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COMO LENGUA EXTRANJERA**

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COMO LENGUA EXTRANJERA**

TEMA

**STREAMING CULTURES: USING SPOTIFY TO ENHANCE CULTURAL AWARENESS
IN A1 TEENAGE EFL LEARNERS**

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DEDICATION

I proudly dedicate this research work to my family, who have been a fundamental part of my journey and my unconditional support throughout this process. To my parents, whose infinite love, effort, and sacrifice have allowed me to achieve my goals.

I also dedicate this work to my professors and master's degree classmates, whose guidance and companionship have enriched my professional development.

José David Chamba Sánchez

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First of all, I express my gratitude to God for giving me health and strength to successfully achieve this professional goal, to my family for their constant support and trust, and to the Universidad Bolivariana del Ecuador for providing me with the opportunity to grow academically and professionally.

José David Chamba Sánchez

RESUMEN

En este trabajo de titulación se analiza el impacto del uso de la plataforma de Streaming musical Spotify como herramienta para mejorar la conciencia cultural en estudiantes adolescentes de inglés como lengua extranjera (EFL) en el nivel A1. La investigación parte del problema de la escasa integración de elementos culturales en la enseñanza del inglés, lo que limita la comprensión de matices lingüísticos y expresiones propias de los países de habla inglesa. El propósito principal del estudio es evaluar cómo el uso de canciones y contenido auditivo en Spotify puede fortalecer la sensibilización cultural y mejorar la comprensión del idioma en estudiantes adolescentes. La investigación se llevó a cabo en un instituto de idiomas en Loja, Ecuador, con una muestra de 14 estudiantes de entre 12 y 14 años. Se adoptó un enfoque mixto, combinando métodos cualitativos y cuantitativos. Se aplicaron pre y post pruebas, observaciones en el aula, encuestas y análisis de letras de canciones para medir el nivel de conocimiento cultural y lingüístico de los participantes. Los resultados evidencian que el uso de Spotify favorece la adquisición de vocabulario, la identificación de referencias culturales y la mejora de la comprensión auditiva en inglés. Como propuesta, se presenta un modelo didáctico basado en actividades musicales interactivas que promueven la inmersión cultural a través de Spotify. Se concluye que la integración de plataformas digitales en la enseñanza de idiomas motiva a los estudiantes y facilita un aprendizaje más dinámico y significativo.

Palabras clave: Spotify, conciencia cultural, enseñanza de inglés, aprendizaje de idiomas, educación digital.

ABSTRACT

This thesis analyzes the impact of using the music streaming platform Spotify as a tool to enhance cultural awareness in teenage English as a Foreign Language (EFL) students at the A1 level. The research addresses the issue of the limited integration of cultural elements in English teaching, which restricts the understanding of linguistic nuances and expressions unique to English-speaking countries. The main objective of the study is to evaluate how the use of songs and audio content on Spotify can strengthen cultural awareness and improve language comprehension in teenage students. The research was conducted at a language institute in Loja, Ecuador, with a sample of 14 students aged 12 to 14. A mixed-methods approach was adopted, combining qualitative and quantitative methods. Pre- and post-tests, classroom observations, surveys, and song lyric analyses were applied to measure participants' cultural and linguistic knowledge levels. The results show that using Spotify facilitates vocabulary acquisition, the identification of cultural references, and the improvement of English listening comprehension. As a proposal, a didactic model based on interactive musical activities is presented, promoting cultural immersion through Spotify. The study concludes that integrating digital platforms into language teaching motivates students and enables a more dynamic and meaningful learning experience.

Keywords: Spotify, cultural awareness, English teaching, language learning, digital education.

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INTRODUCTION

In today's globalized world, cultural awareness and understanding are paramount. English as Foreign Language (EFL) learners, particularly A1 teenage students, grapple with the dual challenge of acquiring language skills while fostering an appreciation for diverse cultures. Recognizing this challenge, the research titled "Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners" deepens into the exploration of how streaming platforms, notably Spotify, can serve as a valuable tool to augment cultural awareness in this specific demographic.

This research addresses the deficiency in cultural integration within the language acquisition journey of A1-level teenage EFL learners. Traditional teaching methods often need to emphasize the crucial aspect of cultural understanding, impeding effective communication. The study develops a technological proposal that advocates leveraging contemporary digital platforms like Spotify, offering a vast music repertoire, as an innovative, engaging, and cost-effective solution. This approach aligns seamlessly with the technological proficiency of today's digital-native teenagers, fostering a dynamic, multimodal learning environment. Moreover, it aligns with the curricular thread of intercultural awareness and identity in the Ecuadorian curriculum, providing learners with an authentic opportunity to communicate with a comprehension that extends beyond the confines of the classroom into the real world.

Regarding this, the structure of the study adopts an innovative means to address the issue of cultural complexity in language acquisition among teenage A1 proficient EFL learners. The research uses modern technical tools to enhance language acquisition and cross-cultural communication. Moreover, it complements the university's goal of examining technological tools and resources for cultural studies and language learning. It also aligns with its dedication to integrating innovative technological advancements in the classroom.

The problem statement for the research work emphasizes the struggle of teenage EFL learners at the A1 proficiency level in understanding and incorporating cultural nuances in language, hindering effective communication and limiting their ability to engage with the language fully. It also highlights the need for innovative approaches to enhance cultural awareness in language learning, acknowledging that traditional language instruction methods may not adequately address the cultural deficit. This research underscores the university's focus

on creative ways in technology research, using innovative digital resources, and incorporating new teaching strategies to address these challenges. In addition, the object of this research is to use Spotify as a tool to enhance cultural awareness in A1 teenage EFL learners. By using Spotify's wide selection of music, the research seeks to establish a captivating and immersive setting for language learning, allowing learners to examine and value the cultural subtleties present in English-language music. In other words, this study addresses the cultural gap that teenage EFL learners at the A1 competency level frequently face, promoting a better knowledge of English language culture and improving intercultural awareness and identity.

This study aligns with the Communication and Cultural Awareness thread of the Ecuadorian EFL curriculum, emphasizing the importance of using the target language as a vehicle for a richer understanding of one's own culture and cultures around the world and promoting tolerance, respect, and well-developed social beings. Overall, the research approach and the use of Spotify as a tool for cultural awareness align with the university's focus on creative ways in technology research, the use of innovative digital resources, and the incorporation of new teaching strategies to address these challenges. The main objective of this research work is to use Spotify to enhance cultural awareness in A1 teenage EFL learners. The first objective is related to assessing the current state of using Spotify as a medium for cultural immersion and language acquisition. This objective involves assessing the current state of using Spotify as a medium for cultural immersion and language acquisition. The second objective is evaluating the integration of cultural elements in language learning and their impact on linguistic and cultural understanding.

Finally, the third objective entails the development of components and elements that integrate digital didactic resources through Spotify to enhance cultural awareness. The goal is to create a framework that effectively utilizes Spotify for cultural immersion and language acquisition, enhancing the overall learning experience for A1 teenage EFL learners.

The hypothesis for this study is as follows: the implementation of Spotify through digital didactic resources in language acquisition programs for A1 teenage EFL learners positively correlates with enhanced cultural awareness, fostering a richer understanding of English language culture and promoting intercultural awareness and identity. This hypothesis acknowledges the importance of cultural awareness for A1 teenage EFL learners, who face challenges in incorporating cultural nuances within traditional language instruction methods. The hypothesis

also aligns with the university's commitment to innovative technological research and the incorporation of new teaching strategies to address these challenges. By leveraging Spotify's vast music selection, the study aims to create an immersive and engaging environment that bridges the gap between cultural awareness and language proficiency.

The key to comprehending the research dynamics is to grasp the study's variables. Utilizing Spotify as an extra language-learning aid is the independent variable. Teenage EFL learners are exposed to various cultural content via the Spotify platform, and this variable indicates the intervention being tested. The amount of cultural sensitivity and comprehension of cultural subtleties in the English language among participants is the dependent variable of cultural awareness. It evaluates their general English competence, considering vocabulary growth, speaking abilities affected by exposure to various cultural content on Spotify, and listening comprehension. The dependent variable assesses participants' capacity for intercultural communication and interaction and their comprehension and respect of various cultural norms and customs. The study is to monitor and evaluate the influence of manipulating the independent variable on the dependent variable, providing essential insights into how well Spotify works as a tool for improving cultural awareness among A1 teenage EFL learners.

The conceptual category of the research encompasses the theoretical framework and overarching concepts that underpin the study. It involves exploring cultural integration within language acquisition, the significance of cultural awareness in language learning, and the utilization of contemporary digital platforms, specifically Spotify, to enhance cultural awareness among A1 teenage EFL learners. This category delves into the theoretical foundations and principles that guide the research, emphasizing the importance of integrating cultural elements into language learning and the potential impact of digital resources on language acquisition and cultural understanding.

On the other hand, the operational category of the research focuses on the practical implementation and execution of the study. It involves the utilization of Spotify as a supplementary tool for language learning, assessing its effectiveness in enhancing cultural awareness and language proficiency and developing components and elements that integrate digital didactic resources through Spotify.

This category encompasses the practical application of the research objectives, including the diagnosis of the current situation regarding Spotify's use as a medium for cultural immersion

and language acquisition, the explanation of the importance of cultural awareness in the context of second language acquisition, and the design of components and elements that effectively utilize Spotify as a tool for cultural immersion and language acquisition. The operational category provides a structured approach to the research, outlining the practical steps and methodologies employed to achieve the study's objectives.

Moreover, the study employs a mixed-methods approach, combining qualitative and quantitative research methods to comprehensively understand the impact of using Spotify to enhance cultural awareness in A1 teenage EFL learners. Qualitative methods include content analysis of songs, where a detailed analysis of selected songs from various cultures is conducted, identifying and categorizing cultural themes, idiomatic expressions, and historical references within the lyrics. Additionally, participant observations made by the teacher during the sessions where participants engaged with Spotify, providing valuable qualitative insights into the learners' experiences and perspectives. On the other hand, quantitative methods involve pre- and post-assessments to measure the participants' initial and final levels of cultural awareness and language proficiency resulting from using Spotify.

The data collection process involves curating a diverse set of songs regarding essential topics of cultural awareness at the A1 EFL level based on criteria such as linguistic accessibility, cultural richness, and relevance to the target demographic. Participants engage with Spotify during structured sessions, listening to selected songs, analyzing lyrics, and participating in activities designed to enhance cultural awareness and language proficiency. The assessments, surveys, and content analysis of songs provide a comprehensive dataset for the study, enabling a thorough examination of the impact of utilizing Spotify as a digital tool for language acquisition on the cultural awareness and language proficiency of A1 teenage EFL learners.

Furthermore, a comprehensive description of the population and sample involved in the study has been provided. The primary beneficiaries of this research work are A1-level teenage EFL learners, typically between the ages of 13 and 15, with a basic understanding of English at the A1 proficiency level. These learners may need more exposure to diverse cultures and face challenges in understanding cultural nuances within the English language. The research is conducted within the context of English Language Learning (ELL) education, explicitly targeting teenage learners at the A1 proficiency level. The study is in a contemporary educational landscape that recognizes the importance of cultural competence in language acquisition,

specifically, a language institute in Loja's urban area. The target participants are teenagers from different socioeconomic backgrounds, and the research provides valuable insights into the impact of utilizing Spotify as a digital tool for language acquisition on the cultural awareness and language proficiency of A1 teenage EFL learners.

Throughout the research, the anticipation is to make significant theoretical contributions to the field. The proposal makes several practical contributions to English Language Teaching (ELT). It first introduces an innovative teaching approach by utilizing Spotify for cultural awareness in EFL education, offering a creative and engaging method to enhance language learning. This approach provides a multimodal learning experience by engaging learners with music, enhancing their understanding of cultural contexts, and promoting a dynamic learning environment. Additionally, widely available and affordable technology makes the approach accessible, cost-effective, and adaptable to various educational settings.

Additionally, the proposal contributes to developing cultural sensitivity and intercultural competence among learners, equipping them with vital skills for navigating diverse cultural situations. The approach boosts motivation and engagement by capitalizing on learners' interest in music, leading to measurable improvements in cultural awareness and language proficiency. Moreover, the scalability and adaptability of the approach allow for its replication in different educational contexts, potentially leading to broader impact. Furthermore, the proposal offers opportunities for professional development for educators, enabling them to grow in utilizing technology for enhanced language instruction. Lastly, the proposal contributes to educational research by adding to the body of knowledge of innovative language teaching methods and technology integration, thereby advancing ELT education.

The importance of the research cannot be overstated. From a professional perspective, the proposal is relevant as it offers a valuable means for EFL educators to expand their pedagogical toolkit. By implementing innovative approaches like Spotify, educators can enhance their proficiency in leveraging technology for effective language instruction, contributing to their professional growth and adaptability in language education. Methodologically, the proposal represents a significant advancement in language teaching methodology by introducing Spotify as a supplementary tool. This approach integrates music, cultural exploration, and language learning, offering a fresh and engaging method for enhancing cultural awareness and addressing the need for creative and dynamic language instruction.

Besides, from a technological perspective, the proposal leverages widely available digital platforms like Spotify to enhance language learning, promoting the effective use of technology for educational purposes and aligning with the digital literacy of modern learners. Lastly, from a social need perspective, the proposal addresses the crucial need for cultural awareness and intercultural competence in an increasingly interconnected world. By preparing teenage EFL learners to communicate and engage in multicultural contexts effectively, the proposal equips them with the tools to navigate diverse cultural environments, fostering globalized competence and mutual understanding.

Finally, the research comprises three main chapters, each serving a specific purpose. Chapter 1 lays the groundwork for the study by establishing the theoretical framework. This chapter involves a comprehensive review of existing literature, identifying the key theories and concepts that will inform the research, providing a solid foundation for the subsequent chapters. Chapter 2 focuses on the research methodology and the initial diagnosis, delving into the steps and procedures to follow. Here, the data collection methods, data analysis techniques, and any preliminary findings or observations are thoroughly described, offering insight into the research process and initial insights. Finally, Chapter 3 contains the presentation and validation of the proposal with the elaboration of digital didactic resources through using Spotify to enhance cultural awareness in A1 teenage EFL learners. This chapter encompasses the presentation of the implementation results, their significance, and a discussion of their implications, ultimately leading to the drawing of conclusions based on the findings, thereby providing a comprehensive and insightful culmination of the research.

Chapter I: Theoretical Framework

1.1 Theoretical Foundations

1.1.1 *Definition of Spotify*

Spotify is a digital music streaming service that is very well-liked and often used. It provides users with access to a vast number of songs, podcasts, and video collections. Spotify has fundamentally altered how people listen to and enjoy music in the digital age (Ek & Lorentzon, 2006). Spotify enables users to effortlessly access their preferred music and create customized playlists that cater to their individual tastes and preferences thanks to its user-friendly design and flexible apps. With only a few clicks, users may enjoy music on-demand, discover new artists, and explore a wide range of genres through the Spotify website or specialized mobile and desktop programs (Ek & Lorentzon, 2006).

Additionally, Spotify offers an extensive music collection that features content from both indie artists and large record companies, which is one of the main reasons for its popularity. No matter what their favorite genre or cultural background is, listeners are sure to find something they adore in this varied compilation that appeals to a wide spectrum of musical tastes (Berbinau, 2020). Furthermore, because of its advanced recommendation algorithms, Spotify provides personalized music choices based on listening habits, user preferences, and even contextual variables. Because they help users discover new music, artists, and genres that fit their tastes, Hofseth (2023) claims that these recommendations increase the enjoyment and allure of listening. Spotify has garnered interest in the educational sphere in addition to its entertainment appeal. The website has the potential to be an invaluable additional resource for language acquisition and cultural discovery, as acknowledged by several professionals. Teachers can enhance language acquisition abilities and promote cultural awareness by introducing students to a variety of languages, musical genres, and cultural expressions using Spotify in language learning activities (Grommes & Harks, 2020).

In summary, Spotify has become a market leader in digital music streaming, offering its customers a huge and varied selection of songs, tailored suggestions, and chances to learn new languages and explore different cultures. Music lovers all around the world love it because of its sophisticated recommendation algorithms, large music archives, and easy-to-use

interface (Ek & Lorentzon, 2006).

1.1.2 Spotify in educational contexts

Spotify podcasts have become a popular educational resource for teenagers as they deliver informative information in a fun and engaging way. These podcasts can be used for both formal and informal educational purposes because they are publicly available, making them appropriate for use in teaching and learning activities. The fact that teenagers love Spotify podcasts shows how effective they can be as a learning tool (Fatih et al., 2022).

Additionally, Spotify is a popular tool for learning experiences and music streaming in music and dance classrooms, especially in Swedish schools. This educational usage of Spotify is a component of a bigger study investigating the function of streaming media, and particularly Spotify, in fostering building, or education and personal development (Cecilia et al., 2019). In intended learning scenarios, Spotify is used when teachers and students join to participate in listening activities, according to interviews with dance and music educators. Through their connection with music, students are able to think, act, and be present in the classroom, according to Cecilia et al. (2019). The integration of Spotify into education underscores the merging of digitalization and listening as important aspects of music education, further illustrating its utility beyond entertainment and as a pivotal educational resource. Besides, Spotify has been used to help students improve their English listening skills by emphasizing word and meaning recognition inside songs. According to research by Andriani et al. (2018), students' ability to recognize phoneme words improves significantly when they use Spotify, with a noteworthy improvement of 17.2% seen. The study shows that using the Spotify application to interact with English music significantly improves students' listening abilities, highlighting the usefulness of this approach for language acquisition.

To sum up, Spotify shows to be a flexible and effective tool in a range of educational contexts, providing teens with access to instructional podcasts and enhancing the learning process in language, dance, and music courses. The incorporation of Spotify into the educational system highlights the platform's potential as a learning tool, as demonstrated by its extensive adolescent appeal and ability to enhance auditory comprehension. Spotify is an

essential educational tool that has a big impact on teaching and learning methods. It does this by offering short and engaging instructional content, encouraging personal growth, and improving language abilities. Incorporating Spotify into teaching techniques is a viable approach to enrich the educational experience and support students' academic advancement as educators continue to look for creative ways to engage students and improve learning results.

1.1.3 Pedagogical benefits of Spotify

Due to its possible educational advantages, Spotify is a recognized music streaming service that has attracted a lot of interest from educational institutions. Spotify may be used as a useful tool to improve learning outcomes and actively involve students in a variety of educational environments, as research studies have progressively investigated and evaluated. A relevant study by Fatih et al. (2022) explored Spotify's application in higher education, emphasizing how it may be used to create dynamic, collaborative, and captivating learning environments. The authors also stressed and clarified how students can be successfully exposed to a broad range of musical genres, cultures, and historical periods by using Spotify's extensive, comprehensive music library, greatly enhancing their understanding and appreciation of music.

Likewise, for students looking to improve their language learning and listening abilities, Spotify is a great resource (Claudius, 2017). Is a useful tool for teaching listening skills in English lessons since it provides a wide variety of audio content and music, which helps students improve their listening skills. Beyond specialized listening classes, students in a variety of English-related areas can gain from frequent use of Spotify. Furthermore, teens find Spotify podcasts to be a very appealing and fascinating learning medium since they may consume instructional information in a clear and concise manner, which enhances and expedites the learning process.

Besides, the incorporation of Spotify into the methodical instruction of music theory ideas and subjects was extensively investigated in Davis and Wilcock's (2018) pertinent study. The authors emphasized the creative use of Spotify's playlist feature to create personalized listening assignments that are closely related to specific theoretical topics. This approach

allows students to apply theoretical knowledge in real-world contexts. In addition, there is great potential for using Spotify as a teaching aid in EFL (English as a Foreign Language) courses to help students acquire vocabulary (Epril et al., 2023). The website provides students with easy access to a large collection of English songs with lyrics, making it a valuable resource for expanding their vocabulary. EFL students may get immersed in real-world language usage and encounter a variety of vocabulary in context by using Spotify to listen to English music. This method improves their listening abilities in addition to helping them increase their vocabulary.

In addition, using Spotify as a teaching tool can greatly increase students' enthusiasm for learning English. By playing music, a good learning environment is created, and students are encouraged to study and understand a broader vocabulary. Overall, incorporating Spotify into teaching English as a foreign language can effectively improve vocabulary learning and student engagement in the classroom. These studies imply that Spotify provides a wide range of complex educational advantages, such as supporting group learning, cultural enrichment, language learning, teaching music theory, and customized learning opportunities. The study shows how Spotify has great potential to improve academic results through music integration.

1.1.4 The teaching music theory

As an important component for artists, music theory offers a common language that promotes understanding and communication among practitioners of different musical genres (Snodgrass, 2020; Majoring in Music, 2012). It is necessary that musicians of all stripes become educated and fluent in the language of music, just as performers must understand the structure of the compositions they interpret (Majoring in Music, 2012).

The power of music theory to streamline intricate musical tasks and improve musicians' proficiency as music readers highlights the subject's significance in education (Majoring in Music, 2012). The educational techniques used to teach music theory have seen a noticeable change in recent years. Innovative teaching strategies that restore a feeling of purpose in the classroom have been developed by educators (Snodgrass, 2020). In order to observe and record the efficient teaching methods of music theory instructors across the

country, the author undertook a great deal of field study. The contributions highlight how crucial it is to think about curriculum change while fostering a collaborative learning environment, participating in undergraduate research, and seeking professional growth.

Leading this pedagogical revolution has been Oberlin Conservatory, which this year implemented a revamped curriculum that increases the breadth of music studied by theory students in their first year (Oberlin College & Conservatory, 2021). Film music, popular genres, and international music are just a few of the varied musical types that are covered in this new curriculum, which also covers a larger variety of musical principles including rhythm, meter, timbre, and texture. The conservatory's method is in line with a larger movement in music education to promote inclusivity and broaden the representation of aesthetic goals in courses. According to Cornell University (n.d.), one of the most important factors in the effectiveness of innovative teaching strategies is active learning. Studies show that when students are actively involved in the subject matter, they learn more thoroughly and retain more knowledge. This strategy is especially helpful for women and underrepresented minorities because it lowers social-psychological obstacles that impede success.

In conclusion, educators are working to make music theory more relevant, inclusive, and interesting for students during this revolutionary time in the history of the discipline. Music theory education is positioned to generate optimistic and empowered students who can communicate effectively with other professionals and express themselves musically by embracing new perspectives and methods (Snodgrass, 2020; Oberlin College & Conservatory, 2021; Cornell University, n.d.).

1.1.5 Music as a tool for language learning

Studies have indicated that music may be a useful aid for language learners, offering a range of advantages. The connection between music and language learning has been the subject of several research studies, which have shown the potential of music as a teaching aid in language instruction. Slevc and Miyake (2006) looked into the mental processes that underlie the connection between language processing and music. Data supporting the idea that musical training improves verbal recall and auditory discrimination—two crucial processes in

language acquisition—were discovered. In a similar vein, Patel (2011) investigated the impact of music on language acquisition and processing. The shared syntactic integration resource hypothesis, which postulates that training in music may facilitate language learning by improving syntactic processing abilities has been improved by proposing that language and music share cognitive resources.

Additionally, Ludke et al. (2014) investigated the use of music to second language vocabulary acquisition. According to their research, language learners' vocabulary retention and recall may be improved by exposing them to musical stimuli, which suggests that using music as a teaching tool in language classes might be beneficial. Furthermore, Thaut et. al (2014) concentrated on the application of music as a mnemonic tool for language acquisition. The study's findings suggest that musical components like melody and rhythm might help learners retain vocabulary and grammar rules by providing them with an engaging and efficient means of reinforcing their language skills. Moreover, the brain processes underpinning the association between music and language acquisition were studied by Milovanov et al. (2008). The results of their neuroimaging investigation revealed similarities between the brain networks responsible for language processing and music, pointing to a possible neurological underpinning for the advantages of music in language learning. To sum up, research indicates that music can be a useful aid in language acquisition, providing advantages including improved memory support, vocabulary retention, and improved cognitive processing.

1.1.6 The role of digital media in EFL learning

The integration of digital media into the teaching of English as a Foreign Language (EFL) has garnered significant attention from academic circles, especially with the ongoing impact of technology improvements on educational approaches. Many research and theoretical stances can be included in a literature study on this subject to comprehend the part digital media plays in improving language learning results.

According to Bax (2003), when digital media in education reaches the point of "normalization," it is no longer seen as a novelty and is instead invisible, smoothly integrated

into daily practice. This is when technology in EFL is really integrated. The work of Thomas et al. (2013), who contend that digital media, when handled skillfully, may create an immersive language learning environment that extends beyond the typical classroom, echoes this viewpoint.

As explained by Benson and Chik (2014), digital tools enable students to take charge of their own learning process by allowing them to access resources and practice language skills at their own pace and in accordance with their unique needs. This highlights the potential of digital media to support autonomous learning. Godwin-Jones (2018) conducted empirical research that lends credence to this viewpoint, finding that online and mobile platforms may provide learners tailored, adaptable learning experiences that are both engaging and easily accessible. Furthermore, it is impossible to ignore the social component of digital media in EFL instruction. Blattner and Fiori (2011) talk about how social networking sites help people become more proficient communicators because they provide opportunities for real-world communication and exposure to the language of instruction. Similarly, Lai and Zheng (2017) note that virtual communities and online discussion forums might provide beneficial chances for language practice and cross-cultural interaction.

However, digital media can be useful in EFL instruction, but there are drawbacks as well. Digital tool use may result in distraction rather than engagement, according to Kessler (2018), who warns against using them without appropriate pedagogical design and support. Warschauer (2004) has observed that inequalities in learning possibilities might also result from equity concerns pertaining to technology availability.

1.2 Cultural Awareness

1.2.1 Cultural Awareness in Language Education

In language education, cultural awareness is an essential component that expands the learning process from linguistic proficiency to intercultural communicative proficiency. As more cross-cultural exchanges result from globalization, this idea has been highlighted more and more. A study of literature on the subject demonstrates the increasing number of studies highlighting the significance of incorporating cultural sensitivity into language instruction.

Byram (1997) is a key person in this subject since he created a model of intercultural communicative competence that entails the attitudes, abilities, and knowledge that language learners must develop to engage in intercultural communication. His study served as a starting point for further studies on cultural awareness in language instruction. The Byram approach has gained broad acceptance and is being used in various educational situations for curriculum creation. The topic is further developed by Kramsch (1993), who emphasizes the significance of context in language usage and the notion that language instruction should cover not just vocabulary and language structures but also the cultural meanings and connotations that are intrinsically connected to language. She makes the case for an approach to teaching that views language as a cultural activity and encourages students to explore their own cultural identities while they acquire a language.

Recent studies have continued to explore practical applications of cultural awareness in the classroom. Sercu (2005) emphasizes the need for teachers to be trained not only in linguistic aspects but also in intercultural pedagogy. This includes the ability to facilitate discussions on cultural differences and similarities, and to encourage reflection on cultural identity and stereotypes.

Current research has been examining useful ways to include cultural sensitivity in the classroom. Sercu (2005) highlights the need to provide instructors with intercultural pedagogical training and language training. This includes the capacity to promote contemplation of cultural identity and stereotypes as well as conversations about cultural differences and similarities. However, effectively incorporating cultural understanding into language instruction still presents some difficulties, though. Liddicoat and Scarino (2013) note that further study is necessary on assessment procedures that can adequately capture the complexity of intercultural learning, since there is frequently a lack of understanding about how to measure intercultural competence.

The research suggests, in summary, that developing the information, attitudes, and abilities needed for intercultural communication is a comprehensive strategy that is crucial to the development of cultural awareness in language education. The goal of incorporating cultural material into language instruction is to let students interact with and think critically

about a variety of cultures in addition to providing knowledge.

1.2.2 General regulations for the "Organic Law on Intercultural Education" in Ecuador

Ecuador's National Education System allows educational institutions to modify and match the national curriculum with the needs and interests of local students and educational communities. The availability of time and space, the surrounding environment, the distinct social and cultural characteristics, and the educational models being used are all taken into consideration by this curricular flexibility (Reglamento General a la Ley Orgánica de Educación Intercultural, 2023).

1.2.3 Integration of Spotify in EFL learning for A1 teenage learners

An innovative method of teaching language to teenagers studying English as a foreign language (EFL) at the A1 level is to incorporate Spotify into the lessons. This approach changes the way that learning occurs by utilizing the global appeal of music and the widely available technology. It employs Spotify's extensive music catalog in addition to its varied selection of podcasts, offering an interesting and engaging medium for language learning.

It has long been established that music helps to improve language acquisition. Studies have demonstrated the substantial benefits of music engagement for phonetic and language understanding, especially for beginning or A1 level language learners. This is corroborated by Li and Brand's (2009) research, which discovered that music could help English as Second Language (ESL) learners with vocabulary learning, language usage, and comprehension. In the same way, it may be used to teach grammar, pronunciation, and vocabulary in an interesting and fun way. Moreover, music's rhythm and melody can act as a mnemonic device to help people remember new language forms (Ludke et al., 2014).

Podcasts, in addition to music, are a useful resource for EFL students. Vandergrift (2005) found that vocabulary development and listening comprehension are enhanced when one listens to podcasts. With the wide variety of English language podcasts available on Spotify, language learners may experience a variety of dialects, accents, and colloquial language. This can support the growth of more genuine listening comprehension abilities.

Furthermore, the contextual clues offered by the narrative structure of many podcasts might help listeners comprehend and remember new terminology (Krashen, 1985).

The EFL learning experience is further enhanced by Spotify's features. According to Jones and Shao (2011), teachers may customize the content of their playlists to meet the requirements of their students by curating materials that are relevant to their learning style. Having lyrics for various songs is helpful in enhancing pronunciation and reading comprehension (Medina, 1990). Interactivity is another possibility provided by the platform; collaborative playlists, for example, facilitate peer involvement and learning (Duffy, 2018).

However, it is essential to remember that Spotify's value as an educational resource depends on how well it is incorporated into the syllabus. Technology should not be utilized just as a means for entertainment, but rather as a tool to support meaningful learning experiences, as Kukulska-Hulme et al. (2015) pointed out. Spotify may therefore have several advantages, but it is imperative that any use of it be properly considered and executed. It is often quite possible to include Spotify in EFL instruction.

1.2.4 Relationship between cultural awareness and language learning

Cultural sensitivity and language acquisition are intricately linked and essential to successful language learning. For language learners hoping to communicate successfully and responsibly in the language's cultural context, it is imperative that they recognize and understand the fundamental interdependence between culture and language. This comprehension improves language proficiency while simultaneously enhancing the learner's capacity to navigate and recognize the complex ways that culture influences language usage and interpretation.

Language and culture are intrinsically linked. According to Kramsch (1998), language is essential in forming cultural realities as well as acting as an instrument for articulating them. Therefore, cultural awareness goes beyond being a helpful supplement to language acquisition; rather, it is necessary to have a comprehensive and sophisticated grasp of the language and its uses. This viewpoint emphasizes how crucial it is to incorporate cultural understanding into language instruction so that students may understand the language in all of its contextual and

cultural complexity.

Learning a language involves more than just picking up syntax and vocabulary. It entails being aware of the sociocultural settings in which the language functions. Byram (1997) asserts that language learners ought to strive to become "intercultural speakers," or those who can understand and negotiate many cultural situations. This viewpoint highlights how crucial cultural sensitivity is to promote successful understanding and communication.

Language acquisition may be impacted by cultural awareness in many ways. According to Chen et al. (2005), it has been discovered to impact attitudes, motivation, and even the success of language acquisition. Language learners who find the target culture appealing or worthwhile are typically more driven to pick up the language, which can result in a more effective language learning experience. Fluency and understanding can also be improved by cultural knowledge. The capacity of learners to comprehend and use the language successfully can be improved by intercultural competence, which includes understanding of cultural references, idioms, and conventions (Liddicoat et al., 2003).

Additionally, cultural knowledge fosters respect and empathy for the target culture, which can lessen the likelihood of miscommunication or conflict during cross-cultural interactions (Bennett, 1993). It enables students to recognize the language's richness and diversity outside of its grammatical and lexical frameworks. However, it is crucial to remember that cultivating cultural awareness is a difficult process that takes time and careful teaching. In addition to fostering critical thinking about cultural differences and similarities, educators should give students real-world cultural experiences (Tomalin, 2008). Language acquisition and cultural awareness are so closely related. Understanding this connection can improve language learning outcomes, foster intercultural comprehension, and improve the learning process itself.

1.2.5 Pedagogical approaches in using Spotify for cultural awareness

Through its website, the popular music streaming service Spotify has played a significant role in advancing diversity and cultural understanding. The company's dedication to diversity, equity, and inclusion (DEI) among its employees and to assisting marginalized

artists and communities is shown in its Equity and Impact Report of 2022. The thorough analysis of employee demographics in the report (Spotify Equity & Impact Report, 2022) emphasizes how the company's inclusive recruiting policies and employee resource groups (ERGs) are intended to promote a feeling of community and support its diversity goals.

A1 English as a Foreign Language (EFL) students can explore a diverse range of global musical genres through the platform's filled playlists and customized recommendations. Learners have a stronger knowledge of the culture linked to the language they are studying by being exposed to cultural subtlety seen in songs and lyrics (Cahya & Uzer, 2024). Spotify helps people become more culturally conscious in ways that go beyond just learning languages. Spotify's Gen Z workforce has shared how the platform helps them learn more about other cultures, the planet, and themselves. The platform's deep content from producers helps users interact with other cultures on a more intimate level (Spotify Advertising, 2022). Spotify conducts user research to maintain the platform's relevance and resonance with its varied user base with the goal of staying ahead of changing trends in worldwide culture (Medium, 2022). Heart & Soul, a worldwide mental health project that aims to reduce stigma, raise awareness, and help with mental health concerns, is another way that the firm demonstrates its commitment to DEI (Diversity, Equity, Inclusion) (Life at Spotify, n.d.).

It is admirable that the organization is working to provide fair and equitable access to opportunities and progression, as well as to push for equal or higher representation of historically underrepresented populations. Additionally, Spotify aspires to lead with empathy and integrate inclusiveness into its culture to increase a sense of belonging both inside the organization and globally (Life at Spotify, n.d.). According to Life at Spotify (n.d.), the platform's external philanthropic work demonstrates its dedication to leveraging its power for good. This work is in line with internal initiatives on climate change, mental health, employee wellbeing, and gender and racial fairness. According to Life at Spotify (n.d.), the platform's external philanthropic work demonstrates its dedication to leveraging its power for good. This work is in line with internal initiatives on climate change, mental health, employee wellbeing, and gender and racial fairness.

Research papers have examined Spotify's organizational culture and strategic

considerations, emphasizing the value of emotional intelligence, creative corporate cultures, and the role that organizational climate and culture play in creativity and efficacy (Altındağ & Köseadağı, 2015; Berg, 2017; Glisson, 2015; Hashemi, 2016). According to Jacobsen, Worm, and Li (2017), the company's efforts to create a varied and inclusive work environment demonstrate its comprehension of the significance of culture in creating an adaptable and worldwide operation.

1.2.6 The Byram approach

The Byram Approach has become a key framework in the field of foreign language teaching for promoting intercultural communicative ability and cultural awareness. This method, developed by Michael Byram in the late 1990s, emphasizes how crucial it is to incorporate cultural components into language acquisition in order to help students become competent and suitable communicators with people from various cultural backgrounds.

This pedagogical paradigm was established by Byram's seminal work, "Teaching and Assessing Intercultural Communicative Competence" (Byram, 1997), which emphasized the need for language educators to develop an understanding of the interaction between language and culture in addition to linguistic proficiency. Expanding on this idea further, Byram (1997b) made the case that learner autonomy growth is positively impacted by linguistic and cultural awareness. According to his theory, a self-directed language learner who is also acutely conscious of the subtle cultural differences that impact communication is an autonomous learner. Taking into account the rich cultural diversity of the continent, this viewpoint had a significant role in influencing language teaching methods in the European setting.

In addition, Byram and Zarate's proposal of a set of guidelines and evaluation standards helped to operationalize intercultural competency (Byram & Zarate, 1997). A more comprehensive approach to language teaching that acknowledges the interdependence of language and culture has been made possible by their work, which gave educators specific standards for assessing the intercultural component of language competency.

Since then, the Byram Approach has gained widespread recognition and acceptance in the field of language education, acting as a pillar for courses designed to provide students with

the skills necessary to successfully negotiate the challenges of intercultural communication. In the European setting, where the Council of Europe has acknowledged the value of intercultural awareness in promoting social cohesion and mutual respect among its member states, it has also affected policy development inside educational institutions.

To sum up, the Byram Approach to cultural awareness in foreign language education provides a thorough framework for teaching that combines intercultural communicative competency and cultural knowledge with language instruction. Byram's contributions to language instruction have had a significant influence on modern methods, highlighting the necessity for students to acquire the skills necessary to interact politely and successfully with a variety of cultural backgrounds.

1.2.7 Technology and intercultural competence

In recent years, technologists, sociologists, and educators all focus on the relationship between technology and intercultural competency. It is now necessary to reevaluate how intercultural competence is created and implemented in the digital age due to the enormous changes in the landscape of intercultural contacts brought about by the development of digital platforms and communication technologies. The breadth and multidisciplinary nature of the literature on this subject attest to the difficulty of incorporating technology into the framework of cross-cultural learning and communication.

Facilitating communication between people from different cultural backgrounds is one of the main ways that technology improves intercultural competency. Social media and online platforms have made previously unthinkable places for cross-cultural communication and exchange possible. O'Dowd (2018), for example, emphasizes how virtual exchange programs help students get valuable cross-cultural experiences that advance their intercultural communication ability. These programs bring together learners from all over the world using technology facilitating cross-cultural project collaboration, cross-cultural discussion, and a greater understanding of one another's viewpoints.

Technology has also been crucial in giving people access to many cultural materials and information. There are countless options for learning about and exploring different

cultures on the internet thanks to its enormous informational resources. The potential of the internet for language learning and cultural immersion is highlighted by Godwin-Jones (2016), who points out that learners may access genuine materials that represent the linguistic and cultural variety of the target language through online resources. Having access to real resources is essential to gaining a complex understanding of cultural norms, beliefs, and behaviors.

However, according to Bennett, Bennett, and Allen's 2019 study, there are a lot of barriers when it comes to using technology in cross-cultural teaching. Their study demonstrated how, when not utilized in suitable educational contexts and with enough assistance, technology may spread stereotypes and a shallow grasp of culture. The researchers caution against the idea that cross-cultural learning is always successful when technology is simply provided. They argue that without careful guidance and appropriate educational frameworks, technology might result in unproductive learning settings and encourage superficial cultural understandings rather than real involvement.

The study underscores the need for program designers and teachers to purposefully include technology into intercultural competency training such that it fosters meaningful, in-depth learning rather than just consumption. Thus, rather than letting technology facilitate pointless cultural learning, their findings highlight the need of promoting comprehensively intentional research in intercultural competency training. Academic research has also focused on the use of technology in evaluating intercultural competency. A more dynamic and participatory way to test intercultural competence is to use technology, as discussed by Fantini and Tirmizi (2006) in their discussion of the creation of assessment tools. A lot of these tools include interactive scenarios, role-plays, and simulations that force users to use their intercultural knowledge and abilities in ways that make sense for the setting. These evaluations are helpful in identifying areas that require more work and in giving quick feedback.

Apart from its influence on education, technology has also brought about changes in the workplace, as the recognition of intercultural competency as an essential ability for successful global corporate operations is growing. The use of technology by global firms to

manage heterogeneous teams and promote cross-cultural collaboration is examined by Stahl et al. (2016). It is observed that technology use can strengthen and weaken cultural barriers. Virtual teams, for instance, may find it difficult to develop trust and understanding in the absence of the subtleties of in-person communication, even while they might profit from the efficiency and flexibility of online collaboration tools.

Another crucial factor to consider is the ethical implications of technology in cross-cultural settings. Ess (2020) looks at the moral conundrums that come up when technology facilitates cross-cultural communication, including consent, privacy, and cultural appropriation concerns. It is critical to consider how technology impacts power relations and the depiction of cultural identities as it becomes more integrated into cross-cultural interactions. Finally, the collection of research on technology and intercultural competency paints a complete picture of the opportunities and challenges at the intersection of both fields. While there is little doubt that technology may greatly enhance cross-cultural communication and understanding, its best use requires careful consideration of practical, ethical, and pedagogical factors. As the world becomes more digitally connected, the importance of using technology to develop intercultural proficiency will only rise.

1.2.8 Cultural competence and humility

Teaching EFL requires cultural competence and humility since these qualities let teachers interact with students from different backgrounds in a productive way. The ability to comprehend, interact, and communicate with people from different cultural backgrounds is known as cultural competency (Cross et al., 1989). This idea is expanded upon by cultural humility, which calls for educators to keep an open interpersonal posture regarding the facets of cultural identity that hold the most significance for each individual (Tervalon & Murray-García, 1998). These ideas are crucial because they support teachers in establishing a classroom setting that respects the cultural origins of every student, which enhances learning results (Sue, 2001).

1.2.9 Cultural diversity

Teachers must recognize and value the diverse cultural origins of their pupils (Banks &

McGee Banks, 2009) to promote cultural diversity in the classroom. Enriching the learning environment and equipping pupils to function in a globalized world are the reasons it matters. Teachers can employ inclusive teaching practices that cater to the needs of all students by acknowledging the diversity of cultures (Gay, 2010).

1.2.10 Cultural awareness in history

The goal of cultural awareness in history teaching is to include a variety of viewpoints and narratives in the course material. It is important because it opposes the prevailing cultural narrative and encourages a more truthful and inclusive historical narrative (Ladson-Billings, 1995). This method aids in the development of critical thinking abilities in pupils as well as their comprehension of the intricate ways that culture shapes history (Banks, 1993).

1.2.11 Cultural art

Enhancing cultural awareness in EFL classes can be achieved with the help of cultural art. It offers a distinctive viewpoint on the ideals, convictions, and life experiences of many cultural groups (Gaudelius & Speirs, 2002). Teachers can assist students in appreciating the richness of cultural diversity and in expressing their own cultural identities by incorporating cultural art into the curriculum (Eisner, 2002).

1.2.12 Cultural Communication and Understanding

In a multicultural society, successful interaction is largely dependent on effective cultural communication and understanding. This entails instructing students in the EFL classroom on how to deal with cultural differences and have productive conversations with individuals from other backgrounds (Samovar et al., 2009). This is significant because it cultivates an atmosphere of understanding and respect for one another, which is necessary for education and teamwork (Gudykunst, 2003).

This chapter presents the approaches, procedures, and research methods used in the study *Streaming Culture: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners*. The research design is thoroughly explained in this chapter, along with the

operationalization of the variables considered for this study, the creation and validation of research tools, the methods for selecting the study population and sampling, and the processes for data processing. The chapter also discusses the ethical considerations considered during the study.

CHAPTER II: Methodology for Research Development and Diagnostic Study

In the following chapter, the research design is described, along with the methods and techniques, including their respective analysis, which will demonstrate the students' level of knowledge regarding this subject of study.

2.1 Description of the methodological and/or technological requirements

The study uses a mixed-methods approach to evaluate the effects of Spotify on language acquisition and cultural awareness. Song lyrics are analyzed for cultural themes, colloquialisms, and historical allusions as part of the qualitative component. Student engagement, interactions, and reactions to Spotify-based activities are also recorded through classroom observations. Exercises that include lyric analysis help students better explore the cultural subtleties of music and enhance their linguistic and cultural understanding.

As part of the quantitative component, pre-and post-tests are conducted to assess how learners' linguistic and cultural knowledge has changed. Data on learners' motivation, engagement levels, and opinions on Spotify's usefulness for language learning are also collected through surveys and questionnaires. The combination of qualitative and quantitative methodologies ensures a comprehensive understanding of the idea's impact and effectiveness.

The proposal's technological requirements include access to Spotify to play music and podcasts, digital devices such as computers, tablets, or smartphones for student participation in activities, and digital tools to administer surveys and assessments (Google Forms, Microsoft Excel). The concept ensures accessibility and ease of implementation in various educational contexts by leveraging widely accessible and reasonably priced digital resources.

2.2 Research approach

The research adopts a mixed-methods approach, combining qualitative and quantitative methods to comprehensively understand the impact of using Spotify to enhance cultural awareness in A1 teenage EFL learners. This approach, which involves the use of both numerical data and descriptive information to gain a deeper understanding of the phenomenon being studied, is defined by Johnson, et al. (2007) as the category of research in which the

investigator integrates, a single study, concepts, methodologies, methods, approaches, and terminology from both quantitative and qualitative research.

The mixed-methods approach is essential for this research as it provides a holistic understanding of the impact by combining the strengths of both qualitative and quantitative methods. This approach allows the researchers to capture a more nuanced picture of the phenomenon, leveraging the advantages of both research methods.

The qualitative methods employed in this research include content analysis of songs and observation lists. These methods allow for an in-depth exploration of the cultural themes, idiomatic expressions, and historical references present in the lyrics of the selected songs, as well as the learners' experiences and perspectives during their engagement with Spotify (Johnson, Onwuegbuzie, & Turner, 2007). The qualitative component contributes to a deeper understanding of the cultural nuances and the learners' perceptions, providing valuable insights into the research process.

2.3 Research method

The research method adopted in this study is a combination of qualitative and quantitative methods, known as a mixed-methods approach. This approach is defined by Creswell and Creswell (2018) as an approach to conducting research in the social, behavioral, and health sciences wherein the researcher collects data in both quantitative (closed-ended) and qualitative (open-ended) formats, combines the two, and then formulates interpretations to comprehend research issues based on the combined strengths of both data sets.

The qualitative methods employed in this research include content analysis of songs, participant observations, and journal analysis. These methods allow for an in-depth exploration of the cultural themes, idiomatic expressions, and historical references present in the lyrics of the selected songs, as well as the learners' experiences and perspectives during their engagement with Spotify (Creswell & Creswell, 2018). The qualitative component contributes to a deeper understanding of the cultural nuances and the learners' perceptions, providing valuable insights into the research process.

On the other hand, the quantitative methods involve pre- and post-assessments to measure the participants' initial and final levels of cultural awareness and language proficiency resulting from using Spotify. Standardized surveys and questionnaires are also administered to gather quantitative data on participants' motivation, engagement levels, and perceptions of the effectiveness of Spotify in enhancing cultural awareness and language proficiency (Creswell & Creswell, 2018). The quantitative component provides numerical data and statistical analysis, allowing for a more objective evaluation of the impact of using Spotify on the learners' cultural awareness and language proficiency.

Table 1

Independent Variable: The Use of Spotify

OPERATIONAL MATRIX OF VARIABLES				
Title: Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners				
Objective: to elaborate digital didactic resources by using Spotify to enhance cultural awareness in A1 teenage EFL learners.				
Independent Variable	Conceptual Definition	Dimensions	Indicators	Items for instruments design survey
The Use of Spotify	Spotify is a digital music streaming service that is very well-liked and often used. It provides users with access to a vast song, podcast, and video collection. Spotify has fundamentally altered how people listen to and enjoy music in the digital age (Ek & Lorentzon, 2006).	Integration of Spotify in English Language Learning Frequency and Diversity of Spotify-based Learning Activities	Frequency and Diversity of Spotify-based Learning Activities Comprehension and Interpretation of Cultural Elements in Song Lyrics	Pre posttest. Vocabulary knowledge. Listening Comprehension. Cultural understanding of lyrics. Survey. Use of Spotify during the sessions. Level of students' engagement. Music Lyric analysis forms -Cultural Competence and humility -Cultural diversity -Cultural awareness in history -Cultural art -Cultural communication and understanding

Note: Elaborated by José David Chamba (2024)

Table 2

Dependent Variable: Cultural awareness in A1 teenage EFL learners

OPERATIONAL MATRIX OF VARIABLES				
Title: Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners				
Objective: To elaborate digital didactic resources by using Spotify to enhance cultural awareness in A1 teenage EFL learners.				
Dependent Variable	Conceptual Definition	Dimensions	Indicators	Items for instruments design survey
Cultural Awareness	Cultural awareness is an essential component that expands the learning process from linguistic proficiency to intercultural communicative proficiency (Sercu, 2005).	Effectiveness of Spotify-Based Cultural Learning Activities Cultural knowledge and understanding	Student Engagement and Cultural Comprehension in Music-Based Activities Comprehension and Interpretation of Cultural Elements in Language and Music	Pre post test Vocabulary knowledge Listening Comprehension Cultural understanding of lyrics Observation form Level of engagement and students' interaction/motivation

Note: Elaborated by José David Chamba (2024)

2.4 Population, sample, and sampling

Table 3

Population and Sample

Aspect	Details
Population	A1 teenage EFL learners enrolled at a Language Institute in Loja, Ecuador
Age Range	12-14 years old
Sample Size	14 students

Note: Elaborated by José David Chamba (2024).

The population for this study comprised 14 A1 teenage EFL learners, aged between 12 and 14 years, enrolled at a Language Institute located in the urban area of Loja, Ecuador. The sample was delimited to a specific group of individuals (10 women and 4 men). All of this allowed us to direct an investigation into the impact of using Spotify to enhance cultural

awareness within a manageable scope, ensuring an in-depth analysis and a comprehensive understanding of the research topic.

The sampling method was non-probability sampling, specifically, purposive or intentional sampling. This type of sampling was justified based on the specific research context and practical considerations. Moreover, the sample was chosen by the research criteria, considering the time and resource limitations. This made it easier to analyze in-depth how Spotify can help A1 teenage EFL learners become more culturally conscious.

In addition, the sample selection procedures involved deliberately selecting the group of 16 students from the A1 EFL proficiency level class in a Language Institute. This selection was informed by the intention to implement the Spotify-based activities with this group and assess their impact on cultural awareness and language proficiency, aligning with the independent and dependent variables identified in the operational matrix.

2.5 Instruments

To assess the effect of Spotify, use on cultural awareness and language acquisition in A1 teenage EFL learners, the study used several carefully crafted instruments. The initial and end levels of participants' language competency and cultural awareness were assessed using a pre-and post-test. Cultural and musical vocabulary matching, listening comprehension based on brief song clips, cultural interpretation tasks utilizing song lyrics, and matching activities for cultural understanding were all part of these assessments. These assessments were designed to help evaluate students' cultural awareness and were based on the checklist by Seibert et al. (2002).

A classroom observation form was designed to methodically document observations made during Spotify sessions. Sections on measuring student involvement, student-teacher and student-student interactions, indications of cultural awareness, problems or difficulties encountered, and a rating of the overall learning experience were all included in this form. Both quantitative and qualitative data could be collected using the form's combination of checking elements and additional remark space.

A survey was designed to collect quantitative data on the experiences and perceptions

of pupils. A method for gathering data from or about people in order to characterize, contrast, or describe their behavior, attitudes, and knowledge is how Fink (2003) defines surveys. The frequency of using Spotify in English classes, the kinds of Spotify-based activities, the perceived diversity of the cultural content studied, the frequency of participating in lyric analysis and cultural conversations, and the overall variety of Spotify-based activities were some of the important topics that were covered in the survey.

Finally, a semi-structured questionnaire for music lyric analysis was created to assist students in conducting a thorough examination of certain songs. According to Elo and Kyngäs (2008), a methodical and independent approach to characterizing and measuring phenomena is involved in this qualitative method. This tool featured open-ended inquiries concerning the song's core theme, tasks for interpreting lyrics expressions, a way to identify historical or cultural allusions, a way to rate the complexity of the lyrics, and a way to consider whether or not the song may be used to teach cultural awareness.

Together, these instruments provided a comprehensive framework for evaluating the effectiveness of using Spotify to enhance cultural awareness in the target group of learners, combining both quantitative measures and qualitative insights as advocated by Johnson et al. (2007), in their definition of mixed methods research.

The pre-test consists of three parts designed to assess students' vocabulary, listening comprehension, and cultural knowledge related to music and culture.

Part 1: Vocabulary (5 points) Picture matching is used in this section. The task assigned to the students is to match the following five words: language, Spotify, culture, music, song, and language. Their fundamental knowledge of important terminology linked to the subject is tested.

Part 2: Listening Comprehension (5 points) Students listen to a short song and answer two multiple-choice questions:

- The first question tests their ability to identify the main idea of the song.
- The second question assesses their ability to recognize a specific cultural element addressed in the song.
- This section evaluates students' listening skills, focusing on both grasping the main idea

and identifying specific details.

art 3: Cultural Knowledge (5 points) Students hear the song one more and read a passage from it in this segment. After that, they are asked to choose which of two provided song phrases they think best represents the music. This section assesses their capacity to comprehend lyrics, analyze them contextually, and connect them to cultural ideas.

2.6 Validation of instruments

To ensure the validity and reliability of the instruments used in this study, a validation process was implemented through expert judgment. A panel of professionals with experience in language education, cultural studies, and educational technology reviewed and validated the instruments, including the cultural awareness questionnaire, the Spotify usage survey, and the semi-structured interview protocol. The experts evaluated the pertinence, relevance, and accuracy of the instruments and provided suggestions for improvement. This rigorous process, documented in a validation dossier, ensures that the instruments are appropriate and reliable for measuring constructs related to cultural awareness and Spotify usage among A1-level teenage EFL learners.

2.7 Data analysis and ethical considerations

The qualitative data from the Music Lyric Analysis Form and the open-ended sections of the Classroom Observation Form were analyzed using thematic analysis. This process involved familiarizing with the data, coding responses, generating themes related to cultural awareness and language learning, and reporting the findings. The main themes included cultural competence and humility, cultural diversity, cultural awareness in history, cultural art, and cultural communication and understanding. Additionally, quantitative data from pre- and post-tests, surveys, and structured parts of the Classroom Observation Form were analyzed using descriptive statistics, including means, standard deviations, and frequencies. A comparative analysis was conducted to measure changes in cultural awareness and language proficiency, with Likert-scale responses analyzed for frequency distributions. Results were presented in tables, graphs, and charts to illustrate patterns in Spotify usage and its impact on cultural awareness.

Regarding ethical considerations, informed consent was obtained from the participants' parents or legal guardians, as the participants were minors aged 12-14. Assent was also obtained from the participants. The consent and assent forms explained the research objectives,

procedures, and the voluntary nature of participation in the Spotify-based activities. To protect the confidentiality and anonymity of the 14 participants, names and personal identifiers were not used on test papers, surveys, or observation sheets. Each participant was assigned a code for all instruments. The research activities, including Spotify sessions, tests, and surveys, were integrated into regular English language learning activities to minimize risks and discomfort. Participants were informed that their responses would not affect their grades or standing in the language program.

2.8 Application of the Pre test

Table 4

Pre test results

Pre test		M	DT
Comprehension	10	8.75	4.55
	10		
	15		
	5		
Writing	6.5	7.62	1.96
	5		
	9		
	10		
Grammar and Syntax	7,5	9.12	1.78
	11		
	10		
	8		
Vocabulary	7	7.5	0.71
	8		

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The analysis of the results shows that the area of greatest difficulty for the students is reading comprehension, with an average of 8.75 and a high standard deviation of 4.55, reflecting very uneven performance among students, with scores ranging from 5 to 15. In

writing, the average was 7.62 with a standard deviation of 1.96, indicating moderate performance with some variability. In grammar and syntax, overall performance was good, with an average of 9.12 and a standard deviation of 1.78, while in vocabulary, students showed a homogeneous level, with an average of 7.5 and a low standard deviation of 0.71. Overall, the data suggest that the group shows strengths in vocabulary and grammar but requires greater attention in reading comprehension and, to a lesser extent, in writing.

CHAPTER III: Presentation and Validation of the Proposal

3.1 Validation of the Proposal

To verify the effectiveness and reliability of the proposal, expert evaluation, and empirical testing are part of the validation process. Pre- and post-assessments were used to measure the cultural awareness and language ability of A1-level adolescent EFL learners who participated in a pilot program with Spotify-based activities. The effectiveness of the proposal was amply demonstrated by improvements in language proficiency, cultural awareness, and student engagement. The teaching materials and methodological approach were also examined by expert validators in the fields of cultural studies and language teaching, who attested to their applicability and compliance with academic standards. The validation was carried out by an expert in the field of English, pre- and post-assessments to measure progress in cultural awareness and language comprehension, analysis of student participation and motivation through surveys and feedback from students to improve the proposal.

3.2 Theoretical Foundations

The theoretical foundations of this proposal are based on three key approaches: Communicative Language Teaching (CLT), Vygotsky's Sociocultural Theory, and Multimedia Learning Theory. Each of these approaches contributes to understanding how music and digital platforms can facilitate language acquisition and the development of cultural awareness in A1-level EFL students.

3.2.1 *Communicative Language Teaching (CLT)*

Communicative Language Teaching (CLT) is a pedagogical approach that emphasizes interaction and cultural context as essential elements in language learning. According to this approach, language proficiency is not limited to memorizing grammatical rules and vocabulary; rather, it is acquired through active and meaningful language use in real-life situations. Music is an ideal tool within CLT as it exposes learners to authentic communicative situations through song lyrics, intonation, and the natural rhythm of speech. English songs reflect various social and cultural contexts, helping students understand and use the language in a more natural and

meaningful way.

3.2.2 *Vygotsky's Sociocultural Theory*

Lev Vygotsky proposed that learning occurs in a social context and develops through interaction with others and the use of cultural tools. A key concept in his theory is the Zone of Proximal Development (ZPD), which refers to the difference between what a student can do independently and what they can achieve with the help of a guide or a mediating tool. Spotify and music act as cultural tools that facilitate language learning and cultural awareness. By discussing song lyrics, their meanings, and their contexts, students work within their ZPD, supported by the teacher and their peers. This approach fosters collaborative learning, where music not only teaches vocabulary and grammatical structures but also introduces cultural elements that enrich language comprehension.

3.2.3 Multimedia Learning Theory

Mayer's Multimedia Learning Theory states that people learn better when educational materials combine images, sound, and text rather than using only one medium. According to this theory, dual processing (visual and auditory) enhances comprehension and information retention. Integrating music as a teaching resource through Spotify optimizes multisensory learning. The combination of melody, rhythm, and lyrics facilitates vocabulary memorization and grammatical structure retention while also increasing student motivation and attention. Furthermore, creating playlists and analyzing songs enable a more interactive and dynamic learning approach.

3.3 Characteristics of the proposal

This proposal aims to apply didactic resources by using Spotify to enhance cultural awareness in A1 teenage EFL learners, seeking to improve their language proficiency. The proposal is designed with a unique framework and pedagogical approach that sets it apart.

Student-Centered Approach. The proposal emphasizes active student participation and provides a dynamic and interactive language acquisition environment, adapted to various learning styles and preferences.

Adaptability and Personalization. The proposal offers adaptability and flexibility to accommodate various teaching contexts and specific student requirements.

Multisensory Learning. Incorporates auditory and textual learning to enhance vocabulary retention and listening skills.

Cultural Immersion. Provides exposure to different cultures through music, fostering intercultural understanding and tolerance.

Integration with Other Educational Tools. Can be used alongside digital and traditional learning resources to enhance effectiveness.

3.4 Objectives of the proposal

3.4.1 General objective:

Implement didactic resources through Spotify to enhance cultural awareness and language acquisition in A1 teenage EFL learners.

3.4.2 Specific objectives:

- Validate the effectiveness of using Spotify as a tool for cultural immersion and language learning through pre- and post-assessments, surveys, and analysis of student participation.
- Design and implement music-based didactic strategies that integrate multisensory learning, promote social interaction, and strengthen cultural understanding in the English language acquisition process.

3.5 Structure and dynamics of the components of the proposal

This proposal focuses on the use of digital didactic resources to enhance cultural awareness in A1 EFL students through Spotify. This approach is reflected in a series of twelve instructional sessions, each with an estimated duration of one hour.

The pre-test was conducted during the first session. One carefully selected song from Spotify, together with its complete lyrics and official music video, was presented to the students during this lesson. The purpose of this session was to ascertain the students' foundational understanding of subject vocabulary, listening comprehension, and cultural sensitivity. Word definition exercises, comprehension questions, and brief reflection questions centered on the song's cultural context were used for assessment.

Sessions two through six comprised the core educational portion. In the beginning, these sessions were supposed to consist of two songs each (ten songs overall), with a Lyric Analysis Form for each song. However, only one song every session—a total of five songs—was covered owing to schedule constraints brought on by the looming conclusion of the academic semester. Every song spoke to a particular cultural issue that was pertinent to the study's goals. Students participated in structured lyric analysis activities, expanded their vocabulary, studied colloquial idioms, and recognized grammatical patterns in the songs throughout this session. When available, the official music videos for each song were shown, offering insightful visual cultural context to support understanding and cultural interpretation.

To gain a deeper understanding of the musicians' cultural backgrounds and influences, students also read succinct bios from the "About" portions of the artists' Spotify profiles. Students were better able to place each musical composition within a larger cultural context as a result. The researcher led spontaneous, provocative inquiries to boost class discussions and more in-depth analysis of cultural themes. Students were also encouraged to debate and compare cultural features, pointing out parallels and contrasts with their own local culture, through group-based interactive and collaborative activities.

The researcher used observation checklists as a monitoring tool in sessions two through six to record student participation, engagement, interaction, and understanding of cultural content during the Spotify-based activities. The post-test phase took up Session 7. Students' development was assessed using a brand-new song that wasn't played throughout the intervention. A consistent indicator of progress was made possible by the post-test's similar structure to the pre-test, which included vocabulary exercises, lyric analysis, and questions evaluating cultural knowledge.

Lastly, a paper-based survey was sent out in session 8 to get student opinions about using Spotify in English classes. The purpose of the survey was to gauge their degree of interest, involvement, and opinions about the variety and efficacy of the Spotify-based cultural events that were held during the proposal.

Although only eight of the twelve planned sessions were implemented, the core components of the intervention strategy were preserved to ensure the integrity and goals of the proposal. Each session followed a structured outline to guide student engagement and cultural learning through Spotify-based activities.

Session 1 serves as a pre-test to evaluate students' past cultural knowledge and listening comprehension skills through a song. A warm-up that introduces the music and important terminology is conducted at the beginning of the session using Spotify, YouTube/Spotify videos, and other resources. To examine cultural aspects, the primary task entails seeing the movie and listening to the music. After that, there is a conversation and a pre-test to determine baseline knowledge and cultural sensitivity.

Sessions two through six use systematic music analysis and observation to increase cultural knowledge. Each session starts with a warm-up that includes an artist biography and context-setting questions, and is conducted via Spotify, Internet access, content analysis forms, and observation checklists. The primary task is to examine cultural messages and analyze song lyrics to have a deeper understanding. Group discussions and analysis forms are completed at the end of sessions to record learning, foster communication, and support cooperative involvement.

In the seventh session, a paper-based survey is used to assess student involvement, the learning experience, and the efficacy of utilizing Spotify for cultural learning. Students can reflect on their learning journey by reviewing prior exercises during the warm-up. After completing the survey, students can share their thoughts on the approach's usefulness, learning results, and level of engagement. Group feedback and an open conversation to exchange ideas and promote group contemplation are the last steps.

Finally, Session 8 administers a post-test to assess participants' listening comprehension, vocabulary growth, and cultural awareness. This session guarantees constant evaluation circumstances for valid comparison by using the same resources as Session 1: Spotify, YouTube/Spotify video, and the Internet. To get pupils ready for tests, the warm-up reviews previous lessons. To assess progress, the primary exercise consists of listening and comprehension exercises. Students can share their development and comprehension of the cultural topics they have studied during the session's reflection on cultural learning.

3.6 Description of the Technological Requirements

For the implementation of the proposal, access to the internet is necessary, as it will allow music streaming and the use of online resources through the Spotify platform. Students should have digital devices such as smartphones, tablets, or computers, which will facilitate access to the proposed activities and content. Additionally, a Spotify account is required,

which can be free or premium, to create and share personalized playlists, as well as to access the songs and multimedia resources that will be used in the classroom to promote language acquisition and cultural awareness.

3.7 Description of the Budget or Financial Analysis

Table 5

Financial Analysis

Item	Description	Cost	Justification
Design and Development of Teaching Materials	Research on music and culture through Spotify and creation of authentic content.	\$0.00	Research and content creation were done independently using free online resources and Spotify.
Interview with Participants	Conducting and transcribing interviews with students about their experience with Spotify.	\$0.00	Interviews were conducted by the researcher using free Zoom, with no additional costs.
Access to the Spotify Platform	Using the Spotify platform to implement music-based activities in the classroom.	\$0.00	A free Spotify account was used to create and share playlists with students.
Technological Resources	Internet access and digital devices for research and use of the platform.	\$0.00	Internet and device costs were covered by the researcher as a personal expense.
Miscellaneous	Any unforeseen additional expenses related to implementation.	\$0.00	No unforeseen costs were encountered during the development of the project.

Note. Elaborated by José David Chamba Sánchez (2024).

3.8 Analysis and Discussion of Results

After the application of the previously validated instruments, the analysis of the obtained results is carried out, which are presented below.

Table 6*Class observation*

Date	Aspect 1: Student Engagement	Aspect 2: Interactions	Aspect 3: Cultural Understanding	Aspect 4: Challenges or Difficulties	Aspect 5: Overall Learning
June 12/2024	Highly engaged (active attention and participation)	Interaction with the teacher; collaboration among students	Positive reaction to cultural elements	Difficulties with the language used in the song	Good
June 13/2024	Highly engaged (active attention and participation)	Interaction with the teacher; collaboration among students	Signs of cultural understanding; positive reaction	Difficulties with the language used in the song	Good
June 14/2024	Moderately engaged (following along, occasional participation)	Interaction with the teacher; discussions and questions observed	Positive reaction to cultural elements	Difficulties with the language used in the song	Good
June 17/2024	Moderately engaged (following along, occasional participation)	Interaction with the teacher	Positive reaction to cultural elements	Difficulties with understanding cultural content	Good
June 19/2024	Highly engaged (active attention and participation)	Interaction with the teacher; collaboration among students; discussions/questions	Signs of cultural understanding	Difficulties with the language used in the song	Good

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. This table shows the students' active and attentive participation in the activity, demonstrating their high level of engagement. A conducive learning environment was created through positive interactions with the teacher and evident collaboration from the students. They showed curiosity and a positive response to the cultural components of the activity. However, despite their enthusiasm, the students struggled with the language used in the song, which limited their full understanding of the content. This finding is consistent with Fatih et al. (2022), who highlight the importance of creating dynamic and collaborative learning environments to encourage participation. Overall, the experience was rated as good, indicating that their interest and active involvement helped to compensate for the language challenges.

As in the previous response, students showed a high level of engagement with attention and active participation. Positive interactions between the teacher and students, along with peer collaboration, played a key role in the activity's success. Students demonstrated signs of understanding the cultural elements and reacted positively, indicating effective learning. However, difficulties with the language persisted, which served as a recurring obstacle.

This observation supports Grommes and Harks (2020), who highlight the need to adapt song-based activities to students' language proficiency to maximize cultural understanding. In general, the experience was well-received, and students particularly enjoyed the song, which likely played a key role in encouraging their high level of engagement.

Students' level of engagement was moderate: they followed the activity but participated only occasionally, which could reflect a lower interest in the proposed song or activity. Interactions with the teacher remained constant and discussions and questions were observed, indicating an effort to better understand the task. While students reacted positively to the cultural elements, there were no clear signs of deep understanding. Difficulties with the language persisted, which hindered the flow of learning. Despite these challenges, the experience was rated as good, although a noticeable decrease in overall enthusiasm was observed. Byram's (1997) framework supports the need to incorporate prior cultural and

contextual understanding into activities to deepen student engagement and understanding.

The level of engagement was moderate, as students followed the activity but participated only sporadically. Interactions with the teacher were constant, although there was no significant collaboration between students. While students reacted positively to the cultural elements, there were indications that they did not fully understand them. This session was characterized by greater difficulty in understanding the cultural content, possibly due to the complexity of the topic or lack of prior context. Despite these challenges, the overall experience was rated as good, reflecting partial learning outcomes. This is consistent with Kramsch (1993), who emphasizes that understanding cultural context is essential for meaningful language acquisition.

Participation levels were again high, with students paying active attention and participating enthusiastically. A rich variety of interactions were observed, including collaboration between students and discussions or questions with the teacher, which enriched the classroom dynamics. Students showed signs of understanding the cultural elements, demonstrating effective learning during this activity. Despite the overall success, language difficulties persisted as a constant challenge for some students. However, the overall experience was rated as good, making this session one of the most productive and engaging. These findings are consistent with Liddicoat and Scarino (2013), who argue that fostering intercultural competence through authentic engagement with cultural materials enhances the learning process.

Table 7*Lyric analysis results*

Date	Questions asked	Student performance	Observations
June 12, 2024	1. Identify the main idea of the song 2. Explain expressions from the song 3. Mention famous people, places, or events 4. Assess the difficulty level of the song lyrics	High accuracy in responses	Students demonstrated a strong understanding of the song's meaning and cultural references, effectively explaining key expressions.
June 13, 2024	1. Identify the main idea of the song 2. Explain expressions from the song 3. Mention famous people, places, or events 4. Assess the difficulty level of the song lyrics	Consistently accurate responses	Students retained knowledge from the previous session and showed continued engagement with the lyrics and cultural elements.
June 14, 2024	1. Identify the main idea of the song 2. Explain expressions from the song 3. Mention famous people, places, or events 4. Assess the difficulty level of the song lyrics	Strong comprehension and application	Students effectively explained cultural expressions and related them to their meaning in context, demonstrating deeper understanding.

June 17, 2024	<ol style="list-style-type: none"> 1. Identify the main idea of the song 2. Explain expressions from the song 3. Mention famous people, places, or events 4. Assess the difficulty level of the song lyrics 	High accuracy with increased confidence	The activity reinforced cultural and linguistic knowledge, improving listening comprehension and interpretation of expressions.
June 19, 2024	<ol style="list-style-type: none"> 1. Identify the main idea of the song 2. Explain expressions from the song 3. Mention famous people, places, or events 4. Assess the difficulty level of the song lyrics 	Consistently strong performance	The students' continued success indicates the effectiveness of the teaching strategy and song selection in enhancing cultural awareness and language skills.

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The results of the questions asked show that all 14 students answered correctly during each session. This performance suggests that students have developed a solid understanding of the songs analyzed, indicating that the activities implemented were effective in fostering key skills related to listening comprehension, expression analysis, and cultural interpretation. These results are consistent with Ludke et al. (2014), who highlight that music-based activities can significantly improve vocabulary retention and comprehension through auditory and contextual reinforcement.

The consistency in correct answers reflects learning retention and an improvement in students' ability to engage with lyrical content. This can be attributed to the pedagogical structure of the activities and the use of tools such as Spotify, which has been shown in previous studies to enhance song-based learning. According to Fatih et al. (2022), Spotify's

extensive music library and interactive features provide opportunities for meaningful engagement and dynamic learning environments, which could explain the positive outcomes observed.

In terms of perceived difficulty level, although a direct analysis of their choices on the difficulty question is not offered, their ability to correctly answer all questions suggests that overall, students did not find the lyrics too difficult. This implies that the selected songs were appropriately aligned with their ability levels. Similarly, Grommes and Harks (2020) support the importance of adapting materials to students' language proficiency and highlight that appropriate content selection maximizes student engagement and understanding.

Studies have highlighted the use of songs as a tool for language learning, emphasizing how lyric analysis can foster greater vocabulary retention, interpretive skills, and emotional connection to the content. These findings are consistent with Medina (1990), who showed that integrating music into language lessons not only helps vocabulary acquisition but also strengthens emotional engagement and motivation.

The results of this analysis align with these studies, suggesting that incorporating songs into English lessons can motivate students and facilitate more meaningful learning. In summary, the consistently positive results of lyric analysis activities demonstrate that this educational strategy is effective in improving students' linguistic and cultural skills. Furthermore, it underscores the importance of integrating modern tools such as Spotify into the classroom to maximize pedagogical impact.

Table 8

How often did your teacher use Spotify in your English lessons?

Ítem	F	M	DT
Never	0	3.79	0.5585
Rarely	0	3.79	0.5585
Sometimes	1	3.79	0.5585
Often	1	3.79	0.5585

Always 12 3.79 0.5585

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. Related to other studies or previous research on the use of platforms such as Spotify in classrooms, these results indicate a strong trend towards frequent use of Spotify in English classes, as most students report that their teacher uses it regularly. This finding is consistent with previous studies suggesting that tools such as Spotify can be an effective way to increase student interest and engagement in classes. The results suggest that students view the use of Spotify as a common and appreciated practice in English classes. The high frequency of use indicates that the platform has a positive impact on classroom dynamics, reinforcing the findings of Epril et al. (2023), who show that students perceive Spotify as an engaging and effective tool for improving listening skills and cultural understanding. These findings underline the value of integrating Spotify into language teaching practices to maintain student interest and foster meaningful learning experiences.

Table 9

What types of activities did you do by using Spotify?

Ítem	F	M	DT
Listening	12	1.00	0
Lyric analysis	7	0.58	0.50
Cultural discussions	10	0.83	0.37
Other	2	0.17	0.38

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The data obtained from this survey show a clear preference for activities related to music listening and cultural discussions, which is supported by previous literature highlighting the effectiveness of streaming platforms as tools to enhance listening and cultural understanding. Despite the lower preference for reading activities, the use of Spotify remains a popular and effective practice in the English classroom, suggesting that it may be beneficial to expand its use to include more lyric analysis and reading activities. The results

obtained are consistent with previous research that has explored the use of streaming platforms such as Spotify in language learning. Studies indicate that listening to music is one of the most effective ways to motivate students to learn a new language, as it promotes auditory learning and exposure to pronunciation, rhythm, and vocabulary. This is confirmed by Andriani et al. (2018), who demonstrated a significant improvement in students' listening and phoneme recognition skills using music-based activities on Spotify.

Table 10

Rate the diversity of cultural content you explored through Spotify songs.

Ítem	F	M	DT
Very limited	0	0	0
Limited	0	0	0
Moderate	3	0.125	0.71
Diverse	7	0.2917	0.71
Very diverse	14	0.5833	0.71

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. Previous studies looking at the use of streaming platforms to explore cultural content have found that the diversity of musical content on platforms such as Spotify can be very varied, offering a wide range of genres, styles, and cultural traditions. The results obtained in this survey are consistent with previous studies suggesting that streaming platforms can be effective in exposing students to rich cultural diversity, especially if the selected songs come from different parts of the world and from diverse musical genres. This is in line with (Cahya & Uzer, 2024), which emphasizes Spotify's ability to deepen cultural understanding by introducing students to global musical genres and unique cultural nuances.

Table 11*How often did you engage in lyric analysis activities using Spotify?*

Ítem	F	M	DT
Never	0	0	0
Rarely	0	0	0
Sometimes	1	0.0417	0.71
Often	7	0.2917	0.71
Always	5	0.2083	0.71

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The frequent use of Spotify for lyric analysis is in line with previous research highlighting how streaming platforms such as Spotify are effective tools for fostering students' active engagement in language learning. Previous studies also suggest that analyzing song lyrics promotes listening comprehension and contextual learning, which may explain the high level of engagement observed in the survey. Thus, the results show that most students actively participated in lyric analysis activities via Spotify, reflecting the effectiveness of this approach in the classroom. These findings also support Medina (1990), who demonstrated that integrating music into teaching methods enhances not only language skills but also students' emotional and cognitive engagement.

Table 12*How often did you participate in cultural discussions base on Spotify content?*

Ítem	F	M	DT
Never	1	3.36	1.42
Rarely	1	3.36	1.42
Sometimes	6	3.36	1.42
Often	4	3.36	1.42
Always	2	3.36	1.42

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The data suggests that cultural discussions via Spotify are a relevant

classroom activity, albeit with varying levels of participation among students. The mean indicates that most students participated occasionally, while the standard deviation reflects variability in participation. This highlights the importance of continuing to foster these cultural discussions to increase their frequency and depth. The results align with previous studies suggesting that cultural discussions are an important part of language learning, but not all students participate in them with the same frequency. Byram (1997) emphasizes that fostering intercultural communicative competence requires a structured approach to encourage learners to reflect on and debate cultural differences and similarities.

Furthermore, it has been shown that the use of platforms such as Spotify can be useful in promoting cultural discussions, but their effectiveness depends on several factors, such as student interest and teacher approach. This is supported by Grommes and Harks (2020), who argue that the success of cultural discussions depends on how well the activities are designed to engage students and connect with their interests. These findings underline the need for thoughtful integration of cultural content and teacher-facilitated discussions to enhance engagement and learning outcomes.

Table 13

How would rate the variety of Spotify-based activities implemented in your English

Ítem	F	M	DT
Very limited	0	4.21	1.14
Limited	1	4.21	1.14
Moderate	0	4.21	1.14
Diverse	8	4.21	1.14
Very diverse	5	4.21	1.14

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The results show that most students perceive Spotify-based activities in English classes as diverse, especially in the “Diverse” and “Very Diverse” categories. This indicates that students consider that there is a good variety of activities implemented in class. The mean suggests that, overall, activities are perceived as quite varied, while the standard deviation reflects a slight variability in the perception of this diversity, indicating that not all

students have the same experience regarding the variety of activities. This finding is consistent with previous studies suggesting that platforms such as Spotify can offer a wide range of activities that promote active participation and dynamic learning. Overall, the results indicate that Spotify-based activities are being used effectively to maintain student interest and diversify the teaching approach in English classes. These findings also align with Epril et al. (2023), who highlight the role of the platform in enhancing engagement by offering students interactive and culturally rich learning opportunities.

Table 14

Post test results

	Pos Test	M	DT
Comprehension	13	13.0	1.91
	14		
	15		
	10.5		
Writing	12.5	11.37	1.06
	10		
	10.5		
	10.5		
Grammar and syntax	10	11.12	1.28
	13		
	10.5		
	10.5		
Vocabulary	10.5	10.5	0.0
	10.5		

Note. Elaborated by José David Chamba Sánchez (2024).

Analysis. The comparative analysis between the pretest and posttest results reveals significant improvements in all evaluated areas, highlighting the positive impact of the proposal's implementation. In Comprehension, a notable improvement is observed, with a

decrease in the standard deviation, indicating greater homogeneity in the results. In Writing, the mean improved, and the standard deviation also decreased, reflecting not only general progress but also a more balanced performance among students. Regarding Grammar and Syntax, the mean increased, and although the standard deviation also decreased, some variability in performance is still evident. Finally, in the Vocabulary area, although the improvement was more moderate, the standard deviation was completely reduced, reflecting a uniform level of learning among students. In summary, the most strengthened areas were comprehension and writing, while vocabulary, although with more moderate progress, managed to become the area with the greatest consistency by the end of the process.

3.9 Limitations in the Study

The study faced limitations due to internet connectivity issues in rural areas, which affected access to platforms like Spotify. Additionally, there was variability in students' prior exposure to English-language music, which may have influenced their engagement and performance in the study.

Another limitation comprises the financial situation of the educational institution where the study was conducted. Since this study is a technological proposal, the set for conducting needs to have enough financial support to launch this project or to make adaptations to the schools' facilities. In this way, this research can be only applicable in schools or institutions which can afford the main needs like internet, sound equipment, screens, projectors, etc.

3.10 Ethical Considerations for the Implementation of the Proposal

The study also had to consider the respect for copyright and the ownership of artists' music on Spotify, ensuring compliance with trademark policies related to Spotify's use in educational settings. This included obtaining proper licenses or permissions for any copyrighted content used in the classroom and ensuring that the study adhered to legal requirements for using streaming services like Spotify in an educational context. Furthermore, the potential impact of copyright restrictions on the accessibility and variety of music available to students was also a key consideration.

CONCLUSIONS

1. The results of the study show that the use of Spotify in English as a Foreign Language (EFL) class facilitates meaningful cultural immersion and enhances language acquisition. Through exposure to English songs, students gained a deeper understanding of the artistic, historical, and social contexts of music in English. This finding confirms the effectiveness of Spotify as a tool for fostering both language learning and cultural appreciation, offering a more authentic and immersive learning experience.
2. The study reveals that the integration of cultural awareness in English classes through Spotify increases student interest and engagement, especially among A1 level learners. Teenagers showed more enthusiasm for learning English when the musical content included relevant cultural references. However, some students encountered difficulties in fully understanding the cultural nuances, suggesting that, while cultural awareness is relevant and beneficial, an additional teaching approach is needed to ensure a complete understanding of cultural references.
3. The study highlighted that the combination of Spotify with digital teaching resources, such as guided lyric analysis and pre-teaching activities, significantly enhances cultural awareness in students. By integrating these components, teachers can facilitate a better understanding of the songs and their cultural references.

RECOMMENDATIONS

1. Teachers should regularly integrate Spotify-based activities into EFL classes, coordinating them with linguistic and cultural learning objectives, due to the beneficial effects on students' cultural awareness and engagement.
2. Teachers should offer guided activities that incorporate pre and posttest tasks to promote greater linguistic and cultural awareness to get the most out of Spotify.
3. To overcome difficulties in understanding song lyrics, teachers should provide vocabulary support, use lyric annotation tools, and select songs with complexity levels appropriate for A1 students.
4. Teachers should use structured discussion strategies, such as group discussions or guided reflections, to encourage active participation during the analysis of lyrics, as cultural discussions have been shown to be useful and varied in engaging students.
5. It is recommended that the use of Spotify be complemented with other teaching approaches to ensure that all students, especially those with difficulties in interpreting language and cultural nuances, benefit from a more comprehensive and effective learning experience.

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ANEXOS

Appendix 1. Research Plan

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA

TITLE OF THE PROPOSAL: Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners

AUTHOR 1: José David Chamba Sánchez

RESEARCH CONTEXT: Technological research in a private language institute.

1. Brief analysis and description of the situation that justifies the presentation of this proposal.
2. The research proposal "Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners" seeks to address a significant gap in language education, specifically in the realm of English as a Foreign Language (EFL) learning for teenage learners at the A1 proficiency level. The proposal is founded on the premise that culture and language are deeply intertwined, and by leveraging digital platforms like Spotify, educators can create an immersive and engaging environment for language acquisition. By utilizing digital platforms such as Spotify, educators can create an immersive and engaging environment for language acquisition. Spotify, as a widely accessible music streaming platform, offers a vast repository of music from diverse cultures and in various languages. In this way, when incorporating music from different parts of the world into the language learning process, educators can provide students with authentic cultural content that complements their language studies. The use of Spotify in this context goes beyond traditional language learning materials and textbooks, offering a more dynamic and experiential approach to cultural immersion. Through music, students can explore the nuances of language, gain insights into cultural traditions, and develop a deeper appreciation for the diversity of the English-speaking world and beyond.
3. Statement of the problem to be investigated.

The problem statement for the research work is that Teenage EFL learners at the A1 proficiency level often struggle with understanding and incorporating cultural nuances in language, which hinders effective communication and limits their ability to fully engage with the language. Traditional language instruction methods may not adequately address this cultural deficit, necessitating the exploration of innovative approaches to enhance cultural awareness in language learning.

This problem statement also emphasizes the need for teenage EFL learners to develop a richer understanding of their own culture in relation with other cultures. It acknowledges that traditional language instruction methods may not adequately address the cultural deficit, necessitating innovative approaches to enhance cultural awareness in language learning.

Justification of the research

The research work "Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners" is justified by the pressing need to address the deficiency in cultural integration within A1 level teenage EFL learners' language acquisition. Conventional teaching methods often neglect the vital aspect of cultural understanding, hindering effective communication. By capitalizing on contemporary digital platforms like Spotify, which offer a vast array of global music, this research provides an innovative, engaging, and cost-effective solution. This approach aligns with the technological proficiency of today's digital-native teenagers, creating a dynamic, multimodal learning environment. It also aligns with the curricular thread of Communication and Cultural awareness and identity of the Ecuadorian curriculum by providing an opportunity for learners to genuinely communicate with an understanding that extends beyond the classroom into the real world.

4. Description of the relationship between the proposal and the research lines of the university.

The topic of this study, "Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners," extensively connects with two important research axes. First off, the Innovation and Applied technologies, it exemplifies a pioneering spirit in the field of education. This study pioneers a new method of language acquisition through the inventive use of Spotify, a well-known music streaming service. This study takes advantage of this often-used technology to expose teenage English language learners (EFL) to various cultural experiences, enhancing their cultural awareness. Second, the study is in perfect harmony with the use of information and communication technologies (ICT) to strengthen the educational process. The study actively engages students in their process of language acquisition using Spotify, an open-source and interactive ICT application. Along with giving kids access to a vast collection of music from different languages and cultures, this addition promotes a vibrant learning environment that encourages linguistic and cultural discovery. In conclusion, this study project exemplifies a forward-thinking strategy by integrating ICT into the educational environment with the help of cutting-edge technology, boosting the language learning experience for teenage EFL students.

5. Object of the research

The object of this research work is Spotify as a tool to enhance cultural awareness in A1 teenage EFL learners. Using Spotify's wide selection of music allows us to establish a captivating and immersive setting for language learning, giving learners the opportunity to examine and value the cultural subtleties present in music, which is written and performed in the English language. Using to promote a better knowledge of English language culture and improve intercultural awareness and identity, the goal is to address the cultural gap that teenage EFL learners at the A1 competency level frequently face. This aligns with the Communication and Cultural Awareness thread of the Ecuadorian EFL curriculum, which emphasizes the importance of using the target language as a vehicle for a richer understanding of one's own culture and cultures around the world, and promoting tolerance, respect, and well-developed, social beings.

6. General objective (one)

The main objective of this research work is to elaborate digital didactic resources by using Spotify to enhance cultural awareness in A1 teenage EFL learners. Additionally, the researcher

considered three specific objectives to provide a structured approach to the research. With the use of Spotify as a digital tool, educators can provide an immersive and engaging environment for language acquisition which fills in and solves the gap between the development and understanding of cultural awareness with the language acquisition.

7. Specific objectives (three)

- The first objective is related to assessing the current state of using Spotify as a medium for cultural immersion and language acquisition. This objective involves assessing the current state of using Spotify as a medium for cultural immersion and language acquisition. The second objective comprises the relevance of cultural awareness in A1 teenage EFL learners. The research underscores the importance of integrating cultural elements into language learning by highlighting its role in fostering a deeper understanding of language and culture. Finally, the third objective entails the development of components and elements that integrate digital didactic resources through Spotify to enhance cultural awareness. The goal is to create a framework that effectively utilizes Spotify for cultural immersion and language acquisition, enhancing the overall learning experience for A1 teenage EFL learners.

8. Description of the variables of the study (independent & dependent)

Independent Variable:

The independent variable in this study is Spotify as a supplementary tool for language learning. This variable represents the intervention being tested, where the teenage EFL learners are exposed to diverse cultural content through the Spotify platform.

Dependent Variable:

Cultural Awareness

This variable encompasses the participants' level of cultural sensitivity, understanding of cultural nuances in the English language through their overall proficiency in English, including listening comprehension, vocabulary acquisition, and the speaking skills influenced by exposure to diverse cultural content on Spotify. Additionally, it may also encompass their ability to effectively communicate and interact in multicultural settings, demonstrating an understanding of and respect for diverse cultural norms and practices.

9. Description of the research approaches, methods, data collection

Research Approach:

The study employs a mixed-methods approach, combining both qualitative and quantitative research methods. This approach allows for a comprehensive and holistic understanding of the impact of using Spotify to enhance cultural awareness in A1 teenage EFL learners.

Qualitative Methods:

Content Analysis of Songs:

Researchers conduct a detailed content analysis of the selected songs from various cultures. This involves identifying and categorizing cultural themes, idiomatic expressions, and historical references within the lyrics. Qualitative coding techniques may be employed to extract and analyze relevant cultural content.

Participant Observations and Journal analysis:

Observations checklist will be made during the sessions where participants engage with Spotify. Additionally, a reflective self-assessment will be completed by the students after listening to each song.

Quantitative Methods:

Pre and Post-Assessments:

A pre-assessment is administered to measure the participants' initial levels of cultural awareness and language proficiency. After the intervention, a post-assessment is conducted to quantify any improvements resulting from the use of Spotify.

Surveys:

Standardized initial survey is administered to gather quantitative data on participants' motivation, engagement levels, and perceptions of the effectiveness of Spotify in enhancing cultural awareness and language proficiency.

Data Collection:

Selection of Songs:

A diverse set of songs regarding important topics of cultural awareness in A1 EFL level is curated for the study. These songs are chosen based on criteria such as linguistic accessibility, cultural richness, and relevance to the target demographic.

Conducting Sessions:

Participants engage with Spotify during structured sessions, where they listen to selected songs, analyze lyrics, and participate in activities designed to enhance cultural awareness and language proficiency.

Content Analysis and Journal Analysis:

Qualitative data is collected through content analysis of songs and the writing of a journal with participants. These methods provide deeper insights into the learners' experiences and perspectives.

10. Description of the beneficiaries and their main characteristics.

The primary beneficiaries of this research work are:

A1 Level Teenage EFL Learners:

- Age: The learners fall into the teenage category, typically between the ages of 13 and 15.
- Language Proficiency: They are at the A1 proficiency level, which signifies a basic understanding of English, often limited to simple phrases and vocabulary.
- Cultural Exposure: They may have limited exposure to diverse cultures and may face challenges in understanding cultural nuances within the English language.

11. Description of the research context

The research is conducted within the context of English Language Teaching (ELT) education, specifically targeting teenage learners at the A1 proficiency level. This level indicates a basic understanding of English, typically characterized by the ability to use familiar everyday expressions and simple phrases to meet immediate needs. The study is situated in a contemporary educational landscape that recognizes the importance of cultural competence in language acquisition, more specifically, a language institute located in the urban area of the city of Loja; its name is Fine Tuned English Language Institute. The target participants are teenagers between the ages of

13 to 15 years old from different socioeconomic backgrounds.

12. Description of the practical contributions of the proposal.

The proposal makes noteworthy practical contributions through an innovative teaching approach, presenting a creative method that harnesses Spotify for cultural awareness within the realm of English as a Foreign Language (EFL) education. This approach not only introduces a novel dimension to language instruction but also capitalizes on the widely available and cost-effective nature of Spotify, ensuring adaptability across diverse educational settings.

A key facet of the proposal lies in its commitment to providing a multimodal learning experience. By actively engaging learners through music, it seeks to enhance their comprehension of cultural contexts, fostering a deeper understanding of language intertwined with diverse cultural nuances.

Emphasizing accessibility and cost-effectiveness, the proposal acknowledges the significance of utilizing widely available and affordable technology, thereby ensuring its adaptability to various educational contexts. This inclusivity aligns with the overarching goal of making cultural awareness in EFL education a widely accessible endeavor.

Beyond traditional language learning, the proposal recognizes the importance of cultivating cultural sensitivity and intercultural competence. It aspires to develop vital skills that enable learners to navigate and thrive in diverse cultural situations, contributing to their holistic growth and global awareness.

The proposal's strategic alignment with learners' interests is evident in its emphasis on boosting motivation and engagement. By leveraging the universal appeal of music, it creates a dynamic learning environment that resonates with the inherent curiosity and enthusiasm of students.

Furthermore, the proposal establishes a framework for measurable outcomes, providing clear assessment metrics to track improvements in cultural awareness and language proficiency. This not only enhances the accountability of the approach but also facilitates data-driven refinement for continuous enhancement.

Highlighting its scalability and adaptability, the proposal envisions a replication of its methods in different educational contexts, thereby maximizing its impact on a broader scale. This versatility ensures that the benefits of the innovative teaching approach can be realized across diverse educational settings.

Recognizing the crucial role of educators in this transformative process, the proposal extends its practical contributions to professional development. It offers opportunities for educators to grow and evolve by effectively utilizing technology for enhanced language instruction. This dual focus on student and educator development ensures a holistic and sustainable impact.

In a broader academic context, the proposal contributes substantively to educational research. By exploring innovative language teaching methods and the integration of technology, it adds valuable insights to the evolving landscape of language education, paving the way for future advancements and refinements in pedagogical practices.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

Professional Perspective:

- *Professional Development*: The proposal offers a valuable avenue for EFL educators to expand their pedagogical toolkit. Implementing innovative approaches like utilizing Spotify enhances their proficiency in leveraging technology for effective language instruction, contributing to their professional growth and adaptability in the field of language education.

Methodological Perspective:

Innovative Pedagogy: Introducing Spotify as a supplementary tool represents a significant advancement in language teaching methodology. This approach integrates music, cultural exploration, and language learning, offering a fresh and engaging method for enhancing cultural awareness. It addresses the need for creative and dynamic language instruction. Also, it is closely intertwined with the curricular thread of Communication and Cultural Awareness, as it introduces innovative pedagogy and facilitates a dynamic approach to language instruction, ultimately promoting intercultural awareness and identity among A1 teenage EFL learners.

Technological Perspective:

- *Utilizing Accessible Technology*: By harnessing a widely available digital platform like Spotify, the proposal leverages existing technology to enhance language learning. This not only makes the approach easily accessible but also aligns with the digital literacy of modern learners, promoting the effective use of technology for educational purposes.

Social Need Perspective:

- *Globalized Competence*: In an increasingly interconnected world, cultural awareness and intercultural competence are crucial skills. The proposal addresses this social need by preparing teenage EFL learners to effectively communicate and engage in multicultural contexts. It equips them with the tools to navigate diverse cultural environments, fostering globalized competence and mutual understanding.

MASTER CANDIDATE 1

Id. Number: 1105645434

Appendix 2. Consent Letter (Legal Representative of the Participant)**Carta de Consentimiento (Representante legal del Participante)****Proyecto de Investigación: “Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners”**

Yo _____, autorizo y doy el consentimiento para que mi representado/a _____, estudiante del grupo de Teens 1 Paralelo F del Fine Tuned English Language Institute, participe como voluntario en el desarrollo del proyecto denominado “Streaming Cultures: Using Spotify to Enhance Cultural Awareness in A1 Teenage EFL Learners” dirigido y desarrollado por el Lic. José David Chamba Sánchez, docente de la Institución.

Así mismo, pongo a conocimiento general que he recibido, leído, y guardado una copia de ésta carta de consentimiento y también he tenido la oportunidad de hacer preguntas sobre la investigación y recibir respuestas satisfactorias. Comprendo el objetivo general, justificación y metodología del proyecto.

Acepto y autorizo la aplicación del proyecto declarando lo siguiente:

- La participación de los mi representado/a es contenida legalmente por su representante.
- Mi representado/a terminará su participación en el proyecto una vez firmada la carta de consentimiento
- La seguridad y confidencialidad de mi representado/a está garantizada mediante esta carta de consentimiento

Además, autorizo:

- La realización de cualquier material audiovisual (fotos videos) de cualquier parte o de toda la investigación (si es requerida)
- La publicación de los resultados del proyecto sin perjudicar en la confidencialidad de los datos del participante.

Firma

Nombre:

Fecha: ___/05/2024

Appendix 4. Planning sessions by instrument.

Session 1

Title	Objective	Used Digital Resources
Pre-Test	To use a song-based exercise to evaluate students' listening comprehension and past knowledge of cultural themes and terminology.	- Spotify (for accessing the song and its lyrics) - YouTube or Spotify Video (for viewing the videoclip) - Internet (for vocabulary exploration and meaning in context)

Session 2-6

Title	Objective	Used Digital Resources
Classroom Observation Form	To assess the difficulties, cultural awareness, interaction, and involvement of students both during and after the use of Spotify-based assignments and tests.	- Spotify (as part of the activity being observed: song, lyrics, video) - Internet (for context research by students)

SESSIONS 2-6 Content analysis forms 1-5 (songs 1)

Title	Objective	Used Digital Resources
Content Analysis Form 1 – Song Analysis	By using guided questions to analyze the meaning and cultural relevance of the song, we want to foster cultural awareness and critical thinking.	Warm-up: Students access Spotify to read the biography of the artists and answer introductory questions. Development: Students watch the videoclip with lyrics (Spotify/YouTube), then analyze and interpret selected song expressions. Closing: Students discuss the cultural elements and complete the analysis form using the Spotify app . All stages use: – Spotify (for biography, lyrics, song, and videoclip) – Internet (for meaning in context, cultural references)– Song Analysis Form (paper or digital worksheet)

Title	Objective	Used Digital Resources
Content Analysis Form 2 – Song Analysis	To develop critical thinking on social justice, inclusivity, and representation by songs in order to analyze the subject of cultural diversity and increase students' cultural knowledge.	Warm-up: Students access Spotify to read Michael Jackson's biography and answer introductory questions. Development: Students watch the videoclip with lyrics (via Spotify or YouTube), then analyze key song expressions through guided discussion. Closing: Students complete the analysis form using insights from the song and discussion, all within the Spotify app . All stages use: – Spotify (for biography, lyrics, song, and videoclip) – Internet (for researching historical or cultural references in the song) – Song Analysis Form (digital or printed)

Title	Objective	Used Digital Resources
Content Analysis	By examining the social and political themes, we want to	Warm-up: Students access Spotify to read the artist's biography and answer introductory questions. Development: Students watch

<p>s Form 3 – Song Analysis s</p>	<p>improve students' comprehension of Cultural Awareness in History while encouraging contemplation of historical context and inequity.</p>	<p>the videoclip with lyrics (via Spotify or YouTube), analyze expressions and discuss the song's historical context. Closing: Students complete the song analysis form within the Spotify app. All stages use: – Spotify (for biography, lyrics, song, and videoclip) – Internet (for researching historical references and unfamiliar vocabulary) – Song Analysis Form (digital or printed)</p>
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Title	Objective	Used Digital Resources
<p>Content Analysis s Form 4 – Song Analysis s</p>	<p>To analyze a song that ties music, visual art, and emotional expression together, in order to promote awareness and knowledge of cultural art.</p>	<p>Warm-up: Students access Spotify to read the biography of the artist and answer questions related to his artistic inspiration. Development: Students watch the videoclip with lyrics (Spotify/YouTube), analyze figurative expressions, and discuss their interpretation. Closing: Students complete the analysis form using the Spotify app and internet tools for context. All stages use: – Spotify (for biography, lyrics, song, and videoclip) – Internet (for researching artistic and historical references) – Song Analysis Form (digital or printed)</p>

Title	Objective	Used Digital Resources
<p>Content Analysis s Form 5 – Song Analysis s</p>	<p>To analyze songs within the topic of Cultural Communication and Understanding in order to improve students' cultural communication abilities and foster awareness of global social issues.</p>	<p>Warm-up: Students access Spotify to read the artist biography and answer introductory questions. Development: Students watch the videoclip with lyrics (Spotify or YouTube), analyze key expressions, and discuss the song's social and cultural messages. Closing: Students complete the song analysis form using the Spotify app and internet resources for deeper understanding. All stages use: – Spotify (for biography, lyrics, song, videoclip) – Internet (for background research and vocabulary support) – Song Analysis Form (digital or printed)</p>

Session 7

Title	Objective	Used Digital Resources
<p>Survey on Interest and Effectiveness</p>	<p>to evaluate how often, how engaged, and how students feel about utilizing Spotify for cultural learning activities that emphasize lyric analysis, listening, and cultural dialogue.</p>	<p>- Paper-based survey administered in class - Data later digitized for analysis - Reflection on prior Spotify activities (listening, lyric analysis, cultural discussions)</p>

Session 8

Title	Objective	Used Digital Resources
<p>Post- - Test</p>	<p>To use a culturally appropriate song to assess the learners' listening comprehension, vocabulary growth, and cultural awareness following the intervention.</p>	<p>- Spotify (for the song and lyrics) - YouTube or Spotify Video (for viewing the videoclip) - Internet (for reviewing vocabulary in context and researching cultural content)</p>

Appendix 5. Pre and post test

Pre-Test

Part 1: Vocabulary (5 points) Match the words with the pictures:



LANGUAGE
CULTURE
MUSIC
SONG
SPOTIFY

Part 2: Listening Comprehension (5 points) Listen to the short song and circle the correct answer:
What is the song about? ----- listening for the main idea

- a) Happiness b) Food c) Summer time

Which cultural element is addressed in the song? (listening for details)

a) Cultural diversity b) Cultural art c) Cultural communication and understanding

Part 3: Cultural Knowledge (5 marks) Listen again, Read the phrase of the song and select the best interpretation. (listening for details)

“I want more berries, And that summer feelin' -It's so wonderful and warm”

- A) The author likes strawberries
- B) The author enjoys summer times

“I just wanna taste it, Watermelon sugar high”

- A) The author wants to taste a watermelon
- B) The author wants to feel the summer times

Post-Test:**Part 1: Vocabulary (5 points) Fill in the blanks with the correct word from the box:**

Culture---- Music----- Song -----Spotify -----Language

I like to listen to _____ from different countries.

English is a _____ spoken in many places.

_____ is a way to learn about new traditions.

We used _____ in class to listen to songs.

My favorite _____ is about friendship.

Part 2: Listening Comprehension (5 points) Listen to the song and answer the questions:**What cultural element is addressed in the song?**

- A. Cultural communication and understanding
- B. Cultural diversity
- C. Cultural awareness in history

What is the main idea of the song?

- A) Encourage people to learn about diverse cultures around the world
- B) Transmit a message of appreciation of life and its beauty
- C) Tell a story about life and the problems of it.

Part 3: Cultural Understanding (5 points) match the cultural element with the right statement

A. Cultural competence and Humility	Recognizing and understanding the influence of culture on historical events, developments, and individuals. ()
B. Cultural Diversity	The ability to interact effectively with people from diverse cultures while being aware of and respectful towards their differences. ()
C. Cultural Awareness in History	The existence of a diversity of cultural identities, customs, and perspectives within a society, organization, or group. ()
D. Cultural art	Effective and respectful communication between individuals from different cultural backgrounds. ()
E. Cultural communication and understanding	Artistic expressions that reflect the values, traditions, and aesthetics of a specific culture or cultural group. ()

Appendix 6. Observation checklist

Classroom Observation Form

Date: _____ Song/Activity: _____

Instructions: During the Spotify session, observe the students carefully and record your observations by checking the appropriate boxes in the spaces provided.

1. Student Engagement: How interested and involved did the students seem in the activity?

- Highly engaged (paying close attention, actively participating)
- Moderately engaged (following along, occasional participation)
- Disengaged (distracted, not participating)

2. Interactions:

- Students interacted with each other during the activity
- Students interacted with the teacher during the activity
- Discussions or questions were observed
- Collaboration among students was observed
- No interactions were observed

3. Understanding Cultural Content:

- Students showed signs of understanding cultural elements
- Students made comments demonstrating cultural awareness
- Students reacted positively to cultural elements
- No signs of cultural understanding were observed

4. Challenges or Difficulties:

- Students struggled with comprehending cultural content
- Students had difficulty with language used in the song/activity
- No apparent challenges or difficulties were observed

5. Overall Learning Experience: Based on your observations, how would you rate the overall learning experience for the students during this Spotify session?

- Excellent Good
- Average Poor

1. Additional Comments:

Appendix 7. Survey

Survey

1. How often did your teacher use Spotify in your English lessons?

- Never
- Rarely
- Sometimes
- Often
- Always

2. What types of activities did you do by using Spotify? (You can select more than one)

- Listening
- Lyric analysis
- Cultural discussions
- Other (Please specify) _____

3. Rate the diversity of cultural content you explored through Spotify songs.

- Very Limited
- Limited
- Moderate
- Diverse
- Very Diverse

4. How often did you engage in lyric analysis activities using Spotify?

- Never
- Rarely
- Sometimes
- Often
- Always

5. How often did you participate in cultural discussions based on Spotify content?

- Never
- Rarely
- Sometimes
- Often
- Always

6. How would you rate the variety of Spotify-based activities implemented in your English lessons?

- Very Limited
- Limited

- Moderate
- Diverse
- Very Diverse

Appendix 8. Content Analysis Forms

CONTENT ANALYSIS FORM 1**Song Analysis Form 1****Song Name:** _We are One (Ola Ola)**Singer/Artist:** Pitbull ft Jennifer López & Claudia Leitte**Country of the Song:** Cuba & USA**Cultural Topic:** Cultural Competence and Humility**Instructions:** Listen to the song carefully and answer the questions below.

1. What is the main idea or story of the song? Write a sentence about the song

2. Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "Put your flags up in the sky (put them in the sky) / And wave them side to side (side to side)"

Expression 2: Show the world where you're from (show them where you're from) / Show the world we are one (one love, life)"

3. Does the song mention any famous people, places, or events from history? If yes, list them here:

4. Circle the words below that best describe the difficulty level of the song lyrics for you:

- Easy - A little difficult - Very difficult

5. How much did you like this song? RATE IT ___/5

6. Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

Song Analysis Form 2**Song Name:** One Day**Singer/Artist:** Matisyahu**Country of the Song:** USA**Cultural Topic:** Cultural Competence and Humility**Instructions:** Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "All my life I've been waiting for / I've been praying for / For the people to say / That we don't wanna fight no more"

Expression 2: "One day this all will change / Treat people the same / Stop with the violence / Down with the hate"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

● Easy ● A little difficult ● Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

CONTENT ANALYSIS FORM 2

Song Analysis Form 1

Song Name: They don't care about us

Singer/Artist: Michael Jackson

Country of the Song: USA

Cultural Topic: Cultural Diversity

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "All I wanna say is that they don't really care about us"

Expression 2: "Beat me, hate me, you can never break me"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

Easy - A little difficult - Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

Song Analysis Form 2**Song Name:** Wavin' Flag**Singer/Artist:** K'naan**Country of the Song:** Canada / Somalia**Cultural Topic:** Cultural Diversity**Instructions:** Listen to the song carefully and answer the questions below.**What is the main idea or story of the song? Write a sentence about the song**

Read the two expressions from the song and explain your understanding with a sentence.**Expression 1:** "When I get older, I will be stronger / They'll call me freedom, just like a wavin' flag"

Expression 2: "Born to a throne, stronger than Rome / But violent-prone, poor people zone"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

- Easy
- A little difficult
- Very difficult

How much did you like this song? RATE IT ___/5**Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?**

CONTENT ANALYSIS FORM 3

FORM 1

Song Name: Fortunate Son

Singer/Artist: Creedence Clearwater Revival

Country of the Song: USA

Cultural Topic: Cultural Awareness in History

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "Some folks are born silver spoon in hand, while others fight for their place in the land."

Expression 2: "It ain't me, it ain't me, I ain't no senator's son, It ain't me, it ain't me, I ain't no fortunate one"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

Easy - A little difficult - Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries?

Why or why not?

Song Analysis Form 2Song Name: **Sunday Bloody Sunday**Singer/Artist: **U2**Country of the Song: **Ireland**Cultural Topic: **Cultural Awareness in History**

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "Broken bottles under children's feet / Bodies strewn across the dead-end street"

Expression 2: "And the battle's just begun / There's many lost, but tell me who has won"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

- Easy
- A little difficult
- Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

CONTENT ANALYSIS FORM 4

FORM 1

Song Analysis Form

Song Name: Vincent

Singer/Artist: Don McLean

Country of the Song: USA

Cultural Topic: Cultural Art

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "Starry, starry night / Paint your palette blue and grey"

Expression 2: "And when no hope was left in sight / On that starry, starry night / You took your life, as lovers often do"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

Easy - A little difficult - Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

Song Name: Viva La Vida

Singer/Artist: Coldplay

Country of the Song: United Kingdom

Cultural Topic: Cultural Art

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "I used to rule the world / Seas would rise when I gave the word"

Expression 2: "I hear Jerusalem bells are ringing / Roman cavalry choirs are singing"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

● Easy ● A little difficult ● Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

CONTENT ANALYSIS FORM 5

FORM 1

Song Analysis Form

Song Name: Where is the Love?

Singer/Artist: The Black Eyed Peas

Country of the Song: USA

Cultural Topic: Cultural Communication and Understanding

Instructions: Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "People killing, people dying / Children hurting, I hear them crying"

Expression 2: "If you only have love for your own race / Then you only leave space to discriminate"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

Easy - A little difficult - Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?

SONG 2**Song Name:** Same Love**Singer/Artist:** Macklemore & Ryan Lewis ft. Mary Lambert**Country of the Song:** USA**Cultural Topic:** Cultural Communication and Understanding**Instructions:** Listen to the song carefully and answer the questions below.

What is the main idea or story of the song? Write a sentence about the song

Read the two expressions from the song and explain your understanding with a sentence.

Expression 1: "It's human rights for everybody, there is no difference"

Expression 2: "And I can't change, even if I tried, even if I wanted to"

Does the song mention any famous people, places, or events from history? If yes, list them here:

Circle the words below that best describe the difficulty level of the song lyrics for you:

● Easy ● A little difficult ● Very difficult

How much did you like this song? RATE IT ___/5

Do you think this song can help you learn about the culture of English-speaking countries? Why or why not?
