

UNIVERSIDAD BOLIVARIANA DEL ECUADOR



Use of classical music as a didactic strategy to enhance listening comprehension in elementary education students at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki".

Work presented in partial fulfillment of the requirements for the academic degree of Master of Pedagogy of English.

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DEDICATION AND/OR THANKS

I mainly dedicate this project to God for giving me health, wisdom, and life to continue in this long process. It is also a privilege for me to be able to dedicate this achievement to my dear daughter, Nayeli Calero, and my dear mother: Francisca Manobanda, who deserve all my admiration, affection, and respect, for being the fundamental pillars in my life, for giving me all their unconditional support, for their wise advice, for educating me with good values and teaching me to never give up in the face of any adversity that comes my way, without them none of this would be possible. To my dear brothers, Luis, Gabriel, Gilberto, and Wilson Calero, and dear sister.: Flor Calero for giving me the best encouragement, besides, for their overwhelming, support morally facility. “Thanks” for being with me through thick and thin, and making me feel part of their families. Also, to my cousin, Segundo Rochina who is my inspiration to follow, giving me the best life advice, and always giving me her help. And especially to Flavio Ortiz whom I affectionate so much, for motivating me, for his patience, for being a great support to me, for arriving at the precise moment in my life when I needed it.

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ABSTRACT

Currently, education all over the world has suffered from a drastic change, as it has been forced to move from traditional environments inside classrooms to portals on the net, where online teaching and learning have gained so much relevance and acceptance. Due to the fact that in some geographical areas where online education is still new or does not have any means to get to those places, teachers are implementing different aspects of this technology in education within classrooms. Music is one of these new trends in language teaching, it does not only give students new ways to learn English as a foreign language but provides an environment that fosters the autonomy of learners and their language skills. The study aims to determine the effectiveness of classical music as a ludic activity in improving listening comprehension. This research work used an inductive and deductive method which gathers quantitative and qualitative data. Hence, the researcher worked with a group of 18 students from UECIB “Tupak Yupanki” in Guaranda, Ecuador. Among the instruments used in the present research, there is a survey that determines the dimensions of the learning process, a questionnaire with 10 questions meant for students about their attitude and acceptance towards using music as a ludic activity, and a pre-and post-test to identify the listening comprehension level of the students before and after treatment. Consequently, the results demonstrated a significant improvement in listening comprehension and a high acceptance of the use of classical music as a ludic activity in the teaching/learning process of the English language.

Keywords: Classical Music, Didactic, Strategy, Listening Comprehension.

RESUMEN

Actualmente, la educación en todo el mundo ha sufrido un cambio drástico al verse obligada a pasar de entornos tradicionales dentro de las aulas a portales en la red, donde la enseñanza y el aprendizaje en línea han ganado tanta relevancia y aceptación. Debido a que en algunas áreas geográficas la educación en línea todavía es nueva o no tiene los medios para alcanzar dichos lugares, los profesores están implementando diferentes aspectos de esta tecnología en la educación dentro de las aulas. La música es una de estas nuevas tendencias en la enseñanza de idiomas, ya que no solo ofrece a los estudiantes nuevas formas de aprender inglés como lengua extranjera, sino que también proporciona un entorno que fomenta la autonomía de los aprendices y sus habilidades lingüísticas. El estudio tiene como objetivo determinar la efectividad de la música clásica como una actividad lúdica para mejorar la comprensión auditiva. Este trabajo de investigación utilizó un método inductivo y deductivo que recopila datos cuantitativos y cualitativos. Por lo tanto, el investigador trabajó con un grupo de 18 estudiantes de la UECIB "Tupak Yupanki" en Guaranda, Ecuador. Entre los instrumentos utilizados en la presente investigación se encuentra una encuesta que determina las dimensiones del proceso de aprendizaje, un cuestionario de 10 preguntas destinado a los estudiantes sobre su actitud y aceptación hacia el uso de la música como actividad lúdica, y una prueba previa y posterior para identificar el nivel de comprensión auditiva de los estudiantes antes y después del tratamiento. En consecuencia, los resultados demostraron una mejora significativa en la comprensión auditiva y una alta aceptación del uso de la música clásica como actividad lúdica en el proceso de enseñanza/aprendizaje del idioma inglés.

Palabras clave: Música Clásica, Didáctica, Estrategia, Comprensión Auditiva.

INTRODUCTION

This research was carried out in a basic education school called Tupak Yupanki, located in the municipality of Pímbalo, Simiatug commune, canton Guaranda, Bolivar province. It is a community with a predominantly indigenous population whose main activities correspond to agriculture and livestock farming. It maintains commercial relations with both Simiatug and the city of Ambato. The institution does not have an English laboratory but has not access to the internet connection very good for the development of different activities, including research. Students show different difficulties in the development of language skills especially in listening comprehension.

The investigation aims to determine the importance of music as a didactic resource and its contribution to English language learning in secondary school students from the canton of Sucre, province of Manabí, obtaining positive results in the use of teaching procedures through music for the learning of English. Similarly, in the study carried out by Muncha and Muquincho (2021) who investigated "Music as a didactic resource in the development of oral skills in English as a foreign language" with the aim of analyzing classical music as a didactic resource in the development of oral skills in English as a foreign language, for which they carried out a documentary study from which was concluded that music is a necessary resource for the development of oral skills thanks to the facilities it provides in learning.

According to the data presented in this study, it was identified that the scarce practice of English in real situations causes great deficiencies in the aural development of the communicative skills of the language. Additionally, textbooks promote teaching based on the development of communicative skills that are complex to develop in the case of Spanish as a mother tongue and even more complex in the case of English as a foreign language, therefore, in order to improve the process of listening comprehension in English. Based on which it was determined that the students of the Tupak Yupanki school, especially the students of Basic Education, show little interest in developing their listening comprehension skills in English, who manifest anxiety and fear and difficulties in listening and speaking skills in the English language.

The learning of the English language in a playful context and using tools such as music has shown high effectiveness in the teaching of English, therefore, this research is a pedagogical contribution, because it aims to use strategies close to the students among which stand out the songs. This descriptive study focuses on the critical review of the main contributions to the use of songs as a strategy and didactic to improve English

listening comprehension. The main aim is to systematize the knowledge available in the area, account for the different perspectives addressed, and identify the differences among the proposals. To achieve the goals a documentary research methodology is used as the main strategy to obtain information through the use of technology and methodology. The analysis of the proposals concerning the object of study shows that this field of educational research does not yet achieve a status of univocal reference.

Finally, in this work, various reasons are presented that defend the benefits that music contributes to the development of listening comprehension in the English language, as well as the different methodologies that exist to carry it out in the classroom. In addition, songs will serve as a pedagogical tool in the teaching-learning process of this foreign language. Currently, there are several studies that demonstrate the advantages of learning in a playful context, such as the use of music, consequently, through the execution of this research the effectiveness of these methods will be tested in a particular context such as rural education, including the cultural aspects that influence this learning.

The development of this research is justified because it will facilitate the systematization and implementation of an evidence-based methodology, including a significant contribution from the social point of view, due to the large percentage of the indigenous population that exists in the country, therefore, it represents a social contribution of relevance that adds to the fulfillment of the academic objectives and guidelines set out in the (Barrios & Diez, 2018). Based on the above, the research problem is stated as follows: Can music be used as a playful didactic strategy to improve the listening comprehension in the English language of basic education students of the Intercultural Bilingual Community Education Unit "Tupak Yupanki"?

Based on the above, the research topic was defined as "The use of classical music as a playful didactic strategy to improve listening comprehension of English in basic education students at Tupak Yupanki School". This research corresponds to the research line of Pedagogy, didactics, and management of educational innovation and applied technologies, and to the subline of educational models for learning in different educational contexts and technological resources of the Universidad Bolivariana del Ecuador, which is linked to the proposal "Music as a recreational tool teaching strategy to improve the listening comprehension of basic education students at the Tupak Yupanki School." The objective of the research is to improve listening comprehension in English through the use of music as a playful teaching strategy for students.

The research lines of the Universidad Bolivariana del Ecuador include Pedagogy, Didactics, and Management of Educational Innovation, as well as Applied Technologies. Additionally, they focus on specific sub-lines, such as Educational Models for Learning in Different Educational Contexts and Technological Resources. These research areas are directly related to the study on the "Use of music as a didactic strategy to improve listening comprehension in elementary education students at the Bilingual Intercultural Community Educational Unit 'Tupak Yupanki'." Furthermore, these lines and sublines of research offer knowledge on various aspects, such as teaching methodologies, educational technologies, and innovative approaches to learning.

By delving into these areas, the study achieves a deeper understanding of how classical music can be leveraged as a powerful tool to improve educational outcomes, particularly in the area of language acquisition, and understanding. Additionally, exploring educational models for learning in diverse contexts helps contextualize the use of classical music in different cultural and linguistic environments. This aspect is particularly relevant in the case of the "Tupak Yupanki" educational unit, which operates within an intercultural and bilingual community. Understanding how classical music can be used effectively in such contexts enriches the applicability of the study and ensures its relevance in real-world educational settings.

In this sense, the alignment between the study and the research lines/sublines of the Universidad Bolivariana del Ecuador underlines the comprehensive approach adopted to investigate the use of classical music as a didactic strategy. Based on established theories, methodologies, and technological advances in pedagogy, the study aims to provide valuable knowledge about the potential of music as a tool to improve listening comprehension in primary education students. In correspondence with the above,

Research object

It demonstrates the application of music as a ludic didactic strategy that will develop listening comprehension in students, for which the following objectives were defined.

General objective

To improve listening comprehension in English through the use of music as a playful teaching strategy in education students, since, through music, a number of practical pedagogies are offered that help promote optimal teaching methods that offer better results at the time to impart knowledge. Further, to analyze the use of music as a ludic didactic strategy to improve the listening comprehension in the English language of

the students of basic education of the Intercultural Bilingual Community Education Unit "Tupak Yupanki", which arises due to the little knowledge of vocabulary that they have in this language. The survey was carried out as a research technique, with a questionnaire of ten questions addressed to the students.

And as specific objectives:

To characterize the training needs on the teaching and learning of listening comprehension skills in Basic Education students of the Tupak Yupanki School".

To implement classical music as a playful didactic strategy to improve listening comprehension in elementary school students.

To design ludic didactic strategies to enhance students' listening skills through the application of effective listening strategies.

In order to fulfill the research objectives, the independent variable was defined as: "The use of classical music as a ludic didactic strategy" and, as a dependent variable: improved Listening comprehension in basic education students at the Tupak Yupanki school".

Additionally, a quantitative approach was established, because the study involved the collection of numerical data, and the presentation of results based on statistical indicators. In addition, the scope is descriptive in that the information obtained allows us to describe the phenomenon under study. The results obtained from a survey are analyzed, using a ten-question questionnaire addressed to the students. In the study, the inductive method is being carried out at the time the students are doing the tests. In the first phase, qualitative data are collected through a survey applied to students in order to determine their level of motivation in the ability to improve listening comprehension through English songs.

Next, taking into account the data obtained, the methodology developed includes the use of classical music as a playful teaching strategy to improve listening comprehension in English during classes. In the second phase, a quantitative data collection method is applied where a questionnaire is administered at the end of the interventions to identify the effectiveness of the tool. Playful multimedia in motivating students toward listening comprehension skills. The Inductive-deductive methods used in these investigations analyze the results obtained before and during the investigations and generalize about the development of listening comprehension through songs. From one point of view, the deductive approach to language teaching begins by giving students rules, then examples, practice, and a teacher-centered approach to presenting new content.

The inductive begins with examples and asks students to find grammatical rules and is, therefore, more student-centered.

The objective of the research corresponds to music as a playful didactic strategy, for which the following objectives are defined, such as defining and determining the influence of classical music as a strategy, playful didactics to improve students' listening comprehension with the aim to obtain its benefits inside and outside the classroom, starting from theoretical foundations and interviews with experts to generate knowledge in the form of conclusions, in such a way, classical music is used as a teaching strategy, and shows to be made up of the 18 students of the "Tupak Yupanki" Educational Unit.

A survey that contains 10 questions about the acceptance of the tool applied was used to fulfill the specific objectives of the research where points such as the characterization of the training needs to implement music as a ludic activity to improve listening comprehension and to design ludic activities that best suit the level of students. In addition, a pre-and post-test were applied to the students in order to identify the level of listening comprehension before and after the treatment.

The direct beneficiaries of this project are the students and English language teachers of the Tupak Yupanki educational unit, and the indirect beneficiaries are the parents who live in the community. The sample consisted of 9 girls and 9 boys, a total of 18 students aged between 12-13 years old, with an A1 level of English language learning.

Intercultural Bilingual Community Educational Unit "Tupak Yupanki" is a public school located in the Province of Bolivar, Guaranda Canton, Simiatug Parish, in the community of Pimbalo, in which there is no English laboratory, so this research was aimed at analyzing the use of classical music as a playful pedagogical strategy to improve listening comprehension in the English language in basic education students. This research was aimed at analyzing the use of classical music as a ludic pedagogical strategy to improve listening comprehension in the English language in elementary school students, since it was found that students are at level A1 in which they can use songs in English to improve listening comprehension, which allows them to acquire vocabulary and develop the skills inherent to learning this language, naturally promoting oral fluency.

In this sense, the application of the proposal, classical music as a didactic strategy at the service of learning English and improving listening comprehension, the first contribution, is focused in highlighting its playful nature, i.e. it is about videos or classical music in English to improve listening comprehension in the future. Secondly, many of these productions are widespread in education and society, i.e. primary education

promotes various factors such as the participation of the educational community. In addition, a new proposal for teaching English through classical music and especially songs as a fun ludic activity teaching strategy are developed and the impact of these new tools on the learning of 11-12-year-old primary school pupils is analyzed.

Music has the power to generate positive emotions and promote a sense of community among students, which can improve peer-to-peer relationships and relationships with teachers. Regarding the promotion of inclusion and diversity, by using classical music as a teaching tool, different musical genres and cultural traditions can be incorporated, promoting inclusion and respect for diversity in the classroom. This helps create a more inclusive and equitable learning environment for all students. Finally, application in intercultural contexts, since the research is conducted in an intercultural and bilingual educational unit, it would be relevant to explore how the use of classical music can be effective in intercultural contexts and how it can facilitate the learning of students with different cultural and linguistic backgrounds.

This thesis is organized in three chapters, the first of which corresponds to the theoretical framework or foundation, where the theories, concepts, and aspects that support the formulation, and conceptual background of the research are presented. The second chapter presents the research methodology and the initial diagnosis, highlighting the choice of the approach, the concepts that support the type, level, population and sample of the research, as well as the mechanism of analysis of the results. The third section includes the presentation and validation of the proposal, an area in which one of the possible solutions to the problem under study is described through a breakdown of the elements necessary to represent its originality and structure.

This is followed by the conclusions, where the main results of the work carried out are presented, making it possible to draw general conclusions about the sample analyzed. They should explain how the set objectives and the results of the theoretical and empirical research were achieved. Recommendations, on the other hand, is a section aimed at presenting measures to be developed in the future, as well as their improvement for the implementation and practical use, application and enrichment of the results obtained in the research.

CHAPTER I

THEORETICAL FRAMEWORK

Use of classical music as a didactic strategy to enhance listening comprehension

In this section, the theoretical framework supports the research on «The use of classical music as a ludic didactic strategy to improve listening comprehension in basic education students at the Intercultural Bilingual Community Education Unit 'Tupak Yupanki» is presented. Fundamental concepts, educational theories, research background, and pedagogical approaches relevant to understanding the importance and impact of music in the process of learning English as a foreign language will be explored. Previous research, such as the study conducted by Muncha and Muquincho, who investigated « Classical Music as a didactic resource in the development of oral skills in English as a foreign language,» aimed to analyze music as a didactic resource in the development of oral communication skills in English as a foreign language. It conducted a documentary study, concluding that music is a necessary resource for the development of oral skills due to the facilitation it provides in the learning process.

In addition, it provides two practical proposals for the classroom that use classical music simultaneously to address aspects of the English language and musical education, serving as replicable models.

In this order of idea, Córdoba et al. (2020) carried out an investigation that had as its goal the formulation of a pedagogical intervention proposal that, through the use of songs as a teaching resource, would facilitate the learning process of oral comprehension skill in English in fourth-grade students at school José Félix Restrepo. This objective was addressed through a mixed approach, which included an exploratory research method and the implementation of the ADDIE (analysis, design, development, implementation, and evaluation) instructional design. The different phases of this approach contributed to the consolidation of the proposal and the collection of information during its implementation.

This implementation was carried out through a diagnostic test, interviews, and surveys with students and teachers, in addition to participant observation processes. The results obtained allowed the identification of formative needs related to teaching and learning, as well as an understanding the scope and limitations of the implemented proposal and the pedagogical implications derived from the use of songs to improve oral comprehension in the research context. The previous background not only theoretically

supports the use of music as a teaching strategy, but also offers a methodological structure and practical results that enrich and support the current research in the Bilingual Intercultural Community Educational Unit 'Tupak Yupanki'.

In accordance with Tobar Vargas (2018) who carried out a project titled "The use of music as a Pedagogical Strategy for teaching and Understanding Reading in the Ninth Grade of the El Carmelo Educational Institution." It was conceived to address the lack of motivation and interest of students towards reading and understanding texts. The students expressed a general attitude of demotivation and considered that the classes lacked dynamism. During the implementation of this project, the importance of incorporating music as a dynamic strategy to stimulate interest, and motivation, and enhance the learning processes in students was emphasized. This strategy focused on strengthening developmental dimensions and leveraging multiple intelligences, creativity, and the comprehensive benefits that classical music contributes to individual formation in all its aspects. The reading of song lyrics and their interpretation was promoted.

As a result, an increase in students' motivation during classes, greater collaboration in teamwork, and a significant improvement in their reading comprehension were evident, as reflected in the more satisfactory results obtained in the Saber tests of the year 2017. These findings provide practical and applied support for the use of classical music in the educational context, which is relevant to the research on the use of classical music as a didactic strategy in the Intercultural Bilingual Community Education Unit 'Tupak Yupanki.'

It is worth considering, on the other hand, what Fernández et al. (2022) have stated, which indicates that the promotion of listening comprehension in English has encouraged students to interact with language aspects that subsequently facilitate the integrated development of other language skills. In this argument, strategies and sub-skills of listening comprehension have been identified that not only enhance comprehension but also stimulate motivation to learn foreign languages at various educational levels.

The focus of this article revolves around the development of listening comprehension through extensive listening activities conducted outside the classroom environment. The objective of the article was to analyze a study carried out with primary school students, led by professors from the University of Cienfuegos "Carlos Rafael Rodríguez" in Cuba. An essentially quantitative methodology was employed to describe the events that took place during the study's execution. The main results reveal a positive

change in the development of the skill, observed from the diagnostic phase to the implementation of the proposal.

As a conclusion of the research, it was suggested to more frequently promote the development of listening comprehension through extensive listening in English classes, incorporating a variety of activities to motivate students outside the classroom environment. Finally, the implementation of the proposed activities demonstrated an increase in students' motivation levels to develop listening comprehension, as well as improved performance during extensive listening activities. The key contribution of this precedent to the research on «The use of music as a didactic strategy to improve auditory comprehension in basic education students at the Intercultural Bilingual Community Educational Unit “Tupak Yupanki” lies in the practical experience and results obtained in a similar educational context. This precedent demonstrates how the implementation of music as a didactic strategy has positively contributed to enhancing auditory comprehension in basic education students.

Independent Variable: The Use of Classical Music as a Playful Teaching Didactic and Strategy

1. Playful Teaching Strategies

1.1. Concept of Teaching Strategies

Teaching strategies constitute a comprehensive set of approaches and methods that educators employ to facilitate the learning process of students (Monteza, 2022). These strategies are designed to address the diverse needs and learning styles of students, thereby promoting a dynamic and effective educational environment. They encompass a repertoire of pedagogical techniques, methodological approaches, and didactic tools that are consciously selected and applied to achieve specific educational objectives (Barrios & Diez, 2018).

Almeida and Zambrano (2020) define teaching strategies as planned and flexible approaches and methods teachers use to guide the teaching-learning process. Pozo emphasizes that these strategies not only involve the transmission of knowledge but also focus on the development of skills, attitudes, and active participation of students in the construction of their own learning. Ausubel (2002) states that teaching strategies are tools and procedures designed to facilitate the meaningful assimilation of content by students. This approach emphasizes the importance of connecting new knowledge with the existing cognitive structure of the student, thereby promoting long-term retention and deep understanding.

Hattie and Donoghue (2016) conceptualize teaching strategies as specific interventions that educators employ to enhance student learning. In their research-based approach, they emphasize the importance of identifying and utilizing strategies with a high impact on academic progress, thereby promoting an effective result-oriented focus in the educational context. In this order of ideas, the author maintains that teaching strategies are planned tools and approaches used by educators to facilitate the teaching and learning process. These strategies go beyond the transmission of information, seeking to activate the active participation of students, foster a deep understanding of the contents, and promote the development of cognitive, social, and emotional skills. Its main objective is to create an effective and stimulating learning environment, where students can construct meaning, connect new knowledge with previous experiences, and develop the competencies necessary to face academic and life challenges.

Teaching strategies are crucial for creating an effective and stimulating learning environment for various reasons. This is highlighted by Jiménez et al. (2020), who states that teaching strategies are designed to facilitate the learning process, making knowledge acquisition more effective and meaningful for students. It is flexible and can be adapted to different learning styles and individual needs of students. This allows for a more inclusive and personalized approach to teaching. Moreover, teaching strategies go beyond the mere transmission of knowledge; they foster active student participation by engaging students in the construction of their learning, stimulating their critical thinking and creativity.

Similarly, Hattie and Donoghue (2016) argue that teaching strategies, facilitating the meaningful assimilation of content, contribute to long-term retention and a deep understanding of concepts. Additionally, well-planned teaching strategies can increase students' motivation by making the learning process more interesting, interactive, and relevant to their lives. In doing so, the author is inclined to ensure that a good choice of teaching strategies with a high impact can have significant effects on the academic progress of students. In this sense, teaching strategies are fundamental to creating an effective learning environment, student-centered, and capable of enhancing their cognitive, emotional, and social development.

By following approaches designed to connect new knowledge with students' existing cognitive structure, a deep understanding, and long-term retention are promoted. The effective implementation of didactic strategies, in this case focusing on music, becomes a key factor in enhancing listening to comprehension, encouraging active

student participation, and creating a stimulating educational environment at the Intercultural Bilingual Community Educational Unit 'Tupak Yupanki.

1.2. The Role of Playful Strategies in the Educational Process.

There are several investigations that refer to the incorporation of playful and fun elements in the educational process with the aim of motivating and engaging students. For instance, according to a pioneer in developmental psychology, playfulness in learning is an intrinsically motivating activity that favors the assimilation of knowledge (Byrnes, 1984). For this author playing is a tool that allows children to explore and build their understanding of the world in an active and participatory way.

On his work, Cangemi and Baumann (2020) highlights the importance of playfulness to structure and organize knowledge. For Bruner, games and recreational activities not only capture the student's attention, but also facilitate the representation of concepts in a more accessible and memorable way. Similarly, Vygotsky (1978) emphasizes the social dimension of playfulness in learning. According to him, games are not only individual tools for development but also provide opportunities for social interaction and collaborative learning, thereby enriching the educational process.

The author defines playfulness in learning as the deliberate integration of fun elements, such as games, recreational activities, and participatory dynamics, with the purpose of stimulating students' interest, creativity, and active participation in the educational process. This strategy aims to transform the classroom into a more stimulating and enjoyable environment, where learning is experienced as an exciting and meaningful journey.

1.3. Importance of Playfulness in Learning

Playfulness can improve student engagement and interest, thus facilitating more effective learning. Moreover, playfulness in learning is a crucial aspect that involves the use of games and recreational activities to facilitate the acquisition of knowledge. Various authors have highlighted the importance of playfulness in the educational process. For example, Piaget and Inhelder (1969) in their work "Child Psychology" highlight the relevance of games in the cognitive development of children. Piaget maintains that through play, children explore and understand the world around them, actively developing cognitive and social skills.

For his part, Vygotsky (1978) in "Mind in Society: The Development of Higher Psychological Processes" highlights the connection between play and the development of abstract thinking. Vygotsky proposes that play is a zone of proximal development, where

children can reach higher levels of understanding with the support of their peers and teachers. Therefore, playfulness in learning is not just about fun, but becomes an effective pedagogical strategy. It provides a stimulating environment that promotes active participation, creativity and the comprehensive development of students. The integration of recreational activities in the educational process not only makes learning more attractive but also enhances the retention of information and the practical application of the knowledge acquired. Playfulness, therefore, stands as an essential component for meaningful and lasting learning.

1.4. Benefits of incorporating playful elements in teaching

Playful elements within the classroom play a crucial role in the learning process of students as they give them that specific amount of joy needed to keep their attention and focus on the class. Hence, various are the benefits they present to the learning process of a foreign language. Piaget and Inhelder (1969), for example, asserted that playful elements foster cognitive skills by pointing out how learners develop their critical thinking skills in different situations of their life and teaching/learning process. During his intervention, it was shown that learners came up with creative solutions to solve any problem faced. In addition, their retention and attention showed an improvement as they could recall new vocabulary.

Then, Bruner (1977) explained that fun elements worked as a bridge to connect learning to emotions, as a result, learners displayed a more active and positive attitude that ended up in group and class participation. Here, it can easily be seen that these elements gave opportunity to increase social interaction where students felt safe to take part in any activity during hour classes. Finally, Vygotsky (1978) claimed that playful elements play a vital role in language acquirement thanks to the abstract thinking development learners gained. With the ongoing process of learning and acquiring knowledge, learners looked for more comprehensible and clear ways to increase their understanding and language skills, which is why a fresh and unique element that makes them feel ecstatic can trigger their willingness to keep learning.

As mentioned before, playful elements are not only included in the classroom to create a more fun environment. It plays a key role in giving learners chances to improve their innate skills and gain new ones by enjoying what they do. By using these elements, new knowledge will get stored in the long-term memory, giving them more advantages over other learners who have not had the opportunity to receive the same quality of teaching/learning.

2. The Role of Classical Music in Education.

The use of classical music as a teaching resource has gained relevance in contemporary education, being supported by various authors. Below are some perspectives from experts on the topic. Bolívar et al. (2019) emphasize the importance of incorporating music as a pedagogical tool. They address how music can be used to enrich the learning experience, promote memory and concentration, as well as enhance the understanding of abstract concepts. Meanwhile, Triviño and García (2022) explores how music can be integrated into various areas of the school curriculum. It focuses on how music can stimulate students' interest, improve information retention, and contribute to cognitive and emotional development. On the other hand, Pando San Miguel (2021) addresses the practical application of music as a teaching resource. Examines specific strategies for using music in the classroom, highlighting how it can be used to teach vocabulary, improve pronunciation, and promote interaction in the second language learning process.

These authors agree that classical music not only adds an emotional component to the learning environment but also facilitates the acquisition of cognitive and linguistic skills. Furthermore, music is revealed as a versatile resource that can be adapted to different educational contexts, from language teaching to the consolidation of concepts in other disciplines. Their contribution strengthens the understanding of how classical music can be used as a valuable teaching resource in contemporary education. In this sense, the selection of music to work with the students of the “Tupak Yupanki” educational unit is classical music. Below is a brief explanation of this genre, its types, and some other musical genres that play a part in the teaching-learning process.

3. Integration of Classical Music in the Teaching-Learning Process

3.1. Methods and Techniques for Using Classical Music in Teaching English.

Enhancing the learning experiences of students through the use of classical music in English language instruction can be a creative and successful approach. Classical music has the potential to enhance learning conditions, sharpen focus, and offer a rich background for a variety of language-related activities (Vadivel, 2021). Having background music to promote concentration during reading or writing exercises is a great method. Playing relaxing classical music in the background can promote relaxation and foster a calm, focused classroom atmosphere. Certain classical music genres, like Baroque music with a tempo of about 60 beats per minute, have been found in studies to

improve cognitive function and assist students in staying on task. When working alone or reading aloud in silence, this method can be especially helpful.

Musical stories and comprehension exercises that use narratives enriched using classical music are top-quality. When a classical piece of music is played, teachers can ask their students to write a story that is inspired by the music. This exercise promotes vocabulary growth, listening comprehension, and creativity. Teachers can also teach story structure, character development, and sequencing with musical narratives, like Prokofiev's "Peter and the Wolf." Although classical music is mostly instrumental, it is possible to increase vocabulary through a variety of classical vocal works, including operas, art songs, and choral pieces. Teachers can select pieces with clear, expressive lyrics and use them to introduce new vocabulary and phrases. Students can read along with the lyrics, listen to the music, and have discussions about the definitions of unfamiliar words in context (Bonilla & Maldonado, 2014).

Ultimately, the listening and analytical skills of students can be developed using classical music. Instructors can play a piece of music and ask students to name the various instruments, talk about the tone and atmosphere, and examine the structure of the composition (Abreus et al., 2020). The ability students possess to analyze and interpret complex texts is improved and their auditory discrimination skills are developed through this kind of critical listening practice as well. Subsequently, teachers can create a rich and dynamic learning environment that supports language development by incorporating background music for concentration, improving storytelling and comprehension, building vocabulary, exploring cultural contexts, practicing rhythm and pronunciation, encouraging creative writing, developing listening skills, planning performances, and integrating technology (Barrios & Diez, 2018).

➤ **Types of classical music:**

- **Hip-Hop and Rap:** These genres are characterized by rhythmic speech and poetic lyrics and offer unique advantages for learning English. They emphasize wordplay, rhyme, and rhythm, which can help students develop a better understanding of phonetics and pronunciation (Travis, 2013). The fast-paced and often complex lyrics challenge learners to process language quickly and accurately, enhancing their listening skills. Hip-hop and rap also provide a rich source of cultural references and social commentary, giving students insight into diverse perspectives and contexts. By engaging with these genres, learners can

expand their vocabulary, improve their linguistic agility, and gain a deeper appreciation for the cultural nuances of the English language.

- **Folk Music:** According to Dunn et al. (2012), folk music with its storytelling tradition and cultural roots, can greatly benefit the English learning experience. The narrative style of the genre exposes students to different dialects, accents, and colloquial language, broadening their linguistic repertoire. Folk songs often tell stories about historical events, cultural practices, and everyday life, providing learners with contextual understanding and cultural insights. This connection to storytelling can enhance students' comprehension and retention of language, as they associate words and phrases with vivid imagery and narratives. Furthermore, the repetitive and melodic nature of classical music makes it an effective tool for practicing pronunciation and intonation, helping students develop a more natural and expressive use of English.
- **Jazz music:** Renowned for its improvisational style and complex harmonies, Jazz can have a deep impact on the learning process of English. The emphasis of the genre is on creativity and spontaneity which encourages students to think outside the box and approach language learning with a similar mindset. Listening to jazz can improve auditory discrimination skills, as students learn to identify and appreciate the nuances of rhythm and intonation in both music and speech (Black, 2023). Jazz lyrics often contain sophisticated vocabulary and complex sentence structures, providing an advanced linguistic challenge for learners. Besides, the cultural significance of jazz, rooted in African American history and the broader social context, offers students a deep dive into the cultural and historical aspects of the English language, enhancing their overall language comprehension and cultural literacy.
- **Contemporary Pop Music:** This musical genre was selected for its familiarity and relevance to students, facilitating their connection with class content. Contemporary pop music can be used to introduce vocabulary and colloquial expressions in English in an accessible and engaging way. Moreover, the selection of contemporary pop music aligns directly with the research "Use of music as a didactic strategy to enhance listening comprehension in elementary education students." This genre was chosen carefully based on its unique characteristics and its ability to support teaching and learning objectives in the classroom. Its upbeat rhythm and catchy melodies captivate students' attention while its lyrical content

offers ample opportunities for language exposure and comprehension practice. Additionally, contemporary pop music allows for adaptation to individual student preferences and needs, creating a more inclusive and enriching learning environment. By integrating this genre into the classroom, educators can leverage its appeal to enhance students' listening comprehension skills effectively.

Table 1

Importance of constructivist theories and meaningful learning

Educational Theory	Key Principles	Application in Music as Didactic Strategy
Constructivism	<ul style="list-style-type: none"> - Active Learning: Emphasizes the importance of active learning, encouraging students to construct their own knowledge. - Interaction with the Environment: Learning occurs through interaction with the environment. 	<ul style="list-style-type: none"> - Integration of music as an active experience, promoting participation and meaning-making through sound. - Use of music in didactic strategies to immerse students in a sonic environment, facilitating participative construction of auditory comprehension.
Meaningful Learning	<ul style="list-style-type: none"> - Connection with Prior Knowledge: Highlights the importance of connecting new knowledge with the student's existing cognitive structure. - Lasting Learning: Aims for meaningful and lasting learning. 	<ul style="list-style-type: none"> - Design of strategies that relate musical elements to students' prior experiences and knowledge for a deeper auditory understanding. - Meaningful integration of music in the learning process to strengthen auditory comprehension sustainably.

Elaborated by Calero Olga. Adapted from Ganem and Ragasol (2011) and Ausubel (2002).

Finally, together, these theories provide a conceptual framework that emphasizes active student participation, meaningful connection of information, and creating a stimulating learning environment. By applying these principles, teaching strategies can enhance the improvement of listening comprehension using classical music.

4. Challenges and Considerations in Implementing Classical Music in Teaching

4.1. Selection of Appropriate Classical Music Pieces

Classical Music pieces have a high degree of positive impact on education if it is applied by well-trained teachers who have expertise in both the use of music for teaching purposes and well management of the technological resources available for students. To have a high success ratio in improving the learning process of a foreign language by using classical music, teachers must consider that each musical piece goes according to the age and maturity of students, the length of songs, and the mood and tempo to foster learning. Otherwise, they will have to deal with issues such as relevance, complexity, and variety (Almeida & Zambrano, 2020).

Selecting classical music that resonates with students and complements the educational objectives set for each lesson is just so relevant to create a good atmosphere for students that should be addressed at the beginning when planning (Herrera & Romero , 2010). If the song is not appropriate for the classroom context, teachers may face the challenge of students just hearing the sound without paying attention or focusing on what they were required to do and, in the process, they will simply not achieve the proposed objectives for the lesson. In addition, the complexity of the song will determine how well students perform their task because some songs are more abstract than others creating trouble and distraction to the class. Another issue is directly linked to maintaining interest. If the diversity of songs is not reached, they will lack motivation.

4.2. Cognitive, Emotional, Social, and Language Benefits of Classical Music in Learning

Music can be a powerful tool to improve retention, motivation, and understanding in the learning process. The use of music as a teaching resource in the research "The use of music as a teaching strategy to improve listening comprehension in basic education students in the Bilingual Intercultural Community Educational Unit Tupak Yupanki" acquires fundamental relevance. Music, according to various experts such as Bolívar et al. (2019), Rahmawati and Dewi (2023), and Pando San Miguel (2021) is positioned as a dynamic and enriching element in the classroom, capable of enhancing the learning experience and promoting knowledge retention.

Additionally, its ability to stimulate students' interest and contribute to cognitive and emotional development is highlighted. In this context, music is not only perceived as a pedagogical tool but also as an effective means to enhance listening comprehension, being crucial in the intervention proposal at "Tupak Yupanki" Educational Unit. Previous

studies on the topic support the idea that music not only has a positive impact on the educational environment but can also be strategically leveraged to strengthen specific skills, such as listening comprehension, in the process of teaching English as a foreign language.

4.3. Examples of Playful Musical Activities with Classical Music

A dynamic and captivating learning environment can be produced in the classroom by combining classical music with playful musical activities. In addition to making learning fun, these exercises assist students in gaining a variety of abilities, such as creativity, coordination, and cultural awareness, in addition to listening and listening comprehension (Amaya & Mardones, 2012). One entertaining activity is to use classical music as an inspiration for imaginative storytelling. When a piece of classical music is played, teachers can ask their students to write a narrative that matches the tempo and mood of the piece. For instance, students might be motivated to create a winter tale or magical adventure after listening to Tchaikovsky's "Nutcracker Suite.". In order to develop their creativity and storytelling abilities, students can write and share their stories either alone or in groups.

One second activity may be interactive listening maps where teachers can employ listening maps to lead their students through classical compositions, emphasizing instrumental solos, tempo changes, and major themes (Cuervo & Chase, 2018). A listening map of Vivaldi's "Four Seasons," for instance, could show the various sections that correspond to spring, summer, fall, and winter. As they listen, students can use the map to follow along, which enhances the interactive experience and aids in their understanding the structure and elements of the composition. These playful musical exercises not only make learning enjoyable but also support a deeper appreciation of the material (Rimari Lau, 2018).

- **Classical music genres:** Bull (2019) defines classical music as a set of acoustic instruments and coral voices used to perform musical acts in front of an audience, these performances avoided the use of post-modern technologies as this genre of music was developed between 1750 and 1950. In these interpretations, musicians looked forward to transmitting the emotion, passion, and intention of the composer through string, wind, or percussion instruments. During this era of classical music, several types of it appeared. As presented by Pogue and Speck (2021), such as:

Opera: Piece of music on a whole different scale, the purpose of this type of music is to transmit drama and emotions with all the lines being sung rather than spoken. When played on stage, opera singers are accompanied by an orchestra placed behind them. Opera does not only include instrumental music but also adds vocal music, poetry which is the lyrics of the piece, acting as a visual channel to evoke emotions in the public, and stagecraft with decorations and lights.

The term opera (from the Italian *òpera*, "musical works") designates a genre of theatrical music in which a stage action is harmonized, sung, and accompanied by instruments. Performances are usually given in opera houses, accompanied by an orchestra or a smaller musical group.

5. Educational Theories Supporting the Use of Classical Music

In the theoretical framework of the research on the use of classical music as a teaching strategy to improve listening comprehension in basic education students at the Intercultural Bilingual Community Educational Unit 'Tupak Yupanki', it is essential to explore relevant educational theories that support the application of teaching strategies. Two fundamental theories are Constructivism and the Meaningful Learning Theory.

Constructivism, according to Ganem and Ragasol (2011) and building upon what was proposed by Piaget, Vygotsky, and others, postulates that learning is an active process in which students construct their own knowledge through interaction with the environment and assimilation of new experiences. In the context of the research, this implies that teaching strategies should be designed to encourage active student participation, promoting the active construction of their listening comprehension through music.

The Theory of Meaningful Learning, developed by Ausubel (2002), asserts that new knowledge is integrated meaningfully when it relates to the student's existing cognitive structure. In the case of listening comprehension enhanced through music, teaching strategies should focus on facilitating the connection of sound information with students' prior knowledge, aiming for a deeper and more enduring learning experience. These educational theories provide a solid framework for understanding how to design effective teaching strategies, highlighting the importance of active participation and meaningful connection in the learning process (Treneman Navarro, 2021). These theories support the idea that music can contribute to meaningful and constructive learning. The importance of the educational theories of Constructivism and Meaningful Learning

Theory lies in their ability to guide and inform pedagogical practice, especially in the context of research on the use of music as a teaching strategy to improve listening comprehension.

5.1. Gardner's Multiple Intelligences Theory

Howard Gardner proposed a theory based on Multiple Intelligences that mentioned how intelligence is not a single, fixed attribute but rather a collection of different intellectual capacities. Gardner originally identified seven intelligences in his 1983 book "Frames of Mind," however, he later added an eighth and suggested the possibility of a ninth. This theory challenges the traditional view of a singular, quantifiable intelligence, which is often measured by IQ tests, and instead recognizes a broader range of human potential. Multiple intelligences theory suggests that traditional educational systems heavily emphasize linguistic and logical-mathematical intelligence; thus, it may overlook or undervalue other forms of intelligence.

Besides, Gardner contributed to the educational system by giving a series of ideas of how his theory can succeed inside the classroom, it said that the use of differentiated instruction, assessment variety, collaborative learning, and personalized learning plans can foster the learning process of any individual. In closing, Gardner's theory provides a comprehensive framework for understanding and nurturing the diverse abilities and ways of learning of students. By recognizing and valuing different forms of intelligence, educators can create more inclusive and effective learning environments that cater to the strengths and interests of all learners, preparing them for various life paths and careers.

6. Studies and Evidence on the Effectiveness of Classical Music in Education

6.1. Review of Recent Studies

The application of music through technologies in education refers to the strategic use of technological tools and resources to improve the teaching and learning process. This includes leveraging electronic devices, educational software, online platforms, and other technological innovations for the purpose of enriching the educational experience. The importance lies in the integration of music with educational technologies, presenting a unique opportunity to provide innovative and accessible experiences. Technology can enhance music education by offering interactive resources, online learning platforms, specialized applications, and classical music creation tools. These resources not only diversify the ways in which students interact with music but also facilitate access to music education, overcoming geographical and socioeconomic barriers.

The combination of classical music and technology not only enriches musical learning but also fosters creativity, active participation, and the development of digital skills relevant to the 21st century. Furthermore, the accessibility of classical music through technology allows tailoring content to different learning styles and individual needs, creating a more inclusive and personalized educational environment. Ultimately, the synergy between music and technology expands educational possibilities and contributes to a more dynamic and engaging approach to the process of classical musical teaching and learning.

On the other hand, the practical approach is linked to the practical application of technologies in classical music education, which can manifest through various tools and platforms. For instance, the use of classical music composition software enables students to explore digital music creation, experimenting with different sonic elements and styles. Furthermore, interactive applications and online resources provide opportunities for self-directed learning and individual practice, allowing students to progress at their own pace. Some authors like Herrington et al. (2005) have contributed to research on the design and implementation of online learning environments, providing valuable insights into how technology can enhance the educational experience. Additionally, Putera et al. (2021), with his SAMR model (Substitution, Augmentation, Modification, and Redefinition), offers a framework for understanding how technology can transform teaching and learning, providing key ideas for effectively integrating technological tools into music education.

In relation to the research on "The use of classical music as a didactic strategy to improve auditory comprehension in basic education students at the Intercultural Bilingual Community Educational Unit 'Tupak Yupanki'," the application of technologies can enrich the musical experience by providing interactive digital resources, facilitating autonomous practice, and expanding access to music education. The combination of music and technology in this specific context can offer new possibilities to enhance auditory comprehension and enrich the musical learning process.

6.2. Criteria for Choosing Suitable Music

When choosing music for educational purposes, it's important to take into account a number of factors to make sure music complements the curriculum and makes learning more enjoyable. The needs of the students, the context of the lessons, and the objectives of the curriculum should all be taken into consideration when selecting appropriate music

(Sanz Francés, 2020). The following are some essential considerations that ensure the appropriate musical piece is selected:

1) Educational relevance; the music selected should achieve the objectives set in the lesson and match with the activities. Whether the learning objective is to improve concentration, illustrate a concept, or provide a cultural context, it should complement and enhance those goals. For example, contemporary music can be used to examine current cultural trends and social issues, while classical music can be used to teach students about historical periods or composers.

2) Age Appropriateness refers to how music should be appropriate for the age range of students. While older students can enjoy more complex compositions, younger students may respond better to simpler melodies and repetitive structures. The lyrical content should also be appropriate for the students' developmental stages, avoiding language or themes that could be too sophisticated or complex for younger listeners.

3) Cultural sensitivity with music represents the diversity of the student body and introduce them to a range of musical traditions while also being inclusive and sensitive to cultural differences, promoting appreciation.

6.3. Cultural Adaptation of Classical Musical Activities

A rich and interesting learning experience is reachable when incorporating classical music into the curriculum, but it is crucial to make sure that all students can use it. In order to create a setting where every student can profit from and enjoy classical music, it is necessary to take into account the diverse needs, backgrounds, and abilities of the students (Barrios & Diez, 2018). Diverse repertoire selection is vital to choose a repertoire that is representative of a range of cultures, eras, and composers in order to make classical music more inclusive. Composers from underrepresented groups, such as women, people of color, and people from diverse cultural backgrounds, may create pieces for this category (Córdoba et al., 2005). Students can better understand the global and historical richness of classical music and see themselves reflected in the curriculum by highlighting a variety of musical traditions within the genre.

Adaptations for various Learning needs are key to make accommodations for students with different learning needs. Examples of this include sheet music, performance videos, and visual aids that break down musical ideas. Classical music can be more accessible for more students by dividing difficult pieces into smaller, more manageable chunks and by using straightforward language to explain concepts. Something new is the use of assistive technologies since students can benefit from increased accessibility when

assistive technologies are utilized. Classical music can be made more accessible as well, for instance, offering audio enhancements or using screen readers. Furthermore, offering alternative musical content formats through technology—such as interactive apps or tactile graphics—can support a range of learning requirements (Ulfa, 2019).

In the same sense, adopting inclusive teaching practices entails establishing a supportive and valued learning environment for each and every student in the classroom (Triviño & García, 2022). To accommodate students with a mix of learning styles, teachers should employ a range of teaching strategies, including mixing visual and auditory elements, getting students involved in group discussions, and promoting hands-on activities. Finally, the relevance of linking classical music to the personal histories, and experiences of students is essential to make it culturally relevant to them (Amaya & Mardones, 2012). Instructors can demonstrate how various musical genres influence one another by drawing comparisons between classical music and the musical traditions that their students are accustomed to. This enables students to recognize the relevance of classical music to their own lives and to understand it within a larger cultural context.

6.4. Inclusion and Accessibility in Using Classical Music

Using classical music in education presents several challenges that must be addressed to ensure inclusivity and accessibility for all students. One significant challenge is accommodating students with hearing impairments or auditory processing disorders. Additionally, socioeconomic barriers can prevent some students from having access to the necessary technology and resources for listening to and engaging with classical music. It is also essential to adapt activities to cater to students with diverse learning needs and styles. In addition, considerations to address these challenges include providing music in various formats, such as visual representations like music notation and tactile experiences such as feeling vibrations. Assistive technologies, such as listening devices, can support students with hearing impairments. Lastly, differentiated instruction is also crucial, as it involves tailoring musical activities to accommodate different learning preferences and ensuring inclusivity for all students.

In conclusion, while classical music can be a valuable tool in education, its implementation requires careful consideration of various factors to ensure it is inclusive, culturally sensitive, and aligned with educational goals. By addressing these challenges and considerations, educators can effectively integrate classical music into their teaching practices.

6.5. Kolb's Experiential Learning Theory

Educational approach that encourages learning through active participation, reflection, and practical application. Experiential Learning (EBL) is a pedagogical approach that emphasizes learning through active and experiential participation. Various authors support this approach, but there is one who has particularly made emphasis on this approach. Kolb (1984) is known for his experiential learning theory, which suggests that learning is a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In his work "Experiential Learning: Experience as the Source of Learning and Development," Kolb emphasizes how direct experience and reflection are fundamental for effective learning. Therefore, the use of classical music as a pedagogical tool aligns perfectly with Kolb's theory, as classical music can provide concrete and meaningful experiences that are then reflected upon and conceptualized in the classroom. The research "Use of classical music as a didactic strategy to enhance listening comprehension in elementary education students" demonstrates this connection, using music to foster active interaction and reflection, thus facilitating efficient and engaging learning for students.

6.6. Application of Kolb's theory in using music for learning

Kolb's Experiential Learning Theory (ELT) emphasizes the role of experience in the learning process. According to Kolb, learning is a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Applying Kolb's theory to the use of classical music in learning can enhance students' educational experiences by engaging them in a holistic learning process.

First, concrete experience. In this initial stage, teachers need to engage and directly involve students in a musical activity where they will listen to a piece of classical music, focusing on different elements such as rhythm, melody, and harmony; perform an activity such as singing or playing instruments, experiencing music creation firsthand; or engage in activities that combine music with physical movement, such as dancing or rhythm exercises. Second, reflective observation. After students have experienced music, they must reflect on what they have heard, felt, and done. This next step involves a series of different activities like facilitating group discussions about the type of music used in the lesson, including students' emotional responses, thoughts on the composition, and the impact of the music; encouraging students to write about their experiences with music,

detailing their observations and reflections in a personal journal; and playing the music again and prompting students to notice new details or changes in their perceptions.

Third, abstract conceptualization where students develop broader insights and concepts based on their reflections. Learning the theory, historical and cultural context and significance, and connection music has to other areas of study are the things implied in this stage. Finally, active experimentation encompasses learning through creative expressions. Learners apply their new knowledge and insights in practical ways that can include composition of personal musical pieces using their gained knowledge, experimenting with music creatively, and integrating music to other projects to make it a more holistic process. All new strategies and techniques require their own way of practicability, some options may be the organization of the lesson plan to ensure that each stage of the cycle Kolb has proposed are reached. Additionally, differentiated instruction will also present relevant advantages as different learning styles require different approaches and strategies.

In this process, alternative assessment such as observation lists, reflective journals, and project rubrics can be of great help to give adequate feedback and assess students throughout the whole teaching/learning experience. In conclusion, applying Kolb's Experiential Learning Theory to the use of music in learning of the students in "Tupak Yupanqui Educational Unit" can create a dynamic and engaging educational environment. By guiding students through the various stages that this approach gives, teachers can foster a deeper understanding and appreciation of music, as well as enhance overall learning outcomes across the learning of a foreign language.

6.7. How music Caters to multiple intelligences.

Sanz Francés (2020) investigated the relevance of acquiring a foreign language, specifically English, in the context of Primary Education, addressing various aspects. In this context, it incorporated the theory of multiple intelligences as a foundation to support the teaching of English through music. It suggests that intelligence cannot be defined in terms of a single general capacity, but rather there are several types of intelligence that manifest themselves in different ways in people. According to this theory, everyone possesses a unique combination of different types of intelligence, including, among others, linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence.

Linguistic intelligence refers to the ability to use language effectively, both in oral and written expression. Logical-mathematical intelligence is related to the ability to solve

mathematical and logical problems in an abstract manner. Spatial intelligence refers to the ability to perceive the world in three dimensions and visualize objects from different perspectives. Musical intelligence involves skills related to the appreciation and production of music. Bodily-kinesthetic intelligence refers to the ability to control one's own body and manipulate objects skillfully. Interpersonal intelligence refers to the ability to understand and relate to other people, while intrapersonal intelligence refers to the ability to understand oneself and have awareness of one's own emotions and motivations.

According to this theory, the development of each type of intelligence can be stimulated and enhanced through appropriate experiences and educational activities. Therefore, in the educational context, it is important to provide a variety of experiences and learning opportunities that address the different intelligences to enable students to develop their full potential.

Dependent Variable: Listening comprehension in English.

Listening comprehension is the ability to understand and process information received through the sense of hearing, particularly in the context of learning a foreign language. In the educational realm, listening comprehension has gained increasing importance in the language learning process, serving as a crucial component in the development of linguistic skills. This aspect is particularly emphasized in the teaching of English as a foreign language, where the ability to understand and process auditory information is foundational. In this context, listening comprehension not only involves decoding sounds and words but also the interpretation and deep understanding of spoken messages. From different theoretical perspectives, various definitions of listening comprehension have been proposed.

According to Córdoba et al. (2005) listening comprehension refers to the ability of individuals to interpret and understand the information received through the auditory canal. This definition highlights the need to go beyond the mere identification of words and sounds, emphasizing the meaningful interpretation of information. Another approach is that of Amaya and Mardones (2012), who conceptualize listening comprehension as a complex cognitive process involving the connection between sensory perception and mental interpretation. These authors emphasize the importance of auditory memory, anticipation, and inference during this process, highlighting the active nature of listening comprehension.

For their part, Castellano García (2022) defines listening comprehension as the ability to interpret and understand spoken messages in a second language, emphasizing

the need to develop cognitive and metacognitive strategies to face the difficulties inherent to this skill. These definitions highlight the complexity and multidimensionality of listening comprehension, emphasizing elements such as interpretation, memory, anticipation, and the strategic use of cognitive skills. In the context of the research on "The use of classical music as a didactic strategy to improve listening comprehension in basic education students at the Intercultural Bilingual Community Educational Unit 'Tupak Yupanki'," these conceptualizations provide a solid theoretical foundation for understanding the nature of listening comprehension and its enhancement through didactic strategies, such as classical music. The connection between these definitions and the research underscores the relevance of addressing listening comprehension not only as a mechanical process but as a skill that benefits from innovative and stimulating pedagogical approaches.

Listening comprehension allows students to become familiar with the pronunciation, intonation, and rhythm of the language, essential aspects for effective communication. In the context of the research on "The use of classical music as a teaching strategy to improve listening comprehension in basic education students in the Intercultural Community Educational Unit Bilingual 'Tupak Yupanki'", listening comprehension becomes even more relevant. The connection between classical music-focused teaching strategies and the improvement of listening comprehension can be essential to enhance language learning in the specific educational setting of the «Tupak Yupanki» Educational Unit. Likewise, although proficiency in a foreign language involves skills in all four communicative areas speaking, reading, listening, and writing—listening comprehension emerges as a skill of paramount importance in the educational process. This proficiency is considered fundamental, serving as the foundation upon which language learning is built and preceding other skills. Researchers such as Byrnes (1984), Dunkel (1986), Feyten (1991), and Arias Barrera (2023) support this perspective, arguing that learning the mother tongue is heavily based on what is heard. Ismail and Aziz (2020) emphasize the importance of oral comprehension by noting that students dedicate approximately 60% of their class hours to listening.

Estimates by Mendelson (1994) indicate that people spend between 40% and 50% of their lives listening. According to this view, auditory input forms the basis of learning by conveying essential messages for communication. Oral production is postulated as possible only when auditory comprehension has reached an adequate level of development (Cuervo & Chase, 2018). In the context of the research on "The use of music

as a teaching strategy to improve listening comprehension," these foundations underscore the critical relevance of strengthening listening comprehension through effective pedagogical approaches, such as the use of music.

The author emphasizes the importance of listening comprehension in language learning as it plays a fundamental role as the foundation for effective communication. This skill enables students not only to grasp the literal meaning of words but also to capture nuances, intonations, and details that enrich the interpretation of the message. Listening comprehension is crucial for actively participating in conversations, following instructions, and assimilating information from various auditory sources. Furthermore, it contributes to the development of correct pronunciation and intonation by exposing students to authentic linguistic models. In the context of the research on the use of classical music as a teaching strategy, the relevance of strengthening listening comprehension intensifies, as classical music provides a stimulating and effective tool to enhance this essential language learning skill.

7. Listening Skill

Listening is a fundamental skill in English language teaching, essential for language acquisition and effective communication. It goes beyond simply hearing words; It involves understanding, interpreting and responding to the nuances of spoken language. Its importance lies in the fact that it improves comprehension, which is vital for students to understand spoken English in various contexts, whether it is an informal conversation, academic conferences, or multimedia resources. It allows students to extract meaning, discern main ideas, and understand details accurately.

When students practice their listening skills, they can respond appropriately, ask relevant questions, and engage in meaningful interactions after some time, thus promoting language fluency and social integration. Listening serves as the primary avenue for language acquisition, especially in the initial stages of learning English. Exposure to authentic spoken language helps students internalize vocabulary, grammatical structures, and pronunciation patterns, facilitating language development. Additionally, through listening, students gain knowledge about English-speaking cultures, including idiomatic expressions, cultural nuances, and social conventions embedded in speech.

When learners listen, they are not only hearing what other people say but decoding all that information in a process which involves some elements such as receiving, understanding, remembering, evaluating, and finally responding (Bodie, 2018).

Receiving refers to the process of listening what is said and what is not said by the speaker or a recording of any lecture, conversation, or audio. Then, understanding involves a process of seeing the message in a way that the listener comprehends the point of view given without implying things that are not said. Next, remembering helps people store the piece of information that is important, thus deleting all extra information that does not give relevant details. Lastly, evaluating the information given requires first a whole understanding of the message as in this part of the process the listener will decide if the information is good or not for later recalling and storage in the long-term memory. Finally, responding can come as an answer of the information presented, it can be either in movements like nodding or in spoken forms by saying something.

Likewise, participating in listening tasks encourages students to analyze, evaluate and synthesize information, promoting critical thinking skills. It can be deduced that listening comprehension is the core of English language teaching and serves as a gateway to language acquisition, effective communication, and cultural understanding.

7.1. Listening components

All four skills of a language have their own components, which makes each of them a unique and extensive area of study. Listening, as well as any other skill, involves several elements that teachers must be aware of before choosing material or designing the lesson for the class. Some components are:

Reception: It is the basic ability to hear and perceive sounds. It involves the identification of phonemes and the ability to differentiate between different sounds in language. Without proper reception, students cannot correctly process and interpret English speech.

Auditory Perception: It involves the ability to distinguish and recognize words, phrases, and sentences in a chain of sounds. Helps students segment continuous speech into meaningful units.

Word Recognition: It is the ability to identify individual words and their meaning. Word recognition is crucial to understanding the overall message and specific details.

Comprehension: It involves understanding the meaning of the message heard. Includes interpretation of vocabulary, grammar, and context. Comprehension allows students to follow conversations, instructions, and narratives in English.

Inference: It is the ability to deduce implicit meanings and read between the lines, understanding information which is not directly expressed. Helps students pick up on irony, sarcasm, and other nuances of language.

Retention: It involves remembering and retaining information heard for later use. It is essential for following long and complex conversations, as well as for engaging in listening and repetition activities.

Evaluation: It consists of judging the relevance, credibility, and intention of the message. It allows students to be critical listeners and discern useful information from irrelevant or misleading information.

Response: It is the phase in which the listener responds to the message, either verbally or through actions. Facilitates communicative interaction and demonstrates understanding of the message.

Metacognition: It involves being aware of listening processes and using strategies to improve understanding. Helps students monitor and adjust their listening approach to better understand spoken English.

7.2. Types of Listening

Listening comprehension encompasses a wide array of types, each of which has as a unique goal where students are asked to develop a specific area of the language. Some of these types go from just getting the principal idea of the listening input to more complex tasks to identify specific information within the whole audio. For instance:

Active Listening is essential in language learning, as it involves full and attentive participation in the listening activity. Students not only pay attention to the words but also to the intonation, rhythm, and other elements of speech. Teachers encourage active listening through comprehension questions, discussions, and activities that require students to respond and engage (Ulfa, 2019).

Passive listening in English teaching may involve exposure to dialogues, songs, or television programs in English where students listen without directly interacting. Although there is no immediate feedback, this type of listening can help students become familiar with the sounds and rhythm of English (Wang, 2020).

Critical listening involves evaluating and analyzing the content that is heard. In learning English, may involve identifying arguments, main points, and supporting details in speeches or debates. Students learn to differentiate between facts and opinions and to assess the credibility and relevance of the information presented (Rimari Lau, 2018).

Selective listening focuses on listening to specific information within a broader discourse. In English teaching, it is frequently used in activities where students must find specific facts or answer specific questions while listening to a text or conversation (Diora & Noor, 2020).

Detailed listening requires paying attention to all elements of what you hear, including specific details such as dates, names, and numbers. In the English classroom, it is practiced through exercises where students must remember or take notes of precise information provided in recordings or readings. Extensive listening refers to listening for general pleasure or interest, without focusing on all the specific details.

In learning English, this may include listening to audiobooks, podcasts, or watching movies in English, which helps improve overall understanding and fluency in the language. Extensive listening allows students to be exposed to a variety of vocabulary and grammatical structures in natural contexts, improving their overall comprehension skills and familiarity with different accents and speaking styles (Ulfa, 2019). Empathic listening focuses on understanding and feeling the speaker's emotions. In teaching English, students practice empathic listening by participating in role-playing activities, interviews, and discussions where they must interpret the emotional tone and intentions behind the interlocutor's words. This helps them develop deeper social and communication skills.

Interactive listening is crucial in real conversations where communication is two-way. In the English classroom, it is practiced through partner or group activities where students must listen and respond appropriately. This includes activities such as debates, role-plays, and teamwork that require attentive listening and immediate response (Gilakjani & Sabouri, 2016).

Inferential listening involves deducing implicit meanings and reading between the lines. In teaching English, students practice this type of listening when trying to understand context, metaphors, and implications not explicitly expressed in a speech. This can be worked on by analyzing songs, poems, or stories where the meaning is not always direct. Discriminative listening focuses on distinguishing specific sounds and pronunciation patterns. It is essential in the initial levels of learning English, where students need to differentiate between similar sounds that can change the meaning of words (Lugo et al., 2019). Discriminative listening exercises include phoneme, accent, and intonation recognition activities.

Reflective listening involves deep reflection on what has been heard, considering it critically, and relating it to prior knowledge. In English teaching, this can be practiced through reflection activities after listening to speeches or stories, where students discuss and analyze the content, expressing their own opinions and points of view.

7.3. Importance of Listening Comprehension in Learning English

Listening comprehension is essential in learning English because it enables learners to engage in effective communication; by improving this skill they can have normal interactions with native speakers of the language, as well as with foreign speakers who have also learned that target language. Additionally, as learners can decide what they listen to, they can follow any instruction or class discourse without having much difficulty. Besides, correct pronunciation and appropriate intonation will increase if authentic material is used. Lastly, this skill enhances overall language proficiency which allows learners to take part in any possible course of study in a native language country where that language is spoken (Putera et al., 2021).

Furthermore, listening comprehension has relevant significance for cognitive development. Learners need to understand a series of different sounds that in isolation, and in groups may express different meanings; to compensate for this lack of knowledge, the brain is pushed to understand new meanings by adding physical movement and facial gestures to the sounds. With time, it will develop abstract thinking. Part of this process is the development of long-term memory, its growths with every piece of new information received, making the brain expand its storage capacity to store sounds, words, vocabulary, grammatical forms, etc.

8. Factors Affecting Listening Comprehension in Basic Education Students

8.1. Common Difficulties in English Listening Comprehension

As usual, many issues or difficulties arise with the learning process of a new language, most of these troubles can be easily addressed by gaining further knowledge after studying the language, while others state as recurrent issues that may have not any solution due to personal problems (Diora & Noor, 2020). Some difficulties to consider when developing listening comprehension in the classroom are:

According to some authors, the smallest unit of a language according to the subfield of linguistics known as Phonology, is the phoneme (Cangemi & Baumann, 2020). This unit has its own sound and may have a single meaning in isolation or only when it is grouped with other letters or sounds. The main issue regarding the area of listening is that students struggle with the sounds of English that do not exist in their native language. Generally, each language comes with its own set of sounds, which are acquired while learners grow. Nevertheless, dealing with tongue, lips, and nasal positions that they are not used to leads to problems in pronunciation and understanding.

In speed of speech, another common problem that listening comprehension involves is the difficulty of understanding native speakers who talk quickly. The problem arises due to the lack of exposure to authentic language. There is a marked difference between listening to well-structured standard language designed for educational purposes and the common daily interactions that make use of the language that native speakers develop (Staff, 2024). As a result, when learners try to encounter a dialogue with English speakers, most of the time they find it difficult to understand, especially due to speed and connected speech.

Accents and Dialects deal with different versions of English, so second and foreign-language learners find it challenging to comprehend the various English accents and regional dialects (Rahmawati & Dewi, 2023). Because of the constant emigration of people around the globe, people have found English as the universal language to communicate. But, as in many cases, their own ways of speaking influence how they pronounce and use the target language. For this reason, understanding all accents becomes a challenging process that even native speakers are not able to overcome.

Vocabulary Limitations appear when learning the English language. The limited knowledge of words and phrases is one common challenge learners face. With time it becomes less and less a problem because students constantly develop their knowledge of the language. But, for young learners it represents such a terrible issue if it is not correctly addressed by teachers (Schmitt & Schmitt, 2020).

8.2. Influence of Linguistic and Cultural Context

The linguistic and cultural background of students significantly impact their listening comprehension. Every single country has its own linguistic elements such as sounds, letters, symbols, and cultural elements like traditions, customs, and beliefs; all these factors play a vital role in language learning (Deoksoon, 2020). Factors include the influence of the first language, cultural familiarity, and language exposure. Many of the cases in which learners make changes to the language they learn are due to the presence of L1, it brings situations like sentence and phrase translation, false cognates, and developmental errors to the table; generally, teachers consider these situations as mistakes learners make, but they are corrected as students become more proficient. In listening, they take part in phonetics and lexis. Cultural familiarity, on the other hand, is linked to the understanding of references, idioms, and expressions. Then, language exposure regards the quality of exposure to English outside the classroom.

9. Teaching Strategies to Improve Listening Comprehension

9.1. Methods of Teaching Listening Comprehension

There are a variety of teaching methods used in the classroom to teach listening comprehension. The main purpose of this method is to give students a new experience in learning so that they can learn in a more engaging environment where they feel totally comfortable participating and taking an active role. Additionally, these methods seek to transmit knowledge in a more effective way (Wakamoto & Rose, 2021). However, to teach young learners any of the language skills becomes a task that often requires movement and creativity, specially nowadays with technological resources available everywhere. To avoid implementing grammar-based lessons, various options can be considered. For instance:

Even though many scholars and professors may agree that Total Physical Response (TPR) fits into the old-fashioned approaches to language teaching, because of that it must be avoided due to their limitations; using physical movement as TPR suggests, reinforces understanding in learners (Parra & Lalaleo, 2022). By adding movement to the classroom, teachers ensure that learners are focused on the topic, and as they are listening to different commands, instructions, and some other input they practice their listening comprehension skills.

On one hand, interactive listening activities serves to engage students in active listening through discussions and question-and-answer sessions. Receptive skills such as listening are usually linked to productive ones like speaking. Hence, giving students chances to interact with them after listening to a song endorses a more communicative class where students are willing to repeat the activity in future sessions. On the other hand, repetition and drills are considered part of the traditional approaches to teaching English. Nevertheless, beginners need to practice through repeated exposure to sounds and phrases to create significant knowledge and increase their ability to recognize sounds and sound patterns in a foreign language.

9.2. Directed Listening Activities

At the beginning of the learning process of English, guided or directed activities are tremendously useful to learners as they have not yet reached a proficient level of the language to generate complex or well-structured ideas on their own. Through the use of directed activities, they get used to the listening language skill and improve significantly their learning abilities. To correctly guide students into the different activities, it is important to understand that all these activities should contain one subskill of the

language, it can be either inferring, predicting, or listening for gist, for specific information (Spratt et al., 2011).

Listening to stories is one activity that has been proven to give positive results because it involves the use of narratives to engage students and improve their comprehension. The selection of this material of course must follow and be aligned to the level and age of students, it can trigger their attitude and teaching will be easier. Furthermore, listening for specific information tasks is another strategy to be applied in the classroom. It requires students to listen for specific details throughout the whole auditory input. It not only fosters concentration but also critical thinking, as an extra adding it increases lexicon.

In addition, predictive listening generally takes place at the beginning of the lesson and can also serve as an introductory activity if used before actually listening to the audio or song. Moreover, it can be used during the activity itself to encourage students to anticipate what comes next in a conversation or story. Similar to the previous strategy, it seeks to give extra support to students' lexis and ability to think creatively as they are allowed to come up with a variety of ideas to guess what the audio or song will be about.

9.3. Auditory Discrimination Exercise

Auditory discrimination exercises are designed to help students distinguish between sounds. In most of cases, sounds resemble others, and it carries out problems for students to understand or get meaning and identify specific information (Sadat & Kheirzadeh, 2022). Among the exercises there is one that contains minimal pair activities, this task looks for the correct identification of consonant and vowel sounds. Since these sounds have subtle changes in the articulation of the mouth, their recognition is quite difficult, especially for those whose mother tongue is different and contains simple and fewer sounds in comparison to the one being learned. One example is the phonetic sounds for words like "ship" vs. "sheep".

9.4. Listening Comprehension Activities

Listening comprehension activities are designed to give students different opportunities and ways to practice language skills. Among the listening activities, there are some which involve a deeper understanding of the things they listen to, while others just require students to get the main idea. All these strategies for students to practice also vary in the sense that some are more appropriate for beginners as they are simple, and the level of comprehension is not complex. On the other hand, the more complex activities also include abstract thinking, meaning behind the lines, and inferring; these types of

activities are tailored to give more proficient students ways to practice (Spratt et al., 2011). One of the activities that is good to give students the chance to practice is “Gap-Fill”. Here, students fill in missing words in a transcript while listening.

Activity developed to increase students listening skill as well as vocabulary as the deletion ratio for this activity is usually designed for those purposes. Summarizing is another useful activity to practice not only listening but speaking or writing as well. Finally, paraphrasing, or so-called rewording, consist of rephrasing spoken sentences to demonstrate understanding. This activity is considered a complex one as it requires listeners to hear, understand, and use other sets of words to transmit the same meaning.

10. Use of Technology and Multimedia Resources

Technology and multimedia can enhance auditory/listening comprehension with various aids and resources. Nowadays, the education system in all countries is suffering from a significant change by adding visual aids and technology to the classroom. The purpose of this change is to create a better learning environment for students and at the same time include technological resources like audio books which provide access to spoken narratives; language learning apps offer interactive listening exercises; video resources utilize films, TV shows, and educational videos to expose students to authentic language use; and speech recognition software that helps students practice and improve their pronunciation and listening skills. These activities not only provide students with resources to practice the English language but engage them in the whole process (Mulyadi et al., 2021).

11. Evaluation of Listening Comprehension

11.1. Formative and Summative Evaluation Techniques

Evaluation and assessment are two key elements when teachers want to measure how much their students have improved over a course of a lessons, units, or at the end of the whole period. To gather the information from each student teachers have developed different ways to get scores and data useful to make the necessary changes in the teaching methodology to give students a better experience when learning. On one hand, evaluation is carried out at the end and helps to decide whether the teaching, resources, and materials have accomplished their goal. On the other hand, assessment helps teachers provide feedback to students in order to improve their personal abilities and encourage them to adjust their learning.

Teachers give constant or ongoing feedback to students all along the class period in many different ways, this type of advice or feedback is known as formative assessment (Morris et al., 2021). Within this model of assessment, there are a variety of strategies and activities that teachers can consider making constructive comments on the learning process of students. For example, listening journals give the opportunity to improve also the writing skills and increase significantly the amount of new lexicon learners gain on a daily basis; peer assessment give control to the rest of the students to level up their language level by being the ones who correct any mistake; and teacher feedback during activities in such ways like using gestures at the time of the mistake, postponing correction at the end of the class, or recasting any mistake into a more suitable phrase used in real life.

The second model of assessment is summative, it usually takes place at the end of a course, school year, or extensive lesson. This type of assessment is scored and involves a numerical grade (Ismail et al., 2022). To assess students through summative assessment, teachers use the traditional pencil-paper tests which include final evaluations, standardized tests, oral exams, and listening comprehension tests.

12. Relevance of the Sociocultural and Linguistic Context

12.1. Bilingualism in the Tupak Yupanki Educational Community

Bilingual students in the Tupak Yupanki community face unique challenges and opportunities in learning English. Understanding their linguistic background helps in designing relevant instructional strategies. Considering their traditions and daily activities gives an advantage to the teaching process because teachers can create and design lessons which involve those things people know to the daily classes. In this way, they are going to feel part of the school and their acknowledgment of the importance of learning English will be noticeable (Abreus et al., 2020). Besides that, acknowledging and valuing their native language encourages their willingness to keep learning and not drop out of their studies. However, this situation not only benefits them personally, but it also gives perspectives on how L1 influences the pronunciation of certain letters and words and gives a clear opportunity to tailor effective lesson to make students used to different phonemes. Lastly, leveraging their bilingualism as an asset in language learning may have a positive impact.

12.2. Adaptation of Teaching Strategies to Specific Student Needs

Adapting teaching strategies to meet the diverse needs of students is essential for fostering an inclusive and effective learning environment (Muñoz et al., 2022). Once

teachers recognize that each student has a unique set of abilities, learning styles, and backgrounds, employing a variety of approaches to ensure equitable opportunities for success becomes an easier process. One critical strategy to address the needs of students is differentiated instruction, which involves a process of changes regarding the content and process used for students based on their readiness levels and interests. For example, teachers might provide simpler texts for some students while offering more complex materials for others, use different instructional methods such as group work or hands-on activities, and allow students to demonstrate their understanding through various formats like listening journals. This flexibility in each of the activities ensures that all students engage with the material in ways that best suit their individual needs.

Clearly, providing support structures that enable students to progressively become more independent in their learning makes scaffolding another crucial tactic. To do this, teachers can lead instruction at first, then gradually give students more control and responsibility. This is known as gradual empowerment of students. Learning can be made more manageable and less overwhelming by using support tools like checklists, graphic organizers, and sentence starters to walk students through difficult assignments step-by-step (Arias Barrera, 2023). Whether classes are formed according to common interests to increase engagement, or students are grouped according to ability levels for individualized instruction, flexible grouping is also essential.

The flexibility of teaching methods can be greatly increased by incorporating technology. While assistive technologies, such as speech-to-text software and visual aids, support students with disabilities; adaptive software offers practice and feedback that is customized to the level of each student (Triviño & García, 2022). Whiteboards, tablets, and internet resources are examples of interactive tools that enhance learning and enable students who may find it difficult to learn through traditional means to fill in the gaps. Curriculum and instruction should respect and reflect the diverse cultural backgrounds of students, which is ensured by culturally responsive teaching (Muñoz et al., 2022). Through the process of establishing strong, respectful relationships, this approach involves incorporating students' cultural experiences into the classroom.

Universal Design for Learning (UDL) further supports diverse learners by offering multiple means of representation, action and expression, and engagement. This approach involves presenting information in various formats—such as visual aids, audio recordings, and interactive digital content—to cater to different learning styles. Additionally, UDL encourages providing students with multiple ways to express their

knowledge, whether through writing, speaking, drawing, or using technology. By offering choices in learning activities, UDL increases motivation and engagement, allowing students to take ownership of their learning process.

Scaffolding is another essential strategy, providing support structures that help students gradually gain independence in their learning. This can involve the gradual release of responsibility, where teachers initially lead instruction and then progressively shift more responsibility to students. Support tools like graphic organizers, sentence starters, and checklists can guide students through complex tasks step-by-step, making learning more manageable and less overwhelming. Flexible grouping also plays a crucial role, whether by grouping students by ability level for targeted instruction, mixing abilities for peer learning, or organizing groups based on shared interests to boost engagement (Bonilla & Maldonado, 2014). Integrating technology can significantly enhance the adaptability of teaching strategies. Adaptive software provides personalized practice and feedback tailored to each student's skill level, while assistive technology like speech-to-text programs and visual aids supports students with disabilities. Interactive tools such as whiteboards, tablets, and online resources make learning more engaging and accessible, bridging gaps for students who might struggle with traditional methods.

Culturally responsive teaching ensures that the curriculum and instruction reflect and respect the diverse cultural backgrounds of students. This approach involves incorporating students' cultural experiences into the learning process, establishing strong, respectful relationships to understand their contexts better, and using inclusive materials that represent diverse perspectives (López & Polanco, 2022). For instance, language learners benefit from visual supports, bilingual resources, and interactive activities like role-plays and collaborative projects that encourage participation and practical language use.

Students with special needs require tailored strategies such as Individualized Education Plans (IEPs), which outline specific goals and accommodations. Incorporating sensory breaks helps manage sensory overload or attention difficulties, while multi-sensory instruction using visual, auditory, and tactile methods enhances learning. For gifted students, providing advanced content, opportunities for independent projects, and mentorship programs can challenge them appropriately and keep them engaged.

In conclusion, adapting teaching strategies to specific student needs involves a multifaceted approach that includes differentiated instruction, UDL, scaffolding, flexible grouping, technology integration, and culturally responsive teaching. These strategies

create a supportive and inclusive classroom environment, enabling all students to thrive and achieve their full potential. By recognizing and addressing individual differences, educators can ensure that every student has the opportunity to succeed academically and personally.

12.3. Involvement of the Community and Families in the Educational Process

Establishing a nurturing and stimulating learning environment for students requires community and family involvement in the educational process. The active involvement of parents and community members improves the educational experiences of students and creates a sense of motivation and belonging. There are many ways to involve families and the community, from regular parent-teacher communication to community-based initiatives and get-together events (Chacón Sierra, 2017). Open and constant communication is one of the best strategies to include families in education. Teachers can keep parents informed about their children's progress, upcoming events, and strategies to support learning at home by setting up regular updates through newsletters, emails, and parent-teacher conferences.

Constant communication guarantees that parents are engaged participants in the education of their children and helps to establish trust. Incorporating parents into classroom events like field trips, reading sessions, and cultural celebrations not only gives them a direct way to support learning but also strengthens the bond between the home and the school. The integration of local resources and expertise into the curriculum can facilitate community involvement. Partnerships with neighborhood companies, cultural institutions, and governmental bodies can give students access to real-world learning experiences and a wider range of perspectives on their academic work (Roncancio Sastoque, 2021).

Conclusion

In this chapter, a comprehensive review has been conducted of the theoretical framework that underpins the research on the use of classical music as a didactic strategy to enhance listening comprehension in elementary education students at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki." The theoretical framework has been thoroughly explored, contextualizing the research within the current educational landscape and highlighting the background that has guided the study's development. Furthermore, key terms such as teaching strategies, and listening comprehension, and their various types and components have been extensively analyzed, providing a clear understanding of the fundamental concepts involved in the research.

Additionally, the concept of dynamic learning and its relevance in the current educational context has been delved into, emphasizing how music can play a significant role as a tool and resource in the teaching-learning process. The integration of classical music into pedagogical practices has been explored to stimulate students' interest and participation, as well as to enhance their retention and understanding of content. Moreover, the theoretical support provided by various educational theories, such as experiential learning, which advocates for learning being strengthened when students actively engage in meaningful and practical experiences, has been examined. This approach has been instrumental in substantiating the research and providing a solid theoretical framework to guide the implementation of the proposed didactic strategy.

Finally, the potential of various technologies as complementary resources in English language teaching has been explored, highlighting how tools such as interactive applications, online platforms, and multimedia resources can enrich the learning process and enhance students' educational experience. This analysis provides a comprehensive view of how music, supported by a solid theoretical foundation and complemented by innovative technologies, can be leveraged as an effective strategy to improve listening comprehension in the context of bilingual and intercultural primary education.

CHAPTER II

RESEARCH METHODOLOGY AND INITIAL DIAGNOSIS

13. Conceptualization and Operationalization of Main Categories

At this point, the conceptualization and operationalization of the main categories that will guide the research on "The Use of Classical Music as a Playful Didactic Strategy to Improve English Listening Comprehension in Basic Education Students at Tupak Yupanki School" will be addressed. The first category, "Effectiveness of Classical Music as a Strategy," focuses on evaluating how classical music contributes to the improvement of listening comprehension. In this order of idea, students experience a deficiency in listening skills during the process of acquiring a foreign language, therefore, the inclusion of music in this process is highly beneficial (as mentioned by Toscano and Fonseca in 2012, cited by Almeida and Zambrano in (2020).

Regarding the use of classical music as a strategy for learning or reinforcing English, Bonilla, and Maldonado (2014) argue that songs allow students to practice vowel and consonant sounds that are often problematic, understand word stress in English, become familiar with the language's rhythm, learn to contract syllables and pronounce them more quickly, as well as connect words. In addition to motivating the student, this practice helps expand their vocabulary and enrich their socio-cultural understanding. According to the research carried out by Treneman Navarro (2021) it was determined that the use of classical music has a stimulating effect on students' listening ability, motivation, and attention, as well as on the understanding of sounds and other linguistic skills such as grammar, vocabulary, expression and pronunciation.

However, Almeida and Zambrano (2020) suggest that songs should be selected considering the specific needs and interests of students, and should also be analyzed to strengthen English competencies, especially listening skills. Based on the gathered information, the crucial importance of classical music as a didactic tool to enhance listening comprehension in English as a foreign language student is highlighted. Through literature review, it has been evidenced that music not only stimulates auditory capacity but also motivates students and enriches their understanding of the language and its culture. It is relevant to focus on how the careful selection of songs, tailored to the specific needs and interests of students, can significantly enhance English learning, especially concerning auditory skills. Additionally, the importance of designing methodological

strategies that effectively integrate classical music into the classroom, considering the educational context and preferences of both students and teachers, is emphasized.

Collectively, these findings support the relevance of music as a pedagogical resource to enhance the teaching and learning process of English, suggesting a promising approach to address difficulties in the auditory comprehension of basic education students. The second category "Student Motivation" explores the role of classical music in motivating students to actively participate in the learning process. Music has been recognized as a valuable resource that can improve the teaching and learning of English. It is considered a powerful tool for educators due to its ability to promote development and well-being, as well as expand cultural knowledge, strengthen social skills, stimulate creativity, and generate greater emotional connection.

Staff (2024) suggests that the teaching of English has evolved with the adoption of innovative pedagogical methodologies, together with the use of information and communication technologies. In relation to classical music as a tool for learning English, it points out that it has provided students with a more authentic and relevant experience in their environment. The regular use of this pedagogical strategy requires adequate motivation and knowledge to place students in interactive situations that allow them to share information in a meaningful way with teachers and their classmates, thus contributing to their academic development. According to Chacón Sierra (2017) the use of songs as a resource for learning English arises from the desire to use a motivating and something different tool, which can be an impetus for the acquisition of vocabulary and grammar, and which contributes to its retention in the student's long-term memory.

The researcher's contribution focuses on the exploration of the motivating role of music in the students' learning process. Recognizing music as a valuable resource to improve the teaching and learning of English, its ability to promote the comprehensive development of students is highlighted, as well as to enrich their cultural knowledge, strengthen social skills, stimulate creativity, and establish an emotional connection deeper (Torres García, 2019). In addition, the evolution of English teaching is emphasized through the adoption of innovative pedagogical methodologies and the use of information and communication technologies. In this context, music is presented as a tool that provides a more authentic and relevant experience for students, thus contributing to their active participation in the learning process. The researcher highlights the importance of using music effectively, taking advantage of its motivating capacity and its potential to

accelerate the learning of lexicon and grammar, as well as to consolidate this knowledge in the student's long-term memory (Abreus et al., 2020).

The third category, "Development of Linguistic Skills," analyzes how music influences specific aspects such as vocabulary, pronunciation, and grammar. The development of linguistic skills is a fundamental aspect of the process of learning a foreign language, and music has proven to be a powerful tool for this purpose. By analyzing how music influences specific aspects such as vocabulary, pronunciation and grammar, its unique ability to enrich students' linguistic competence is revealed. Through regular exposure to diverse song lyrics and rhythms, students can expand their vocabulary by learning new words and expressions in authentic contexts.

Additionally, when singing and listening to classical music, students have the opportunity to improve their pronunciation by imitating the sounds and intonations of the target language. Likewise, the grammatical structure of the songs provides concrete and memorable examples that help internalize grammatical rules intuitively and effectively. Overall, the analysis of the impact of music on the development of linguistic skills highlights its importance as a dynamic and motivating tool for learning the English language. Bolivar et al. (2019) maintain that interculturality in the educational process of English through music implies the inclusion of a variety of musical genres and song lyrics that reflect different cultures and traditions. By exposing students to these cultural expressions through classical music, it not only promotes language learning but also the understanding of the cultural peculiarities present in English-speaking communities around the world.

An illustrative example that challenges this point of view is the study carried out by López and Polanco (2022) which highlights the relevance of pedagogical strategies in the development of oral skills in learning English. This shows that educational strategies, such as the incorporation of songs from an intercultural perspective, have the capacity to be adapted and effective in various educational environments, even in particular situations, such as students with attention deficit hyperactivity disorder. This study supports the notion that songs, as an intercultural tool, can be beneficial in the process of teaching and learning English in a diverse population, as examined in this research.

As a researcher, it is important to highlight the significance of classical music as a tool for the development of linguistic skills. Analyzing how music influences specific aspects such as vocabulary, pronunciation, and grammar, demonstrates its ability to enrich students' linguistic competence. Regular exposure to song lyrics and diverse

rhythms allows students to expand their vocabulary and improve their pronunciation by imitating the sounds and intonations of the language (Amaya & Mardones, 2012). Additionally, the grammatical structure of songs provides concrete and memorable examples that facilitate the internalization of grammatical rules effectively. This intercultural approach also underscores the need to integrate a variety of musical genres and song lyrics that reflect different cultures and traditions, contributing not only to language learning but also to understanding the cultural nuances present in English-speaking communities worldwide. Overall, pedagogical strategies such as using music from an intercultural perspective are supported in the teaching and learning process of English, especially in a diverse population like the one examined in this research.

The fourth, "Adaptability of teaching strategies" focuses on the ability of classical music to adapt to various educational contexts. The adaptability of teaching strategies refers to the ability of classical music to adjust and be effective in different educational environments. Music has the versatility to be integrated in various ways into the teaching and learning process, which makes it a powerful tool for educators of different disciplines and educational levels. From preschool to higher education, classical music can be used to teach a wide range of concepts and skills, from basic aspects of language to more complex topics in the sciences and humanities.

Its flexibility allows it to adapt to the specific needs of students, learning objectives, and teacher teaching styles. Furthermore, music can be incorporated in different formats, such as songs, musical games, and rhythmic activities, among others, which allows its integration into different curricular areas and class moments. In summary, the adaptability of music as a teaching strategy makes it an invaluable resource to enrich the educational experience and maximize learning in various educational contexts (Gillian y Yule, 1983). Music, in general terms, is defined as the artistic expression that involves the interpretation of sounds, chords, and rhythms, combined within the principles of harmony, using variations of time and space. According to specialists, a variety of positive impacts are attributed to the individual, including its influence on the development of cognitive skills such as memory, perception, logical-mathematical, and emotional regulation (Fernández et al., 2022).

Taking the above into consideration and as a researcher, it highlights the fundamental importance of classical music as a highly adaptable tool in the educational field. Music's ability to fit and be effective in a variety of educational contexts makes it an invaluable resource for enriching the teaching and learning experience. From

preschool to higher education, classical music can be integrated in a variety of ways to teach a wide range of concepts and skills, ranging from basic aspects of language to more complex topics in the sciences and humanities. Its versatility allows it to adapt to the specific needs of students, learning objectives, and teacher teaching styles (Jiménez et al., 2020). In addition, classical music can be incorporated in different formats, such as songs, musical games, and rhythmic activities, which facilitates its integration into different curricular areas and class moments.

In short, music not only enriches the educational experiences, but also contributes to the comprehensive development of students by promoting cognitive skills such as memory, perception, logical-mathematical capacity, and emotional regulation. Finally, the fifth category, “Impact on the Teaching and Learning Process” seeks to understand how music affects the comprehensive development of teaching and learning in the classroom. In this order of ideas, language teaching has experienced a notable influence from the use of classical music, which is beneficial for language learning. The melody of music facilitates quick memorization, and its ability to relax or stimulate helps open our minds and focus our concentration. It is better to memorize through sound patterns and rhymes than solely by reading technical information.

This phenomenon is observed daily when we remember popular proverbs or a song with many rhymes. By listening to songs in different languages, you become familiar with the pronunciation and accent used, and as you progress in learning, what you learn thanks to the songs is transferred to everyday speech (Rimari Lau, 2018). For the authors, classical music offers significant advantages in the educational process by influencing people's behavior and thinking, and by helping to shape the perception and understanding that adolescents have of the world around them. It becomes a valuable interdisciplinary tool in the educational field, since it can be effectively integrated into various teaching strategies to promote knowledge, motivation to learn, and problem-solving in social contexts (Arias Barrera, 2023). Classical Music improves the ability to retain information by activating various areas of the brain simultaneously, generating both positive and negative emotions, and stimulating imagination and creativity.

The impact of classical music on the teaching and learning process is undeniable since it not only facilitates quick memorization thanks to its melody but also can influence our concentration and emotional state. It's fascinating how classical music, through its patterns of sounds and rhymes, helps you remember information more effectively than simply reading technical data. Personally, It has experienced how remembering popular

songs or sayings is much easier than conventionally memorizing information. Furthermore, by listening to music in different languages, you become familiar with the pronunciation and accent used, which greatly facilitates the process of learning a new language. In short, music not only enriches the educational process by stimulating various areas of the brain but also contributes to creating a more motivating and enriching environment for students, promoting a deeper, and more meaningful understanding of the world around them and in the case of the research understanding English better (Cangemi & Baumann, 2020).

In general, in the field of learning English, listening techniques play a fundamental role in the development of linguistic skills (Dewey, 2014). The Ecuadorian guidelines offer an important framework to guide the teaching of these skills, providing educators with tools and strategies to improve students' listening comprehension. These guidelines not only focus on understanding the language itself, but also on promoting a deeper understanding of Anglophone culture and society. By using effective listening techniques, students can improve their ability to understand and communicate in English, providing them with greater academic and professional opportunities in an increasingly globalized world (Herrera & Romero, 2010). Consequently, each category will be operationalized through specific methods, including testing, surveys, observations, and performance analysis, to gain a comprehensive understanding of the effects of music in the educational environment.

Likewise, the conceptual matrix was designed. This was developed as an integral part of the research design process with the purpose of providing a clear and structured guide on the key concepts that were explored and how they relate to each other. In this case, the conceptual matrix focuses on five main categories: the effectiveness of music as a teaching strategy, student motivation, the development of linguistic skills, the adaptability of teaching strategies, and the impact on the learning process teaching and learning. Each of these categories is broken down into specific concepts that are intended to be studied, such as the effect of classical music on listening comprehension, the motivation of students to actively participate, the development of linguistic skills such as vocabulary and pronunciation, the flexibility of music in different educational contexts, and the general impact on the teaching and learning process (Dewey, 2014).

The conceptual matrix was developed in the initial stages of the research design, using a review of literature and relevant theories to support the selected concepts. Its purpose was to provide a solid and coherent basis for the research, establishing the

theoretical foundations on which the study was built and guiding the operationalization of variables in subsequent stages of the research process. Table 2 describes the conceptualization matrix.

Table 1.
Conceptualization matrix

Main Category	Conceptualization	Operationalization
Effectiveness of Classical Music as a Strategy	Evaluate how classical music contributes to improving listening comprehension and English learning in students.	Measure through listening comprehension tests, student participation, and teacher assessments before and after the musical intervention.
Student Motivation	Understand the impact of classical music on students' motivation to actively engage in learning.	Measure through motivation surveys, observations of participation in musical activities, and analysis of attendance and class participation.
Development of Linguistic Skills	Analyze how music influences the development of linguistic skills, such as vocabulary, pronunciation, and grammar.	Measure through assessments of specific language skills before and after the implementation of music as a didactic strategy.
Adaptability of Didactic Strategies	Explore how music can adapt to different teaching styles and educational contexts.	Measure through the flexibility and adjustment of musical didactic strategies to various educational environments and preferences of teachers and students.
Impact on the Teaching and Learning Process	Understand how classical music affects the overall teaching and learning process in the classroom.	Measure through classroom observations, analysis of academic performance, and perceptions of teachers and students about the influence of music in the educational environment.

Elaborated by Calero Olga

Conceptualization and Operationalization of Main Categories

A methodology was used where conceptual analysis techniques were applied to define key categories. Operationalization was carried out through specific tests, surveys and performance analysis. Likewise, conceptual clarity was essential to design precise instruments that could effectively measure the aspects identified in the initial diagnosis. This information allowed us to learn about other related case studies and observe what was happening in them to take them as a reference. It also helped select the best way to measure student progress and engagement.

Continuing, the variable operationalization matrix was developed, which played a fundamental role in this research by detailing in a systematic and organized manner how the study variables would be measured and operationalized. This instrument was developed during the research design phase, once the variables and their dimensions were clearly defined. Its main objective was to provide clear guidance on how data would be collected, what indicators would be used to measure each variable, and when data

collection would take place. The development of the variable operationalization matrix involved several steps. First, the study variables were identified and broken down into specific dimensions or aspects to measure. Then, the appropriate indicators were selected for each dimension, which referred to concrete and observable measures that reflected the behavior or characteristics of the variable.

Additionally, the matrix specified how data would be collected, using methods such as questionnaires, interviews, and observations. The moments or stages of the study in which the data collection would be carried out were established, as well as the procedures for its analysis. Table 3 describes the Operationalization matrix variable. Likewise, table 4 describes the operationalization of the independent variable and table 5 defines the operationalization of the dependent variable of the research.

Table 2.
Operationalization of variables (Independent)

Variables	Conceptual Definition	Dimensions	Indicators	Scales
Independent Variable The Use of Classical Music as a Playful Teaching Didactic Strategy	Referring to the intentional application of music in the teaching-learning process in order to facilitate the understanding, retention, and application of concepts, skills, or educational content. This strategy involves selecting and using music in a deliberate and structured manner to improve student engagement, motivation, and academic performance. Music can be used in various forms, such as songs, instrumental melodies, and rhythms, among others, with the purpose of stimulating interest, promoting memory and facilitating the internalization of knowledge in different areas of the educational curriculum (Bolívar-Chávez et al., (2019).	• Participation	• Self-report on the frequency of participation in-class sessions in which music is implemented as a teaching strategy.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Playful strategies	• Self-assessment of playful teaching and Strategy for improving listening comprehension.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Engagement	• Self-assessment of the feeling of assessment, and motivation during the use of music as a playful teaching and strategy.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Simulation	• Self-report on the extent of the use of classical music as playful teaching and Strategy that simulates real-life listening comprehension.	1. Always 2. Usually 3. Sometimes 4. Rarely 4. Never

		<ul style="list-style-type: none"> • Benefit 	<ul style="list-style-type: none"> • Selection of the primary benefit of the classical musical used in teaching activities (genre music, such as pop, rock, etc.) 	<ol style="list-style-type: none"> 1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		<ul style="list-style-type: none"> • Curricular integration 	<ul style="list-style-type: none"> • Degree of alignment between musical activities and the learning objectives of the curriculum. • Incorporating music into assessments and academic progress monitoring activities. 	<ol style="list-style-type: none"> 1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never

Elaborated by Calero Olga (2024)

The use of classical music as a playful teaching didactic strategy is the independent variable of the research and takes the role of an influential factor in the learning process of the English language in students from the “Tupak Yupanki” educational unit. Its purpose is to engage students in a better teaching environment where they feel motivated to learn and improve their knowledge of the subject. The dimensions involved in this variable are participation, playful strategies, engagement, simulation, benefit, and curricular integration, all these components seek to give students a better experience in the classroom. The data collected to identify the effectiveness and acceptance of the independent variable was developed through a survey with a Likert scale that has items such as Always, Usually, Sometimes, Rarely, and Never.

Table 3.
Operationalization of variables (Dependent)

Variables	Conceptual Definition	Dimensions	Indicators	Scales
Dependent Variable Listening comprehension in English.	It refers to the ability to understand and comprehend spoken English. It involves the capacity to understand the meaning of words, phrases, expressions, and messages when heard in English in various situations and contexts. This skill is essential for effective communication in English and encompasses the comprehension of specific details as well as the general idea or purpose of what is being heard (Bolivar et al., 2019).	• Understanding.	• Self-assessment to understand basic words during the listening skill of classical music.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Difficulty	• Self-assessment of difficulties faced when listening to music in English to improve listening comprehension.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Engagement	• Self-reported frequency of engaging in listening skills improved effective conversation during the learning sessions in the class.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never
		• Comprehension	Self-reported perceived improvement in listening skills in the classroom over time.	1. Always 2. Usually 3. Sometimes 4. Rarely 5. Never

		• Concentration	•Self-reported on the frequency of opportunities to concentration leads in listening comprehension during the classical music such as: the rhythm or intonation.	
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Elaborated by Calero Olga (2024)

Listening comprehension is the dependent variable that seeks to measure the adaptability, understanding, and improvement of the language skills in the “Tupak Yupanki” students. This skill involves the process of understanding the meaning of words, sentences, utterances, and expressions delivered in a spoken way, since childhood, this skill is developed in order to produce language. The dimensions of the variable involve understanding, difficulty, engagement, comprehension, and concentration, all these components look to provide students with good training in their soft and hard skills and increase their ability to comprehend spoken language. To measure this variable, the researcher used a survey with a Likert scale to determine the extent of the learning process of the students; the scale contains items such as Always, Usually, Sometimes, Rarely, and Never.

Table 4. Test Operationalization Matrix

Diagnostic Test	Conceptual Definition	Dimensions	Indicators	Scales
Diagnostic Test	A diagnostic test is an evaluative tool designed to assess and measure specific skills, knowledge, or abilities of students, furthermore, to diagnose their strengths, and weaknesses of listening comprehension.	Attention	Assessment of attention in listening skills of students.	Agree / Disagree
		Understanding	Assessment of understanding of classical music.	Agree / Disagree
		Identification of sounds	Assessment of identification of sounds in listening skills.	Agree / Disagree
		Vocabulary	Assessment of vocabulary comprehension on the genre music (Pop and Rock).	Agree / Disagree

Elaborated by Calero Olga (2024)

A diagnostic test was given to the sample population of the research before the intervention as means to identify and measure specific language skills, knowledge, and abilities of students with the purpose of recognizing strengths and weaknesses that may either foster or hinder the treatment. The dimensions considered for the diagnostic test are attention, understanding, identification of sounds and vocabulary, all elements are intrinsically related to the receptive skills, Listening. The test involves a series of questions that use a scale with Agree and Disagree as items of assessment.

Table 5. Pre and Post-Test Operationalization Matrix.

Pre and Post-Test	Conceptual Definition	Dimensions	Indicators	Scales
Pre and Post-Test	The Pre and Post Test in the context of the research on the Effectiveness of classical music activities in improving listening skills among students the basic education, it assessment tools designed to measure the progression of students' listening skills, by evaluating their ability should engage in attention both before and after during the implementation of Classical music, that is, is a strategy - didactic implemented in the procedure of the listening comprehension.	Attention	Ability of the concentration to state the words of the classical music.	Agree / Disagree Partially
		Description	Ability to describe the genre of music.	Agree / Disagree Partially
		Understanding	Ability to make connections between various information of the genre of music.	Agree / Disagree Partially
		Vocabulary	Use the new vocabulary of classical music.	Agree / Disagree Partially
		Engagement	Ability to answer the following questions.	Agree / Disagree Partially
		Remembering	Ability to remember the song after listening to classical music.	Agree / Disagree Partially
		Improvement	Use the genre of music, such as (Pop and Rock) to improve listening comprehension.	Agree / Disagree Partially
		Interaction	Ability to engage in meaningful listening.	Agree / Disagree Partially

Elaborated by Calero Olga (2024)

A pre-and post-test was needed as part of the intervention because the researcher had to gather information before and after the intervention to properly analyze the data from the students at the “Tupak Yupanki” educational unit. The pre- and post-test looks for comprehensible data to measure how much of an improvement students present regarding the dependent variable which is listening comprehension, after being treated with classical music as a ludic didactic strategy. The dimensions encompassed are attention, description, understanding, vocabulary, engagement, remembering, improvement, and interaction, all of them give a clear understanding of how the language skill is working within each individual and how much each is progressing. Besides that, students are training their ability to comprehend, retain, and recall spoken information to later use

it as part of their learning process. This set of tests both used a questionnaire and was assessed using a scale that contains Agree and Disagree as items.

14. Delimitation of Population, Sample, and Sampling

Before delving into the details of the research, it is essential to delineate the population of interest, define the representative sample, and specify the sampling strategy used. The table 6 "Delimitation of Population, Sample, and Sampling" provides an overview of the characteristics of the student population, the selected sample, and the sampling method employed for this study. These considerations are crucial for understanding the scope and applicability of the results obtained within the research framework.

Table 6.
Delimitation of Population, Sample, and Sampling

Aspect	Description
Population	200 students
Sample	18-student group (eighth grade)
Sampling	Non-probabilistic
Characteristics of the Sample	<ul style="list-style-type: none"> ● A1 level proficiency Same class ● Ages 12-13 years old ● Parental agreement ● Same schedule ● Compulsory learning

Elaborated by Calero Olga

15. Statement and Justification of the Investigative Approach

The choice of the investigative approach for the study "The use of classical music as a playful didactic strategy to improve listening comprehension of English in basic education students at the Tupak Yupanki School" is grounded in a mixed-methods approach. The combination of qualitative and quantitative methods allows for a comprehensive exploration of the complexity of the researched phenomenon and a deeper, more complete understanding of the effects of classical music on improving listening comprehension in basic education students.

The mixed-methods approach is justified for several reasons. Firstly, as this research aims to assess both the quantifiable effectiveness of music as a didactic strategy and the subjective perceptions and experiences of students, it is crucial to employ methods that allow for the complementary collection of both quantitative and qualitative data. Secondly, the mixed-methods approach enables data triangulation, involving the convergence of evidence from different perspectives. By combining quantitative surveys, performance tests, and observations with in-depth interviews, a more comprehensive and

nuanced view of the results is obtained, enhancing the validity and reliability of the conclusions.

Thirdly, this approach offers the necessary flexibility to adapt to the multifaceted nature of language learning and the influence of music on this process. The research will not only focus on measurable outcomes of listening comprehension but will also explore students' motivations, perceptions, and experiences regarding the use of classical music as a didactic strategy.

The mixed-methods approach is considered the most suitable option to address the research question and the stated objectives, allowing for rigorous and comprehensive research that will significantly contribute to knowledge in the field of language teaching through playful strategies.

Moreover, the mixed-methods approach will provide a more holistic understanding of how classical music influences not only measurable academic outcomes but also subjective aspects such as motivation, participation, and students' interest. The inclusion of qualitative methods, such as interviews and content analysis, will allow for the exploration of individual perceptions and personal experiences, enriching the overall understanding of the phenomenon.

Given the innovative nature of the didactic strategy centered on classical music, a mixed-methods approach will capture the complexity and richness of the data, offering a more complete view of how this intervention impacts the teaching and learning process. Additionally, by employing a mixed-methods approach, quantitative patterns and trends supported by qualitative experiences and perceptions of participants can be identified.

Therefore, the chosen mixed methods approach for this research provides a balanced combination of quantitative and qualitative methods, maximizing the validity and reliability of the results. Furthermore, it allows for a comprehensive approach to the stated objectives, providing a solid foundation for understanding the impact of music as a didactic strategy on improving listening comprehension in basic education students.

16. Methods Used and Their Purposes

In the framework of this research, several research methods were employed with the purpose of obtaining a comprehensive understanding of the effects of music as a didactic strategy in improving English listening comprehension in basic education students at the Tupak Yupanki School. Each method was strategically selected to address specific aspects of the proposal's objectives.

16.1. Quantitative Surveys

The purpose was to assess students' overall perception of the effectiveness of music as a didactic strategy and its impact on improving listening comprehension. The contribution of this method to the research focused on providing quantifiable data to measure the change in students' attitudes and perceptions before and after the musical intervention.

In this regard, Rimari Lau (2018) conducted a study to evaluate the effectiveness of a program that utilizes classical music to enhance English language learning among first-year secondary school students at "Franz Tamayo" school in Comas. To this end, a quantitative post-evaluation survey was conducted to determine if the objectives of the educational program were achieved. The survey results revealed a significant improvement between the pre-program and post-program periods. Therefore, a precedent is established regarding the use of surveys before and after the implementation of the teaching strategy and its impact on English listening comprehension. Multiple surveys were administered each time a new content was introduced, thus recording the progress observed between the pre-and post-implementation of the strategy.

16.2. In-Depth Interviews

This instrument explored in detail the individual experiences, motivations, and perceptions of students regarding the use of music in learning English. Additionally, it allowed obtaining detailed and rich information on how music subjectively affects students, complementing quantitative data with qualitative perspectives. At this point, reference is made to what was exposed by Roncancio Sastoque (2021), where students' listening comprehension improved by 50% when auditory didactic strategies were used for English comprehension. Furthermore, classes become dynamic, leveraging the impact that music has on students as a means of learning. This author recommends implementing this type of strategy more frequently, as it is necessary to address different learning rhythms, thus increasing the percentage of improvement in listening comprehension throughout the group. The choice of auditory material related to age and topics of interest is essential.

This research was based on the parents' permission in the project process in the basic structure of the hypothesis and objectives of our research, which will include an introduction where the interviewers made known the purpose of the interview, how it will be structured and what scope they wish to obtain. In addition, it is important that the interviewers are clear that all the information obtained will be analyzed with attention and

care, taking into account the confidentiality of the data at all times. Likewise, the script contained in all the topics to be studied and that must be developed throughout all the corresponding sessions.

Furthermore, the subjective influence of music on English students is a remarkable phenomenon that encompasses various emotional and cognitive aspects. Music has the power to evoke deep emotions and connect students with language content in a unique way. For instance, certain melodies can create a positive mood that enhances receptivity to learning, while others can convey specific emotions that aid in better understanding the meaning and expression in English (Cuervo & Chase, 2018).

Additionally, music can serve as a motivational reinforcement, providing an additional stimulus to engage with language study and persevere through challenging times. On a cognitive level, music can enhance the retention and recall of information by associating linguistic concepts with emotional and memorable experiences. Together, the way music subjectively affects English students goes beyond mere auditory experience, influencing their attitude, motivation, and ability to internalize and apply what they have learned in real-world contexts.

16.3. Documentary Analysis

With this method, academic documents, teaching materials, and relevant school records were reviewed and analyzed. Through this, historical context, theoretical foundation, and additional data supporting the implementation of classical music as a didactic strategy were obtained. Document analysis itself, as a methodological approach, involves a thorough examination and interpretation of various academic documents, teaching materials, and relevant school records. By delving into these resources, the researcher obtained valuable information about the historical context surrounding the integration of music as a teaching strategy in education. This included understanding how past educational practices have evolved, identifying key theoretical frameworks that support the use of classical music in teaching, and accessing additional data that provides rationale and evidence for the implementation of such strategies.

Through documentary analysis, a large amount of information can be discovered that contributes to a comprehensive understanding of the role of music in education. Academic documents, such as research papers, academic articles, and educational journals, offered theoretical perspectives, empirical evidence, and practical applications of classical music-based teaching methods. Instructional materials, including textbooks, lesson plans, and audiovisual aids, provided information about how music is incorporated

into educational practices and classroom activities. Relevant school records, such as curriculum guidelines, assessment reports, and student performance data, provide context on the implementation and effectiveness of music-based educational interventions.

By systematically reviewing and analyzing these documentary sources, patterns, trends and best practices related to the use of music as a teaching strategy can be identified. This methodological approach allows for a rigorous examination of the factors that influence the integration of music in education, including pedagogical considerations, curriculum design, teacher training, and student outcomes. Furthermore, documentary analysis allows you to contextualize your findings within broader educational frameworks and make informed recommendations for future research and practice in this area.

16.4. In-Class Activities

Using this method, the impact of music on improving listening comprehension was objectively assessed through specific tests. It provided measurable data on students' academic progress in relation to the didactic strategy. In the context of the research, classroom activities were a fundamental component for assessing the impact of music on students' listening comprehension improvement. Through this method, a variety of activities were implemented specifically designed to leverage music as a teaching tool. These activities included playing English songs, active listening exercises, auditory recognition games, and song lyrics analysis, among others.

During these activities, students' progress was objectively evaluated through specific tests designed to measure their listening comprehension. These tests provided measurable and quantifiable data on students' academic performance in relation to the music-based teaching strategy. Different types of tests were used, such as multiple-choice questionnaires, fill-in-the-blank exercises, identification of keywords in song lyrics, and auditory transcription exercises. The implementation of these activities in the classroom allowed not only to assess the impact of music on students' listening comprehension but also to identify specific areas for improvement and tailor teaching to the individualized needs and skills of each student. Additionally, it provided an opportunity to collect qualitative data through real-time observations and direct feedback from students, enriching the analysis of the music's effect on their auditory learning process.

All these classroom activities constituted an integral component of the research, providing objective and quantifiable data on the impact of classical music on students' listening comprehension improvement. These activities not only allowed for the evaluation of student's academic progress but also informed about the effectiveness of the

teaching strategy and guided the design of future educational interventions. Each of these methods was carefully selected to address specific aspects of the research and contribute complementarily to the achievement of the objectives: characterizing the training needs in listening comprehension skills of basic education students at the 'Tupak Yupanki' Educational Unit, implementing music as a playful didactic strategy to improve English listening comprehension, and designing activities that enhance listening skills through music. The combination of quantitative and qualitative approaches allowed for a comprehensive and robust evaluation of the effects of music on English teaching and learning in the specific context of Tupak Yupanki School.

17. Instruments Derived from the Selected Methodology

Within the framework of the mixed methodology used for the research on "The use of music as a playful didactic strategy to improve listening comprehension of English in basic education students at the Tupak Yupanki School," specific instruments were designed to align with the purposes of each method employed. These instruments were essential for gathering quantitative and qualitative data that contributed to a comprehensive understanding of the effects of music as a didactic strategy.

17.1. Survey

This instrument focuses on collecting quantifiable data on students' perceptions of the effectiveness of classical music as a ludic didactic strategy. It included ten closed-ended questions that objectively measured the attitudes and opinions of participants before and after the musical intervention.

17.2. Pre- and Post-tests

These specific tests were applied as part of classroom activities to objectively assess the impact of classical music on improving listening comprehension. Numerical data was obtained from these set of tests. In addition, they included exercises designed to measure the academic progress of students in relation to the didactic strategy. Each of these items were carefully selected to meet the specific objectives of the mixed methodology, allowing the collection of relevant data and contributing to a comprehensive assessment of the effects of music on the teaching and learning of English in the specific context of the "Tupak Yupanki" School.

17.3. Interview

Developed to explore the individual experiences, motivations, and perceptions of students regarding the use of music in learning English. It contained open-ended

questions that encourage detailed and subjective responses, enriching the research with qualitative perspectives.

17.4. Delimitation of the Intervention Target Groups and Their Characteristics

The Community Intercultural Bilingual Educational Unit "Tupak Yupanki" is a public school located in the province of Bolívar, Guaranda canton, Simiatug parish, in the community of Pimbalo. The Community Intercultural Bilingual Educational Unit "Tupak Yupanki" serves an indigenous population of 200 students, encompassing both primary and secondary education, of both genders and varying ages. For this research, we worked with a total population of 200 individuals and a representative sample of 18 eighth-grade students, aged between 12 and 13 years. These students are engaged in this research to develop their listening comprehension skills using music as a playful teaching strategy in English.

This research proposal was implemented to enable students to learn English as a third language, as their native language is Kichwa. This implies that students always speak their language with their parents in the general population. It resides in a community called Pimbalo, and Spanish, as their second language, was acquired upon entering school. The choice of this educational setting for the research is significant due to the diverse linguistic and cultural backgrounds of the students. By incorporating music as a teaching tool in English language education, the research aims to explore how students from indigenous backgrounds can enhance their listening comprehension skills and expand their linguistic proficiency in English.

The implementation of this research project aligns with the school's mission to provide an inclusive and culturally responsive education that meets the diverse needs of its student population. By integrating innovative teaching methodologies like music-based language instruction, the school aims to foster an engaging and effective learning environment where students can thrive academically and culturally. Through this research endeavor, the Community Intercultural Bilingual Educational Unit "Tupak Yupanki" seeks to contribute valuable insights into effective language teaching practices tailored to indigenous communities, promoting linguistic diversity and educational equity.

18. Data Processing and Its Interpretation for Initial Diagnosis

The information gathered in the initial diagnosis revealed that students face many difficulties in learning the English language; they got confused with vowels and the alphabet, and they do not understand when listening to music. Basic-level music was applied to help them familiarize themselves day by day, with the support of their parents

who focus on learning at home, towards their future. This diagnosis analyzed the didactic use of music to improve oral comprehension and expression in English in a group of 18 students compared to using text and audio.

These groups were enrolled in Level A1 English at Tupak Yupanki school. Additionally, this study analyzed whether the didactic use of music improved oral comprehension and expression in English in a group of 18 students; the groups were evaluated at Level A1 English. A test (an instrument based on a rubric) was used after the application of the two techniques in the group to assess the students' levels in the following skill areas: listening comprehension, oral expression, and attitudes. A test (an instrument based on a rubric) was used before and after applying the two techniques in the group to assess the students' levels in the following skill areas: English listening comprehension and attitudes.

The post-intervention mean levels of knowledge in this group were 8.50/10. The pedagogical components of both techniques were also evaluated through a survey. Considering they met the required criteria, 8.50% of the students in the group valued an affirmative criterion of compliance. This is based on the need to determine both achievements, strengths, as well as problems, limitations, and existing deficiencies in teacher performance, and then, with the results obtained, establish mechanisms that allow feedback processes to raise educational quality.

However, one of the common weaknesses found in foreign language learners is accuracy at the listening level. The reasons that support this deficiency vary: little attention paid to listening skills, inconsistent practice of listening within the classroom, and a lack of motivation for students to practice. Teacher training under the mechanistic and fragmentary vision of education focuses on the transmission of academic scientific information, carried out under the pedagogy of compliance with programmed content and the principles of quality education. This practice in professional education training generates limitations in the performance of educational practice. However, current social demands require the implementation of an educational model that responds to a holistic vision in the human and professional training of teachers with the practice of pedagogy by example based on the foundations of educational integrity and quality.

19. General Methodological Procedure Followed in the Research Process

The general methodological procedure followed in the research process was structured into several stages, spanning from the initial diagnosis to the formulation of

the methodological/technological proposal. The various phases of the process are detailed below:

19.1. Initial Diagnosis

The methodology used was a combination of qualitative and quantitative methods to obtain a comprehensive view of the situation. This included surveys, in-depth interviews, class observation, and document analysis. Consequently, the choice of mixed methods allowed both quantitative and qualitative data to be captured, providing a comprehensive understanding of students' difficulties in English listening comprehension and possible underlying factors.

19.2. Declaration and Justification of the Investigative Approach

In this case, a mixed approach was chosen to combine the quantification of results with a deep understanding of the student's experiences and perceptions. Therefore, the research addressed both the quantifiable effectiveness of music as a teaching strategy and the subjective perception of students, ensuring a holistic evaluation.

19.3. Methods Used and Their Purposes

A methodology was carried out where surveys, in-depth interviews, class observation, document analysis and pre- and post-tests were used. Each method was strategically selected to address specific aspects of the objectives of the proposal, contributing in a complementary way to the comprehensive evaluation.

19.4. Instruments Derived from the Selected Methodology

In this step, questionnaires, interview guides, checklists, analysis matrices and specific tests were designed. It is significant to note that each instrument was aligned with the purposes of the mixed methodology, ensuring the collection of relevant data to evaluate the effects of music in the teaching of English.

19.5. Development of the Methodological/Technological Proposal

A participatory approach was used, involving teachers, students, and experts in the formulation of music-based teaching strategies. The inclusion of multiple perspectives ensured the viability and adaptability of the proposal, addressing the needs identified in the initial diagnosis. This methodological approach was designed to ensure the rigor and validity of the research, integrating quantitative and qualitative approaches coherently and applying specific instruments to obtain precise and relevant data. The adopted methodology adapted to the complexity of the investigated phenomenon, allowing for a profound understanding of the effects of music as a didactic strategy in improving listening comprehension in basic education students.

20. Initial Diagnosis for the Preparation of the Methodological/Technological Proposal

The initial diagnosis focused on analyzing the educational situation at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki." The student population, consisting of 200 students in the general school, faces challenges when learning English as a third language, with their native language being Kichwa. Furthermore, it can be noted that, according to the results of the diagnostic survey applied to the sample of 18 students, the vast majority, that is, 14 students, showed weaknesses in learning English, especially in adapting to the implemented strategy. On the other hand, six students showed that they were aligned with the proposed strategy. These findings diagnosed a weakness in English comprehension, and later it will be analyzed whether this changes when applying the auditory teaching strategy.

21. Instruments content validation dossier through experts' judgments.

This was a significant process in the research "Use of music as a didactic strategy to enhance listening comprehension in elementary education students at the Bilingual Intercultural Community Educational Unit 'Tupak Yupanki'." Through this process, the contents of evaluation instruments, such as surveys, were collected, analyzed, and validated by experts who conducted a comprehensive review of the instrument and each of its items. Once the review by the experts was completed, their comments and suggestions were collected and analyzed. Based on this feedback, adjustments, and refinements were made to the evaluation instruments to improve their validity and reliability.

The resulting dossier from this content validation process provided solid evidence of the quality and relevance of the evaluation instruments used in the research. This ensures that the collected data are accurate, reliable, and valid, strengthening the credibility and robustness of the findings and conclusions derived from the study, as documented in Appendix 2.

22. Ethical Considerations for Survey and Testing

It is essential to address ethical considerations in any research, especially those that involve the participation of students and their families. In this study, specific measures have been taken to ensure compliance with ethical principles and protect the rights and well-being of participants. To begin, the support of the Rector of the Bilingual Intercultural Community Educational Unit "Tupak Yupanki" was obtained, which ensured the necessary institutional support to carry out the research in an ethical and

responsible manner. Additionally, permission was sought and obtained from the parents of the students who participated in the survey and testing, as documented in Appendices 3 and 4. This process ensures informed consent from participants and protects their privacy.

During the implementation of the survey and testing, additional steps were taken to ensure the ethical integrity of the study. Participants were provided with clear and understandable information about the objectives, procedures and possible risks of participating in the study. Confidentiality of the data collected was ensured and participants' willingness to withdraw at any time without repercussions was respected. The survey and test results were analyzed and presented in an ethical and transparent manner, respecting the privacy and confidentiality of the participants. The findings were used to inform and improve educational practices, without compromising the dignity or rights of participants. Therefore, ethical guidelines have been rigorously followed at all stages of the research, from obtaining consent to presenting the results. These ethical considerations are essential to ensure the integrity and validity of the study, as well as the well-being of everyone involved.

23. Conclusion

This section has provided a solid foundation for the research on "The use of music as a playful didactic strategy to improve listening comprehension of English in basic education students at the Tupak Yupanki School." From the conceptualization and operationalization of the main categories to the choice of the mixed research approach, a methodological path has been outlined to comprehensively address the complexities of English language teaching in this specific context. The careful selection of methods, instruments, and the detailed analysis of the initial diagnosis lay the groundwork for a methodological/technological proposal that aligns with the identified needs.

CHAPTER III

RESULTS AND DISCUSSION OF THE RESULTS

In this chapter, the obtained results are presented and a detailed analysis of them is conducted in the context of the research on the use of music as a playful didactic strategy to improve English listening comprehension of elementary school students at Tupak Yupanki School. The findings presented here are based on data collected through various research instruments and techniques, including surveys, direct observations, and interviews. Throughout this chapter, the results are explored and examined in depth to better understand the impact of music on the teaching and learning process of English as a second language, as well as to identify areas for improvement and relevant recommendations for future educational interventions.

24. Proposal Evaluation and Validation Process

The research was carried out in the educational context of a basic education school, located in a rural area, with a student body mainly characterized by students from indigenous families, culturally linked to agriculture and livestock farming, in whom a low assimilation of the English language has been observed, due to the fact that teachers mainly use traditional teaching methods, which have been found not to motivate students sufficiently in comparison with more creative and innovative playful strategies that promote meaningful learning.

The importance and benefit.- Include the development of cognitive skills as it explores how the use of music as a playful didactic strategy can contribute to the development of cognitive skills in students, such as attention, memory, and concentration. This could have long-term benefits on academic performance and the overall development of students. Moreover, the application in intercultural contexts would be relevant to explore how the use of classical music can be effective in intercultural contexts and how it can facilitate the learning of students with different cultural and linguistic backgrounds.

Classical music as a didactic ludic activity to improve listening comprehension presents a positive impact because it will give students trustful opportunities to practice with the language and understand future spoken content such as podcasts, lectures, radio news, etc. Additionally, learners will be able to get the main idea of the audio, recognize some specific information, and predict or infer meaning. In this sense, the application of the proposal, classical music as a didactic strategy at the service of learning English and improving listening comprehension, the first contribution, is focused in highlighting its

playful nature, i.e. it is about videos or classical music in English to improve listening comprehension in the future. Secondly, many of these productions are widespread in education and society, i.e. primary education promotes various factors such as the participation of the educational community. In addition, a new proposal for teaching English through classical music and especially songs as a fun ludic activity teaching strategy are developed and the impact of these new tools on the learning of 11-12-year-old primary school pupils is analyzed.

Justification.- This research is important because it gives new insights into the situation of the “Tupak Yupanki” educational unit where students have a low level of understanding of English in terms of listening comprehension. To improve the listening skills of students, music as a ludic activity is presented as a useful tool to address this problem. Music has presented several advantages to language learning, benefits such as motivating students, giving them opportunities to be exposed to the real use of the language, and developing their vocal motor skills to pronounce better (Almeida & Zambrano, 2020). The importance and contributions of the proposal from a professional perspective focused on how the proposal contributes to the professional development of teachers by offering them a new tool for teaching English **effectively** and playfully. It will also highlight how this methodology can improve the quality of teaching and learning in the classroom. Likewise, the methodological perspective will explore how the proposal introduces an innovative approach to English teaching by using classical music and songs as didactic tools. This may involve a shift in traditional teaching strategies and an adaptation to new student-centered methodologies. Furthermore, the technological perspective will examine how the integration of classical music and songs in the classroom is supported using technology, such as video playback and the availability of online resources. Besides that, it can assess how these technological tools facilitate access to a wide range of educational materials and enrich the learning process.

Feasibility.- The research is feasible because teaching staff and authorities at Universidad Bolivariana de los Andes guide the investigation, personnel at the master’s program degree, and students in Unidad Educativa “Tupak Yupanki” are willing to take part in the research process. The evaluation and validation process of the methodological/technological proposal to improve English listening comprehension using music at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki"

was carried out through a comprehensive approach that combines theoretical and empirical methods. The key steps in this process are detailed below:

- The proposal was reviewed and evaluated regarding pedagogical coherence, cultural suitability, technological effectiveness, and practical feasibility.
- Specific criteria were established for evaluation, addressing key areas such as alignment with educational standards, adaptability to intercultural contexts, effective integration of music, and optimal use of technological tools.
- The proposal underwent a process of systematizing experiences, where feedback, observations, and results from pilot tests or small-scale implementations were collected and analyzed. Educators, students, and parents' observations were integrated into the analysis to identify patterns and areas for improvement.

The theoretical basis of the proposal.- It was conducted to analyze the proposal's coherence with existing literature on language teaching, music in education, and educational technology. The aim is to provide theoretical support, ensuring that the proposal is grounded in contemporary educational best practices and theories.

- Pilot tests were conducted in selected classroom environments. During these tests, the proposal was implemented with a small group of students to evaluate its effectiveness in real conditions. Data on student performance, participation, and perceptions were collected.
- Surveys were administered to students to gather direct feedback on their experience with the proposal. Their level of participation, motivation, and perception of the usefulness of the didactic music strategy in improving English listening comprehension were evaluated.
- Direct observations were made in classes where the proposal was implemented, and interviews were conducted with the educators involved. These methods provided qualitative information on the adaptability of the proposal, challenges encountered, and successful strategies implemented.
- Based on the results of the survey, systematization of experiences, and data collected during pilot tests, iterative adjustments were made to the proposal. This process of continuous improvement will ensure a more precise alignment with the specific needs of the "Tupak Yupanki" school community.

By combining these methods, the evaluation and validation process aimed to ensure that the proposal is not only theoretically grounded but also practical, effective, and culturally relevant for the students of the "Tupak Yupanki" school. (Appendix 4).

25. Survey results

Below are the results of the survey carried out on a sample of 18 students (Two students did not show up). This survey was structured into 10 closed questions, each with five response statements (Appendix 1).

Graphic 1.

Items 1. It is difficult for me to understand when I listen to a native speaker



Elaborated by Calero Olga

Statement 1 of the diagnosis addresses the students' perception of the difficulty in understanding a native speaker when listening. The results reveal that the majority of respondents (15 students) indicated that they sometimes find it difficult to understand a native speaker when listening. This suggests a common trend among students in the occasions when they experience difficulties with English listening comprehension. However, it is notable that some students also reported difficulties at different levels of frequency: one student expressed always finding it difficult to understand, another student usually found it difficult to understand, one rarely found difficulties, and one never found difficulties in understanding a native speaker. These findings highlight the diversity of experiences and levels of listening proficiency within the student group, suggesting the importance of addressing these individual differences when designing teaching strategies to improve English listening comprehension.

Graphic 2.

Item2. I feel motivated, when I listen to English



Elaborated by Calero Olga

Statement 2 of the diagnosis aims to assess the level of motivation experienced by students when listening to English. The results show a varied distribution in responses, with 6 students indicating that they always feel motivated when listening to English, 3 students who usually feel motivated, and 9 students who sometimes feel motivated. No responses were recorded for the categories of rarely or never. These findings suggest that the majority of students experience some level of motivation when listening to English, with the "sometimes" category being the most common. However, it is also noteworthy that a significant group of students' report feeling always or usually motivated, which may indicate a considerable interest and commitment to the language. This analysis highlights the importance of considering the motivation factor when designing activities and teaching strategies involving listening to English, as motivation can significantly influence students' performance and participation in the learning process.

Graphic 3.

Item 3. I pay attention when I listen to songs in English



Elaborated by Calero Olga

Question 3 of the diagnosis evaluates the attention paid by students when listening to songs in English. The results show that the vast majority of respondents (16 students) indicated that they always pay attention when listening to English songs, while 2 students indicated that they sometimes pay attention. No responses were recorded for the categories of usually, rarely, or never. These findings suggest that most students are highly engaged and focused when listening to English songs, indicating the potential of using music as an effective tool to capture their attention and encourage language learning. However, it is also important to consider that attention may vary depending on the specific content of the song or the context in which it is presented, which could require additional strategies to maintain student engagement in all auditory learning situations.

Graphic 4.

Item 4. I listen to English songs when I have my Hobby



Elaborated by Calero Olga

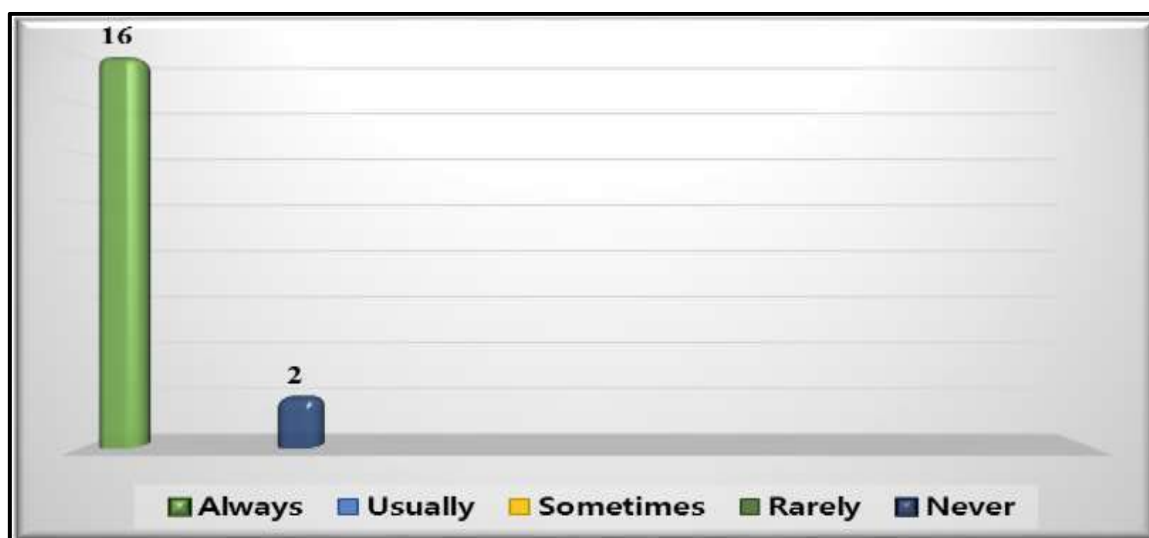
The analysis of question 4, where respondents indicated the frequency with which they listen to songs in English when doing their hobbies, shows that, for the Always option, 1 student indicated that he always listens to songs in English when doing his hobby. For usually, no responses were recorded for this category. For the sometimes category, 2 students indicated that they sometimes listen to songs in English when they are enjoying their hobbies. As for rarely, no responses were recorded. On the other hand, for the never category, 15 students indicated that they never listen to songs in English when they practice their hobbies.

This analysis suggests that most students rarely or never listen to English songs while pursuing their hobbies. Only a small percentage of students indicated that they sometimes do so, which could indicate a lack of association between the activity of listening to music in English and the time spent on their hobbies. This could have

implications for how music is integrated into students' leisure activities and the effectiveness of this strategy in improving listening comprehension of the English language.

Graphic 5.

Item 5. I recognize phonemes of language, words, and grammar in English songs



Elaborated by Calero Olga

When analyzing the data provided in question 5, where respondents indicated the frequency with which they recognize language phonemes, words and grammar in English songs, it is observed that the majority of students (16) claimed to always recognize these elements. This finding suggests that English music can be an effective tool to improve listening comprehension and linguistic recognition. However, a small percentage of students (2) indicated that they only sometimes recognize these elements, which could indicate that some students find this task more challenging.

Graphic 6.

Item 6. I get new vocabulary when I listen to English Songs

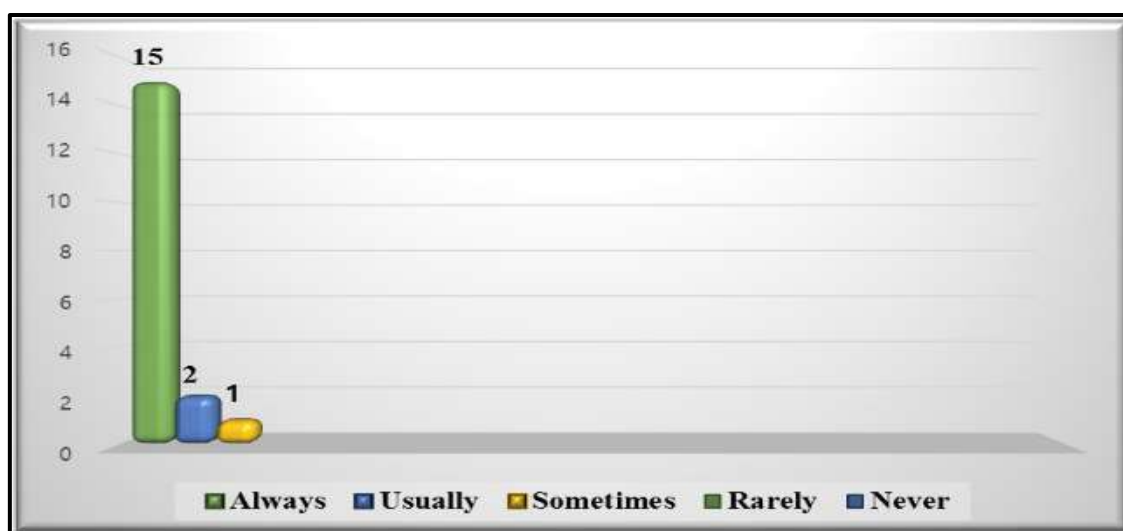


Elaborated by Calero Olga

When analyzing the answers provided in question 6, which assessed the frequency with which respondents acquire new vocabulary by listening to English songs, a varied distribution of answers is observed. The majority of students (13) indicated that they usually acquire new vocabulary in this way, suggesting that English music can be an effective tool for expanding students' vocabulary. However, a small group of students (4) indicated that they only sometimes acquire new vocabulary in this way, which could indicate that some find acquiring vocabulary through music more challenging. No responses were recorded for the categories of always, rarely, or never, suggesting that most students gain some vocabulary benefit from listening to English songs.

Graphic 7.

Item 7. *I practice new vocabulary, after listening to English songs*

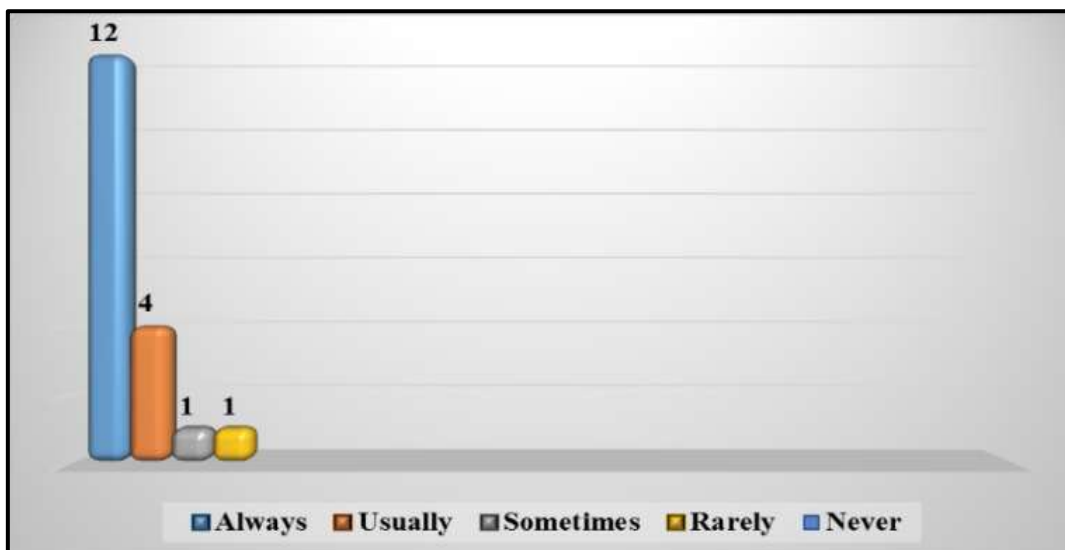


Elaborated by Calero Olga

Item 7, which evaluates the practice of new vocabulary after listening to songs in English, shows that the majority of students (15) indicated that they always practice new vocabulary after listening to songs in English. This suggests that English music serves as an effective tool for exposure to and acquisition of new vocabulary in the language. Furthermore, two students indicated that they usually practice new vocabulary after listening to songs, which also reflects a significant level of participation in vocabulary practice activities after listening to music. Only one student indicated that it sometimes practices new vocabulary in this situation. No responses were recorded for the rarely or never categories. These findings suggest that most students are engaged in active practice of new vocabulary after listening to music in English, which may contribute to the improvement of their linguistic skills in the language.

Graphic 8.

Item 8. I speak basic words in English, when I Listen to English songs every day



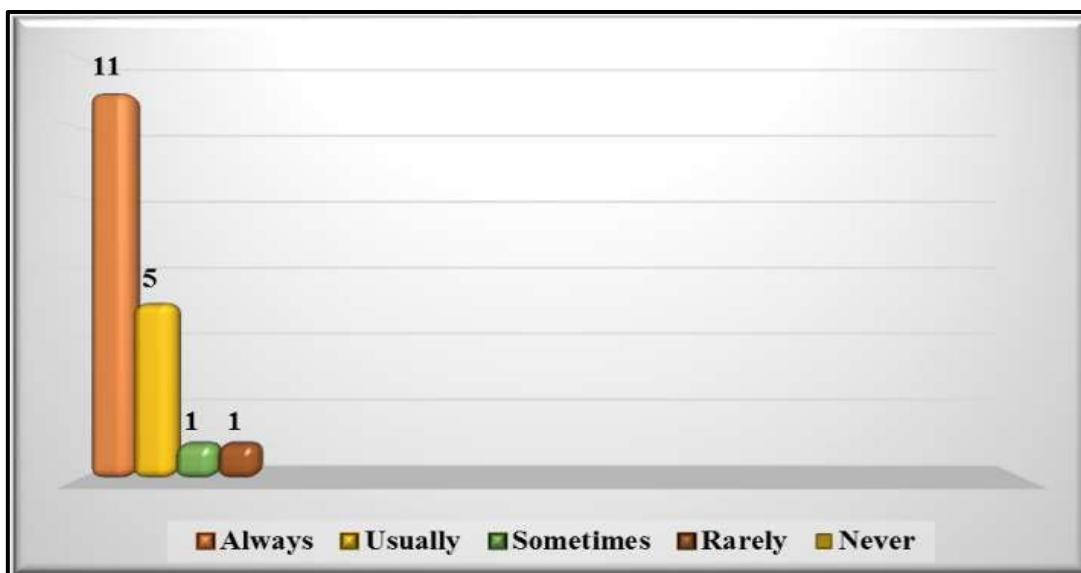
Elaborated by Calero Olga

Item 8, which evaluates the ability to speak Basic English words after listening to English songs every day, it is observed that the majority of students (12) indicated that they always speak Basic English words after listening to English songs daily. This suggests that regular practice of listening to music in English can be effective in improving students' ability to speak basic words in the language. Furthermore, four students indicated that they usually speak Basic English words in this situation, which also reflects a significant level of engagement in speaking practice after listening to music. Only one student indicated that he sometimes speaks Basic English words in this situation, while another student indicated that he rarely does so. There were no responses recorded in the “never” category.

These results suggested that most students are actively involved in practicing Basic English words after listening to English songs every day, which can significantly contribute to the development of their language skills. However, it is also important to note that there are some students who may not engage as regularly in this practice, which could influence their progress in language proficiency. Overall, this analysis highlights the importance of encouraging and supporting regular speaking practice in learning English through the use of music as a teaching tool.

Graphic 9.

Item 9. I will listen to English songs to improve my Listening Comprehension



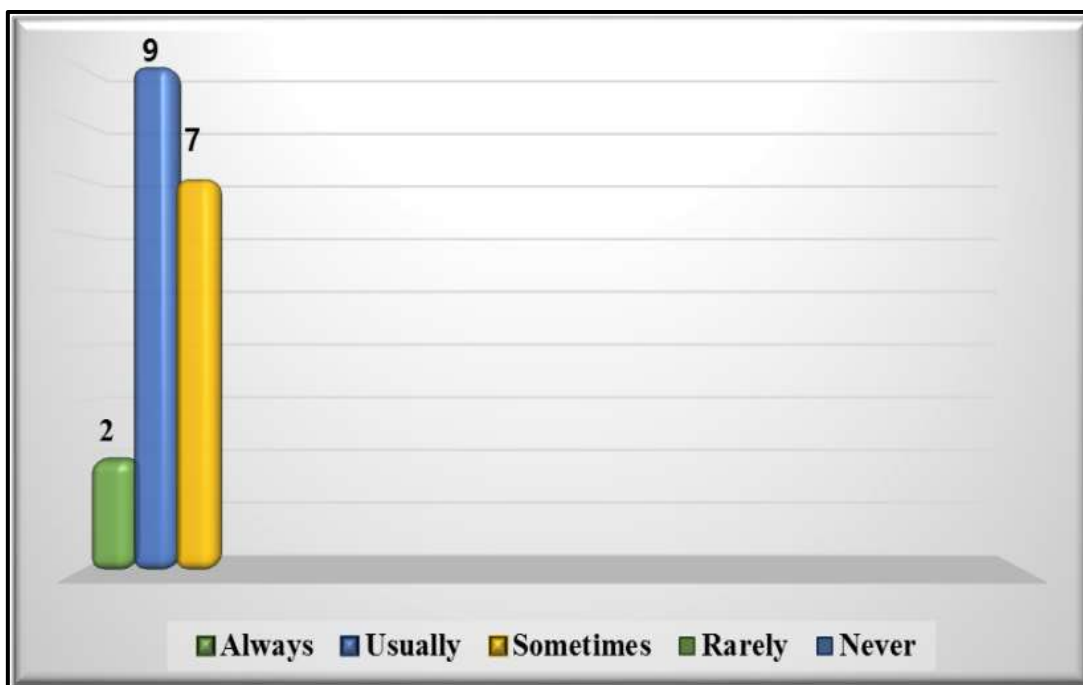
Elaborated by Calero Olga

Based on the responses provided, most students show a positive disposition towards using English songs to improve their listening comprehension. Eleven students indicated that they will always listen to songs in English to improve their listening comprehension, while five indicated that they will usually do so. Only one student responded that he would do it sometimes, and another indicated that he will rarely do it. No responses were recorded for the “never” category.

These results reflect a high degree of recognition by students of the effectiveness of music as a tool to improve their listening skills in English. The mostly positive disposition towards this practice suggests that students recognize the value of regular exposure to songs in English as an effective strategy to improve their listening comprehension in the language. This highlights the importance of integrating active listening activities into the classroom through the use of music, as it can be an effective way to encourage the development of listening skills in English learners.

Graphic 10.

Item 10. I promise to learn complete phrases, sentences, and questions of single words, when I listen to English songs



Elaborated by Calero Olga

According to the responses in Item 10, students show a varied disposition toward the promise of learning complete phrases, sentences, and questions from individual words by listening to English songs. Two students indicated that they always promise to do it, nine said that they usually do it, and seven that they sometimes do it. No responses were recorded for the rarely or never categories. These results suggest that although some students are more committed than others to the goal of learning complete structures from individual words, the majority show a general disposition toward this type of practice. The mostly positive disposition towards this activity indicates a recognition by the students of the usefulness of music as a tool for learning not only individual vocabulary, but also more complex linguistic structures. This highlights the importance of using teaching strategies that encourage understanding of language structures in a contextualized and meaningful way, such as the use of songs in the English classroom.

These results have several key characteristics:

- **Difficulties in Learning English:** The majority of students face challenges in learning the English language. Confusion in recognizing vowels and the alphabet is evident, creating obstacles in auditory comprehension.
- **Context of Native Language and Second Language:** The Pimbalo community, where students reside, maintains Kichwa as the native language. Spanish, the second language learned upon entering school, represents an adaptation process that students have undergone.

- **Lack of Consistent Auditory Practice:** The diagnosis reveals that auditory practice in English is not consistently performed in the classroom. Attention to auditory skills is limited, directly impacting students' ability to comprehend the language.

- **Motivation for Learning:** Student motivation to practice English is affected. The lack of connection between the subject and their daily reality influences their active participation and, consequently, academic performance.

- **Lack of Home Support:** While strategies are implemented at school, there is a lack of support at home to reinforce English learning. Parents focus on Kichwa in communication with their children.

- **Need for an Innovative Didactic Strategy:** Given the complexity of the linguistic environment, there is a need for an innovative didactic strategy that addresses not only auditory comprehension but also motivates students, considering their cultural and linguistic context. This initial diagnosis lays the groundwork for the methodological/technological proposal. Identifying specific needs and challenges provides a clear understanding of the elements that must be addressed in the design of the didactic strategy. The resulting proposal should be adaptive, motivating, and effective in improving auditory comprehension in a diverse and specific educational context like that of the "Tupak Yupanki" school.

- **Modeling of the Methodological/Technological Proposal:** It is a crucial step, integrating insights from the initial diagnosis and the literature review to design an effective strategy tailored to the specific needs of the Bilingual Intercultural Community Educational Unit "Tupak Yupanki." The proposal aims to enhance English listening comprehension through the playful use of music.

- **Here is a detailed description of the modeling process: Integration of Didactic Music:** Considering the findings from the initial diagnosis, the proposal will integrate didactic music carefully selected to address the confusion in recognizing vowels and the alphabet. The music will align with the student's cultural context and gradually advance in complexity to support their learning progression.

- **Adaptability to Kichwa-Spanish-English Dynamics:** Recognizing the linguistic dynamics of the community where Kichwa is the native language, and Spanish and English are acquired languages, the proposal will be designed for adaptability. Visual aids, bilingual instructions, and a gradual transition from Kichwa/Spanish to English will be incorporated.

- **Motivational Strategies:** Drawing from the motivational challenges identified in the initial diagnosis, the proposal will include motivational strategies. This may involve incorporating students' interests into the lessons, celebrating achievements, and creating a positive learning environment.

- **Home-Based Learning Support:** Recognizing the lack of consistent home support for English learning, the proposal will include strategies to involve parents. Informational sessions, materials for home practice, and encouraging communication in Kichwa/Spanish about English learning will be part of the plan.

- **Progress Monitoring and Evaluation:** The proposal will outline a systematic approach to monitor student progress. Regular assessments, both formative and summative, will be conducted to evaluate the impact of the didactic music strategy on listening comprehension. Feedback mechanisms will be established for continuous improvement.

- **Professional Development for Educators:** Recognizing the importance of teacher preparation, the proposal will include a professional development component. Workshops, training sessions, and resources will be provided to ensure educators are equipped to implement the proposed methodology effectively.

- **Cultural Sensitivity and Inclusivity:** The proposal will prioritize cultural sensitivity and inclusivity, acknowledging the diverse linguistic and cultural background of the students. Teaching materials, examples, and activities will be designed to resonate with the students' cultural identity.

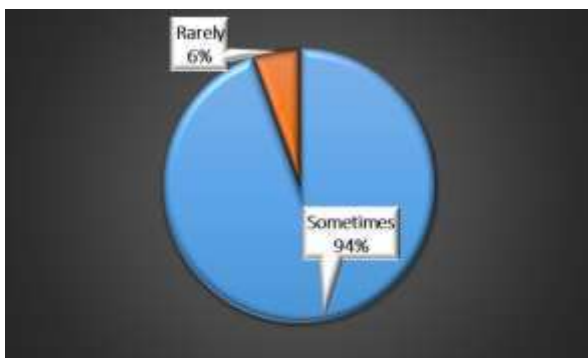
By meticulously modeling the proposal with these considerations, the aim is to create a comprehensive and adaptive methodological/technological strategy that not only addresses the identified challenges but also resonates with the unique context of the "Tupak Yupanki" school.

26. Student survey results

The results of the test carried out on a sample of 18 students are presented below. This survey was structured into 10 closed-ended questions, each with five response statements (Appendix 5).

Graphic 11.

Item 1. I understand more or less when I listen to a Native speaker



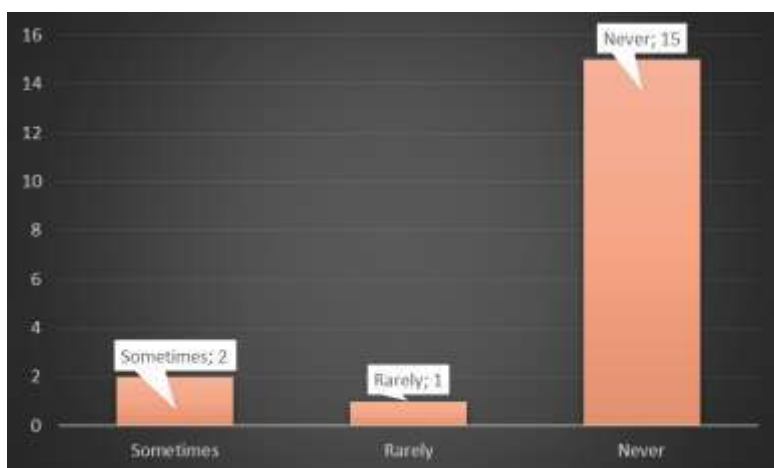
Elaborated by Calero Olga

The results of question 1 of the student survey, where 18 students were asked about their comprehension when listening to a native speaker, revealed that the majority of students (17 out of 18) indicated that they always understand more or less when listening to a native speaker. Only 1 student mentioned that they usually understand.

This result suggests that the vast majority of students feel quite confident in their ability to understand a native speaker, which could be a positive indicator of their listening comprehension level in the language in question.

Graphic 12.

Item 2. I use songs that likely improve listening comprehension skills

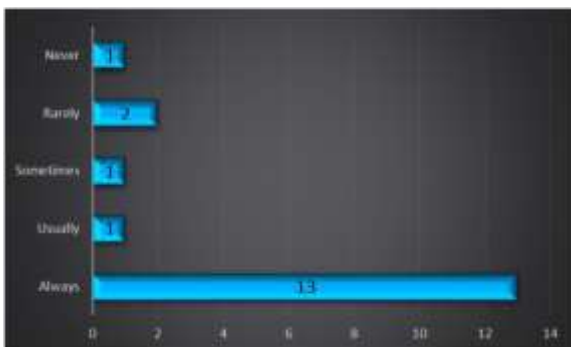


Elaborated by Calero Olga

The results obtained were the following. Totally agree 2 students. Agree 1 student. Neutral 15 students. 0 students disagree. Totally disagree 0 students. This suggests that a small percentage of students (2 out of 18) strongly agree, while 1 student agrees, that they use songs that are likely to improve their listening comprehension skills. The majority of students (15 out of 18) are neutral towards this statement.

Graphic 13.

Item 3. I feel comfortable, when I listen and watch videos in English

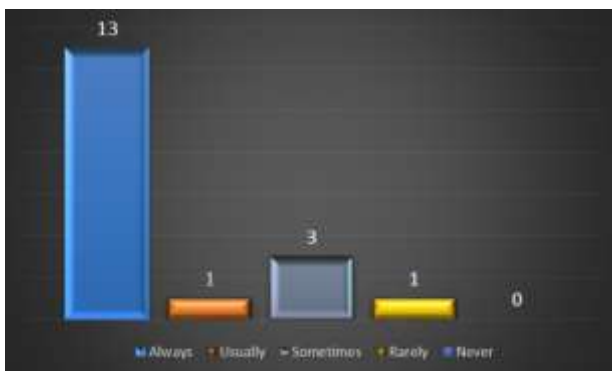


Elaborated by Calero Olga

This question showed that 13 students always answered, generally: 1 student, sometimes: 1 student, rarely: 2 students and never: 1 student. This indicates that the majority of students (13 out of 18) feel comfortable when listening to and watching videos in English. One student usually feels comfortable, while one student sometimes feels comfortable. Two students rarely feel comfortable, and one student never feels comfortable in this scenario.

Graphic 14.

Item 4. I listen to English songs and understand basic words, when I have my hobby



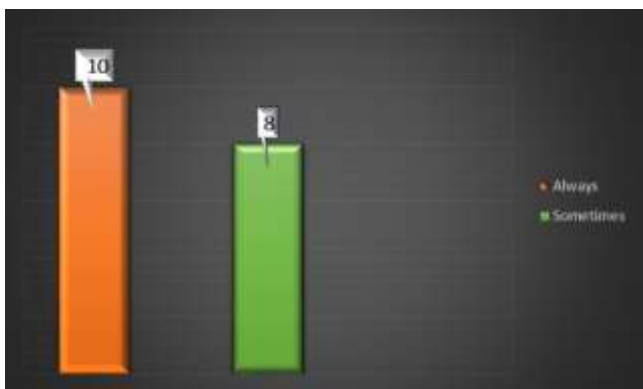
Elaborated by Calero Olga

For question 4, "I listen to English songs and understand basic words when I have my hobby," the results obtained from the survey were as follows: Always: 13 students, usually: 1 student, sometimes: 3 students, rarely: 1 student, never: 0 students

This indicates that the majority of students (13 out of 18) always understand basic words when listening to English songs during their hobby. One student usually understands, three students sometimes understand, and one student rarely understands. None of the students reported never understanding basic words in English songs during their hobby.

Graphic 15.

Item 5. I identify phonemes of the language, basic words, and basic grammar in English songs

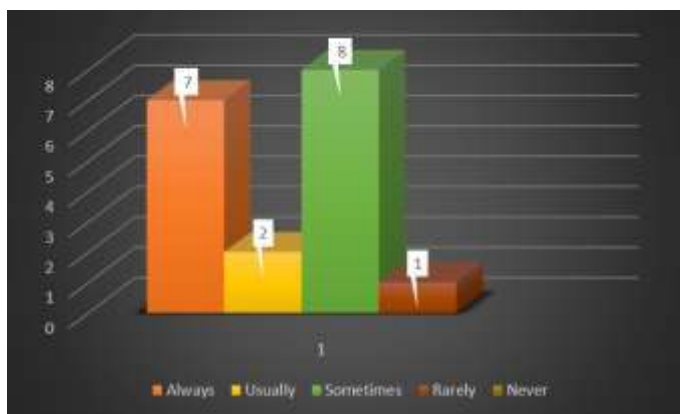


Elaborated by Calero Olga

Statement five, it was found that 10 students responded Always, Usually 8 students, Sometimes 0 students, Rarely 0 students, and Never 0 students. This indicates that the majority of students (10 out of 18) always identify phonemes of the language, basic words, and basic grammar in English songs. Eight students indicated that they usually do so. There were no students who responded Sometimes, Rarely, or Never. This suggests a high level of skill in identifying linguistic elements in English songs among the respondents.

Graphic 16.

Item 6. I recognize new vocabulary when I listen to English Songs about greeting

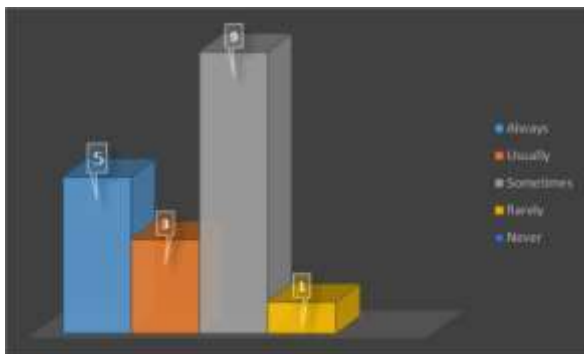


Elaborated by Calero Olga

For item 6, the results were the following: Always 7 students, Generally 2 students, Sometimes 8 students, Rarely 1 student, y Never 0 students. This indicates that 7 out of 18 students always feel motivated to listen to English songs, 2 students usually feel motivated, 8 students sometimes feel motivated, and 1 student rarely feels motivated. None of the students reported that they had ever felt motivated to listen to songs in English.

Graphic 17.

Item 7. I study new vocabulary, after listening to English songs

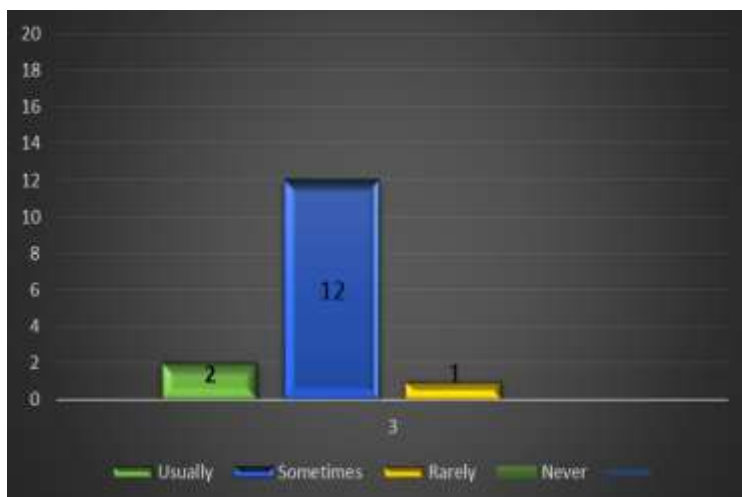


Elaborated by Calero Olga

Question 7 pertains to the study of new vocabulary after listening to songs in English. The results were: Usually 5 students, Sometimes 3 students, Rarely 9 students and Never 1 student. This indicates that 5 out of 18 students usually study new vocabulary after listening to songs in English, 3 students sometimes study, 9 students rarely study, and 1 student never studies new vocabulary after listening to English songs.

Graphic 18.

Item 8. I speak many basic words and understand English, when I listen to English songs every day.



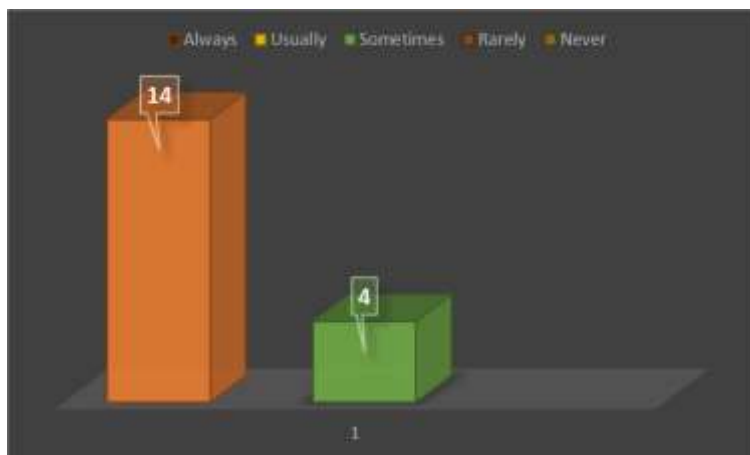
Elaborated by Calero Olga

The results from question 8 show that Always: 3 students, Usually: 2 students, Sometimes: 12 students, Rarely: 1 student, Never: 0 students. This suggests that the majority of students (12 out of 18) sometimes feel an emotional connection with English songs. Three students indicated they always feel this connection, while two students usually feel it, and one student rarely feels it. There were no students who reported never feeling an emotional connection with English songs.

These findings suggest that English music can have a significant emotional impact on most surveyed students, although the frequency of this connection may vary. Most students reported feeling this emotional connection at least some of the time.

Graphic 19.

Item 9. I have effective tips about the use of English songs to improve your English listening skills

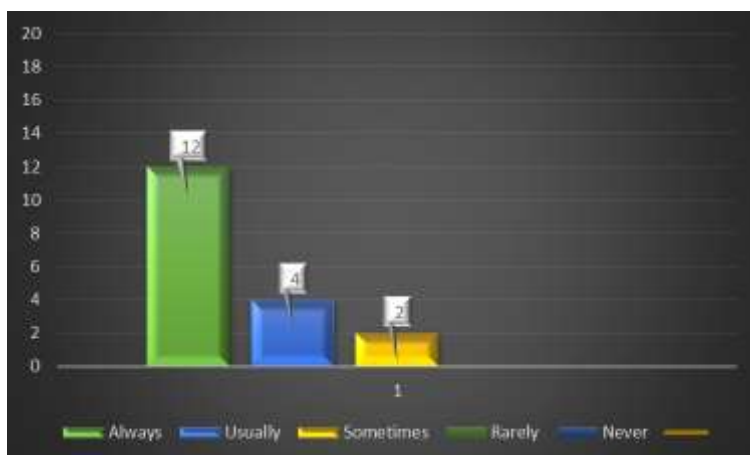


Elaborated by Calero Olga

The responses for question 9 were: Always: 14 students. Generally: 4 students. This indicates that the majority of students (14 out of 18) always engage in activities related to English music as part of their free time. Four students indicated that it generally engages in these activities. No students indicated sometimes, rarely, or never participating in these activities.

Graphic 20.

Item 10. I can use English songs for a wide variety of ESL learning and teaching activities, Furthermore, to improve my listening comprehension



Elaborated by Calero Olga

The results for response 10 were as follows: Always: 12 students, Usually: 4 students, Sometimes: 2 students, Rarely: 0 students, Never: 0 students. This indicates that

the majority of students (12 out of 18) always engage in activities related to English music as part of their free time. Four students indicated that they usually engage in these activities, while two students sometimes do. No student indicated rarely or never participating in these activities.

These results suggest a high level of interaction and active participation of students with English music during their free time, which may reflect a significant interest in English music and its associated culture.

Regarding the general results of this survey, it can be deduced that:

Most of the students (17 out of 18) reported that they always understand when they listen to a native speaker, indicating a high level of confidence in their ability to comprehend spoken English. Only a small percentage of students (2 out of 18) completely agreed that they use songs to improve their listening comprehension skills, while the majority (15 out of 18) were neutral about this statement. Most of the students (13 out of 18) reported feeling comfortable when listening to and watching videos in English, suggesting a positive attitude towards consuming English media.

The majority of students (13 out of 18) always understand basic words when they listen to English songs as part of their hobby, indicating a good level of vocabulary comprehension. A significant portion of students (10 out of 18) always identify phonemes, basic words, and basic grammar in English songs, demonstrating a strong ability to recognize linguistic elements in English music.

A considerable number of students (7 out of 18) always recognize new vocabulary when they listen to English songs, while others do so generally (2 out of 18) or sometimes (8 out of 18). Fewer students (5 out of 18) generally study new vocabulary after listening to English songs, with some doing so sometimes (3 out of 18), rarely (9 out of 18), or never (1 out of 18). Most of the students (12 out of 18) sometimes feel an emotional connection with English songs, indicating that music can have a significant emotional impact on them.

The majority of students (14 out of 18) always engage in activities related to English music as part of their free time, suggesting a strong interest in English music and its associated culture. Most of the students (12 out of 18) always use English songs for a wide variety of ESL teaching and learning activities, indicating active participation in using music for language learning.

The survey results suggest that students have a positive attitude towards using English songs for language learning and demonstrate a strong ability to comprehend and

relate to English music. However, there are variations in the extent of their participation and the frequency of certain activities related to English music.

These variations can be observed in the responses to different survey questions. For example, regarding the use of songs to improve listening comprehension skills (Question 2), while a small percentage of students (2 out of 18) completely agree that they use songs to improve their listening comprehension skills, the majority (15 out of 18) are neutral about this statement, indicating a diversity in the perception of the usefulness of songs for improving listening skills.

Regarding the study of new vocabulary after listening to English songs (Question 7), while some students (5 out of 18) generally study new vocabulary after listening to songs, others do so only sometimes (3 out of 18) or rarely (9 out of 18), indicating a variation in the frequency with which students use songs for vocabulary learning.

Regarding the emotional connection with English songs (Question 8), while most students (12 out of 18) sometimes feel an emotional connection with English songs, some students feel it always (3 out of 18), generally (2 out of 18), or rarely (1 out of 18), suggesting variability in the intensity and frequency of the emotional connection experienced.

Regarding participation in activities related to English music as part of free time (Questions 9 and 10), while the majority of students (14 out of 18) always participate in activities related to English music as part of their free time (Question 9), some only do so generally (4 out of 18). Similarly, in Question 10, while the majority (12 out of 18) always use English songs for a wide variety of ESL teaching and learning activities, some only do so generally (4 out of 18) or sometimes (2 out of 18).

These variations indicate that students have different levels of commitment, frequency, and perceptions regarding the use of English music as a learning tool, underscoring the importance of considering individual preferences and adapting teaching strategies accordingly.

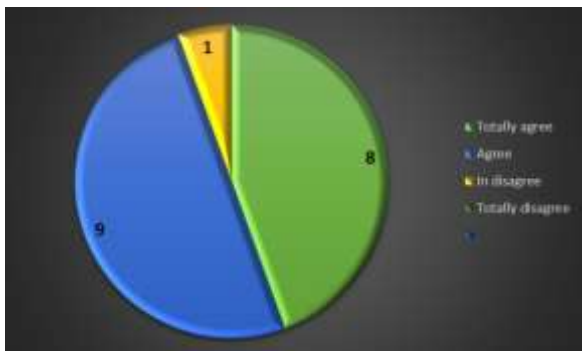
27. Post-Test Student Results

After completing the exam at the Intercultural Bilingual Community Education Unit "Tupak Yupanki," administered to a total of 18 students, it is essential to thoroughly analyze the obtained results. These results provide a detailed insight into the students' academic performance, particularly in English classes where didactic strategies such as using English songs for auditory skill development were employed. The analysis of these results not only allows for evaluating the students' comprehension and mastery level in

the English area but also furnishes valuable information to identify strengths and areas for improvement in the educational process, specifically concerning the utilization of music as a teaching and learning tool within the context of the English language.

Graphic 21.

Item 1. Would you like to practice the basic words in English to improve listening comprehension?

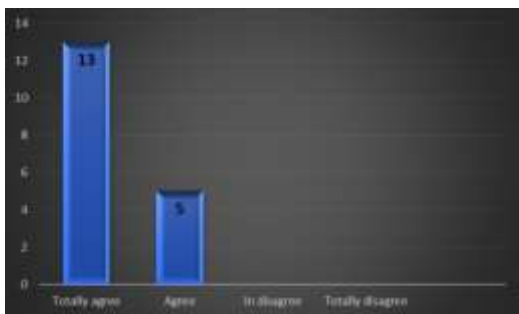


Elaborated by Calero Olga

For question 1, which asks whether students would like to practice basic words in English to improve listening comprehension, the responses reveal a majority trend towards agreement. Eight out of the 18 surveyed students (approximately 44%) totally agree with the idea of practicing basic words in English to enhance their listening comprehension. Additionally, nine students (approximately 50%) agree with this statement. Only one student (approximately 6%) disagrees, and none of the students expressed total disagreement. This suggests a high level of interest and willingness from the students to engage in activities that allow them to practice basic words in English with the aim of improving their listening comprehension.

Graphic 22.

Item 2. Would you like to listen to English music every day to improve listening comprehension?



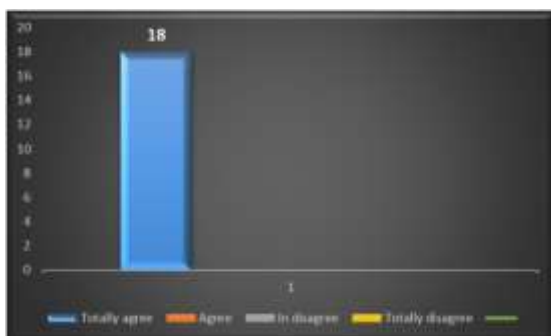
Elaborated by Calero Olga

For question 2, regarding whether students would like to listen to English music every day to improve listening comprehension, the responses indicate a strong inclination

towards agreement. Thirteen out of the 18 surveyed students (approximately 72%) totally agree with the idea of listening to English music daily for improving listening comprehension. Additionally, five students (approximately 28%) agree with this statement. None of the students expressed disagreement or total disagreement. This suggests a significant interest among the students in incorporating daily English music listening as a means to enhance their listening skills.

Graphic 23.

Item 3. Would be important to listen to English music and watch videos in English to improve listening comprehension?

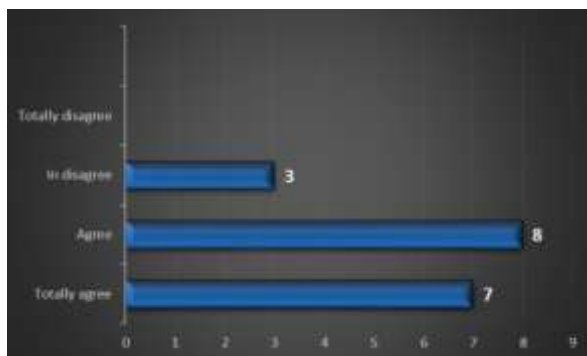


Elaborated by Calero Olga

For question 3, which asks if it would be important to listen to music in English and watch videos in English to improve listening comprehension, the results are completely in favor. The 18 students surveyed (100%) expressed total agreement with this statement. This unanimous agreement underscores the perceived importance of incorporating English music and videos as valuable resources to improve listening comprehension skills among students.

Graphic 24.

Item 4. Do you like learning English and traveling to different countries, and listening to English music Ludic as a strategy - didactic to improve listening comprehension?



Elaborated by Calero Olga

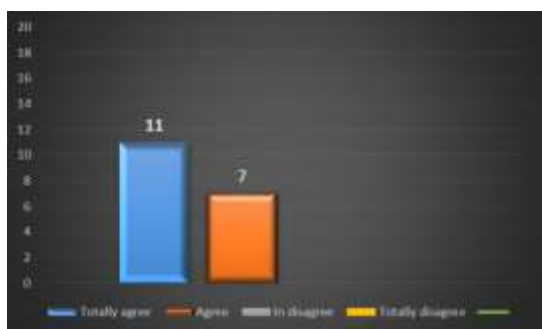
For question 4, which asks about the preference for using ludic strategies such as learning English while traveling to different countries and listening to English music as a

didactic approach to improve listening comprehension, the results that 7 students. Agree 8 students. In disagreeing 3 students. Totally disagree 0 students

These results indicate that the majority of the students (15 out of 18) either totally agree or agree with using ludic approaches for learning English and improving listening comprehension. Only a small percentage (3 out of 18) expressed disagreement with this approach.

Graphic 25.

Item 5. Do you believe in the use of songs and classical music in the development of listening comprehension skills?

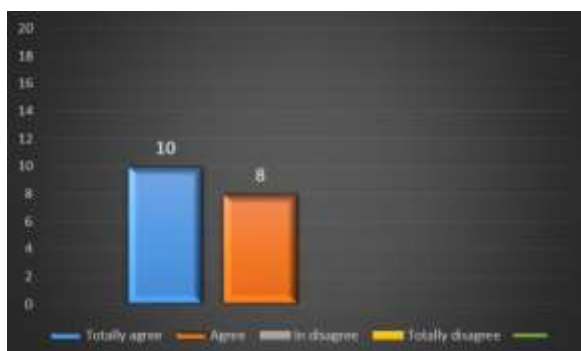


Elaborated by Calero Olga

For question 5, the results were Totally agree: 11 students. Agree: 7 students. In disagree: 0 students. Totally disagree: 0 students. This indicates that the majority of the students (11 out of 18) totally agree, while 7 students agree, with the statement proposed in question 5. No students expressed disagreement with the statement.

Graphic 26.

Item 6. Would you like to get new vocabulary, words when I listen to English Songs to improve listening comprehension?



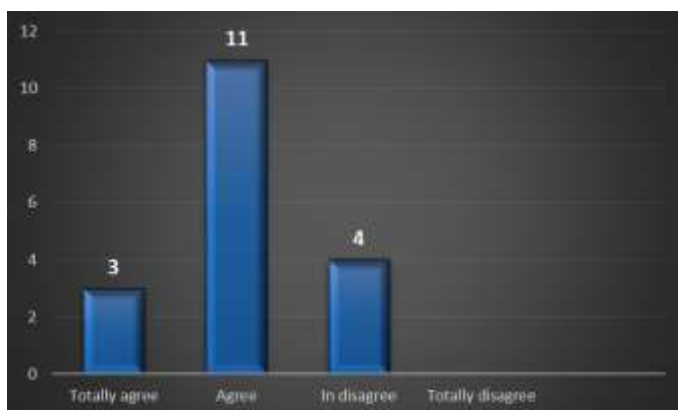
Elaborated by Calero Olga

For question 6, the results were as follows: 10 students agreed, 8 students. Totally agree, 0 students disagree and students 0 Totally disagree. This indicates that the majority of students (10 out of 18) agree, while 8 students totally agree, with the statement

proposed in question 6. No student expressed disagreement or total disagreement with the statement.

Graphic 27.

Item 7. Do you think by listening to and singing songs you can memorize new words, improve listening comprehension and even pronunciation?



Elaborated by Calero Olga

For question 7, the results were Totally agree: 3 students. Agree: 11 students. In disagreement: 4 students. Totally disagree with 0 students. This indicates that a minority of students (3 out of 18) totally agree, while a larger portion (11 out of 18) agree with the statement proposed in question 7. However, there are also 4 students who express disagreement with the statement. No students expressed total disagreement. Overall, the majority of students seem to recognize the potential benefits of listening to and singing songs for memorizing new words and improving listening comprehension, and pronunciation, with a smaller portion expressing some level of disagreement.

Graphic 28.

Item 8. What topics (problematizing questions, thematic axes, vocabulary, grammar, oral and written comprehension, songs, videos, games and projects, etc.) Do you think your will listening comprehension improve?



Elaborated by Calero Olga

For question 8, the results were Vocabulary: 12 students. Grammar: 1 student. Songs, videos: 5 students. And Games: 0 students. This indicates that the majority of students (12 out of 18) believe that their listening comprehension will improve with vocabulary-focused topics. Only 1 student believes it will improve with grammar-focused topics, while 5 students think songs and videos will be helpful. No students chose games as a beneficial topic for improving listening comprehension. Overall, vocabulary is perceived as the most beneficial topic for improving listening comprehension, followed by songs and videos, with grammar being less emphasized according to the responses.

Graphic 29.

Item 9. Do you think listening comprehension exercises offer significant practice to attract students' attention, through English music?



Elaborated by Calero Olga

For question 9, 9 students strongly agreed, while 9 students were in agreement. No students disagreed, and none totally disagreed. This indicates that all 18 students either strongly agree or agree that listening comprehension exercises with English music offer meaningful practice in attracting students' attention. The unanimous agreement suggests that students perceive these exercises as effective and engaging.

Graphic 30.

Item 10. Do you think English music as a strategy - didactic not only improves listening comprehension but also the ability to follow instructions, and improve la comprension auditiva?



Elaborated by Calero Olga

Question 10, regarding whether English music, as a didactic strategy, not only improves listening comprehension but also the ability to follow instructions, yielded the following results: 17 students totally agree, and student agrees. No students disagreed, indicating a strong consensus among the participants that English music serves as an effective didactic tool for enhancing both listening comprehension and the ability to follow instructions.

The post-test results reveal several key characteristics:

- High acceptance of English listening practices: There is a high acceptance among students for English listening practices, such as regularly listening to English music and watching videos in English to improve listening comprehension. The majority of students agree or strongly agree with these practices.
- Recognition of the importance of using English music: The results show that students recognize the importance of using English music as an effective tool to enhance listening comprehension and to capture students' attention during listening exercises.
- Emphasis on vocabulary and playful activities: Students show a strong emphasis on vocabulary as a key factor in improving listening comprehension. Additionally, playful activities, such as learning English while traveling and listening to English music, are viewed favorably by most students.
- Positive perception of using English music as a didactic strategy: The results indicate a generally positive perception of using English music as a didactic strategy. Students believe that it not only enhances listening comprehension but also can improve the ability to follow instructions in English.

Therefore, students demonstrate a positive disposition towards using English music as a learning tool, recognizing its value in enhancing listening to comprehension and engaging in playful activities that promote language learning.

28. Discussion of the results

The pre-test results shed light on several crucial aspects:

- **Difficulties in Learning English:** The majority of students face challenges in learning English, particularly in recognizing vowels and the alphabet, which hinders auditory comprehension.
- **Context of Native Language and Second Language:** Students in the Pimbalo community primarily speak Kichwa as their native language, with Spanish being their second language upon entering school. This highlights the adaptation process students undergo in learning English.

- **Lack of Consistent Auditory Practice:** The pre-test diagnosis reveals a lack of consistent auditory practice in English within the classroom, directly impacting students' ability to comprehend the language effectively.
- **Motivation for Learning:** Student motivation to practice English is affected by the lack of connection between the subject and their daily reality, influencing their active participation and academic performance.
- **Lack of Home Support:** Despite strategies implemented at school, there is a notable absence of support at home to reinforce English learning, as parents primarily communicate in Kichwa with their children.
- **Need for an Innovative Didactic Strategy:** Given the linguistic complexity of the environment, there is a clear need for an innovative didactic strategy that addresses auditory comprehension while motivating students within their cultural and linguistic context.

The test results provided insights into the following key observations:

- **High Acceptance of English Listening Practices:** There is a strong acceptance among students for English listening practices, such as listening to English music and watching videos, indicating a positive attitude towards incorporating these activities into their learning routine.
- **Recognition of the Importance of Using English Music:** Students acknowledge the significance of using English music as an effective tool to enhance listening comprehension and engage their attention during language learning activities.
- **Emphasis on Vocabulary and Playful Activities:** Students emphasize the importance of vocabulary to improve listening comprehension and demonstrate a favorable attitude towards incorporating recreational activities, such as learning English by listening to music, in their learning process.

The post-test results highlight the following key findings:

- **High Acceptance of English Listening Practices:** Similar to the test results, there continues to be a high level of acceptance among students for English listening practices, reinforcing the importance of incorporating such activities into the curriculum.
- **Recognition of the Importance of Using English Music:** Students maintain their recognition of the importance of using English music as a didactic strategy, acknowledging its role in enhancing listening comprehension and fostering engagement in language learning.

- **Emphasis on Vocabulary and Playful Activities:** The emphasis on vocabulary and playful activities persists among students, indicating a consistent preference for these approaches in improving listening comprehension and overall language proficiency.

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- **High Acceptance of English Listening Practices:** Similar to the test results, there continues to be a high level of acceptance among students for English listening practices, reinforcing the importance of incorporating such activities into the curriculum.
- **Recognition of the Importance of Using English Music:** Students maintain their recognition of the importance of using English music as a didactic strategy, acknowledging its role in improving listening to comprehension and fostering participation in language learning.
- **Emphasis on Vocabulary and Playful Activities:** The emphasis on vocabulary and playful activities persists among students, indicating a consistent preference for these approaches in enhancing listening comprehension and overall language proficiency.

Limitations

The research faces diverse limitations, which must be considered. They include cultural and economic diversity, listening comprehension level, and teacher training and availability.

First, cultural and economic diversity in students is evident. On one hand, EGB students from Tupak Yupanki school come from a remote area where the principal income for parents is agriculture. In short, it means there is a lack of possibilities to acquire or work with technology or technological devices. Even for students who can afford to buy one device, the geographical area where the community and school are located makes impossible the easy access to computers, cellphones, or audio players. To use classical songs in the classroom, the researcher had to use personal resources that includes a laptop, speakers, and other accessories to make it possible for students to listen to the selected content. On the other hand, most students are part of an indigenous community while others have a more nonaboriginal background. These diversity forces teachers to find various strategies to get to every single student and teach everyone equally.

Second, the English level of students is a key factor for educators to teach. Regarding the listening skills, it plays even a more crucial role because this skill is the

first one to develop a good understanding of the language. Listening helps learners get used to the different patterns of sounds, speed, and accent, which in the long term allows them to produce the language. That is why the level is so important; after knowing the level, teachers can decide and choose the best activities based on grammar difficulty, vocabulary, and standard or specific accent. Besides, through the level of comprehension teachers can select a more challenging audio to promote high order thinking skills.

Third, teacher training and availability play a key role as well. Technology advances in such a rapid pace that teachers need to be updated in the latest technology available in education, some educators may need training in using new apps, devices, or websites, while other might need to get a deeper understanding of the subject to create and tailor content. Moreover, their availability to take any course is another matter. Long teaching hours and excessive paperwork make professors feel overwhelmed, leading them to avoid more work or courses out of their work hours. As a result, they do not take new courses and this hinders education as new technologies will not be added to the teaching and learning process.

Procedure

The research process consisted of a series of interventions where data was collected through a survey, a pre- and post-test, and an interview.

Session 1: In the first session the researcher introduce herself to the sample population in agreement with the parents who support the implementation of the treatment. The first step into the research was to give students a pre-test to measure their listening comprehension level. After taking the test, the researcher collected all sheets to further analysis.

Session 2: The objective of the second session was to use a classical song in the process of developing listening activities. Besides that, there was a section where the researcher carried out a series of interviews to know the attitude and frequency of the usage of music as a ludic didactic activity.

Session 3: During the third session, students were exposed to a different classical song and were asked to identify new vocabulary after listening to the song. New terms were gathered and explain to consolidate learning.

Session 4: The objective of the class was making students get the general idea of the song. To fulfill the objective, students listened to the song for two times and then they gave their ideas to the researcher about the general meaning that the song transmitted. After that, some specific information from the audio was required in a piece of paper.

Session 5: The researcher carried out the post-test, the purpose for this test was to measure how effective the implementation of classical music as a ludic activity was in relation to the development of students' listening comprehension. Additionally, a survey that covers students' attitudes towards the implementation of classical music in the learning process of the listening skill was given.

Findings

The research object shed light on the improvement of the listening comprehension of the students at Unidad Educativa "Tupak Yupanki" after applying music as a ludic didactic strategy. As a result, it demonstrates that the general objective of the research was fulfilled. In addition, all results gathered were positive in favor of the alternative hypothesis that presents classical music as a ludic didactic strategy evidencing significant improvements in the listening comprehension in eight EGB grade students.

First, the data from the diagnostic survey showed there is an existing need in the teaching and learning process of listening comprehension skills. However, basic education students of the "Tupak Yupanki School", parents, and teachers are willing to add a new strategy or tool to their language classes if they know there will be positive results. Through an interview, extra data was collected where participants express their experience using strategies and tools out of what is considered traditional.

Second, the implementation of classical music as a playful didactic strategy in the classroom gave noticeable data that it improves listening comprehension in elementary school students. Classical music helped learners understand, decode, and recognize different sound patterns and specific sounds which are necessary for a full understanding of the message in any spoken material or audio. Several subskills such as listening for the main idea, specific information, or deducing were improved as part of the developmental process. On the other hand, cognitive skills and motivation showed a more significant increase as learners increase their high order thinking skills, vocabulary, and willingness to keep using classical songs as part of their learning.

Finally, the last survey gave clear perspectives about the use of new technologies, particularly songs in the language learning process of students as all participants involved agreed that classical music along with some well-designed activities foster listening comprehension. Students found classical music and songs useful in their process of learning English and stated that this proposal is not difficult to understand, thus making them feel relaxed and safe to continue learning.

29. Conclusion

This chapter presents the results and discussion of what was obtained from the research “Use of Music as a Teaching Strategy to Improve Listening Comprehension in Basic Education Students of the Intercultural Bilingual Community Educational Unit 'Tupak Yupanki’” which evidenced several key ideas. Firstly, students face significant challenges in learning English, particularly in vowel and alphabet recognition, which directly impacts their listening comprehension. Furthermore, the context of the native language (Kichua) and the second language (Spanish) highlights the adaptation process that students experience when learning English. Additionally, there is a notable lack of consistent listening practice within the classroom, compounded by a lack of connection between the subject matter and students' daily reality, and limited support at home, where parents communicate primarily in Kichwa.

Given these challenges, there is a clear need for innovative teaching strategies that address listening comprehension while motivating students within their cultural and linguistic context. The findings suggest that integrating English music and play activities into the curriculum can significantly improve students' listening comprehension and overall language learning experience. Students demonstrate a high level of acceptance of these activities and recognize their importance in capturing their attention and improving their language skills.

Therefore, the research highlights the importance of addressing students' linguistic needs and preferences through innovative teaching approaches. By incorporating English music and play activities into the curriculum, educators can effectively improve students' listening comprehension and overall language proficiency, fostering a more engaging and successful learning environment for all students.

30. Recommendation

It is recommended to apply this research study on Use of music as a didactic strategy to enhance listening comprehension, and its influence on the ability to listen and understand music in English, due to the current situation regarding listening comprehension in eighth grade students of the Bilingual Intercultural Community Educational Unit "Tupak Yupanki", it is necessary to apply activities that are a little more adjusted to the needs of the students. In addition, it is highly recommended that quantitative research be conducted to demonstrate the relationship between musical intelligence and academic performance of students of English as a second language in our country.

Because the outcome of listening comprehension is not adequate, it is recommended to give greater focus to the progress of this skill in students. Using resources that promote the use of the language they are learning in a certain way, a useful technique to improve listening comprehension skill is the application of playful strategies and techniques, such as English music to improve listening comprehension. Consequently, the use of playful songs classrooms improves students' language proficiency, however, playful songs in English have beautiful melodies.

It would be beneficial for the teacher to use the teaching guide as a tool in his/her classes since there are activities designed to improve the students' listening comprehension. However, studies prove that the application of playful strategies helps to enhance the students' listening skills. Furthermore, it is recommended that if the teacher is not sure whether the song is appropriate or not to use in the listening comprehension class, they can simply change it or search on YouTube for other classical music according to their music genre (Opera). Sometimes it is a good option to give the students the say in choosing the songs, if the songs they choose are really beneficial for listening comprehension.

It is recommended that teachers implement playful music in English in a practical session of the English B1 subject for the well-being of students, to improve listening comprehension within the educational community. Finally, I recommend through this research work, pointing out the importance that the educational field has of the benefits of playful music as strategies and techniques to improve listening comprehension is to emphasize the importance of continuing to investigate this topic to achieve successful results.

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Appendix 2.*Instruments content validation dossier through experts' judgements***COVER LETTER**

Dr./ MSc: Jackeline Elizabeth Lopez Lopez

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being a student of **the Master's program in Pedagogy of English as a Foreign Language** at UBE, cohort III, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

This research proposal is under the title: **USING MUSIC AS LUDIC DIDACTIC STRATEGY TO IMPROVE ENGLISH LISTENING COMPREHENSION** and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, we bid you farewell, but not before thanking you for your attention to this request.

Sincerely yours,

Signature
Complete name:

I.D.:

Signature
Complete name

I.D.:

CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: Using Music as Ludic didactic strategy to improve English listening comprehension for basic education students.

AUTHOR(S): Sara Calero

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	INDEPENDENT VARIABLE: MULTIMODAL APPROACH							
1	DIMENSION: How helpful was using music as a strategy and didactic such as a methodology tool in improve Listening comprehension a. Very helpful b. Helpful c. Neutral d. Not Helpful							
2	I.....find it difficult to understand, when I listen to a Native speaker. a. Always b. Sometimes c. Rarely d. Never							
3	Do you feel motivated with the use of music as a teaching strategy to learn English? a. Agreement b. Disagreement c. Neutral							
4	Did the use of music as didactic Ludic contribute to auditory development in the classroom? a. Yes b. No c. Correctly d. More or les							
5	How many hours a week have you listened to English music? a. Less than 30min b. 30 min to 40 min							

	<ul style="list-style-type: none"> c. 40 min to 1hr d. More than 1hr 							
6	<p>How often did you use music in English as entertainment to improve listening comprehension?</p> <ul style="list-style-type: none"> a. Every day b. Several times a week c. One hour per week d. Hardly ever 							
7	<p>Were the potential benefits of music a great help to students' listening comprehension?</p> <ul style="list-style-type: none"> a. Very beneficial b. Beneficiosol c. Not beneficial 							
8	<p>Can I help you improve your listening skills with the use of music in learning the English language to retain new vocabulary words and grammatical structures more easily?</p> <ul style="list-style-type: none"> a. Yes b. No c. Correctly d. More or les 							
9	<p>Have you found the best genres of music to listen to while studying?</p> <ul style="list-style-type: none"> a. Always b. Sometimes c. Rarely d. Never 							
10	<p>By using music as a Methodology tool as activities under the CLT approach. Was beneficial for practicing English with classmates?.</p> <ul style="list-style-type: none"> a. Very Beneficial b. Beneficial c. Not Beneficial 							

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable** [] **Applicable after correction** [] **Not applicable** []

Validator's full names. Dr/ MSc: **I.D.:**.....

Validator's area of expertise:

Date:....., 20.....

¹**Pertinence:**The item corresponds to the theoretical concept declared..

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.

--

Expert's signature.

CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: Using Music as Ludic didactic strategy to improve English listening comprehension for basic education students.

AUTHOR(S): Sara Calero

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	DEPENDENT VARIABLE: SPEAK SKILL							
1	DIMENSION: LISTENING Considerations of genre preference. a. Listening to ballad pop, upbeat, instrumental, solemn/ classic, open genre.							
2	DIMENSION: LISTENING Agents Fluencying of music preference. a. Nobody influency b. Discovering on its own. c. Friend and parents.							
3	DIMENSION: FLUENCY Power to perceive and unusual impacts of listening to music and song. a. Strong sense of relaxation that emits peace in the surroundings and mental freedom. b. Topics are well understood and comprehension.							
4	DIMENSION: VOCABULARY Effect of learning of new vocabulary. a. Well-focused and understand the targed topics. b. Allow the flow of ideas smoothly. c. Pronunciations English words correctly. d. Quiz results are different from those that are studied without music.							
5	DIMENSION: Allocation of time. a. Every day, most of the time. b. Casually, sometimes, and during free-time.							

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable** [] **Applicable after correction** [] **Not applicable** []

Validator's full names. Dr/ MSc: **I.D.:**.....

Validator's area of expertise:

Date:....., 20.....

¹**Pertinence:**The item corresponds to the theoretical concept declared..

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.

Expert's signature.

Appendix 5.

Validation Guide

Validation Guide for the Methodological/Technological Proposal

Introduction: The purpose of this guide is to provide a framework for the evaluation and validation of the methodological/technological proposal aimed at improving English listening comprehension through the use of music at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki". This guide establishes the steps to follow, the evaluation criteria, and the instruments to be used during the validation process.

Expert Review:

- Identify experts in pedagogy, linguistics, educational technology, and music.
- Provide experts with a detailed copy of the proposal for their review.
- Request experts to assess the pedagogical coherence, cultural appropriateness, technological effectiveness, and practical feasibility of the proposal.
- Collect experts' comments and suggestions for further analysis.

Establishment of Evaluation Criteria:

- Define specific criteria to evaluate the proposal, including alignment with educational standards, intercultural adaptability, effective integration of music, and appropriate use of technological tools.
- Develop an evaluation scale for each criterion, allowing for assigning a score to the proposal.

Pilot Testing:

- Select specific classroom environments for the implementation of pilot tests.
- Implement the proposal with a small group of students for a defined period.
- Gather data on performance, participation, and students' perceptions during the pilot tests.

Surveys and Observations:

- Administer surveys to students to collect direct feedback on their experience with the proposal.
- Conduct direct observations in classes where the proposal is implemented, recording participation, level of interest, and any challenges encountered.

Results Analysis:

- Analyze experts' comments, data collected during pilot tests, and results from surveys and observations.
- Identify patterns, areas for improvement, and highlights of the proposal.
- Compare results with previously established evaluation criteria.

Iterative Adjustments:

- Make adjustments to the proposal based on results and feedback obtained during the validation process.
- Ensure that the proposal aligns with the needs and expectations of the "Tupak Yupanki" school community.

Conclusion: The validation of the methodological/technological proposal is a crucial process that ensures its effectiveness and relevance in improving English listening comprehension at the Bilingual Intercultural Community Educational Unit "Tupak Yupanki". Following this guide aims to obtain a comprehensive and rigorous evaluation that supports the successful implementation of the proposal in the school context.

Appendix 5.
Student survey



UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGUE

“TUPAK YUPANKI”

STUDENTS' SURVEY OF THE BASIC EDUCATION.

Esta es una colaboración libre y voluntaria, el fin de esta encuesta es conocer el nivel de Inglés en **(comprensión auditiva)**. Quisiera dar las gracias a todos y cada uno de los estudiantes que participaron en la encuesta. De acuerdo con la información que nos han proporcionado, podemos asegurarnos de aportar la enseñanza en idioma Inglés, mediante la música como estrategia didáctica lúdica para mejorar el nivel del inglés.

Name:

Course:

Date:

STUDENT SURVEY		Always	Usually	Sometimes	Rarely	Never
1	I..... understand more or less when I listen to a Native speaker.					
2	I.....use songs that likely improve listening comprehension skills.					
3	I.....feel comfortable when I listen and watch videos in English.					
4	Ilisten to English songs and understand basic words, when I have my hobby.					
5	I identify phonemes of the language, basic words, and basic grammar in English songs.					
6	I recognize new vocabulary when I listen to English Songs about greeting.					
7	Istudy new vocabulary, after listening to English songs.					
8	I.....speak many basic words and understand English, when I listen to English songs every day.					
9	I..... have effective tips about the use of English songs to improve your English listening skills.					
10	I.....can use English songs for a wide variety of ESL learning and teaching activities, Furthermore, to improve my listening comprehension.					

Appendix 6.

Students post-test



UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGUE "TUPAK YUPANKI" STUDENTS POST-TEST OF THE BASIC EDUCATION.

Esta es una colaboración libre y voluntaria, el fin de esta encuesta es conocer el nivel de inglés en **(comprensión auditiva)**. Quisiera dar las gracias a todos y cada uno de los estudiantes que participaron en la encuesta del Post-test. De acuerdo con la información que nos han proporcionado, podemos asegurarnos de aportar la enseñanza en idioma Inglés, mediante la música como estrategia didáctica lúdica para mejorar el nivel del inglés.

Name:

Course:

Date:

POST-TEST		Totally agree	Agree	In disagree	Totally disagree
1	Would you like to practice the basic words in English to improve listening comprehension?				
2	Would you like to listen to English music every day to improve listening comprehension?				
3	Would it be important to listen to English music and watch videos in English to improve listening comprehension?				
4	Do you like learning English and traveling to different countries, and listening to English music as a strategy - didactic to improve listening comprehension?				
5	Do you believe in the use of songs and music in the development of listening comprehension skills?				
6	Would you like to get new vocabulary words when I listen to English Songs to improve listening comprehension?				
7	Do you think that by listening to and singing songs, you can memorize new words, improve listening comprehension, and even pronunciation?				
8	What topics (problematizing questions, thematic axes, vocabulary, grammar, oral and written comprehension, songs, videos, games and projects, etc.) Do you think your will listening comprehension improve?	a.Vocabulary	b.Grammar	c.Songs, video	d.Games
9	Do you think listening comprehension exercises offer significant practice to attract students' attention, through English music?	Totally agree	Agree	In disagree	Totally disagree
10	Do you think English music as a strategy - didactic not only improves listening comprehension but also the ability to follow instructions, and improve the auditory comprehension?	Totally agree	Agree	In disagree	Totally disagree

Appendix 7.

Lesson plans

MICROCURRICULAR WEEKLY PLANNING						
1. INFORMATIVE DATA:						
Teacher's name:	Lcda. Sara Calero	Area: English as a Foreign Language	Grade:	Eight Grade	Class:	
Didactic unit No:		If You're Happy (song)	Objective:	To identify the music as a strategy - didactic. To recognize the vocabulary of English music. To learn and practice the song.		
2. PLANNING						
Evaluation Criteria:						
READING						
CE.EFL.3.14. Select and use reading strategies to understand and give meaning to written text while employing a range of everyday reference materials to determine information appropriate to the purpose of inquiry and to relate ideas between written sources.						
Transversal Axes:	VALUES: Justice, Solidarity, and Innovation.		Periods:	1	Starting Date:	November 06th, 2023
					Ending Date:	November 10th, 2023
SKILLS WITH PERFORMANCE CRITERIA	LEARNING ACTIVITIES Methodological Strategies	RESOURCES	EVALUATION			
			UNIT EVALUATION INDICATORS		TECHNIQUE /INSTRUMENTS	
READING Identify reading strategies to make text more comprehensible (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)EFL 3.3.9	<u>Period 1:</u> <u>Engage</u> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization of video. <u>Study</u> ➤ Identifying the video by picture eliciting. ➤ Distinguishing the listening comprehension by focused listening. ➤ Selecting the new vocabulary by look and say. <u>Activate</u>	Material for crafts Multimedia . Video Teacher guide	READING Learners can identify and use reading strategies to make written text more comprehensible and meaningful. I.EFL.3.14.1.. Achievement indicator Identifies and recognizes the story.	Technique Content analysis Instrument Classwork Evaluation Activity Listen to the English music by focused listening.		

	<ul style="list-style-type: none"> ➤ Completing the music as a strategy – didactic by filling in black. ➤ Assessing the music by short question and answer drill. 			<p>Ask the question about the story.</p> <p>Complete the fill-in-the-blank about the song.</p>
	<p style="text-align: center;"><u>Period 2:</u></p> <p><u>Engage</u></p> <ul style="list-style-type: none"> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization. <p><u>Study</u></p> <ul style="list-style-type: none"> ➤ Recognizing (If you’re happy) by video and picture eliciting. ➤ Telling them about the videos by brainstorming. ➤ Selecting the sentences about the English music by look and say. <p><u>Activate</u></p> <ul style="list-style-type: none"> ➤ Practicing the English music by chain drill. ➤ Assessing the listening comprehension of the music by short question and answer drills. 	<p>Material for crafts</p> <p>Multimedia.</p> <p>Teacher guide</p> <p>Video</p> <p>Flash cards</p>	<p style="text-align: center;">Achievement indicator</p> <p>Identifies the story about the seasons and practices.</p>	<p style="text-align: center;">Technique</p> <p>Observations</p> <p style="text-align: center;">Instrument</p> <p>Content analysis</p> <p style="text-align: center;">Evaluation</p> <p>Activity</p> <p>Listen to the songs about the If you’re happy.</p> <p>Practice the new words about the videos.</p> <p>Select the new vocabulary.</p>
	<p style="text-align: center;"><u>Period 3:</u></p> <p><u>Engage</u></p> <ul style="list-style-type: none"> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization. <p><u>Study</u></p> <ul style="list-style-type: none"> ➤ Recognizing the new vocabulary by picture eliciting. ➤ Differentiating the music sound by focused listening. 	<p>Material for crafts</p> <p>Multimedia.</p> <p>Video</p> <p>Picture</p>	<p style="text-align: center;">Achievement indicator</p> <p>Recognizes the seasons looking the picture and practices the reading of Tessa and Max.</p>	<p style="text-align: center;">Technique</p> <p>Observation</p> <p style="text-align: center;">Instrument</p> <p>Descriptive scale</p> <p style="text-align: center;">Evaluation</p> <p>Activity</p>

	<ul style="list-style-type: none"> ➤ Selecting the new vocabulary by look and say. <p>Activate</p> <ul style="list-style-type: none"> ➤ Practicing the music about (If you're happy) by choral repetition. ➤ Assessing the members of new words in the short question and answer drill. 			<p>Practice the song by looking at the picture.</p> <p>Select the video vocabulary.</p> <p>Ask the question about listening comprehension.</p>
DONE BY:	REVIEWED BY:		APPROVED BY:	
Teacher: Lcda. Sara Calero	Pedagogical Coordinator: Lic. Cesar Chanaguano		Chancellor (E): MSc. Tarquino Ruiz	
Signature:	Signature:		Signature:	
Date: Thursday, November 2nd, 2023	Date: Thursday, November 2nd, 2023		Date: Friday, November 3rd, 2023	

MICROCURRICULAR WEEKLY PLANNING							
1. INFORMATIVE DATA:							
Teacher's name:	Lcda. Sara Calero	Area: English as a Foreign Language	Grade:	Eight Grade	Class:	2	
Didactic unit No:		Greeting (song)	Objective:	To identify the music in the greeting video. To recognize the greeting in English. To learn and practice the song.			
2. PLANNING							
Evaluation Criteria:							
LISTENING:							

CE.EFL.3.14. Select and use reading strategies to understand and give meaning to written text while employing a range of everyday reference materials to determine information appropriate to the purpose of inquiry and to relate ideas between written sources.					
Transversal Axes:	VALUES: Justice, Solidarity, and Innovation.	Periods:	1	Starting Date:	December 04th, 2023
				Ending Date:	December 08th, 2023
SKILLS WITH PERFORMANCE CRITERIA	LEARNING ACTIVITIES Methodological Strategies	RESOURCES	EVALUATION		
			UNIT EVALUATION INDICATORS	TECHNIQUE /INSTRUMENTS	
<p>READING</p> <p>Identify reading strategies to make text more comprehensible (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)EFL 3.3.9</p>	<p>Period 1:</p> <p>Engage</p> <ul style="list-style-type: none"> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization of video. <p>Study</p> <ul style="list-style-type: none"> ➤ Identifying the video by picture eliciting. ➤ Distinguishing the listening comprehension by focused listening. ➤ Selecting the new words by look and say. <p>Activate</p> <ul style="list-style-type: none"> ➤ Completing the ludic music as a strategy – didactic by filling in black. ➤ Assessing the music by short question and answer drill. 	<p>Material for crafts</p> <p>Multimedia.</p> <p>Video</p> <p>Teacher guide</p>	<p>READING</p> <p>Learners can identify and use reading strategies to make written text more comprehensible and meaningful.</p> <p>I.EFL.3.14.1..</p> <p>Achievement indicator</p> <p>Identifies and recognizes the story.</p>	<p>Technique</p> <p>Content analysis</p> <p>Instrument</p> <p>Classwork</p> <p>Evaluation</p> <p>Activity</p> <p>Listen to the English music by focused listening.</p> <p>Ask the question about the story.</p> <p>Complete the fill-in-black about the song.</p>	

	<p><u>Period 2:</u></p> <p><u>Engage</u></p> <ul style="list-style-type: none"> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization. <p><u>Study</u></p> <ul style="list-style-type: none"> ➤ Recognizing (Greeting) by video and picture eliciting. ➤ Telling them about the videos by brainstorming. ➤ Selecting the sentences about the English music by look and say. <p><u>Activate</u></p> <ul style="list-style-type: none"> ➤ Practicing the English music by chain drill. ➤ Assessing the listening comprehension of the music by short question and answer drills. 	<p>Material for crafts</p> <p>Multimedia.</p> <p>Teacher guide</p> <p>Video</p> <p>Flash cards</p>	<p>Achievement indicator</p> <p>Identifies the story about the seasons and practices.</p>	<p>Technique</p> <p>Observations</p> <p>Instrument</p> <p>Content analysis</p> <p>Evaluation</p> <p>Activity</p> <p>Listen to the songs about the If you're happy.</p> <p>Practice the new words about the videos.</p> <p>Select the new vocabulary.</p>
	<p><u>Period 3:</u></p> <p><u>Engage</u></p> <ul style="list-style-type: none"> ➤ Interacting with others by greeting. ➤ Introducing in the English World by visualization. <p><u>Study</u></p> <ul style="list-style-type: none"> ➤ Recognizing the new vocabulary by picture eliciting. ➤ Differentiating the music sound by focused listening. ➤ Selecting the new vocabulary by looking and saying. <p><u>Activate</u></p> <ul style="list-style-type: none"> ➤ Practicing the music about (greeting) by choral repetition. ➤ Assessing the members of new words in the short question and answer drill. 	<p>Material for crafts</p> <p>Multimedia.</p> <p>Video</p> <p>Picture</p>	<p>Achievement indicator</p> <p>Recognizes the seasons by looking at the picture and practices the reading of Tessa and Max.</p>	<p>Technique</p> <p>Observation</p> <p>Instrument</p> <p>Descriptive scale</p> <p>Evaluation</p> <p>Activity</p> <p>Practice the song by looking at the picture.</p> <p>Select the video vocabulary.</p>

			Ask the question about listening comprehension.
DONE BY:	REVIEWED BY:	APPROVED BY:	
Teacher: Lcda. Sara Calero	Pedagogical Coordinator: Lic. Cesar Chanaguano	Changellor(E): MSc. Tarquino Ruiz	
Signature:	Signature:	Signature:	
Date: Thursday, November 30th, 2023	Date: Thursday, November 30th, 2023	Date: Friday, December 1st, 2023	