the appropriate places. During the activity, the teacher will guide students to focus on how ‘can’ is used to express possibilities, wishes, and dreams.

Discussion on the use of ‘can’: After completing the activity, the teacher will lead a group discussion on how ‘can’ is used in the song, highlighting its function to express possibilities, dreams, and aspirations. The teacher will explain that ‘can’ is also used to talk about what is possible or desired, not just abilities.

Student tasks: Students will listen to the song carefully and fill in the blanks with the word ‘can’ as they hear it. This will help reinforce the connection between the verb ‘can’ and its use in songs and other contexts.

After the activity, students will participate in group discussion, explaining how ‘can’ is used in the song and relating it to concepts of possibilities and dreams.

Purpose: This part of the lesson aims to improve students' listening comprehension as they practice using “can” in more complex contexts, such as in songs. It also allows them to reflect on how ‘can’ is used in different ways in the English language.

3. **Conclusion** (25 minutes)

Aim: To apply what they have learned through a creative activity in which students use ‘can’ to talk about skills, permissions, or possibilities.

Teacher tasks: Small group division: The teacher will divide students into small groups and give them a creative task: write a short dialogue using ‘can’ to talk about skills, permissions, or possibilities. Students should practice using ‘can’ in different contexts.

Presenting the dialogues: Once the groups have prepared their dialogues, each group should present them in front of the class, practicing their pronunciation and fluency.

Final reflection: At the end of the lesson, the teacher will pose the reflection question: ‘What new ways of using “can” did you learn today?’ for students to reflect on what they have learned and how they can apply ‘can’ in their daily lives.

Student tasks: Students will work in groups to create and practice their dialogue, making sure to use ‘can’ correctly in different situations, such as to talk about skills, permissions, or possibilities.

Students will then present their dialogues to the class, showing their understanding of the use of ‘can’. In the end, students will reflect on and answer the question about the new ways of using ‘can’ that they learned during the lesson.

Purpose: The conclusion aims to give students the opportunity to apply what they have learned in a real communicative situation. By creating and presenting a dialogue, students practice the use of 'can' in a social context, while reinforcing their understanding of the different ways of using this verb.

Clase N°3

Theme: Nationalities - Nationalities

Main objective: Students will learn the basic vocabulary of countries and nationalities and use it in speaking and listening activities through a song that emphasizes cultural diversity.

Assessment criteria: CE.EFL.4.6. Listening for meaning: Understand and follow the main idea in oral texts set in familiar everyday contexts, provided the discourse is clear and articulate, and infer the meaning of unfamiliar words and phrases using contextual clues and/or prior knowledge.

EFL 4.2.1. Understand sentences and expressions related to areas of immediate priority within the personal and educational domains, provided the discourse is clearly and slowly articulated (e.g. everyday life, leisure, school activities, etc.).

1. Introduction (10 minutes)

Objective: To introduce and practice vocabulary related to countries and nationalities, and to start forming basic sentences.

Teacher tasks: Show a map of the world or a globe: The teacher uses a map or globe to ask the opening question: Where are you from? This question helps students think about different countries and their nationalities.

Introduction of basic vocabulary: The teacher will teach students the names of countries and nationalities:

- Countries: USA, England, Mexico, Japan, Brazil, Italy.
- Nationalities: American, English, Mexican, Japanese, Brazilian, Italian.

Examples: The teacher will provide example sentences so that students understand how to use the vocabulary:

- 'I am from Japan. I am Japanese.'
- She is from Mexico. She is Mexican.'

Repetition to practice pronunciation: The teacher will guide students in repeating the vocabulary and phrases to ensure they pronounce them correctly.

Student tasks: Listening and repeating vocabulary: Students will follow the teacher's directions, repeating the words for countries and nationalities.

Practice sentences with teacher guidance: Students will form sentences using the vocabulary they have learned, such as 'I am from Italy. I am Italian.'

Purpose: This phase aims to familiarise students with keywords and basic grammatical structures for talking about countries and nationalities.

2. Development (35 minutes)

Aim: To practice listening comprehension and the application of new structures through a song, while connecting with global culture.

Teacher tasks: Play the song ‘Waka Waka (This Time for Africa)’ by Shakira: The teacher will play the song, which celebrates global unity, as a fun way to learn about different countries and nationalities.

Provide a worksheet with incomplete lyrics: The teacher will give students a worksheet containing the lyrics of the song, but with blanks where they have to fill in the names of countries and nationalities mentioned in the song.

Facilitate the listening activity: Students will listen to the song and fill in the missing words in the corresponding spaces.

Highlight cultural references in the song: After the listening activity, the teacher will discuss the cultural references in the song and how they relate to different countries.

Teaching simple dialogues: The teacher will teach and practice simple dialogues with the students, such as:

- ‘Where are you from?’.

- I am from [country]. I am [nationality].’ (I am from [country]. I am [nationality].)

Student tasks: Listen to the song and complete the worksheet: students will pay attention to the song and fill in the blanks with the correct countries and nationalities.

Identify references to countries and nationalities in the lyrics: Students will identify the countries and nationalities mentioned in the song.

Practice dialogues with a partner: After completing the task, students will practice dialogues in pairs, using the structures just taught.

Purpose: This part aims to combine music, culture, and vocabulary practice, allowing students to connect with the topic in a dynamic and fun way while reinforcing listening comprehension and oral production.

3. Conclusion (25 minutes)

Objective: To apply what has been learned in a practical speaking activity and share information with other students.

Teacher tasks: Speaking activity: The teacher will divide students into pairs or small groups and ask them to introduce themselves using the structure:

- 'I am from [country]. I am [nationality].' (I am from [country]. I am [nationality].)

- He/She is from [country]. He/She is [nationality].' (He/She is from [country]. He/She is [nationality].)

Facilitate a group presentation: Each group or pair will present a famous person from a country, for example:

- 'Taylor Swift is from the USA. She is American. (Taylor Swift is from the USA. She is American).

Final reflection: At the end, the teacher will ask students: 'What countries and nationalities did you learn today?'

Student tasks: Practice presentations: Students will introduce themselves to each other using the phrases learned, mentioning their country of origin and nationality.

Participate in group introductions: Students will introduce a famous person, using the vocabulary learnt, and share the information with the rest of the class.

Reflecting on learning: Students will answer the final question, reflecting on the countries and nationalities they learned about during the lesson.

Purpose: This section aims to reinforce what has been learned through a communicative activity in which students can apply grammatical structures and vocabulary in real-life situations. In addition, by sharing information about famous people, students connect the vocabulary to specific cultural contexts.

Finally, this course system offers a comprehensive and dynamic approach to teaching English, combining listening activities, speaking exercises, and group interactions. Each session is carefully designed to ensure progressive learning, beginning with clear introductions that review key concepts, followed by developmental activities that explore content through authentic sources, such as popular songs. These activities not only enhance grammar learning but also provide a meaningful connection, increasing students' interest and motivation.

The variety of activities offered allows students to actively participate in their own learning process, adapting to different styles and levels.

From listening comprehension and gap-filling exercises to creating dialogues and presentations, the dynamics are designed to reinforce the practical use of language in real-world settings. This participatory approach fosters trust and collaboration, creating an inclusive and motivating learning environment.

Ultimately, this system seeks not only to teach English as a set of grammatical rules but also as a practical communication tool. Students not only acquire new vocabulary and structural knowledge but also the ability to apply it in everyday situations. With engaging activities and an innovative teaching approach, this method provides an enriching educational experience that promotes both language development and confidence in its use.

CHAPTER 4. Results of the application of the class system for the improvement of listening skills.

In this chapter, we will detail the results obtained from the application of the class system for the improvement of the Listening skill in the students of 9th grade of E.G.B. of the educational unit 'EMS'.

4.1. Description of the Application of the Lesson System.

In order to evaluate the effectiveness of music as a didactic resource in the listening comprehension of 9th E.G.B. pupils of the educational unit 'EMS', the school year 2024-2025, it was necessary to apply a system of classes which will be detailed below:

Class 1: Simple Past Tense

On the first day of class, students were introduced to the topic of the use of the simple past tense, focusing on regular and irregular verbs. The class began with a 15-minute review of the simple past tense, where a warm-up was held and students were asked 'What did you do last weekend?'

In the explanation of the activities for the class, the song 'Someone Like You' by Adele was used to engage the students in verb recognition in a more dynamic way. Students had to write the verbs in the past tense while listening to the song.

To conclude, the class dedicated a karaoke session using the instrumental version of the song for the students to practice pronunciation and intonation, but also gave them the opportunity to reflect on what they had learned, thus reinforcing auditory memory.

Class 2: Modal Verb ‘Can’.

In the second class, students were introduced to the topic of the modal verb ‘can’, focusing on its use to express abilities, permissions, and possibilities. The lesson started with the following question: ‘What can you do?’ on the board and was exemplified with sentences such as ‘I can jump’ or ‘I can play the piano’. The participants were in pairs, where they had to answer like the given example.

In the development of the lesson, the song ‘If I Can Dream’ by Elvis was used, where students had to fill in the blanks where the word ‘can’ was missing, following the lyrics of the song. Then, they participated in a group discussion to talk about in which situations ‘can’ is used in the context of the song, whether it is expressing wishes, possibilities, or dreams.

To conclude, the class engaged in a creative activity in which the students worked in groups of four to write a dialogue using ‘can’ where they had to be presented in front of the class and at the end the question ‘What new ways of using “can” did you learn today?’ was posed to promote what they had learned from the topic.

Class 3: Nationalities

In the third class, students were introduced to the topic of nationalities, acquiring new vocabulary related to countries and their nationalities. A map or globe was used to ask the question ‘Where are you from?’ where students actively participated, repeating and forming sentences such as ‘I am from Japan. I am Japanese.’

During the course of the lesson, the song ‘Waka Waka (This Time for Africa)’ by Shakira was used to reinforce the vocabulary learned in a cultural context. The students had

to complete the lyrics of the song, where they had to fill in the blanks with the countries and nationalities mentioned. Then students had to practice simple dialogues in pairs, such as ‘Where are you from?’ and answer: ‘I am from [country]. I am [nationality].’

To conclude, students had to do a speaking activity in which they introduced themselves and used the structure they had learnt. In addition, there was a group activity in which they had to introduce their favorite celebrity, for example: ‘Taylor Swift is from the USA. She is American. At the end, the following question was posed: ‘What countries and nationalities did you learn today?’ to reflect on what they had learned.

4.2. Results obtained from the Application of the Classroom System.

The results obtained in the pre-test provided clear indicators for the application of the intervention proposal. This proposal consisted of applying a classroom system using music as a didactic resource for the improvement of the skills of listening.

The pre-test data and the post-test results, obtained after the application of the system, were compared by empirical methods using rubrics with a measurement scale.

As in the pre-test, the same dimensions were used to evaluate and test the hypothesis, and the following data were obtained:

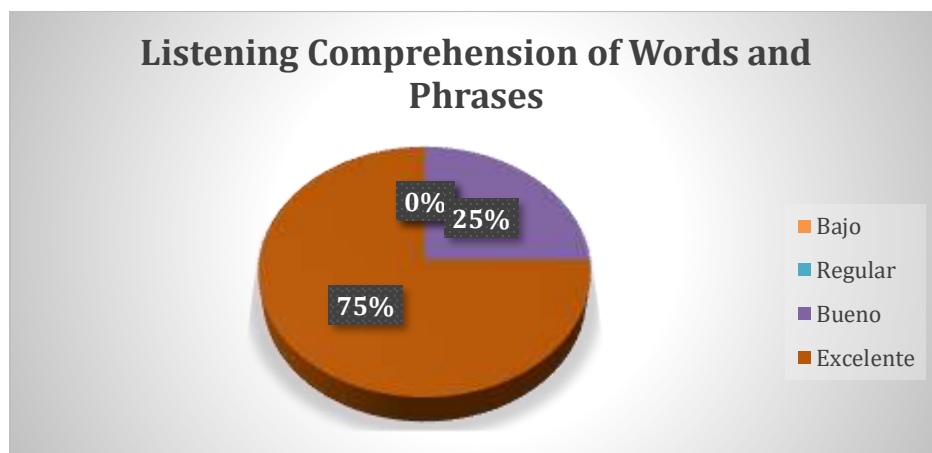
Tabla 4. Grading Chart (Post-test)

Students	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Final average
A	6	5	6	7	6	6	6
B	5	6	6	6	7	7	6.17
C	5	5	6	6	7	5	5.67
D	7	7	5	6	6	5	6
E	7	6	5	6	6	7	6.17
F	6	6	7	7	7	7	6.67
G	6	7	7	5	5	5	6.17
H	6	5	5	5	5	6	5.33
I	7	5	6	5	5	5	5.5
J	7	5	5	5	5	5	5.33
K	6	6	6	6	6	5	5.33
L	7	7	7	6	6	6	5.83
M	7	7	7	7	6	6	6.67
N	7	7	7	6	7	7	6.83
O	6	7	6	6	6	6	6.17
P	6	7	7	7	6	7	6.67

Note: This table shows the table of post-test scores of the 9th year GBS students of the educational institution “EMS”, categorized by each dimension.

Dimension 1: Listening Comprehension of Words and Phrases

Figura 8. Percentages obtained in the first dimension of the post-test

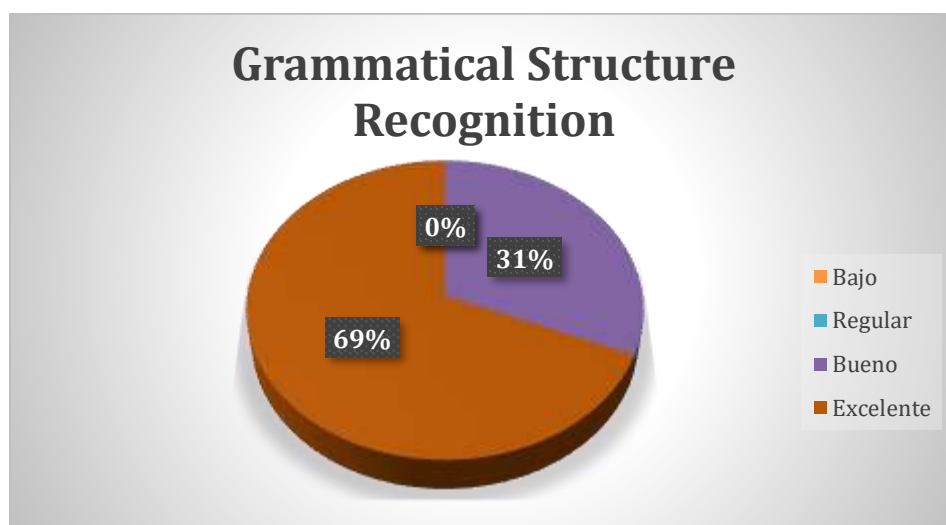


Note: The graph shows the percentages obtained in the first dimension of the post-test by the 9th grade students of the educational institution “EMS”, school year 2023-2024.

The majority of students (88%) are in the excellent category, indicating a high level of development in the ability to understand words and sentences aurally. Only a small group (12%) requires reinforcement in order to reach higher levels.

Dimension 2: Grammatical Structure Recognition

Figura 9. Percentages obtained in the second dimension of the post-test

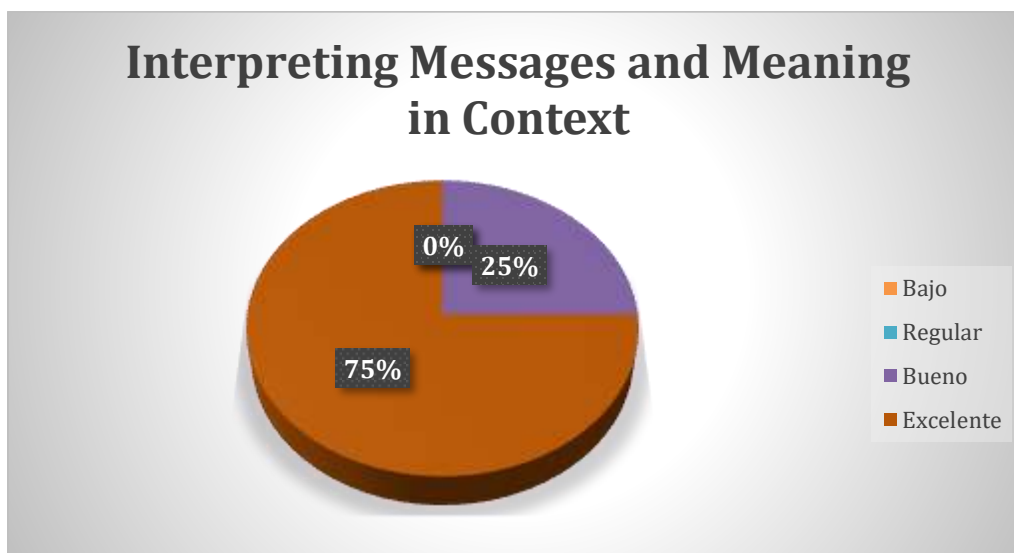


Note: The graph shows the percentages obtained in the second dimension of the post-test by the 9th grade students of the educational institution “EMS”, school year 2023-2024.

69% of students demonstrate an excellent command of grammatical structure recognition, while 31% are in a good category. There are no students in the fair or poor categories, confirming an overall good performance.

Dimension 3: Interpreting Messages and Meaning in Context

Figura 10. Percentages obtained in the third dimension of the post-test



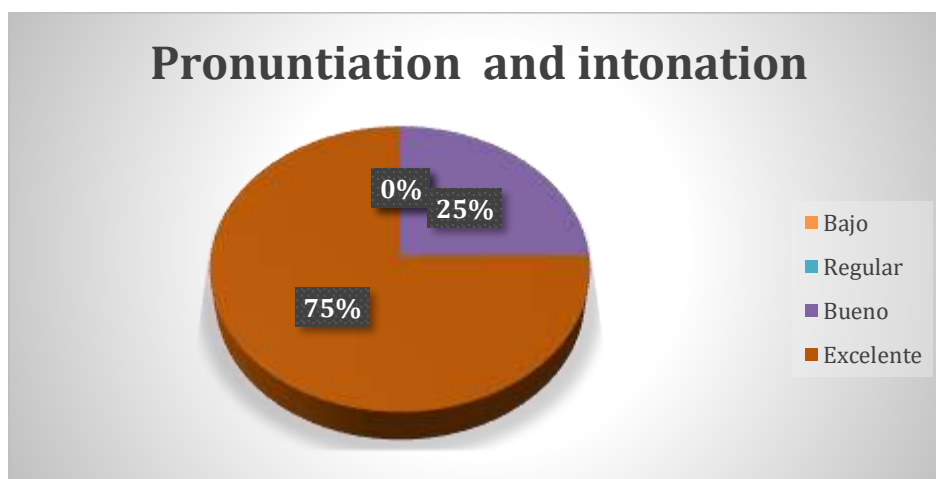
Note: The graph shows the percentages obtained in the third dimension of the post-test by the students of 9th grade of EGB of the educational institution “EMS”, school year 2023-2024.

Performance in this dimension reflects similar patterns to Dimension 2, with 75% of the group in the excellent category and 25% in the good. This suggests that students can interpret messages and meanings in different contexts.

Dimension 4: Vocabulary Status**Figura 11.** Percentages obtained in the fourth dimension of the post-test

Note: The graph shows the percentages obtained in the fourth dimension of the post-test by the 9th grade students of the educational institution “EMS”, school year 2023-2024.

The high percentage of students in the excellent category (75%) reflects an adequate richness and command of vocabulary. However, students in the good category can improve through activities such as word games or reading.

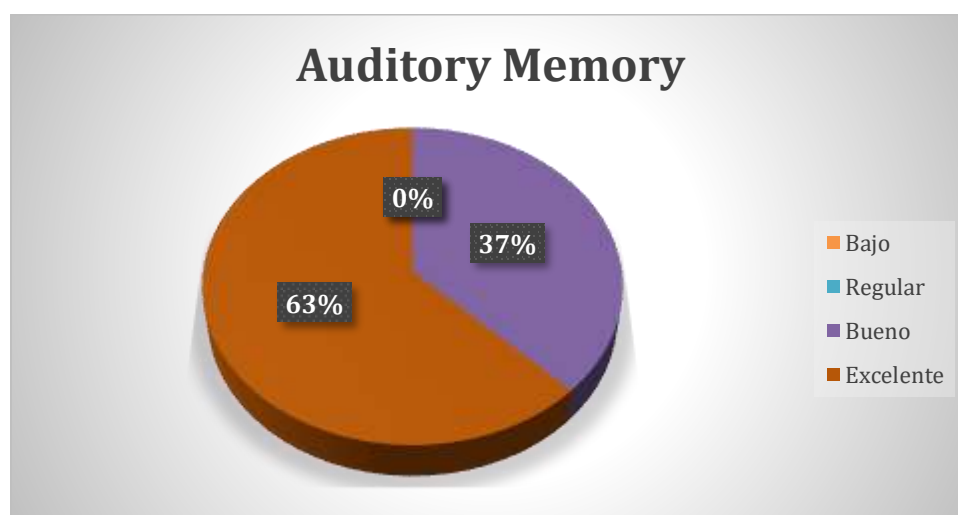
Dimension 5: Pronuntiation and intonation**Figura 12.** Percentages obtained in the fifth dimension of the post-test

Note: The graph shows the percentages obtained in the fifth dimension of the post-test by the 9th grade students of the educational institution “EMS”, school year 2023-2024.

Performance in pronunciation and intonation follows a pattern consistent with other dimensions, with most students showing excellent results.

Dimension 6: Auditory Memory

Figura 13. Percentages obtained in the sixth dimension of the post-test



Note: The graph shows the percentages obtained in the sixth dimension of the post-test by the 9th grade students of the “EMS” educational institution, school year 2023-2024.

Although this dimension has the lowest average compared to the other dimensions, it still shows a positive performance, with more than 63% of students in the excellent category. However, the remaining 37% would need to strengthen their auditory memory.

Overall Post-test Analysis

The results obtained reflect an overall positive performance, with the majority of students at excellent levels according to the dimensions assessed. The most outstanding

areas were listening comprehension, vocabulary pronunciation, and intonation, where the Listening skill was significantly enhanced by the use of music as a teaching resource. Through musical activities such as songs, students were able to internalize linguistic patterns naturally, improve their auditory memory, and reinforce pronunciation. Music made learning a more dynamic and motivating process, which contributed to overall progress in all the language dimensions assessed.

4.3. Testing of the hypothesis test

Scientific hypothesis: The implementation of a class system that uses music as a didactic resource will improve the Listening skill in the English language in the students of the ninth year of general basic education parallel 'B'.

From the hypothesis, the relationship between two variables is studied:

Null hypothesis (H0): The implementation of a class system that uses music as a didactic resource, will not improve the Listening skills in the English language in the students of the ninth year of general basic education parallel 'B'.

Alternative hypothesis (H1): The implementation of a class system that uses music as a didactic resource, will improve the Listening skills in the English language in the students of the ninth year of general basic education parallel 'B'.

In order to carry out a more complete and detailed quantitative analysis, the chi-square test was used, applying it specifically to each of the dimensions evaluated, providing a more precise vision of which specific aspects of learning were most influenced by the use of music as a didactic resource, highlighting areas of improvement and consolidation in the development of listening skills.

Dimension 1: Listening Comprehension of Words and Phrases**Table 5.** Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	2	11	13
Good	4	5	9
Regular	6	0	6
Insufficient	3	0	3
Total	16	16	32

Note: The table shows the values observed in the Chi-square test.

Table 6. Expected value

Categories	Pre-Test	Post-Test
Excellent	6,5	7,5
Good	4,5	4,5
Regular	1,13	3,5
Insufficient	1,5	7,5

Note: The table shows the expected values in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Table 7. Squared Differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(4 - 6,5)^2}{6,5}$	$\frac{(11 - 6,5)^2}{7,5}$
Good	$\frac{(4 - 4,5)^2}{4,5}$	$\frac{(5 - 4,5)^2}{5}$
Regular	$\frac{(6 - 1,13)^2}{1,13}$	$\frac{(0 - 1,13)^2}{1,13}$
Insufficient	$\frac{(3 - 1,5)^2}{1,5}$	$\frac{(0 - 1,5)^2}{1,5}$

Note: The table shows the process of squared differences in the Chi-square test.

Table 8. Results of squared differences

Categories	Pre-Test	Post-Test
Excellent	0,96	2,7
Good	0,06	0,05
Regular	8,62	1,13
Insufficient	2	1,5

Note: The table shows the results of the squared differences in the Chi-square test.

Chi-square

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 0,96 + 2,7 + 0,06 + 0,05 + 8,62 + 1,13 + 2 + 1,5 = 17,02$$

Degrees Of Freedom

$$GL = (filas - 1) \times (columnas - 1)$$

$$GL = 3 \times 1 = 3$$

Critical Value

Margin Of Error: 0,05

Table 9. Chi-square table

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

f = 3 and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 17.02 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and the post-test.

Dimension 2: Grammatical Structure Recognition

Table 10. Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	1	11	12
Good	6	5	11

Regular	5	0	5
Insufficient	4	0	4
Total	16	16	32

Note: The table shows the values observed in the Chi-square test.

Table 11. Expected Value

Categories	Pre-Test	Post-Test
Excellent	6	6
Good	5,5	5,5
Regular	2,5	2,5
Insufficient	2	2

Note: The table shows the expected values in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Table 12. Squared differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(1 - 6)^2}{6}$	$\frac{(11 - 6)^2}{6}$
Good	$\frac{(6 - 5,5)^2}{5,5}$	$\frac{(5 - 5,5)^2}{5,5}$
Regular	$\frac{(5 - 2,5)^2}{2,5}$	$\frac{(0 - 2,5)^2}{2,5}$
Insufficient	$\frac{(4 - 2)^2}{2}$	$\frac{(0 - 2)^2}{2}$

Note: The table shows the process of the squared differences in the Chi-square test.

Table 13. Results of squared differences

Categories	Pre-Test	Post-Test
Excellent	4,17	4,17
Good	0,04	0,05
Regular	2,5	2,5
Insufficient	2	2

Note: The table shows the results of the squared differences in the Chi-square test.

Chi-square

$$X^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 4,17+4,17+0,04+0,05+2,5+2,5+2+2= 17,43$$

Degrees of freedom

$$GL = (rows - 1) \times (columns - 1)$$

$$GL = 3 \times 1 = 3$$

Critical Value

Margin of Error: 0,05

Table 14. Chi-square table

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

Note: The table shows the values of the Chi-square table.

$f = 3$ and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 17.43 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and the post-test.

Dimension 3: Interpretation of Messages and Meanings in Context

Table 15. Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	2	12	14
Good	5	4	9
Regular	7	0	7
Insufficient	2	0	2
Total	16	16	32

Note: The table shows the values observed in the Chi-square test.

Table 16. Expected Value

Categories	Pre-Test	Post-Test
Excellent	7	7
Good	4,5	4,5
Regular	3,5	3,5
Insufficient	1	1

Note: The table shows the process of squared differences in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Table 17. Squared Differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(2 - 7)^2}{7}$	$\frac{(12 - 7)^2}{7}$
Good	$\frac{(5 - 4,5)^2}{4,5}$	$\frac{(4 - 4,5)^2}{4,5}$
Regular	$\frac{(7 - 3,5)^2}{3,5}$	$\frac{(0 - 3,5)^2}{3,5}$
Insufficient	$\frac{(2 - 1)^2}{1}$	$\frac{(0 - 1)^2}{1}$

Note: The table shows the process of squared differences in the Chi-square test.

Table 18. Results of squared differences

Categories	Pre-Test	Post-Test
Excellent	3,57	3,57
Good	0,06	0,06
Regular	3,5	3,5
Insufficient	2	1

Chi-Square

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 3,57 + 3,57 + 0,06 + 0,06 + 3,5 + 3,5 + 2 + 1 = 17,26$$

Degrees of freedom

$$GL = (rows - 1) \times (columns - 1)$$

$$GL = 3 \times 1 = 3$$

Valor crítico

Margen de Error: 0,05

Table 19. *Chi-square table*

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

Note: The table shows the values of the Chi-square table.

f = 3 and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 17.26 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and the post-test.

Dimension 4: Vocabulary Status

Table 20. Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	3	12	15

Good	6	4	10
Regular	4	0	4
Insufficient	3	0	3
Total	16	16	32

Note: The table shows the values observed in the Chi-square test.

Table 21. Expected Value

Categories	Pre-Test	Post-Test
Excellent	7,5	7,5
Good	5	5
Regular	2	2
Insufficient	1,5	1,5

Note: The table shows the expected values in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Table 22. Squared Differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(3 - 7,5)^2}{7,5}$	$\frac{(12 - 7,5)^2}{7,5}$
Good	$\frac{(6 - 5)^2}{5}$	$\frac{(4 - 5)^2}{5}$
Regular	$\frac{(4 - 2)^2}{2}$	$\frac{(0 - 2)^2}{2}$

Insufficient	$\frac{(3 - 1,5)^2}{1,5}$	$\frac{(0 - 1,5)^2}{1,5}$
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Note: The table shows the process of squared differences in the Chi-square test.

Table 23. Results of squared differences

Categories	Pre-Test	Post-Test
Excellent	2,7	2,7
Good	0,2	0,2
Regular	2	2
Insufficient	1,5	1,5

Note: The table shows the process of squared differences in the Chi-square test.

Chi-square

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 2,7 + 2,7 + 0,2 + 0,2 + 2 + 2 + 1,5 + 1,5 = 12,8$$

Degrees of Freedom

$$GL = (filas - 1) \times (columnas - 1)$$

$$GL = 3 \times 1 = 3$$

Critical Value

Margin of Error: 0,05

Table 24. Chi-square table

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

Note: The table shows the process of squared differences in the Chi-square test.

$f = 3$ and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 12.8 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and the post-test.

Dimension 5: Pronunciation and intonation

Table 25. Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	2	12	14
Good	5	4	9
Regular	5	0	5
Insufficient	4	0	4
Total	16	16	32

Note: The table shows the process of squared differences in the Chi-square test.

Table 26. Expected Value

Categories	Pre-Test	Post-Test
Excellent	7	7
Good	4,5	4,5
Regular	2,5	2,5
Insufficient	2	2

Note: The table shows the process of squared differences in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Table 27. Squared Differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(2 - 7)^2}{7}$	$\frac{(12 - 7)^2}{7}$
Good	$\frac{(5 - 4,5)^2}{4,5}$	$\frac{(4 - 4,5)^2}{4,5}$
Regular	$\frac{(5 - 2,5)^2}{2,5}$	$\frac{(0 - 3,5)^2}{2,5}$
Insufficient	$\frac{(4 - 2)^2}{2}$	$\frac{(0 - 2)^2}{2}$

Note: The table shows the process of squared differences in the Chi-square test.

Table 28. Expected value

Categories	Pre-Test	Post-Test
Excellent	3,57	3,57
Good	0,06	0,06

Regular	2,5	4,9
Insufficient	2	2

Note: The table shows the process of squared differences in the Chi-square test.

Chi-Square

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 3,57 + 3,57 + 0,06 + 0,06 + 2,5 + 4,9 + 2 + 2 = 18,66$$

Degrees of Freedom

$$GL = (rows - 1) \times (columns - 1)$$

$$GL = 3 \times 1 = 3$$

Critical Value

Margin of Error: 0,05

Table 29. Chi-square table

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

Note: The table shows the process of squared differences in the Chi-square test.

$f = 3$ and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 18.66 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and the post-test.

Dimension 6: Auditory Memory

Table 30. Observed Value

Categories	Pre-Test	Post-Test	Total
Excellent	2	10	12
Good	5	6	11
Regular	8	0	8
Insufficient	1	0	1
Total	16	16	32

Note: The table shows the process of squared differences in the Chi-square test.

Table 31. Expected Value

Categories	Pre-Test	Post-Test
Excellent	6	6
Good	5,5	5,5
Regular	4	4
Insufficient	0,5	0,5

Note: The table shows the process of squared differences in the Chi-square test.

$$\frac{(O - E)^2}{E}$$

Tabla 32. Squared Differences

Categories	Pre-Test	Post-Test
Excellent	$\frac{(2 - 6)^2}{6}$	$\frac{(10 - 6)^2}{6}$
Good	$\frac{(5 - 5,5)^2}{5,5}$	$\frac{(6 - 5,5)^2}{5,5}$
Regular	$\frac{(8 - 4)^2}{4}$	$\frac{(0 - 4)^2}{4}$
Insufficient	$\frac{(1 - 0,5)^2}{0,5}$	$\frac{(0 - 0,5)^2}{0,5}$

Note: The table shows the process of squared differences in the Chi-square test.

Tabla 33. Expected Value

Categories	Pre-Test	Post-Test
Excellent	2,67	2,67
Good	0,05	0,05
Regular	4	4
Insufficient	0,5	0,5

Note: The table shows the process of squared differences in the Chi-square test.

Chi-Square

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = 2,67 + 2,67 + 0,05 + 0,05 + 4 + 4 + 0,5 + 0,5 = 14,44$$

Degree of freedom

$$GL = (rows - 1) \times (columns - 1)$$

$$GL = 3 \times 1 = 3$$

Critical value

Margin of Error: 0,05

Table 34. Chi-square table

	0,995	0,99	0,975	0,95	0,9	0,5	0,2	0,1	0,05
1	0,0000397	0,000157	0,000982	0,00393	0,0158	0,455	1,642	2,706	3,841
2	0,0100	0,020	0,051	0,103	0,211	1,386	3,219	4,605	5,991
3	0,072	0,115	0,216	0,352	0,584	2,366	4,642	6,251	7,815
4	0,207	0,297	0,484	0,711	1,064	3,357	5,989	7,779	9,488
5	0,412	0,554	0,831	1,145	1,610	4,351	7,289	9,236	11,070
6	0,676	0,872	1,237	1,635	2,204	5,348	8,558	10,645	12,592
7	0,989	1,239	1,690	2,167	2,833	6,346	9,803	12,017	14,067
8	1,344	1,646	2,180	2,733	3,490	7,344	11,030	13,362	15,507
9	1,735	2,088	2,700	3,325	4,168	8,343	12,242	14,684	16,919
10	2,156	2,558	3,247	3,940	4,865	9,342	13,442	15,987	18,307

Note: The table shows the process of squared differences in the Chi-square test.

f = 3 and $\alpha = 0.05$, the critical Chi-square value is 7.82.

In this case, as 14.44 is greater than 7.82, the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and post-test.

4.3.1 Comparison of the Pre-Test and Post-Test

Analysis of the pretest and post-test results reveals a significant improvement, especially in the dimensions of listening comprehension and vocabulary. In the pre-test,

these areas had lower scores, whereas in the post-test, students reached considerably higher levels, reflecting a remarkable improvement.

The integration of music as a teaching resource seems to have played a crucial role in this progress, as it facilitates the understanding of the sounds and rhythms of the language, as well as improving intonation and pronunciation in oral activities. As an engaging and dynamic tool, music also motivates learners and fosters a more participatory learning environment, which probably contributed to the positive results.

In comparison, dimensions related to grammatical structures and the interpretation of messages or meanings in context showed a more moderate improvement, suggesting that, although music has a positive impact on communication and listening skills, this approach needs to be complemented by other strategies to reinforce students' grammatical understanding.

4.3.2 Discussion

There is sufficient evidence to conclude that students in the ninth year of general basic education, parallel 'B' of the educational unit 'EMS', significantly improved their Listening skills with the implementation of a class system that uses music as a didactic resource. These results reject the null hypothesis (H_0), which shows that music is an effective tool to enhance this skill, providing students with a more dynamic and motivating learning experience.

The results revealed after applying the class system that implements music as a didactic resource show a remarkable improvement in the listening comprehension of the 9th-grade students of the educational unit 'EMS'. The activities developed within the

framework of this system favored the recognition of grammatical structures, the comprehension of words and phrases, the increase of vocabulary, and the improvement of pronunciation and intonation. Quantitative data, supported by Pearson's chi-square statistical method, shows that implementing this methodological approach has had a significant impact on learners' performance, which corroborates the hypothesis that music can enhance English language acquisition. Therefore, the incorporation of songs and musical activities not only made the lessons more stimulating but also boosted meaningful and motivating learning, improving students' receptive skills, in this case focusing on listening comprehension skills.

CONCLUSIONS

-The bibliographical review carried out in this research has detailed the historical evolution of music as a didactic resource for the improvement of listening skills, highlighting the importance of implementing educational tools that promote more dynamic and motivating learning in students.

-The results obtained from the pre-test revealed deficiencies in the listening skills of students in 9th grade EGB, parallel 'B', of the educational unit 'EMS' during the school year 2024. Observations indicated that students have difficulties in listening comprehension, limited vocabulary, and make frequent mistakes in grammatical structures and pronunciation. These deficiencies significantly affect their auditory memory, making it difficult to retain and process auditory information in English.

-To address this situation, a system of lessons was designed using music as a resource, which allowed us to test its relevance and effectiveness in improving listening skills.

The results of the post-test indicated that the students reached satisfactory levels in the competencies related to listening skills after the implementation of the class system. There is sufficient evidence to conclude that the application of a class system using music as a didactic resource improved listening skills in 9th-year EGB students of the educational institution 'EMS'.

-The results of this research underline the importance of incorporating innovative didactic resources such as music in the process of teaching listening. The observable improvement in the students' listening skills suggests that the implementation of dynamic and motivating pedagogical tools can be highly effective. This study not only provides a viable solution to the deficiencies detected but also provides a replicable model for other

educational contexts facing similar challenges, promoting more interactive and innovative learning.

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APPENDIX

Appendix 1

Pre-test de Comprensión Auditiva y Habilidades Lingüísticas

Instrucciones:

- Escuche atentamente el audio (3 repeticiones de cada audio)
- Lea detenidamente la pregunta.
- Seleccione la opción correcta o escriba la respuesta.

Parte 1. Comprensión auditiva de palabras y frases

Escuche el audio y seleccione las palabras clave mencionadas:

- a) mother
- b) park
- c) brother
- d) homework

Escuche el audio y responde: ¿Qué deporte practicaba esa persona?

Parte 2: Reconocimiento de estructuras gramaticales

Escucha y seleccione el tiempo verbal correcto:

- a) Present
- b) Past tense
- c) Future

Complete la oración con la opción correcta acorde al audio.

"My mother is _____ some cookies."

- a) making
- b) baking
- c) taking

Parte 3: Interpretación de Mensaje y Significados en Contexto

Escucha el audio y responde:

¿Cuál es su animal favorito?

- a) cat
- b) rabbit
- c) monkey

Parte 4: Estado del Vocabulario

Escucha las siguientes palabras y seleccione las dos palabras que son adjetivos:

- a) big
- b) elephant
- c) small
- d) cat

Escucha la oración y responde:

- a) ¿Cuál es el significado de "black"? _____
- b) ¿Cuál es el significado de "bike"? _____

Parte 5: Pronunciación y Entonación

Escucha el audio y elija la palabra con una pronunciación diferente:

- a) cat
- b) bat
- c) cut
- d) hat

Escucha el audio y elija la palabra correcta según el contexto:

- a) right
- b) write
- c) ride

Parte 6: Memoria Auditiva

Escucha las palabras y escribe abajo las palabras claves que tú recuerdes (máx. 2 palabras)

Escucha la oración y repítelas en voz alta. Después escríbela:

Appendix 3

Teachers: Samantha Abad and Milena Vera

Topic: Simple Past Tense

Main Aim: Students will be able to use the simple past tense to narrate events, form affirmative, negative, and interrogative sentences, and engage in meaningful conversations about past experiences

Evaluation Criteria: **CE.EFL.4.6.** Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

Timing and Interaction	Stage Name & Aims	Teacher's tasks	Students' tasks
15 minutes	INTRODUCTION	<ul style="list-style-type: none"> T' will make feedback about past simple. Warm-up activity: T' will write on the board: "what did you do last weekend?" 	<ul style="list-style-type: none"> SS' will share their answers, using basic past tense verbs.
45 minutes	DEVELOPMENT	<ul style="list-style-type: none"> T' will play a song to enhance pronunciation of regular and irregular verbs. T' will play a song called "Someone like you" by Adele and make an activity which consist of filling spaces with verbs which must be in the correct verb tense, according to the song. 	<ul style="list-style-type: none"> SS' try to memorize the correct pronunciation of the verbs SS' will try to identify the verbs by listening activity and write the correct verb tense.
20 minutes	CONCLUSION	<ul style="list-style-type: none"> T' will use a karaoke version of the song "Divers License" (instrumental) and encourage Ss' to pronounce the lyrics improving their pronunciation. Activity to reflect: T' will ask to ss'- <ul style="list-style-type: none"> ➤ What did you learn today? ➤ What's the difference between regular and irregular verbs? 	<ul style="list-style-type: none"> SS' will participate pronouncing the lyrics in the class. Ss' will try to answer the questions.

EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Teachers: Samantha Abad and Milena Vera

Topic: Modal Verb “Can”

Main Aim: Students will be able to use the modal verb can to express abilities, permissions, and possibilities, and apply it in meaningful communication contexts.

Evaluation Criteria: **CE.EFL.4.6.** Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

Timing and Interaction	Stage Name & Aims	Teacher’s tasks	Students’ tasks
10 minutes	INTRODUCTION	<ul style="list-style-type: none"> Write the question “What can you do?” on the board and model examples like: <i>I can swim.</i> <i>I can play the guitar.</i> Encourage students to brainstorm their abilities and share them in pairs 	<ul style="list-style-type: none"> Participate by sharing sentences about their abilities using can.
35 minutes	DEVELOPMENT	<ul style="list-style-type: none"> Play the song “If I Can Dream” by Elvis Presley and provide a lyrics worksheet with blanks where the word can is omitted. Facilitate a listening activity where students fill in the blanks as they hear the song. After listening, guide a discussion about how the word can is used in the song (e.g., expressing possibilities and dreams). 	<ul style="list-style-type: none"> Listen attentively to the song and fill in the blanks with the correct usage of can. Participate in a group discussion about the meaning and use of can in the context of the song.
25 minutes	CONCLUSION	<ul style="list-style-type: none"> Divide the class into small groups and give them a creative task: Write a short dialogue using can to talk about abilities, permissions, or possibilities. Ask groups to perform their dialogues in front of the class. End with a reflection question: What new ways of using "can" did you learn today? 	<ul style="list-style-type: none"> Work collaboratively to create and perform a dialogue, practicing the use of can. Reflect and answer the question during the wrap-up session.

EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Teachers: Samantha Abad and Milena Vera

Topic: Nationalities

Main Aim: Students will learn the basic vocabulary of countries and nationalities and use it in speaking and listening activities through a song that emphasizes cultural diversity.

Evaluation Criteria: **CE.EFL.4.6.** Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

Timing and Interaction	Stage Name & Aims	Teacher's tasks	Students' tasks
10 minutes	INTRODUCTION	<ul style="list-style-type: none"> Show a world map or globe and ask students: "Where are you from?" -Introduce basic vocabulary: -Countries: USA, England, Mexico, Japan, Brazil, Italy. -Nationalities: American, English, Mexican, Japanese, Brazilian, Italian. -Provide examples: <i>I am from Japan. I am Japanese.</i> <i>She is from Mexico. She is Mexican.</i> Use repetition to practice pronunciation. 	<ul style="list-style-type: none"> Listen and repeat the vocabulary. Practice forming sentences with the teacher's guidance.
35 minutes	DEVELOPMENT	<ul style="list-style-type: none"> Play the song "Waka Waka (This Time for Africa)" by Shakira, which celebrates global unity. Provide a worksheet with incomplete lyrics focusing on blanks for countries and nationalities mentioned in the song. Guide students to listen carefully and fill in the blanks. Highlight cultural references in the song and how they relate to different countries. Teach simple dialogues: <i>Where are you from?</i> <i>I am from [country]. I am [nationality].</i> 	<ul style="list-style-type: none"> Listen to the song and complete the worksheet. Identify country and nationality references in the lyrics. Practice simple dialogues with a partner.
25 minutes	CONCLUSION	<ul style="list-style-type: none"> Conduct a speaking activity: Divide students into pairs or small groups. Each student introduces themselves using: <i>I am from [country]. I am [nationality].</i> <i>He/She is from [country]. He/She is [nationality].</i> Facilitate a short group presentation where students introduce a famous person from a specific country (e.g., Taylor Swift is from the USA. She is American.). Wrap up by asking: <i>What countries and nationalities did you learn today?</i> 	<ul style="list-style-type: none"> Practice introducing themselves and others using the learned vocabulary. Participate in the group presentations and share their reflections.

EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things)

Appendix 4

Post-test de Comprensión Auditiva y Habilidades Lingüísticas

Instrucciones:

- Escucha atentamente los fragmentos de canciones (cada uno se repetirá 3 veces).
- Lee detenidamente la pregunta.
- Selecciona la opción correcta o escribe la respuesta.

Parte 1: Comprensión auditiva de palabras y frases

Escucha el siguiente fragmento de la canción "Blinding Lights" de The Weeknd:

Audio: "I said, ooh, I'm blinded by the lights."

1. ¿Qué palabra clave se menciona en el fragmento?

- a) lights
- b) love
- c) blinded
- d) night

2. ¿En qué tiempo verbal está la oración del fragmento?

- a) Presente
- b) Pasado
- c) Futuro

Parte 2: Reconocimiento de estructuras gramaticales

Escucha el siguiente fragmento de la canción "As It Was" de Harry Styles:

Audio: "You know it's not the same as it was."

3. ¿Qué tiempo verbal se utiliza en esta oración?

- a) Presente

b) Pasado

c) Futuro

4. Complete la oración según el fragmento:

Audio: "You know it's not the _____ as it was."

a) time

b) same

c) day

Parte 3: Interpretación de mensaje y significados en contexto

Escucha el siguiente fragmento de la canción "Levitating" de Dua Lipa:

Audio: "You want me, I want you, baby, my sugarboo, I'm levitating."

5. ¿Qué sentimiento transmite el fragmento?

a) Felicidad

b) Tristeza

c) Miedo

6. ¿Qué palabra sugiere un término afectivo (de cariño)?

Parte 4: Estado del vocabulario

Escucha el siguiente fragmento de la canción "Flowers" de Miley Cyrus:

Audio: "I can buy myself flowers, write my name in the sand"

7. Selecciona las dos palabras que son sustantivos del fragmento:

a) buy

b) flowers

c) name

d) write

8. ¿Cuál es el significado de "flowers"?

Parte 5: Pronunciación y entonación

Escucha el siguiente fragmento de la canción "Bad Habit" de Steve Lacy:

Audio: "I wish I knew, I wish I knew you wanted me."

9. Elige la palabra que no mencione el verso:

a) wish

b) knew

c) you

d) carried

10. Escucha la oración completa y repítela en voz alta. Después, escríbela:

Parte 6: Memoria auditiva

Escucha el siguiente fragmento de la canción "Where Are You From" de Niall

Horan:

Audio: "I know where you're from, and I know where you've been."

11. Escribe dos nacionalidades que recuerdes escuchar en clase:

12. Responde: ¿Cómo se dice "Soy de México" en inglés?
