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**“ENGAGING EFL STUDENTS THROUGH MUSICAL INTEGRATION: A
COMMUNICATIVE APPROACH TO EFFECTIVE ENGLISH LANGUAGE
TEACHING”**

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NACIONALES Y EXTRANJEROS

PROYECTO DE INVESTIGACIÓN

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“Engaging EFL students through musical integration: A communicative approach to effective English language teaching”

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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DEDICATORIA

A mis padres y hermano, por haber sido siempre un apoyo firme a lo largo de toda mi carrera. Su compromiso, dedicación y confianza en mí fueron fundamentales para alcanzar esta meta.

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RESUMEN

El presente estudio explora cómo la integración de actividades musicales en la enseñanza del inglés puede transformar la experiencia de aprendizaje en estudiantes de EFL. Con el objetivo de aumentar el interés, la motivación y la participación activa, la investigación propone un enfoque comunicativo enriquecido con recursos musicales, dirigido a estudiantes de sexto grado con nivel A1 de inglés. La metodología mixta combina observaciones, encuestas y entrevistas realizadas durante cuatro semanas, permitiendo evaluar el impacto real de estas estrategias en el rendimiento y la interacción en el aula. Los resultados muestran que el uso de música no solo fomenta una atmósfera más dinámica y atractiva, sino que también mejora las habilidades comunicativas y promueve un aprendizaje más significativo. Este trabajo reafirma que, mediante la incorporación creativa de recursos musicales, los docentes pueden potenciar el proceso de enseñanza-aprendizaje del inglés, alineándose con principios pedagógicos contemporáneos que priorizan la participación y el interés del estudiante. La evidencia obtenida sugiere que las actividades musicales representan una herramienta efectiva para motivar y lograr un mayor éxito en la enseñanza de idiomas, aportando una valiosa estrategia pedagógica que puede ser implementada en distintos contextos educativos. En definitiva, esta investigación destaca la importancia de innovar en las metodologías de enseñanza de idiomas, promoviendo prácticas que hagan del aula un espacio más interactivo, motivador y efectivo para los futuros docentes y estudiantes.

Palabras clave: Compromiso, interés, música, motivación, participación, estudiantes.

ABSTRACT

This study explores how the integration of musical activities into English teaching can transform the learning experience for EFL students. Aiming to increase interest, motivation, and active participation, the research proposes an enriched communicative approach incorporating musical resources, targeted at sixth-grade students with A1 English level. The mixed methodology combines observations, surveys, and interviews conducted over four weeks, allowing for an evaluation of the real impact of these strategies on classroom performance and interaction. The results indicate that the use of music not only fosters a more dynamic and engaging environment but also improves communicative skills and promotes more meaningful learning. This work reaffirms that, through the creative incorporation of musical resources, teachers can enhance the English teaching-learning process, aligning with contemporary pedagogical principles that prioritize student involvement and interest. The evidence gathered suggests that musical activities are an effective tool to motivate and achieve greater success in language teaching, offering a valuable pedagogical strategy that can be implemented in various educational contexts. Ultimately, this research highlights the importance of innovating language teaching methodologies, promoting practices that make the classroom a more interactive, motivating, and effective space for future teachers and students.

Keywords: Engage, Interest, Music, Motivation, Participation, Students.

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CÓDIGO DUBLÍN

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Resumen: (hasta 300 palabras)	<p>El presente estudio explora cómo la integración de actividades musicales en la enseñanza del inglés puede transformar la experiencia de aprendizaje en estudiantes de EFL. Con el objetivo de aumentar el interés, la motivación y la participación activa, la investigación propone un enfoque comunicativo enriquecido con recursos musicales, dirigido a estudiantes de sexto grado con nivel A1 de inglés. La metodología mixta combina observaciones, encuestas y entrevistas realizadas durante cuatro semanas, permitiendo evaluar el impacto real de estas estrategias en el rendimiento y la interacción en el aula. Los resultados muestran que el uso de música no solo fomenta una atmósfera más dinámica y atractiva, sino que también mejora las habilidades comunicativas y promueve un aprendizaje más significativo. Este trabajo reafirma que, mediante la incorporación creativa de recursos musicales, los docentes pueden potenciar el proceso de enseñanza-aprendizaje del inglés, alineándose con principios pedagógicos contemporáneos que priorizan la participación y el interés del estudiante. La evidencia obtenida sugiere que las actividades musicales representan una herramienta efectiva para motivar y lograr un mayor éxito en la enseñanza de idiomas, aportando una valiosa estrategia pedagógica que puede ser implementada en distintos contextos educativos. En definitiva, esta investigación destaca la importancia de innovar en las metodologías de enseñanza de idiomas, promoviendo prácticas que hagan del aula un espacio más interactivo, motivador y efectivo para los futuros docentes y estudiantes.</p>		
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1. INTRODUCTION

In the current educational context, teaching English as a foreign language (EFL) has evolved into more dynamic and participatory approaches which are not only aimed at improving language skills but also at motivating and involving students. One of the emerging areas in this field is the use of musical techniques to effectively engage EFL students.

Learning English is becoming increasingly indispensable for accessing the diverse opportunities that the contemporary world offers in educational, commercial, and political fields as well as in cultural exchange. For this reason, the present learning strategy is presented as a (Parra, 2021).

As we know, music, rhythm, sound, songs, noise, and more are part of our daily lives. Most cultures involve music, it is something that we can consider effective in wrapping our emotions. Nowadays you can listen to music almost everywhere: if you listen to the radio, when you decide to watch TV and at family meetings, whether on birthdays, weddings, restaurants, markets, when you travel in your car or any means of transport and even when you walk down the street (Avdiu, 2021). Thus, if music is involved in all fields, this means that it generates a great impact on society, therefore, in the educational field can work as a motivating, innovative and dynamic tool for students, as they will normally relate to music from anywhere.

During the stage of our growth we can see that music is always present, when we are happy, when we are sad, even if we want to feel motivated on any day, many even choose to put music when we are going to cook, to clean up or do the homework that the teacher sent in school, maybe

we know many people who prefer silence but mostly ask for a background song while doing their daily activity. So, as teachers we can also try music to get to know our students a little better and how they react to their presence.

Music is a tool for teaching positively and effectively, and that's why when we teach English or another language, we frequently use it to assist students in learning in a better manner (Triviño Julexy, 2022). It is therefore considered a valuable resource for improving the teaching and learning of the English language. It serves as an effective tool in education because of its ability to promote development and well-being, introduce diverse cultures and enhance skills that foster creativity and emotional connection.

Music education has also been recognized as a professional discipline for training virtuosos in conservatories or as an area of leisure in schools, without considering their ability to improve cognitive skills. Advances in neuroscience emphasize the importance of musical learning due to the cognitive benefits derived from its performance (Gobet, 2020). Therefore, important points are mentioned which give an idea of how music influences pupils' knowledge and how it is beneficial when taught in a classroom.

Nowadays, music exerts a remarkable influence in our society, since it promotes a representation of the culture, our customs, our identity, and way of being. In addition, music facilitates the regulation of our moods, helps to alleviate boredom and stress, and creates suitable environments for various situations. Therefore, it can be said that music is a valuable resource for reducing stress levels and improving emotional well-being (Martínez, 2024).

A competent language teacher must be able to articulate in a relevant and creative way the different types of disciplinary and professional knowledge he possesses when planning, promoting,

leading, and evaluating learning processes. Beyond simply passing on information, language teachers are expected to play a guiding role in developing skills that enable students to communicate effectively in an ever-changing and complex world. In this sense, it is essential that teaching be delivered in a strategic and motivating way, thus favoring the interest and active participation of students (Maldonado Parra, 2021).

Therefore, the present research focuses on exploring the impact of musical integration on the motivation of the sixth grader of the basic education school "Captain Moroni", with the aim of understanding the influence of musical incorporation in the learning process and its insertion into English language acquisition, while fostering a more interactive and stimulating educational environment. Try to understand students' perceptions and experiences regarding the use of music to learn English as a foreign language. By examining these factors, the research aims to identify how musical activities can increase motivation and engagement in the language learning process, ultimately leading to better educational outcomes. The study will collect qualitative and quantitative data through surveys, interviews, and observations to analyze the impact of music in creating a more attractive and interactive learning environment for students.

1.1. Problem statement

The problem with this research lies in the need to explore and understand the influence of musical activities on students and their ability to integrate effectively into the context of English as a Foreign Language (EFL) teaching to improve the learning and interest of students in acquiring English as a foreign language.

1.2. Justification

In the dynamic educational landscape, the urgency of new strategies to encourage English learners' dedication and commitment has become critical. " Many studies have investigated the inclusion of music in language teaching. However, this research is notable for its practical and contextualized perspective. " The EFL classroom, responding to the needs and preferences of contemporary students.

Music, with its intrinsic ability to evoke emotions and facilitate memorization, provides an impactful method for enriching academic strategies and overcoming the limits of conventional techniques. This study aims to examine how the strategic incorporation of music, within an educational communication system, can generate more profound and lasting educational experiences. By tailoring instruction to the passions of adolescents, it is intended to improve their engagement, participation, interest and ultimately fluency in the English language.

This research aims to confirm the effectiveness of musical infusion and provides a versatile framework for EFL instructors, fostering dynamic and efficient educational spaces. Through the chronicle and review of the results of the use of this strategy, we strive to elucidate the deep and lasting influence that melody can have on the master of language.

1.3. Objectives

1.3.1. General Objective:

Investigate the effectiveness of integrating musical activities into EFL teaching in language learning outcomes, participation, and learner interest.

1.3.2. Specific objectives:

- Analyze the influence of music on student participation in EFL activities.
- Evaluate the correlation between the use of musical activities and the academic performance of students in EFL classes.
- Apply the use of musical activities during English classes.

2. THEORETICAL FRAMEWORK

2.1. Conceptual foundation

The present research is carried out from the perspective of the communicative approach, which is widely recognized as the most appropriate medium for teaching and learning a foreign language. A strategy has been implemented to analyze the students' musical activities, which are considered a form of language that incorporates tones and rhythms, constituting universal means of communication. It is well known that both language and music have similar modes of communication; therefore, the integration of music stands out as a fundamental tool in the teaching of a language as a foreign language.

Jones Gonzáles (2024) states that the primary objective of the communicative approach is based on the application of language in real communication situations. This approach highlights the relevance of interaction and exchange of meanings as essential activities in the learning process, making it a highly relevant alternative for the development of translation and interpretation skills.

In a study entitled "Perspective of the communicative approach in the teaching of the English language at the Language Center of the Universidad de Oriente" in Santiago de Cuba conducted by the MSc. Alberto Luna-Hernández (2020) clarifies that the communicative approach is implemented in English classes, proposing the language as a medium that favors interpersonal communication. This implies that, in the teaching-learning process, a special importance is given to the communicative process and the relationships established between individuals who interact.

Through this approach, oral production, written production, listening comprehension and reading skills are developed in an integrated manner.

On the other hand, by adopting a communicative approach to teaching English, the effective development of the teaching process is promoted by learning and enriching the communicative performance of students by integrating the four language skills.

The essence of teaching this subject is that English is the predominant universal language in today's world. Maldonado (2021) mentions that it is estimated to be used as a native language by more than 500 million people. It is also important to consider that the countries in which this language is spoken are among the most influential nations in the context of globalization.

The Suggestopedia:

The suggestopedia method was developed with the aim of providing support to students in overcoming the feeling of failure and removing barriers that hinder their learning process. According to Jones (2024) classical music compositions are used, as well as relaxation techniques, in order to reduce stress and promote greater receptivity.

The rapid growth of science, technology, culture and society poses the challenge of improving the efficiency of the educational process for all ages. In the press, there has been a heated discussion of surrogacy, an accelerated learning method developed by Lozanov and his team as an innovative pedagogical approach. Without underestimating the practical results of this theory, it is appropriate to carry out a thorough and detailed analysis from the point of view of modern educational psychology. This analysis should be supported by the fundamental principles of the Soviet theory of learning, formulated by leading theorists such as L. S. Vygotsky, S. L. Rubinstein, A. N. Leontiev, A. R. Luria and P. I. Galperin, among others (Morgun, 1980).

This method seeks to make the student enjoy learning processes, with relaxation approaches where strategies are used that reduce stress and anxiety of students, with it is accompanied by traditional teaching, but in a more involved and exciting way. In addition, it also seeks to eradicate the barriers that limit the student, positively influencing the student's attitude towards learning, in this case learning English as a foreign language. The environment is also involved, as the environment to which the student is exposed plays a very important role in his or her educational stage, taking into account the decor, lighting, noise, and arrangement that maintains the classroom to create a pleasant atmosphere for the student.

Kings Quishpe (2019) points out that the Sugestopedia method is proposed as an interactive approach in which the educator uses different tones of voice, dynamics, dialogues, music and other resources, incorporating a nuance of humor, The aim is to stimulate in students the desire to learn a new language and at the same time to practice it. This method also aims to transform the learning barriers that students themselves can generate, thus laying the foundations for successful communication, based on learning strategies and tools that will make it easier for students to express their ideas and opinions fluently.

This method proves to be considerably more effective in practice than in theory. A notable example of this is the principle of "intensity of learning", which, although not among the fundamental principles of surrogacy, clearly manifests itself in practice. The author had the opportunity to verify this assertion by studying the learning of the French language using G. A. Kitaigorodskaja's method, which is based on sugestopedia. It is therefore essential to carry out a preliminary theoretical analysis of this practice and assess its effectiveness in the light of contemporary perspectives on educational psychology (Morgun, 1980).

Suggestopedic teaching, through the use of suggestion, establishes an environment of "expectation" that motivates students to anticipate that their learning process will be not only simpler and more enjoyable, but also more efficient and accelerated. In the field of psychology, it is argued that the classroom climate is a key element. The creation of a peaceful and non-threatening environment is highlighted as one of the essential components to achieve student learning success (Galarza., 2020).

According to Galarza (2020) in order to achieve this objective, it is imperative to consider the context in which the student is immersed, that is, the social environment in which he or she grows and develops. The interaction between the body systems and the environment is said to be of paramount importance, since through this interaction the regulatory mechanisms are formed which allow the maintenance of balance between the organism and its environment.

This gives to know that suggestopedia, is a method that seeks that the student is in a pleasant environment for learning, involving dynamic activities, music, active discussions and more, provides a sense of tranquility to the student, what results in more attractive learning for the student motivating him to seek independent knowledge and experiencing better stages of learning, is that we involve music, Because music has the ability to improve environments not only in everyday life, but in education where the purpose is to learn without taking bad experiences or a burden of stress that demotivates the student.

Suggestopedia, developed by Bulgarian psychologist Georgi Lozanov, is based on the idea that music, relaxation, and a positive environment can enhance the brain's learning capacity. The method takes advantage of a state called "hypnopedic," or deep relaxation, to reduce students' resistance and facilitate natural and effective language acquisition. In the current context of digital

and online education, especially due to the COVID-19 pandemic, traditional teaching techniques have had to adapt to virtual platforms.

Suggestopedia can be integrated into these environments by playing relaxing music during virtual classes, incorporating videos with music and movements, and designing activities that promote relaxation and receptiveness among students. Numerous studies indicate that incorporating music and suggestive techniques within this method can help reduce anxiety related to language learning, boosting intrinsic motivation and fostering a positive attitude toward learning. This approach is particularly beneficial for students who experience stage fright or insecurity when speaking.

Additionally, modern neuroscience confirms that methods similar to suggestopedia activate brain areas associated with emotional memory and auditory processing. Using music and relaxed environments in digital classrooms can, therefore, enhance neural plasticity and aid in vocabulary retention and fluency development in English. To implement suggestopedia effectively within current educational settings, it is recommended to create musical and relaxing environments during explanations and activities, design sessions with music tailored to different learning phases to stimulate various brain areas, employ guided relaxation techniques combined with English songs to improve language acquisition, and incorporate narrative and dramatization activities based on music to increase participation and interest.

Ultimately, suggestopedia can be a valuable tool in language teaching, adaptable to modern technological resources, contributing to more motivating, effective, and emotionally positive learning experiences.

Music as a motivational tool:

In an increasingly rigorous educational environment, lack of academic motivation has become a major challenge for teachers, educational institutions and students. Young people face various factors that negatively impact their academic performance, such as social pressure, stress, lack of interest in curriculum content and emotional disconnection with the educational environment. In this context, music is presented as an educational tool that transcends its aesthetic or recreational dimension, becoming an invaluable resource to transform learning dynamics (Sebastián, 2024).

Music is considered as a key element in many situations of our lives, even doctors advise future mothers to listen to music for better development of the baby that is forming within the womb, When the baby grows up, music is also involved, in a birthday, to make him sleep, to make him dance and be happy or even to relax while they are traveling or on vacation. So, it is clear that music influences a lot in everyday life, even influencing our emotional state, because who was not happy when he heard that song that makes you happy at a party?, we all go through that moment, where just hearing the sound of a song we explode with happiness and start singing with all the emotion on top. If music is able to improve our mood, the most possible is that if we use it more frequently in the educational field, we generate an impact on teaching and learning.

According to Delgado (2024) music, by innately stimulating emotions, can become an invaluable resource for the generation of an emotionally enriching educational environment. Several studies have shown that both listening to music and engaging in musical activities contribute to reduced levels of cortisol, also known as stress hormone, and promote the production of dopamine, a compound related to enjoyment and motivation. These attributes place music as a

perfect tool to promote positive emotional states in students, which promotes both their predisposition towards learning and their integral growth.

Many institutions now choose to perform musical activities involving students from schools, colleges, universities and other educational establishments in order to motivate students, in order to get out of that theoretical routine that in many occasions only manage to generate stress and anxiety in the student, with it, we clearly realize that music is not something new in education, but the point is to know whether the student really feels motivated by these activities, since there are students who prefer silence on many occasions, and also that not everyone feels very confident when there is a lot of public around, or some situation like a music that is not to your liking or maybe some shyness.

Music is recognized as a valuable instrument. To address the emotional condition of learners and promote effective and relevant learning, the pedagogical methodology is based on constructivism, encouraging active participation and meaningful learning through an online form, allows students to choose images linked to emotions and listen to music to recognize their later emotional state. This facilitates adaptive and holistic intervention. Objectives include classifying emotional states, developing the digital resource, using it, assessing its effectiveness, communicating to teachers, and carrying out long-term follow-up (Contreras, 2024).

Neuroscience and learning:

Music works as a powerful brain activator that involves a wide network of cortical, subcortical and inner ear neural structures for its activation process. Not only do these structures participate in musical practice, but they are also peculiar to functions such as memory, emotion or mathematical thinking. Therefore, music education can have a positive impact on the learning of

a discipline in itself, music, as well as on the strengthening of fundamental skills such as mathematics, linguistics, interpersonal skills, among others (Oriola S, 2021).

In a neuroscience study of children and adolescents, conducted by Mr. Erick Estuardo Soberano López (2022), It is noted that children are exposed to music from their first interaction with the environment, whether through surrounding sounds, their mother's singing or radio music. This musical exhibition contributes significantly to the creation of relevant moments in their development as individuals. Music activates the right region of the brain, which harbors various influences: it stimulates imagination, fosters creativity, and enhances the learning experience. Music also facilitates the establishment of routines in everyday life; for example, singing the same song every morning becomes an effective transition from bed to breakfast. Recent research indicates that music also promotes healthy development in young children, creating an enriching environment that promotes self-esteem and supports social, emotional, and intellectual development.

Regarding memory, music also stands out as a powerful stimulator of autobiographical memory. It is not only useful to listen to past songs that at some point were given extra musical meaning, but also to recall that meaning and relive the emotions associated with that song. Its capacity is so great that, through music, even patients with Alzheimer's can stimulate what are called "involuntary memories", which are complicated to obtain by other methods. All this has a deep connection with the emotional aspect of music (Oriola S, 2021).

It is essential to recognize that there is no single optimal method for teaching, as each approach has both advantages and disadvantages. Therefore, it is crucial that educators master the techniques they employ, allowing them to adapt to the specific needs and contexts of their students (Jones González, 2024).

If the children are kept in a comfortable environment, they are more likely to be very participative during activities. Children are actively involved in activities related to music, as it promotes an increase in their capacity for memory, attention, and concentration. Thus, your emotional state is protected and considered in every step of the class, improving your problem-solving ability, critical thinking, individual development, reasoning, stimulating creativity, the student's imagination, and intellect (Martínez, 2024).

Benefits of music:

Music provides significant benefits in the development of care in children, by generating a relaxing atmosphere that favors their concentration on the activities they perform. It also sharpens their senses, allowing them to discriminate between different sounds. Therefore, the implementation of this research project is of considerable importance as it will promote the integral, participatory, and academic development of children.

The study of Lunavictoria (2019) mentions that music exerts a significant influence on the development of children, contributing to their integral formation by favoring aspects such as psychomotor, cognitive, psychosexual, and psychosocial development. It has been noted that "children who are exposed to music develop greater sensitivity and an increased capacity for feeling". In addition, music promotes child psychomotricity by facilitating synchrony and coordination, and plays a crucial role in improving children's memory and attention.

Scientific research supports the widely recognized notion that associating music with rhythm and tone can improve both learning and memory. Music has been found to have a beneficial effect on children and adolescents with care difficulties, manifested in various ways (2019).

Studies claim that music can be used as an incentive to strengthen behaviors and feelings. In addition, it maintains the ability to be used to facilitate concentration on academic tasks that are often forced to focus on acquiring knowledge in a compulsory way, such as memorizing, in this case, using songs, Rhythms and movements that stimulate interest are a good choice. Instrumental music has been shown to be particularly effective in improving attention and reasoning. Moreover, playing background music is not considered a hindrance for students. It is possible to use music tracks to organize various activities: one type of music for studying, another for eating, for showering and one for sleeping. Finally, multiple studies show that quiet music can encourage pro-social behaviors and decrease impulsiveness.

The musical activities provide a number of innovative dynamic stresses for students, each practice involving music, either singing, with a speaker, a guitar, piano, playing music etc., generates in the student positive emotions, where if theory is involved as part of it, the results are even better. For Ecuador, a recent research by Almeida and Zambrano (2020) suggests that the teaching of the English language, through innovative pedagogical methods, has evolved in parallel with the development of information and communication technologies. With regard to music as a tool for learning English, it is indicated that it has been a means that has made it easier for students to maintain a significantly more connected experience with the reality in which they are living. In this context, and in accordance with the above-mentioned background, the aim of this study is to provide strategies that encourage English learning through the use of music.

2.2. Theoretical foundation

The use of music in education has a long and established history, with its benefits well-documented in various fields, including language learning. In the context of English as a Foreign

Language (EFL) instruction, incorporating musical techniques has emerged as a promising approach to enhance student interest, engagement, and language acquisition outcomes. This literature review delves into the existing research on the effectiveness of musical techniques in EFL classrooms, highlighting key findings, identifying gaps in current knowledge, and establishing a foundation for the present study.

Music does not stray from truth and reality, quite the contrary, the different and varied social events have been described by music over the years, The European Commission has also been working on this. In our context, the instruction of English as a foreign language. As we are aware of the influence that music has on young and not so young generations, why not use this tool to help students in their learning a second language? It is therefore imperative to exploit the interest that youth have shown and always have shown in music as a second language. (Victoria, 2009)

When working with music, verbal, musical, interpersonal, and intrapersonal intelligence, and ability are stimulated and stimulated, because a song involves both verbal lyrics and musical music, sharing with others learning and even singing (interpersonal), as reflection and introspection (interpersonal) (Linares, 2018)

According to a study conducted by San Ignacio de Loyola University in Lima, Peru, music is an ancestral element that has been used as a learning strategy through research. It has been shown that the student begins to express himself in a different way and can integrate actively into society since these strategies help him to achieve autonomy in his daily activities and take care of himself and the environment in a positive way (Sicha, 2021).

The content of a song is not only to entertain the student but can also be included as a new method of learning English. Listening and singing a song can help set an optimistic tone for the beginning of class, students will be able to show more motivation and at the same time acquire knowledge such as words and phrases, which we use a lot in everyday life. (Aminatun, 2021)

Neuroscientific research has demonstrated that music activates multiple areas of the brain, including regions associated with memory, attention, and emotions. When students listen to or engage in musical activities during the process of learning a language, neural connections responsible for consolidating vocabulary and grammatical structures are strengthened. Music facilitates the release of neurotransmitters such as dopamine, which are linked to motivation and reward, making the learning process more enjoyable and effective. Additionally, melodies and repetitive lyrics create patterns that help develop auditory skills and pronunciation, allowing students to internalize linguistic forms naturally and effortlessly, similar to how they acquire their mother tongue. Such neural engagement not only enhances language acquisition but also promotes a more immersive and meaningful learning experience, making the process less stressful and more adaptive to individual cognitive rhythms.

Furthermore, active participation in musical activities stimulates cognitive skills and fosters deep emotional involvement, which enhances retention. From a psychological perspective, emotionally charged experiences are closely linked to better memorization and recall of information. Incorporating songs into English instruction allows students to emotionally connect with the language, creating positive feelings toward the learning journey and reducing psychological barriers such as anxiety or fear of making mistakes. Music has the capacity to evoke nostalgia, joy, or interest—emotions that generate a positive learning environment—thereby boosting intrinsic motivation. Educational psychology research confirms that students who

experience heightened emotional engagement with learning activities tend to show more significant progress in their linguistic abilities. This emotional resonance encourages sustained interest and perseverance, traits critical for language mastery, especially in contexts where learners may feel insecure or unfamiliar with the language.

Moreover, music functions as a universal expression transcending cultural and social boundaries, serving as an effective bridge to promote inclusion and respect for diversity within the EFL classroom. By integrating songs from various regions and cultural backgrounds, educators not only facilitate language learning but also foster intercultural understanding. Such practices broaden students' perspectives and cultivate openness to different worldviews, which are essential skills in our increasingly interconnected world. Exposure to diverse musical styles and genres helps students recognize and appreciate cultural pluralism, creating an inclusive learning environment where every learner feels represented and motivated to participate actively. This multicultural musical integration enhances intercultural competence, which is crucial for developing global citizenship and social awareness. Furthermore, recognizing the musical expressions of different cultures encourages respect and curiosity, fostering a classroom atmosphere based on mutual understanding and appreciation.

In addition, the incorporation of music into language instruction supports the development of multiple intelligences and learning styles. For example, musical-rhythmic intelligence is stimulated through rhythm and melody, aiding kinesthetic and auditory learners in grasping linguistic concepts more effectively. This multisensory approach caters to diverse learner needs, making the learning process more engaging and accessible for everyone, including those who might struggle with traditional verbal instruction. Employing songs that incorporate rhythm, intonation, and melody not only enriches the linguistic input but also promotes active engagement,

cooperation, and social interaction among students. Group singing and musical games encourage collaboration, turn-taking, and peer support, fostering a sense of community that is instrumental for language practice and confidence building.

Furthermore, research indicates that music has the potential to evoke positive emotions that support cognitive processes such as attention, problem-solving, and creativity. When students are exposed to pleasurable music, their mood improves, which enhances their capacity to focus and engage deeply with learning activities. This emotional activation creates a conducive environment for language acquisition, particularly in reducing learner anxiety and promoting a sense of achievement. For example, using songs with meaningful and memorable lyrics facilitates the internalization of new vocabulary and phrases, making it easier for students to recall and produce them in communicative contexts. Additionally, musical activities such as singing, rhythm exercises, and songwriting promote self-expression and creative language use, which are vital components of communicative competence.

That's way, incorporating music into EFL instruction offers a multifaceted approach that benefits cognitive, emotional, and intercultural development. The neuroscientific evidence supports the idea that musical engagement not only enhances language skills but also enriches the overall learning experience by activating broad neural networks associated with cognition and emotion. Simultaneously, it promotes motivation, reduces anxiety, and fosters a positive attitude toward language learning. Equally important, the cultural diversity embedded in music serves as an effective tool to foster intercultural understanding and respect among learners, preparing them for effective communication in a globalized society. Ultimately, integrating music into English language teaching creates a dynamic, engaging, and inclusive environment that addresses multiple learner needs and promotes lifelong language acquisition and cultural competence.

Waldorf Pedagogy:

Waldorf pedagogy, founded by Rudolf Steiner in the early 20th century, represents a comprehensive educational approach that aims to develop not only students' cognitive skills but also their emotional, social, and spiritual worlds. Unlike traditional models, Waldorf education is based on the understanding that the learning process should respect the different stages of human development and foster creativity, imagination, and a connection with nature.

One of the core aspects of the Waldorf method is its emphasis on artistic and practical pedagogy. The integration of arts such as music, painting, sculpture, theater, and movement is seen as fundamental in stimulating students' intuitive and emotional capacities. For example, in the early years, activities involving movement and storytelling are prioritized, allowing children to learn through sensory experiences and play. This approach helps create emotional connections with educational content, facilitating deeper and more lasting learning.

Furthermore, Waldorf pedagogy adopts a curriculum aligned with the seasons and natural rhythms, promoting instruction that follows the cycles of nature. This nurtures students' sense of belonging and respect for the environment, integrating academic learning with ecological care. Connection with nature is also reflected in the use of natural materials such as wood, wool, and other ecological elements, enriching sensory experiences and reinforcing harmony with the surroundings.

Another important pillar of this pedagogy is its focus on moral and social development. The Waldorf educational community promotes values such as empathy, cooperation, responsibility, and patience. The role of the teacher is not only to transmit knowledge but also to

serve as a moral guide and role model. Additionally, the classroom environment is designed to be warm, welcoming, and less rigid than in conventional models, fostering an atmosphere where students feel safe, valued, and motivated to explore and express their individuality.

Regarding teacher training, Waldorf pedagogy requires specific preparation that includes studies in education, arts, and human development, with a strong focus on observing students. Teachers are committed to ongoing professional development to better understand the needs of children at different developmental stages, adapting their methods and activities to promote the holistic growth of each learner.

Finally, modern research has validated several aspects of Waldorf pedagogy, particularly its emphasis on emotional and social development, as well as its promotion of creativity and problem-solving skills. Studies also reveal that Waldorf education contributes to higher student satisfaction and a lower rate of anxiety and stress compared to other educational models.

That's way, we can say Waldorf pedagogy offers an educational proposal that cares for the child's overall well-being, promoting meaningful learning connected to life. It is a perspective that recognizes the complexity of human nature and advocates for an education that respects natural rhythms, fosters creativity, and cultivates fundamental human values, preparing students not only for passing exams but to become complete, conscious, and responsible individuals in a constantly changing society.

Waldorf pedagogy, focuses on the integral development of the student, encompassing very important aspects such as social, intellectual, emotional and physical, this pedagogy focuses on maintaining a balance between thinking, feeling and willingness, fostering creativity in the student, this is where it involves the arts, movement, music, expression and even imagination, all with the

aim of providing the student with experiential learning, Thus maintaining a connection with nature. Bransby & Rawson (2020) mentions that Waldorf education recognizes that assessment focused on learning is an essential support for learning and growth, facilitating quality development and high levels of teaching efficiency.

This pedagogy integrates music as a fundamental aspect within the pedagogical area, because it allows the integration of the three faculties of the soul: to do, to feel and to think. So, with this it is possible to understand that this pedagogy seeks the student to live experiences for a better learning, to connect with the world and with the reality of the present, through manipulation, thinking, listening, doing and more. If we mention music, it is a key tool in this pedagogy, since the student can be involved in different ways along with an integration of musical activities, which involves active dynamics towards the student, Strengthening interest and participation during learning.

Music is intended to develop motor, auditory, memory, theoretical-analytical skills, as well as attention and concentration skills (Celedón, 2021)

Music in EFL Instruction

Research consistently demonstrates the positive impact of music on various aspects of EFL learning. Music has been shown to:

Songs and enjoyment: Probably the most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well to using songs in the school, but there are more significant benefits to using songs other than just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable. (Nadera, 2015)

The music offers a wide range of possibilities not only in the contents worked but also in the applied methodology, since one of the main problems that arise in the learning of English and the lack of correspondence between the spelling and the pronunciation, so all tasks involving an oral exposure to the English language are significant enough to assimilate the English pronunciation. (Luque1, 2020)

Music contains an authentic language, give a vocabulary and grammar of their own, allow the work of pronunciation and promote the connection of the language with culture. To all this must be added the power of music to stimulate emotions, sensitivity, and imagination, without forgetting the consequences that derive from the ability of songs to "get hooked" in our memory. (Calderón, 2019)

That's way, music plays a pivotal role in enhancing the effectiveness of English as a Foreign Language (EFL) instruction by fostering a multisensory learning environment that addresses diverse learning styles. Unlike traditional teaching methods, integrating music into

language lessons stimulates both cognitive and emotional pathways, making learning more engaging and memorable.

For instance, the use of rhythmic patterns and melodies can aid in the internalization of pronunciation, intonation, and rhythm nuances characteristic of native English speech. Moreover, musical activities such as songwriting, singing, and rhythmic clapping encourage active participation, which is essential for developing speaking and listening skills.

Music also serves as a cultural bridge, exposing students to authentic language use and cultural contexts, thereby enriching their communicative competence.

Additionally, incorporating music reduces anxiety and creates a relaxed atmosphere conducive to risk-taking and self-expression in language practice. This holistic approach aligns with current educational psychology principles, emphasizing that emotional involvement in learning enhances retention and motivation.

As a result, music not only makes language learning more enjoyable but also leads to measurable improvements in fluency, vocabulary acquisition, and overall communicative ability, positioning it as an invaluable tool in innovative EFL pedagogy.

Cognitive and emotional benefits of music in learning

Traditionally, music education has been considered a professional discipline for the training of virtuosos in conservatories or a recreational area in schools, without considering its

potential for developing cognitive skills. Progress in neuroscience underlines the relevance of musical learning due to the cognitive advantages that come from its performance.

Brain scanning methodologies show that musical exercise requires considerable demands on the most advanced cognitive functions of the human being, observing the action in several areas of the brain that cover a large portion of the brain and increasing levels of attention and concentration. After a bibliographic analysis of the current state of these matters, some contributions shared in all fields in the practice of music education are mentioned, considering elements so popular today such as interdisciplinarity, emotion, cooperative learning, self-regulation, and creativity. (Berroca Jordi, 2019)

Like other art forms, music has been appreciated by every society and culture for various reasons. Participating in artistic-musical activities provides children with opportunities for enjoyment, aesthetic expressions, and the learning of new techniques, as is widely known. Additionally, music promotes the advancement of different methods of thinking and learning. These ways of thinking are directly linked to creative skills, conflict resolution and teamwork. It represents a methodological effect on knowledge and promotes social, cognitive, and emotional development. (Cárdenas, 2019)

This is why music has a positive influence on students, creating permanent skills where they can stay favored of individual character, strengthening their emotional and intellectual capacity, and also promoting meaningful learning in an individual way, where the student develops

his or her best learning abilities through innovative, dynamic and trend-setting educational experiences.

The integration of music into the learning process has been the subject of numerous studies that demonstrate its clear benefits for both cognitive development and emotional well-being in students. Music, as a pedagogical tool, not only promotes the development of academic skills but also has a profound impact on students' emotional health and motivation - key factors for effective learning, especially in the context of teaching foreign languages.

Cognitive Benefits of Music

From a cognitive perspective, music enhances various brain functions that are essential for language acquisition. Utilizing music's ability to stimulate specific areas of the brain, research such as Gobet et al. (2020) shows that musical training can improve skills related to memory, attention, perception, and problem-solving. Through its rhythmic and melodic structure, music facilitates the formation of patterns that aid in memorizing vocabulary, grammatical structures, and useful phrases in learning English. Additionally, musical activities like singing and rhythm exercises help to strengthen auditory discrimination, a critical skill in oral comprehension and pronunciation development in EFL learning.

Participation in musical activities increases neural plasticity, meaning that students can reorganize and strengthen neural connections, which makes learning new language patterns easier. Studies like those of Jordi Berroca (2019) highlight that regular exposure to music can enhance mental agility, multitasking abilities, and cognitive flexibility skills vital in dynamic learning environments and in acquiring communication skills.

Emotional Benefits of Music

On the emotional side, music has an intrinsic capacity to evoke deep emotions, which can motivate, reduce anxiety, and create a positive, welcoming learning environment. Motivation, a crucial element in language learning, is notably enhanced through musical activities, as enjoyment and artistic expression increase students' interest and engagement.

Music therapy and pedagogical approaches to music have documented how music can reduce stress and anxiety factors that often hinder language learning, especially in tasks requiring oral production and interaction. When students enjoy musical activities like singing or listening to songs in English, their dopamine levels increase, associated with pleasure and reward, which reinforces their willingness to learn.

Additionally, music can facilitate emotional bonding among students, promoting a sense of belonging and group cooperation. These emotional aspects directly influence creating a safe emotional learning environment where students feel motivated to experiment, make mistakes, and learn without fear of judgment.

Implications for Teaching English

Incorporating music into English instruction not only enhances cognitive abilities but also supports emotional development, both of which increase the effectiveness of pedagogical processes. As Galarza (2020) states, musical learning methods such as suggestopedia can transform the classroom into a space where emotional barriers are lowered, and active engagement is encouraged. Evidence suggests that using songs, rhythmic activities, and musical movements

can significantly improve memory, sustained attention, and student enthusiasm, thus catalyzing their interest in acquiring and using the language in real-life communicative contexts.

That's way, the cognitive and emotional benefits of music serve as powerful tools to enhance English language learning. By providing varied sensory stimuli and fostering a positive emotional experience, music promotes a more holistic, effective, and enjoyable learning process helping to develop motivated, confident students with greater communication skills in an innovative and dynamic educational environment.

3. METODOLOGY

This project focuses on a quantitative and qualitative methodology, using a mixed method approach that combines quantitative data such as student surveys and qualitative data, such as classroom observations and interviews with the subject teacher to fully understand the impact of musical activities on learning English as a foreign language.

The study was carried out at the Basic Education School "Capitán Moroni" located in Calle Bolívar 1221 and Décimo Segundo of the city of Quevedo, province Los Ríos- Ecuador, with an active four-week period of research within the educational field to collect data that will give effective results to this research.

Place and population studied:

The population considered is a classroom with 18 pupils in sixth grade parallel "A" of basic education, whose sample is made up of 11 pupils who pass through 10 and 11 years old, with an A1 level in English. This group was selected considering accessibility, informed consent of parents and institution and the interest of students and teachers to participate in musical activities.

Two teachers from the educational institution participated: the English teacher and the general tutor for 6th grade "A", who was present during the classroom activities.

Collection of data:

Se utilizaron los siguientes instrumentos para la recogida de datos, utilizando un método mixto en el que se combinan datos cualitativos y cuantitativos:

Table 1. Instruments used during the classroom intervention.

Instruments	Description
Survey	To measure student interest and perspective in English classes with integration of musical activities
Observation	To assess participation and interaction
Interview	To collect the teacher's opinion and perception of the subject.

Created By Vega Mayra

Intervention:

Once the informed consent of parents and the educational institution was approved, student surveys were carried out, which were presented face to face with a brief explanation of the content and answering the questions put by the pupils. *(See annex A and B)*

Surveys were conducted to find out what students thought about integrating music into classes. The survey consisted of 13 questions and was successfully completed. This survey seeks to know the student's point of view, focusing on their interest in learning English with music and how interesting it can be for them, among the questions are the following: Do you listen to music

in English? , What kind of music do you listen to most often? , Do you listen to music while studying English? , Do you think music helps you to concentrate while studying English? Would you like your teacher to use more music in the English class? , Do you understand the lyrics of the English songs you listen to? , Would you like your teacher to use songs in class to learn English? , Learning English with music is more fun than learning it without music, what kind of musical activities would you like to do in English classes? , How do you feel when you learn English with music? Do you think listening to music and learning the lyrics is a good hobby? , Do you remember any phrase that you heard in an English song? Which one?, Would you like to participate in musical activities that will help you improve your English? Why? Each question has multiple options, where each student will be able to choose the option that best suits their interest. The survey was conducted with the intention of collecting qualitative data for the project, so that actual and verified results can be obtained during the process. (*See Annex C and D*)

This survey was carried out to obtain results and enrich this study; this instrument was designed in order to be able to know what pupils' preferences are and how important they consider music to their learning of English as a foreign language; in this process we were able to know the preferred musical genres, some possible activities to use, hobby with music, how interesting it is to be musical integration for students in English classes, Whether they can get motivated through musical activities and what they remember from a song they once heard. This survey was able to learn much about the influence of music on students in 6th grade basic education, focusing on their interests as apprentices.

In the field of learning, it is essential that students' motivation be positively affected by the existence of spaces for genuine participation, in which their opinions and experiences are considered for the creation and incorporation of new knowledge. This allows traditional views to

be challenged and facilitates the evaluation of the effectiveness of proposed activities for learners. If their perspectives are not considered, it is difficult to determine whether the apprenticeship will be satisfactory for them. It is therefore crucial to recognize that an essential aspect is the consideration of their views before any new approach, in order to ensure a positive effect on the teaching-learning process (Pereira, 2022). Therefore, the survey presented was focused on their views and opinions, as a first step, to know how they would feel to be part of activities that involve music in learning English as a foreign language.

During this investigative process several musical activities were carried out such as:

Sing while reading the lyrics: It is important to note that the song was chosen according to the students' taste, we start with "Lemon Tree" which is a very popular song in English teaching, because it maintains a vocabulary suitable for a beginner's level in the Language, as is the case with sixth grade students of basic education, whose level is A1.

In the first section, the students just listened to the song in silence, while the song was playing and they followed the lyrics with their eyes, this section is very important to get the student familiar with the song if he or she is unaware of the context of the instrument being used in class, each student carried in his or her hand the sheet with the lyrics, in this introductory activity is put into practice the active listening of the student, and being a song according to their age and preferences, it achieves a quiet and cheerful atmosphere for the students, maintaining the will to get involved in the class. *(See annex E and F)*

According to a study carried out by Professor Adrian Abreus González with sixth grade students of the Primary School "Juan G. Sotero" in the municipality of Cienfuegos in Cuba, he tells us that:

The development of listening comprehension in English contributes significantly to students' interaction with various aspects of language, which in turn promotes an integral advancement in the development of other language skills. In this context, there is a set of listening strategies and sub-skills that not only facilitate understanding but also encourage motivation towards foreign language learning at different educational levels (Martínez Molina, 2020).

Therefore, I consider that, knowing that not all students know the same song, starting by strengthening listening is essential for the student to be able to adapt in a better way to the activities presented in class, especially if it involves songs in a language with a foreign language, in this case English.

As a next step, each student underlined with a color or highlighter the unknown words or phrases within the lyrics of the song, this step led us to create a visual dictionary, since each student created a list of words and phrases in their notebook, The same ones that at home found their meaning to be able to know what the song we heard in the first section is about. (*See annex G*)

The creation of a visual dictionary made the students learn new words and phrases that are in the lyrics of the song, this activity has a great influence on the knowledge of the students, because the acquisition of new vocabulary enriches linguistic knowledge during the acquisition of a language as a foreign language.

In the second section, each student took time to mention which new words were found in the song entitled "Lemon Tree", now they managed to know what the lyrics are about, there was very active participation by the students, which showed that they felt in a good class environment.

In this intervention, many students brought their complete homework and participated actively, although some chose not to participate. We listen to the song again and sing it together,

focusing on learning vocabulary in an entertaining way. In this class it was observed that of the 11 students who are part of the sample, 9 participated actively, however, the others were attentive and wrote down the results we had obtained from the translation, the subject teacher explained some points to be taken into account when performing the activity. Here we used a list where you could mark each student's participation individually to see how this activity is involving the class.

Once we had listened and translated, in group we took the sheet with the lyrics again and this time being silent was optional, each student had the right to sing along with the playback of the song, mostly they chose to sing while reading the lyrics, This is where the challenge was to say well what you were singing, for many students, certain words were not very easy to pronounce, then we listened again to the song to review the pronunciation they needed to know.

This practice made the students feel more confident during the class, it was observed that 90% of the students began to sing along with the musical reproduction, this reflected a positive aspect as we were clearly being part of the musical integration in learning English.

Another dynamic activity that was applied was the incorporation of gesticulation, or also known as mimicry or imitation, where students performed gestures or simulations of the actions mentioned in the song. This dynamic generated a fun and participative atmosphere, unlike the last class on this occasion all the students participated in the sample, while playing the song they tried to perform along with the lyrics, Some preferred to sing at the same time and others continued with mimicry while enjoying the activity, I was able to evaluate a very active and positive participation by the students, which leads to good results for the research project.

A study carried out in Colombia mentions that 'body' communication, to dispense with the negative construction, should be seen as a crucial component of the process of teaching and learning a foreign language, in the initial training of teachers. This is because it is an essential tool for imparting knowledge and for controlling the attention of pupils and their involvement, which simplifies the definition of the educational project (Lizasoain, 2021).

The Hot Potato game was another activity, was used to select the students and have them go to the blackboard to write phrases from the learned song Lemon Tree and additionally they chose a random partner to perform imitations corresponding to the written phrase. This encouraged the participation of all students in the classroom, at this stage I could evaluate through random participation the knowledge acquired from the song, I was able to verify that they had actually learned new phrases and words that are widely used in real life. The results of this activity were very exciting, really music is a good strategy, in conjunction with the activities and topics of classes many positive results are found, and by keeping the movement of students managed to keep everyone's attention, since they were watching all the time. *(See annex H)*

Interest from the students was observed, and the participation of all members of the group, this gives us to understand that the students enjoyed the musical activities without any inconvenience, where it could be collected enriching data for the project.

To vary a little the activities, in the following intervention the speaker was replaced by a guitar, we asked the students if they would like to sing in front of their peers, so that they were accompanied they were given the option of doing it in a group, where 10 students volunteered to sing in front of their peers without reading the lyrics, demonstrating peace of mind and confidence in doing so. I have observed a high level of confidence and voluntary participation. *(See annex I and J)*

Another point that was taken into account is that the songs themselves, contain grammatica, through the song Lemon Tree we find the verb "to be", the present continuous in phrases like I m sitting here and even modal verbs like I'd like to go out or don't want . Students applied what they learned in the subject and took notes in their notebooks, which resulted in a successful job. In addition to "Lemon Tree" were already learning more songs, even some students mentioned names of more songs for us to apply them in the class, with the knowledge that these songs leave the teacher could introduce topics seen in grammar, Then, by copying the incomplete letters from the blackboard, they managed to complete the missing letters with correct answers. This was further evidence that the use of music in the classroom influences student interest, participation and performance. *(See annex K)*

In order to continue the data collection, a new song introduced by the teacher could be taken into account through observation, as well as the song that was applied during the intervention for this research project, the students were actively involved in a positive and entertaining environment. Students' knowledge was assessed through questions related to the songs used. Students responded successfully, reflecting their learning. Together with the subject teacher, we took into account their responses which resulted in musical activities that proved to be a positive tool in the teaching of English, their grades showed that students are committed to the subject and show a positive attitude towards learning.

To conclude, we could observe the musical integration in programs such as open houses in the institution, where approaching singing was optional, however, students did not hesitate to do so, while the teacher played guitar, The pupils, after recognizing the musical sound, chose to be part of the event without any barriers. *(See annex L and M)*

The interview was directed only to the teacher of the English subject, where we discussed the importance of music in learning. Their advice and comments were valuable for the development of the project, he also said that music is an excellent tool as students like to sing and be in an environment where music is part of knowledge. This tool was structured in order to collect information from the teacher's point of view and their experience with musical activities.

During a conversation with the students, they expressed their desire to continue learning through music, which reaffirmed the effectiveness of the methodology implemented, all responses were taken into account, and this included activities outside the classroom where voluntary participation of pupils was observed.

This data collection process has been instrumental in assessing the impact of musical integration on student learning and has provided valuable information for my thesis project, Data shows that music has a positive influence in the classroom and is an effective tool for teaching a foreign language.

Through surveys, teacher interviews and observations made through intervention in the field of study, it was possible to learn that musical activities significantly influence students, improving their mood, providing confidence to interact in class, thus creating a welcoming and positive environment for teaching English, in the application of different strategies through a song, it was observed that the student decided to be part and get involved in learning English, many times they decided to participate on several occasions and in a repetitive way, thus showing interest in learning English through music, in the same way, with the help of the teacher it was possible to obtain their academic performance, where clearly the majority of the pupils maintain an excellent performance during the classes, according to observed, the music influences in a positive way on the pupil, not only as an entertainment tool, but also as a multi-intelligence and skill developer,

making the student take more memorable and long-term experiences. The songs have made students feel positive emotions when they start English classes, encouraging their learning skills and breaking down barriers that keep them from continuing to learn.

Intervention within the field of study is fundamental to this study, although there are hundreds of studies that confirm the validity and influence of music in the teaching of English, it is very enriching to know from own experience, to be able to validate each argument we find in website documents, the fact of managing these musical activities, using different strategies, perhaps even based on the same song, gives the guarantee of being able to improve as teachers, here not only the student is favored, but also the teacher who teaches knowledge and seeks to improve increasingly in their teaching strategies.

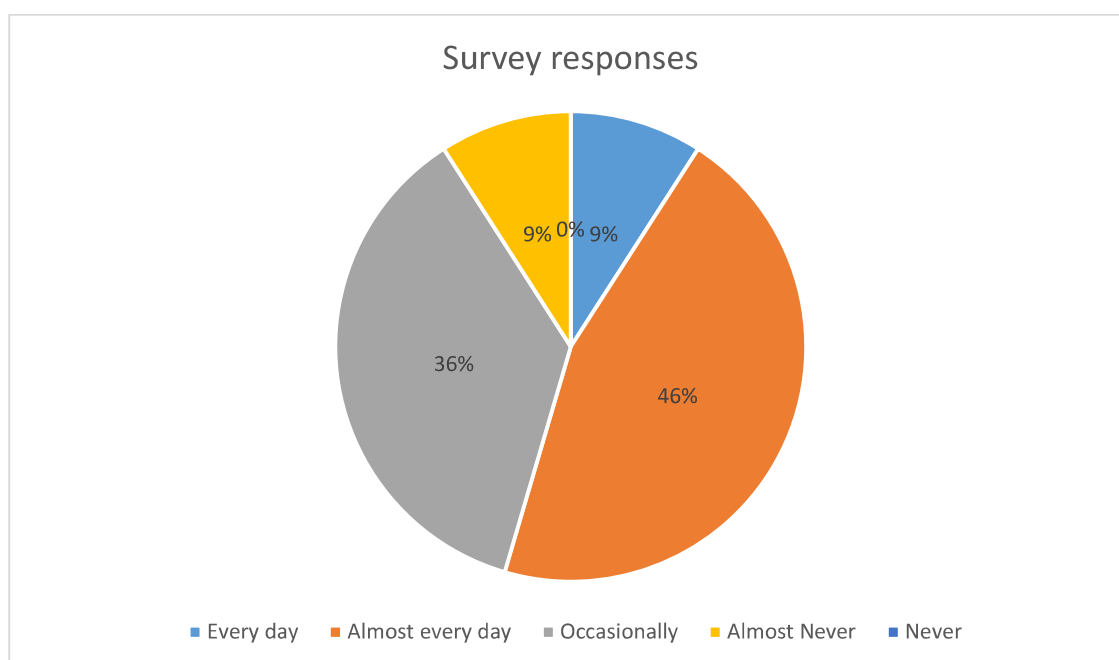
A teacher should always try to manage the class from their best teaching strategies, providing the student with a safe and peaceful environment for the student, in many cases the frustrations towards learning come from bad experiences when learning, This is why, as teachers, the duty is to create confidence and security for the apprentice, where he succeeds in developing his strengths by seeking knowledge himself. The teacher is a fundamental guide, the student is the one who chooses the way to go, then guiding them from the good experiences and good teachings will make the process rise in every occasion, and all in search of the influence of profit.

4. RESEARCH RESULTS AND DISCUSSION

Data Analysis:

The results of the survey carried out among the 11 sixth graders of the "Capitán Moroni" School of Basic Education are described below:

Figure 1: Do you listen to music in English?



Source: Student survey.

Own elaboration

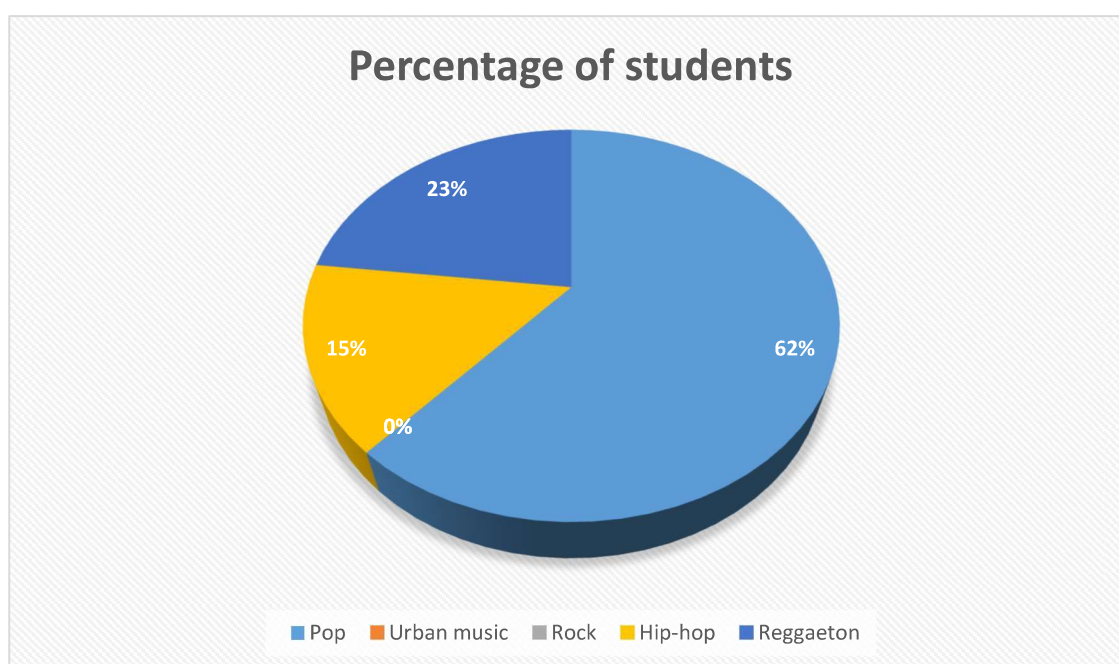
According to the results provided by the 11 students, 9% belong to 1 student in the sample whose answer mentions that he or she listens to music in English every day, 46% belong to 5 students who listen to music in English almost every day, 36% belongs to 4 students who listen to

music in English occasionally and 9% belongs to 1 student who opted for the "almost never" option.

Interpretation:

After the results, it has been identified that most students listen to songs in English, either almost every day or occasionally, However, this gives us to know that the students are engaging with music on many occasions voluntarily, this gives us to understand that in their interests if they are related to English through songs.

Figure 2: What kind of music do you listen to most often?



Source: Student survey.

Own elaboration

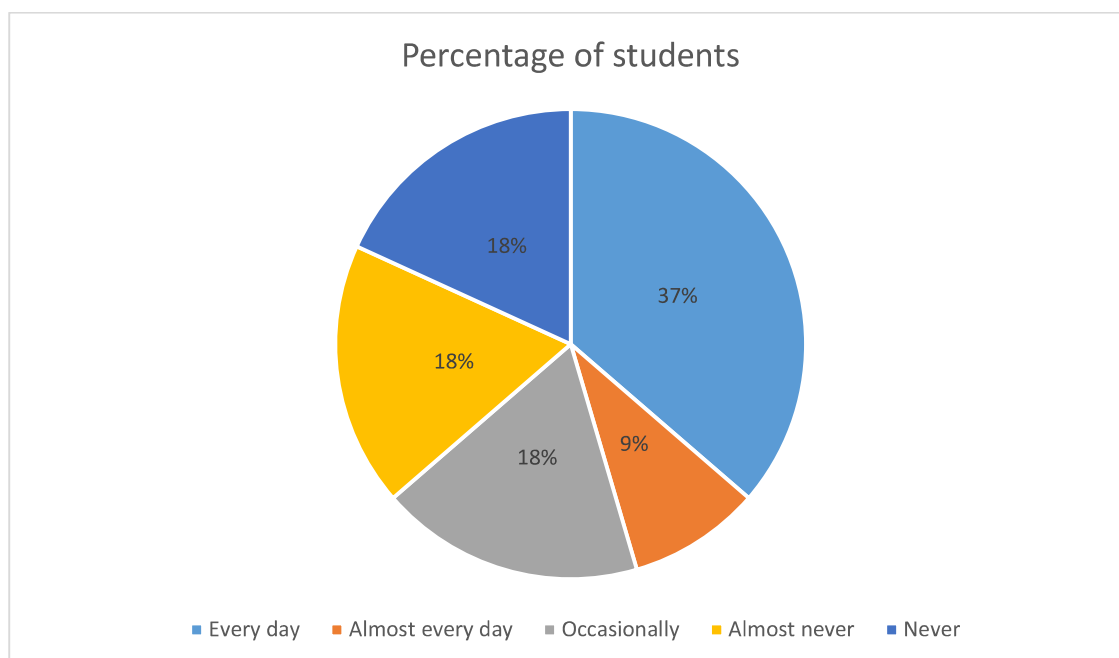
Of the 11 students in the sample, 8 who correspond to 62% who choose to listen to Pop, 2 who are part of 15% listen to Hip-Hop and 3 students belonging to 23% opted for reggaeton. It

should be noted that 2 students chose two more options according to their preferences, adding an open answer where 2 students added that they also prefer to listen to romantic music and Latin salsa.

Interpretation:

According to the results, among the genres most listened by students with the highest percentage we find the musical genre Pop, Hip-hop and reggaeton, with this information we get to know the type of songs that students enjoy more than 10 to 11 years old, this data was very enriching to know what kind of songs can be successful when teaching classes.

Figure 3: Listening to music while studying English?



Source: Student survey.

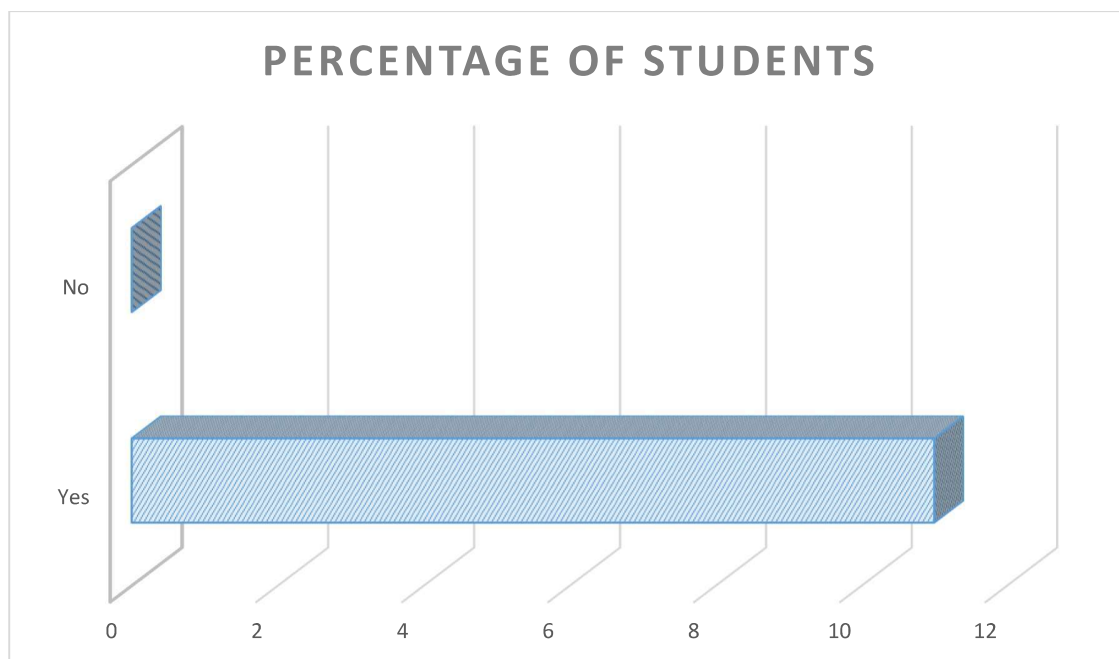
Own elaboration

Of the 11 students in this research sample, 4 belong to the 37% who opted for the option almost daily listening to music while studying English, 1 student belongs to 9% with the option almost daily, 2 belong to 18% with the option "occasionally", 2 belong to the 18% with the option "almost never" and two students chose to select "never" being also 18% of the sample.

Interpretation:

According to the answers provided, it is still found that most students listen to music while studying English, this gives us to know that the largest percentage of students are in contact with listening to the language, where we can clearly understand that the student is maintaining a certain time with English through music.

Figure 4: Do you think music helps you to concentrate while studying English?



Source: Student survey.

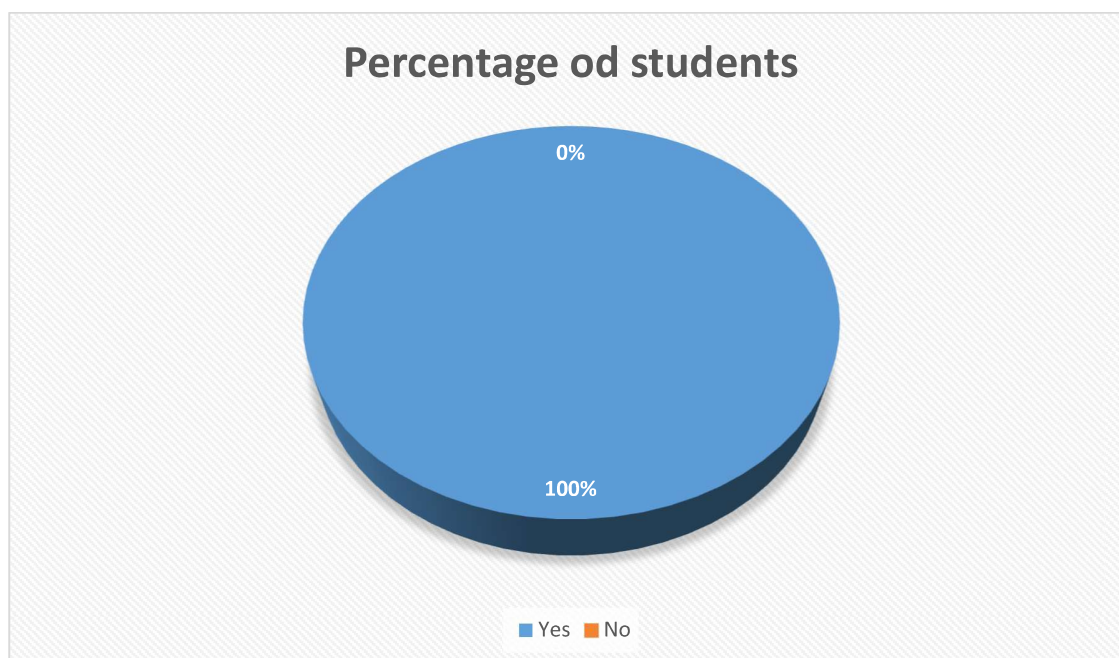
Own elaboration

According to the results, the 11 students in the sample, which belongs to 100% of the students, think that music is able to help them concentrate when studying English

Interpretation:

In obtaining this result following question 4 of the survey, it is clear that music can help pupils to improve their ability to concentrate when studying, this affirms that music works in a positive way in the teaching-learning environment.

Figure 5: Would you like your teacher to use more music in the English class?



Source: Student survey.

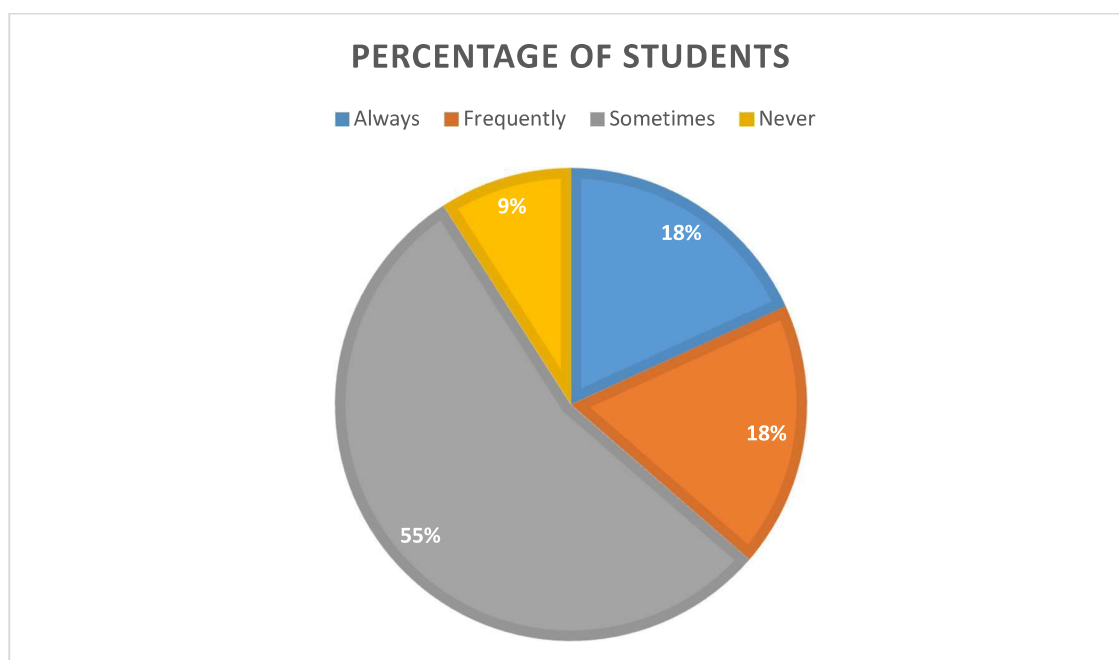
Own elaboration

Of the sample of 11 students, 100% chose to mention that they would like the teacher to integrate more songs into English classes.

Interpretation:

From the students' own perspective, we can see that 100% of the students enjoy music when receiving English lessons, this results in the approval of music as a motivating tool for 6th grade students.

Figure 6: Do you understand the lyrics of the songs in English that you listen to?



Source: Student survey.

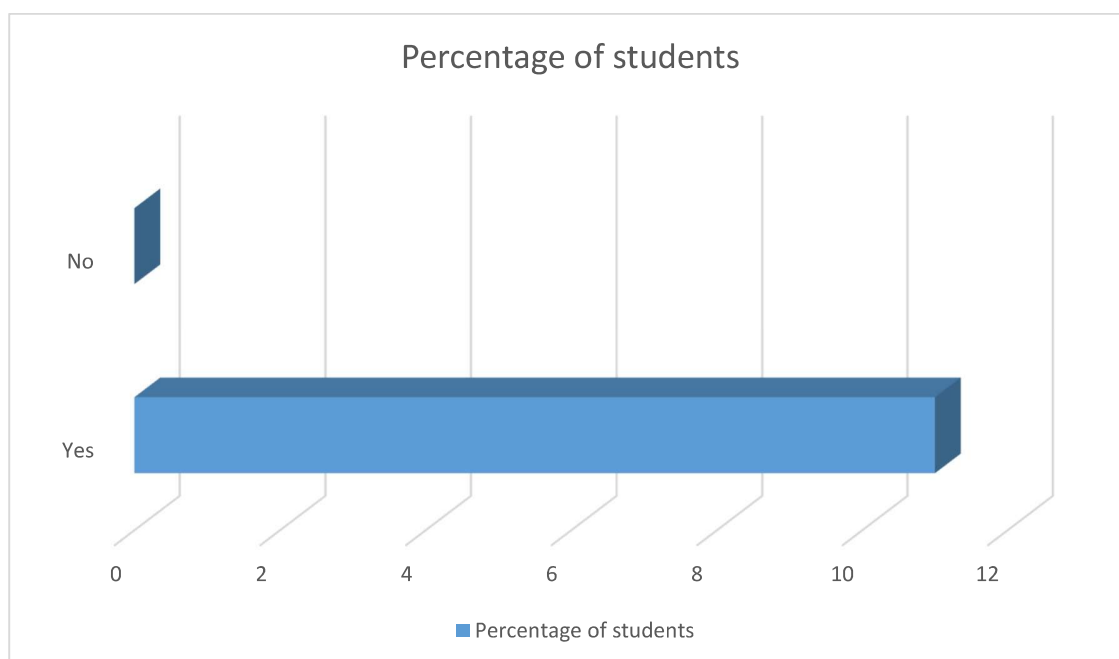
Own elaboration

Of the sample, 2 belong to 18% with the option "Always", 2 belonging to 18% chose to select that they often understand the lyrics of the song, 6 students belonging to 55% selected the option "sometimes", meaning that in certain circumstances they understand some of what they hear when listening to a song in English, and 1 belonging to the 9% opted for the "never" option, meaning that they can't understand at all what the song is about.

Interpretation:

According to the results, it is understood that the real challenge is to understand the context of a song's lyrics in English, students mention a taste for musical integration, however, the fact of not understanding the meanings is something that even connoisseurs find a little complicated, this is not really new, it has happened to all of us, 55% of the students opted for the option "sometimes", which explains that for this we must try to know more vocabulary because otherwise it is difficult to understand in language, the music itself involves a real life vocabulary, then strengthening students' skills through songs could be of great help.

Figure 7: Would you like your teacher songs in class to learn English?



Source: Student survey.

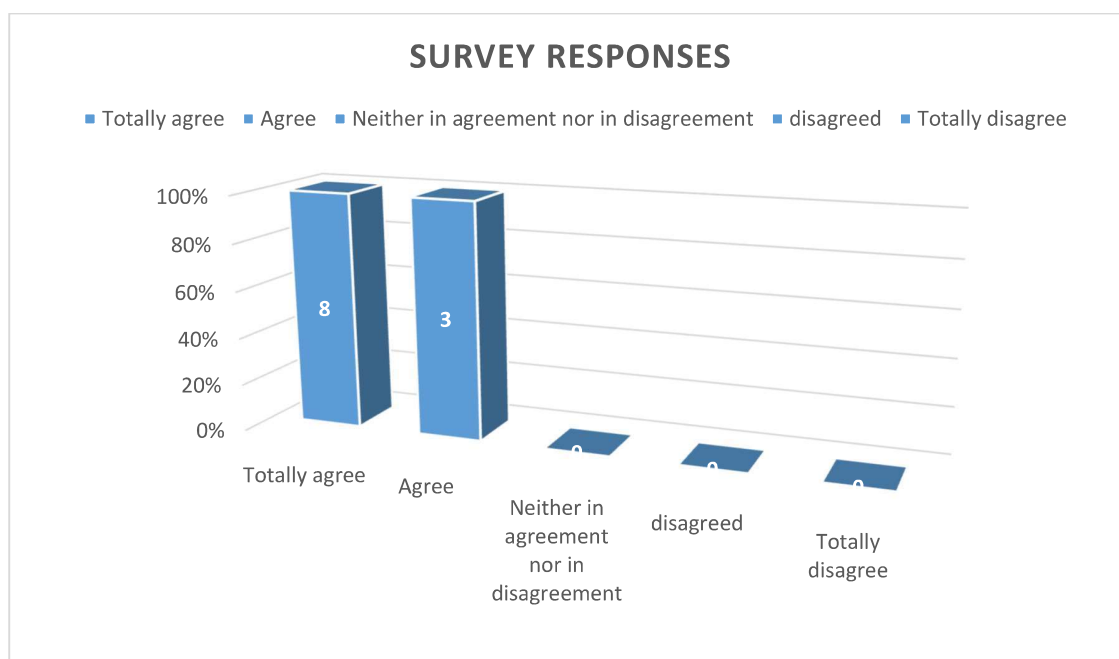
Own elaboration

Of the 11 students in the sample, 100% selected "Yes" to the question, thus mentioning whether they like the teacher to use songs in the classroom with the aim of learning English.

Interpretation:

The entire sample of students answered that they accept musical integration in the English class, which is clear that in their preferences, music will be great accompaniment and motivation to study the language, the music involves many skills depending on the type of activity that can be put into practice, as long as the student adapts positively, it is most possible that the results will be of great benefit to the student's knowledge, Thus also involving his mood.

Figure 8: Learning English with music is more fun than learning it without music.



Source: Student survey.

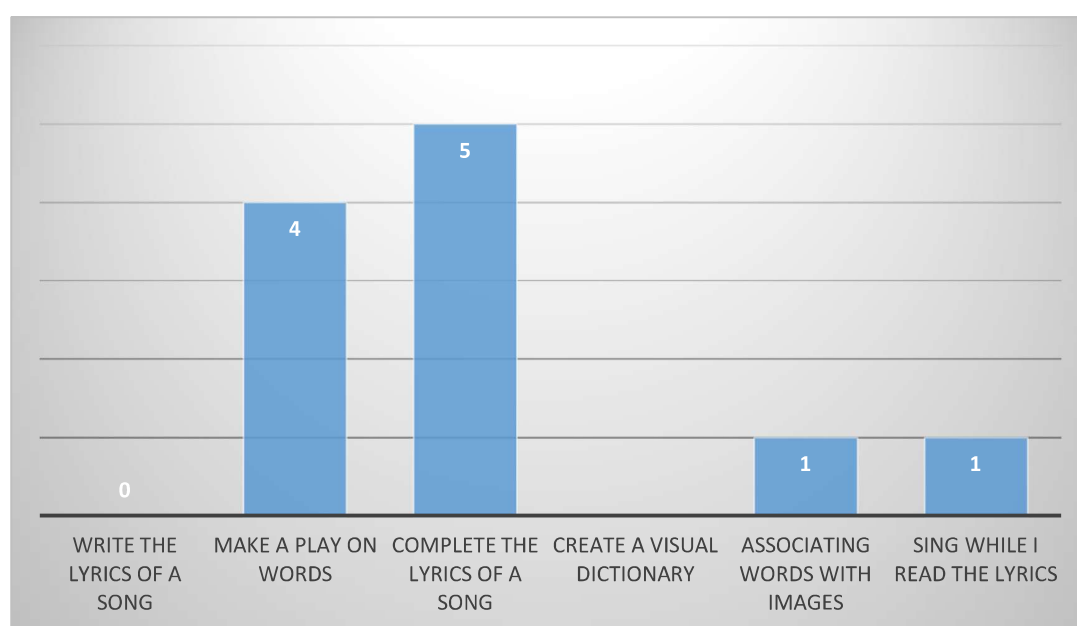
Own elaboration

Of the sample of 11 students, 8 belong to 73% who say they fully agree that learning English with music is more fun and 3 belong to 27% who choose to agree with the question provided.

Interpretation:

Technically all students prefer to learn English with music, music involves emotions, skills, energies and maintains many positive characteristics that engage the student to learn English in a committed way, It is therefore clear that all of them chose to receive classes with musical integration.

Figure 9: What kind of musical activities would you like to do in English classes?



Source: Student survey.

Own elaboration

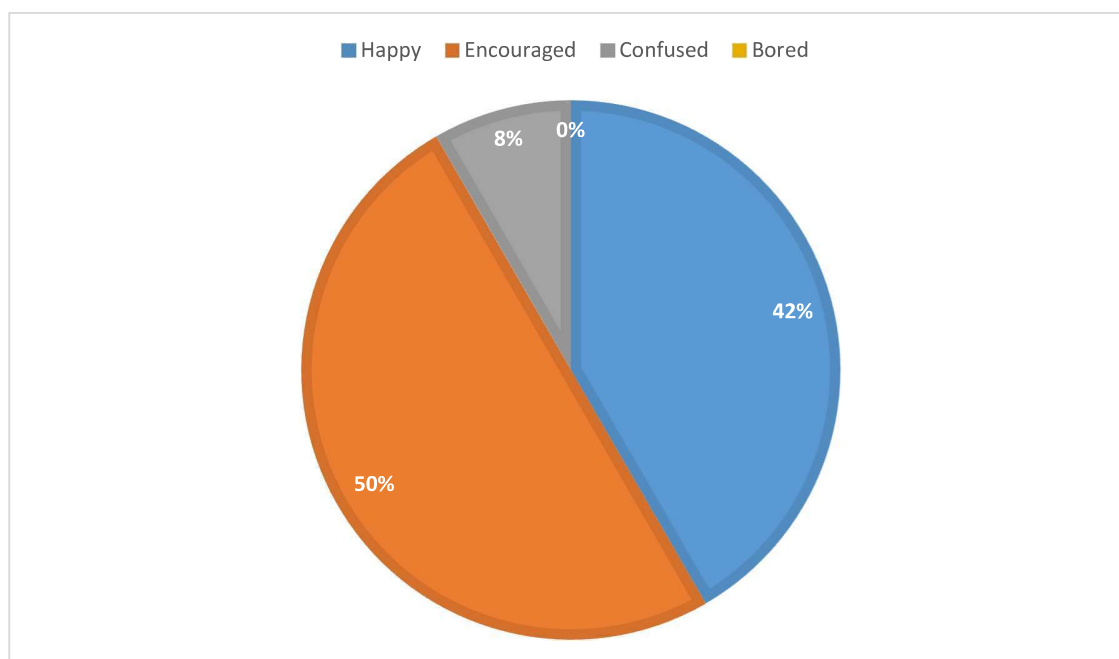
According to the results of the survey, 4 students mentioned that they are pleased that musical activities integrate word games, 5 of them chose to complete the lyrics of a song that is

written and incomplete, 1 student chose to associate words with images, and 1 student chose to sing while reading the song.

Interpretation:

All the activities handle didactic strategies for a successful learning, however there are preferred by students, as long as you use songs, we can take into account that we have many activities that can be based on songs, Each of them strengthens listening, speaking, writing and reading skills, being based on a well-known and preferred tool of the students demonstrates that learning English manages to be very significant and creates a positive and dynamic environment for the students.

Figure 10: How do you feel when you learn English with music?



Source: Student survey.

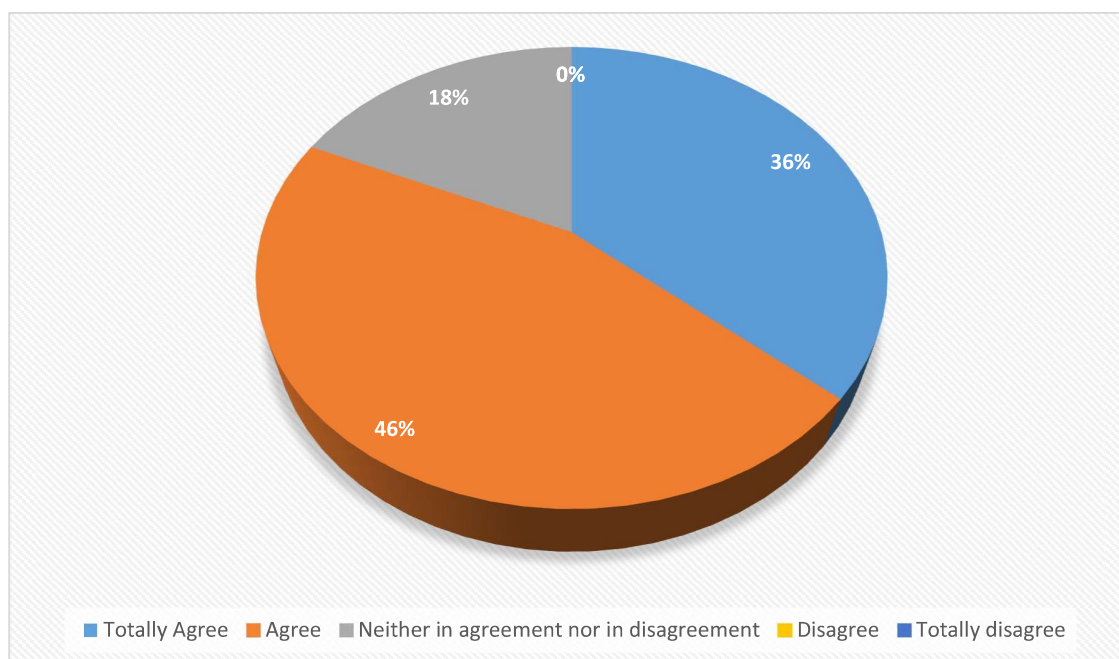
Own elaboration

Of the 11 students sampled, 5 of them belong to 42% of the students, who chose that they feel happy learning English with music, 6 who belong to 50% choose that they feel encouraged or encouraged learning English with music, 1 belongs to the 8% who chose to feel confused.

Interpretation:

The largest percentage of students feel happy, encouraged or encouraged by learning English with music, songs involve the emotions of everyone in general, this makes a positive impact on teaching, Neurologically there are great emotional impacts by the musical rhythm, this generates confidence, joy, motivation to participate and better performance on the part of the students.

Figure 11: Do you think listening to music and learning the lyrics is a good hobby?



Source: Student survey.

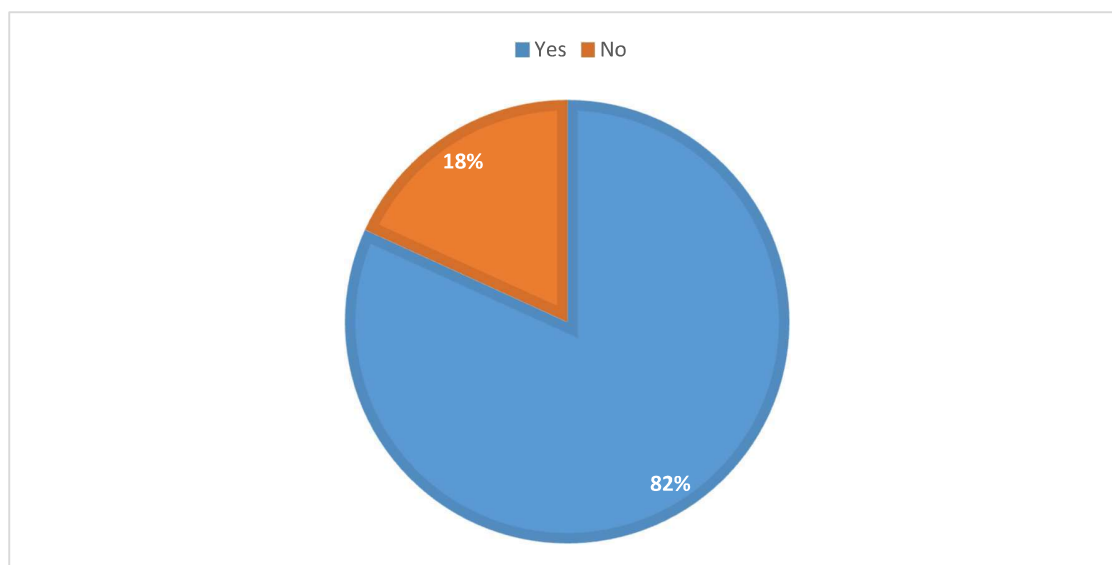
Own elaboration

Of the 11 sample students, 4 belong to 36% with the option "totally agree", 5 belong to 46% with the option "agree" and 2 belong to 18% who chose to select the option "neither agree nor disagree".

Interpretation:

Most answered that a good hobby is to learn the lyrics of a song, which is of great benefit for the student, songs have a very enriching vocabulary from real life, Learning a song also improves the student's memory in an unconscious way avoiding stressful situations that can create frustration in a student, music works in a motivating and entertaining way for learning English as a foreign language.

Figure 12: Do you remember any phrase that you heard in an English song? Which one?



Source: Student survey.

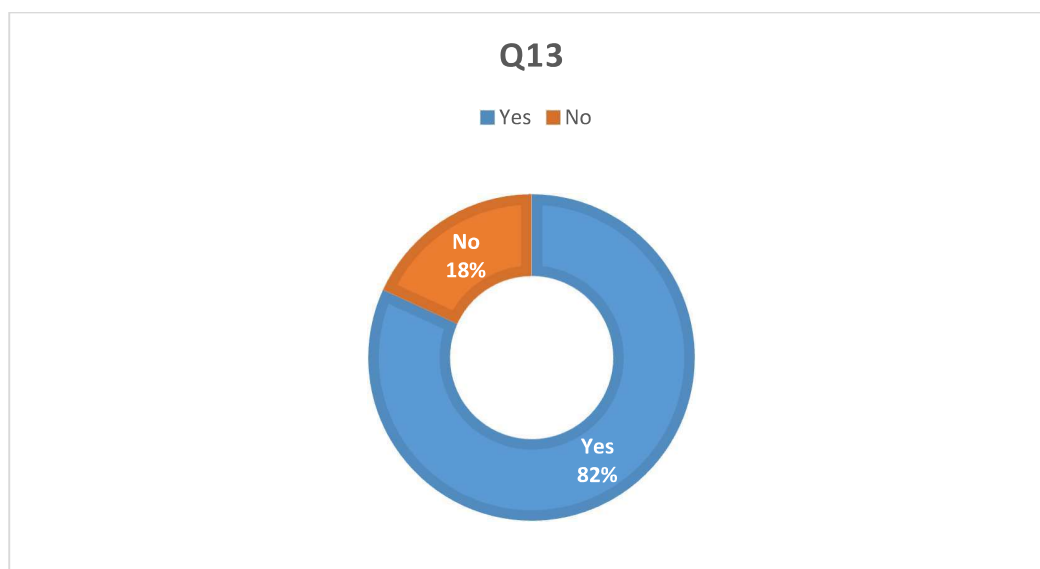
Own elaboration

Of the 11 students in the sample, 9 represent 82% who said that if they remember phrases from a song's lyrics, 2 belong to the 18% who said that they do not remember any sentences.

Interpretación:

Most students unconsciously memorize phrases from a song they listen to, more if they enjoyed it, this develops positive abilities in the students, such as concentration, interest and acquisition of knowledge along with various skills.

Figure 13: Would you like to participate in musical activities that help you improve your English? Why?



Source: Student survey.

Own elaboration

Of the 11 students considered as sample in the research, 9 of them represent 82% who say they like to participate in musical activities and 2 belonging to 18% selected the opposite option.

Interpretación:

The majority of students chose to participate in musical activities, which reflects that they feel confident in having to be part of a somewhat dynamic learning, however, the majority had

their argument when deciding the opposite option, where it was mentioned that activities involving the public are often not very pleasant because they feel shy or afraid to make mistakes. Really music if it generates confidence in the students, most choose to participate, however, you have to keep in mind strategies that strengthen the confidence in the students, giving them the confidence to make mistakes without fear.

Observations:

Taking into account what is observed in the classroom is fundamental for this research, so this is an instrument that was carried out in a mandatory way to be able to demonstrate the experiences through experience, therefore, a checklist was taken into account during the observations to collect data while activities were taking place, This tool was tested to assess the participation and interest shown by students during the musical activities taught in the classroom. This list maintains features such as: observation criteria, approval or denial option and comments.

Among the observation criteria, the following options were taken into account:

- Students show interest in the music used during class.
- Students actively participate in musical activities.
- Students sing or get involved. in the musical activity.
- Students collaborate with their peers during activities.
- Students show enthusiasm and energy during class.
- Students follow instructions related to music.
- Students feel comfortable expressing themselves through music.
- Students show attention and concentration during activities.

- Students ask questions or comments about the music used.
- Students demonstrate creativity in musical activities.

According to the results of this comparison list, the 11 sample students showed that they do meet the criteria for observation, however, in option number 3 a comment is added, where it is reported that three pupils decided not to sing at first, mainly because they belonged to a group of shy pupils and were afraid of making mistakes or pronouncing things incorrectly, the fact of being afraid of ridicule generated a little suspicion in the 3 students who limited them to participate, However, after giving instructions in the classroom and adding rules and values, these three students were able to participate from the third intervention, the students knew the activities and reacted with more confidence when participating, in their nature they managed a little bit of public moaning, but within the classroom we could observe their participation during several instances.

(See annex N)

Each selected option was focused on what this project seeks, which aims to investigate the effectiveness of integrating musical activities into EFL teaching in terms of language learning outcomes, student participation and interest.

With the results of these instruments, it was possible to verify the effectiveness of the musical activities and as their integration causes a significant improvement in the students, generating more interest in the pupils and encouraging active participation, students have been engaged and motivated to learn English, resulting in a clear example of the implementation of music in the classroom where students are prepared to learn English as a foreign language.

Student performance and participation:

To evaluate the academic performance and participation of students within the classroom, where musical activities are applied, the list of qualifications of the teacher of the subject was taken into account, It should be stressed that these qualifications are taken into account from the first day of the intervention in the field of study and the participation during the course.

Table 2. List of students and their grades in the subject.

Students	Task 1	Task 2	Task 3	Task 4	Task 5	Average	Participation	Lessons	Assessment	Final Note
Student 1	10.00	9.50	10.00	9.00	10.00	9.63	10.00	9.00	9.00	9.41
Student 2	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00
Student 3	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	8.00	9.50
Student 4	10.00	10.00	10.00	9.50	10.00	9.90	10.00	10.00	9.00	9.73
Student 5	10.00	10.00	10.00	10.00	9.50	9.90	10.00	9.50	7.50	9.23
Student 6	10.00	10.00	10.00	10.00	9.00	9.80	10.00	10.00	10.00	9.95
Student 7	10.00	10.00	7.00	10.00	7.00	8.80	9.00	9.50	6.00	8.33
Student 8	9.50	9.00	10.00	10.00	9.00	9.50	10.00	10.00	10.00	9.88
Student 9	10.00	8.00	9.00	10.00	9.00	9.20	10.00	10.00	9.00	9.55
Student 10	7.00	8.00	8.00	8.00	9.00	8.00	8.00	7.00	5.00	7.00
Student 11	10.00	9.50	9.00	10.00	10.00	9.70	10.00	9.50	7.00	9.05

Source: academic performance.

Created by: Ing. Aaron Coello (Teacher of the subject)

Out of the 11 sample students from the "Captain Moroni" School of Basic Education, 100% of the students manage a satisfactory academic performance towards the English subject, therefore, it is shown that the students managed interest in the subject and fulfilled their academic

responsibilities effectively, among their qualifications we manage to see that all maintain a grade above 8, then this shows how music influenced the pupils.

The musical activities kept students in a welcoming and entertaining environment towards learning, resulting in active participation, interest, motivation and good academic performance. This evidence the influence of music in the English classroom as a successful tool towards teaching a language as a foreign language.

5. CONCLUSIONS

Teaching English to children through songs is a pedagogical approach of considerable relevance for several reasons. Music has the ability to capture students' attention, making the learning process both fun and interesting. It is clear that by incorporating musical activities into theory, pupils show active participation and a marked interest in their education.

Catchy melodies and repetitive letters facilitate memorization of vocabulary and grammatical structures, which is a key aspect in the acquisition of a second language. In addition, the songs give children the opportunity to improve their English pronunciation and intonation, thus contributing to the development of their listening and fluency skills. Music also plays a key role in increasing students' confidence, while decreasing fear of making mistakes.

The effectiveness of integrating musical activities into English as a Foreign Language (EFL) teaching has been demonstrated in terms of learning outcomes, participation and motivation of learners. Through practical experiences including interventions, observations and interviews, it has been shown that music has a significant influence on students learning English as a foreign language.

6. RECOMENDATIONS

Teaching children English through songs is an effective and varied method of teaching. Music, by its nature, captures attention and evokes emotions, which promotes an attractive and pleasant environment for learning. This tool allows students to participate regularly in classes and engage in activities related to the language learning process, thus showing significant interest during lessons. This, in turn, improves their academic performance and offers them greater opportunities.

- When selecting musical activities that incorporate songs, it is essential to consider the following:
- Song selection: You need to choose the type of music according to the student's age and level. It is also preferable to know the musical genres or rhythms that the student can more easily assimilate, in order to ensure that they enjoy the activity.
- Interactive activities: The use of a song goes beyond the mere act of listening and singing; there are various activities that can be carried out, such as searching for meanings of unknown letters, performing dynamics, Representations, gestures and movements that involve the student and encourage their active participation.
- Integration into the routine: Including music frequently helps to motivate students in the process of learning English. It is important to note that students tend to show

a greater interest in learning while reducing stress and anxiety which, in many cases, generate activities focused solely on theory.

Teaching English as a foreign language is often a challenge for both the teacher and the student, due to the lack of innovative strategies on the part of the teaching guide and also the lack of interest and motivation on the part of the students, the teaching of a language has evolved towards more dynamic and participatory approaches, which is why it is recommended to implement more strategies in teaching that involve the student during learning, for this it is important:

- Create workshops and courses for teachers where more music-based strategies for teaching a foreign language are made known.
- Integrate more teaching resources that can be used by the teacher in musical activities.
- Provide access to platforms that involve music in education.
- Use both manual and digital tools.
- Encourage the use of music within and outside the educational system.
- Create guides for music-integrated teachers.

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8. ANEXOS

Autorización para realizar el Proyecto de Investigación

Quevedo, 6 de enero de 2025

A quien corresponda;


Por medio de la presente, se hace constar que la Escuela de Educación Básica "Capitán Moroni", ubicada en Calle Bolívar 1221 y Décima segunda de la ciudad de Quevedo, provincia de Los Ríos, ha otorgado su aprobación para la realización de la investigación titulada "Engaging EFL students through musical integration. A communicative approach to effective English language teaching", llevada a cabo por Vega Panata Mayra Geojana, con C.C. # 1650071341, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica Estatal de Quevedo.

La investigación se enfocará en el impacto de la música en la enseñanza del inglés como lengua extranjera (EFL) y su efectividad en la motivación y aprendizaje de los estudiantes de 6to Año de Educación General Básica. Se llevarán a cabo actividades musicales durante las clases de inglés, con el objetivo de evaluar cómo estas estrategias pueden mejorar el proceso de aprendizaje y la participación de los estudiantes.


La Escuela de Educación Básica "Capitán Moroni" apoya esta iniciativa, reconociendo la importancia de la investigación educativa y su contribución al desarrollo de metodologías innovadoras en la enseñanza del idioma inglés. Se garantiza que se tomarán todas las medidas necesarias para asegurar el bienestar y la privacidad de los estudiantes participantes en el estudio.

Agradecemos de antemano la colaboración y el apoyo en esta importante labor académica.

Atentamente,



Loda Maritza Araceli Vilota Guevara
C.I. 12024023/12
Directora de la E.E.B "Capitán Moroni"



Annex A. Consent of the Institution.

CARTA DE CONSENTIMIENTO

Vega Panata Mayra Geojana
Quevedo – Los Ríos - Ecuador
Teléfono: 0890862397
E-mail: mvegab2@uteq.edu.ec

Estimados padres de familia,

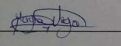
Por medio del presente, me dirijo a ustedes para solicitar su permiso en calidad de representante legal de los estudiantes de 6to Año de Educación básica de la escuela Capitán Moroni. Como parte de mi trabajo de tesis "Engaging EFL students through musical integration: A communicative approach to effective English language teaching" de la carrera Pedagogía de los idiomas nacionales y extranjeros en la Universidad Técnica Estatal de Quevedo, tengo la intención de realizar un proyecto de investigación.

El presente proyecto tiene como objetivo principal fomentar la enseñanza del idioma inglés como lengua extranjera mediante la implementación de actividades musicales. Para ello, se indagará acerca de los efectos que la música puede tener sobre la motivación y el aprendizaje de los alumnos rango etario entre 10 y 11 años que cursan el nivel de sexto año de educación básica. Es así que, a partir del desarrollo de distintas actividades, se podrá determinar si este tipo de estrategias tiene efectos favorables en el proceso de enseñanza.

Es importante resaltar que todas las actividades se llevan a cabo en un ambiente seguro y respetuoso, así, además, todas las necesidades y particularidades de cada estudiante son consideradas. Por otra parte, todos los datos recogidos durante el proyecto de investigación serán confidenciales. Por lo tanto, me gustaría contar con su permiso para permitir que su hijo participe en este proyecto. La disposición para la colaboración es una parte vital para este estudio, y su contribución ayudará a innovar las metodologías de enseñanza del inglés en nuestra comunidad educativa.

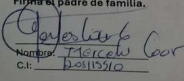
De antemano, quedo muy agradecida por su apoyo y comprensión, ante cualquier duda no dude en comunicarse conmigo mediante los datos proporcionados al inicio de esta carta.

Atentamente



Vega Panata Mayra Geojana
Estudiante de Pedagogía de los Idiomas Nacionales y Extranjeros
Universidad Técnica Estatal de Quevedo

Firma del padre de familia.



Nombre: Marcelo Cor
C.I.: 120115910

Annex B. Consent of the legal representative

Encuesta a Estudiantes de la Escuela de Educación Básica "Capitán Moroni"

Querido estudiante,

Como parte de una investigación académica para mi tesis titulada como "Engaging EFL students through musical integration. A communicative approach to effective english language teaching", estoy recopilando información para mi proyecto de investigación. El objetivo de esta investigación es evaluar la eficacia de la integración musical en la enseñanza del inglés como lengua extranjera en estudiantes de sexto grado. Su participación es fundamental para enriquecer este estudio y determinar el impacto de esta estrategia en la motivación de los estudiantes. Le invito a responder las siguientes preguntas basadas en su experiencia con el inglés y la música, sus respuestas son confidenciales, no afectará a su rendimiento y solo se utilizará para fines académicos. Agradezco de antemano su colaboración.

DATOS GENERALES:

Nombre: Sofía Maldonado Curso: 6^{TO}

Edad: 11 años. Fecha: 29/01/2023

- ¿Escuchas música en inglés?
 - Todos los días
 - Casi todos los días
 - Ocasionalmente
 - Casi nunca
 - Nunca
- ¿Qué tipo de música escuchas con más frecuencia?
 - Pop
 - Música Urbana
 - Rock
 - Hip-Hop
 - Reggaeton
 - Otro: _____
- ¿Escuchas música mientras estudias inglés?
 - Todos los días
 - Casi todos los días
 - Ocasionalmente
 - Casi nunca
 - Nunca
- ¿Crees que la música te ayuda a concentrarte al estudiar inglés?
 - Sí
 - No
- ¿Te gustaría que tu profesor utilice más música en la clase de inglés?
 - Sí
 - No
- ¿Entiendes las letras de las canciones en inglés que escuchas?
 - Siempre

Annex C: Survey Part 1.

- Frecuentemente
- A veces
- Nunca

- ¿Te gustaría que tu profesor utilice canciones en clase para aprender inglés?
 - Sí
 - No
- Aprender inglés con música es más divertido que aprenderlo sin música.
 - Totalmente de acuerdo
 - De acuerdo
 - Ni de acuerdo ni en desacuerdo
 - En desacuerdo
 - Totalmente en desacuerdo
- ¿Qué tipo de actividades musicales te gustaría hacer en clase de inglés?
 - Escribir la letra de una canción
 - Hacer juego de palabras
 - Completar la letra de una canción
 - Crear un diccionario visual
 - Asociar palabras con imágenes
 - Cantar mientras leo la letra de la canción.
- ¿Cómo te sientes cuando aprendes inglés con música?
 - Feliz
 - Motivado
 - Confundido
 - Aburrido
- ¿Crees que escuchar música y aprenderse la letra es un buen pasatiempo?
 - Totalmente de acuerdo
 - De acuerdo
 - Ni de acuerdo ni en desacuerdo
 - En desacuerdo
 - Totalmente en desacuerdo
- ¿Recuerdas alguna frase que escuchaste en una canción en inglés? ¿Cuál?

Frases: It's raining the toads
- ¿Te gustaría participar en actividades musicales que te ayuden a mejorar el inglés? ¿Por qué?
 - Sí
 - No

Porque con eso puedo mejorar la pronunciación

Annex D: Survey Part 2.



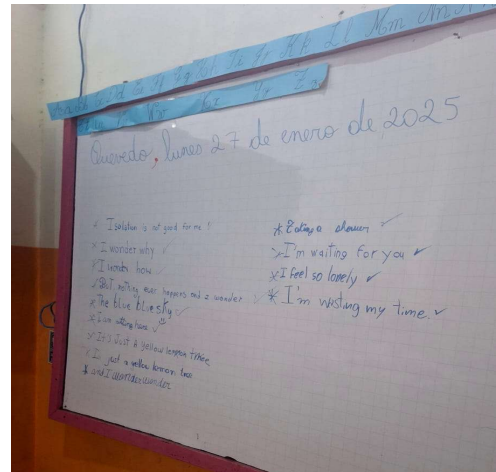
Annex E: Reading and listening



Annex F: Reading comprehension.



Annex G: Searching for unknown words.



Annex H: Learning phrases.



Annex I: Using a guitar



Annex J: Student's Participation



Annex K: Taking notes..



Annex L: Outside the classroom with music integration.



Annex M: Musical activities outside the classroom

LISTA DE COTEJO

Participación e interés del alumno en clases de Inglés.

Objetivo: Evaluar la participación, motivación y comportamiento de los estudiantes durante las actividades musicales impartidas en clase.

Criterios de Observación	Sí	No	Comentarios
1. Los estudiantes muestran interés en la música utilizada durante la clase.	✓		
2. Los estudiantes participan activamente en las actividades musicales.	✓		
3. Los estudiantes cantan o se involucran en la actividad musical.	✓		la excepción de 3.
4. Los estudiantes colaboran con sus compañeros durante las actividades.	✓		
5. Los estudiantes muestran entusiasmo y energía durante la clase.	✓		
6. Los estudiantes siguen las instrucciones relacionadas con la música.	✓		
7. Los estudiantes se sienten cómodos expresándose a través de la música.	✓		
8. Los estudiantes muestran atención y concentración durante las actividades.	✓		
9. Los estudiantes hacen preguntas o comentarios sobre la música utilizada.	✓		
10. Los estudiantes demuestran creatividad en las actividades musicales.	✓		

Creado por: Vega Mayra

Annex N: Checklist.