

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**APPLYING MUSIC AS A TECHNIQUE FOR IMPROVING THE
LISTENING SKILL OF FOURTH GRADERS AT NEW
HORIZON SCHOOL DURING THE FIRST QUARTER OF 2021**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

SHARON FIORELA ALPÍZAR PÉREZ

THESIS MENTOR: M.Sc. CATALINA GUERRERO TROYO

SEDE ARANJUEZ

APRIL, 2021

Table of Contents

Chapter I	14
Introductory Framework	14
1.1 Problem Statement	14
1.2 Objectives of Investigation	15
<i>1.2.1 General Objective</i>	15
<i>1.2.2 Specific Objectives</i>	16
1.3 Justification of the Study	16
1.4 Antecedents	17
1.5 Scope	23
Chapter II	25
Theoretical Framework	25
2.1 Literature Review	25
<i>2.1.1 Cognitive Development Theory by Piaget</i>	25
2.1.1.1 Macro skills	27
2.1.1.2 Micro skills	29
<i>2.1.2 Language Acquisition Theory by Skinner and Chomsky</i>	31
<i>2.1.3 Multiple Intelligences Theory by Gardner</i>	33
2.1.3.1 Musical Intelligence	35
<i>2.1.3.1.1 Definition of Music</i>	36
<i>2.1.3.1.2 Music as a Teaching Technique</i>	38
2.1.3.2 Intrapersonal Intelligence	40
<i>2.1.4 Listening Comprehension Theory by Wipf</i>	42
2.1.4.1 Definition of Listening	45
Chapter III	48
Methodological Framework	48
3.1 Research Approach	48
3.2 Research Design	49
3.3 Information Sources	51
3.4 Analysis Categories	52
3.5 Data Collection Instruments	54
3.6 Collection Data Process and Data Analysis	57

Music as a Technique for Improving the Listening Skill	10
Chapter IV	63
Data Analysis	63
4.1 Analysis and Interpretation of the Results	63
<i>4.1.1 Class Observation</i>	63
<i>4.1.2 Pre-Test</i>	67
<i>4.1.3 Post-Test</i>	71
<i>4.1.4 Activity 1: Silence Speaks</i>	76
<i>4.1.5 Activity 2: Rhymed Silence</i>	78
<i>4.1.6 Activity 3: Sound Counts</i>	82
Chapter V	86
Con. and Recommendations	86
5.1 Purpose of the Conclusion	86
5.2 Conclusions	86
<i>5.2.1 To identify fourth graders listening skills improvement areas at New Horizon School during the first quarter of 2021</i>	86
<i>5.2.2 To apply music as a technique for improving listening skills in fourth graders</i>	88
<i>5.2.3 To evaluate the efficiency of using music as a technique in fourth graders</i>	90
5.3 Restatement of the Research Question	90
5.4 Recommendations	91
References	95
Appendixes	99
Appendix A: Class Observation Instrument	99
Appendix B: Pre-Test	101
Appendix C: Listening Activity 1	104
Appendix D: Listening Activity 2	106
Appendix E: Listening Activity 3	108
Appendix F: Post-Test	110
Appendix G: Pre-Test Evaluation Rubric	113
Appendix H: Post-Test Evaluation Rubric	114
Appendix I: Activity Evaluation Rubric	115
Appendix J: Lesson Plan	116
Appendix K: Letter of New Horizon	117

Table of Figures

Figure 1. Categories of the obtained grades by the students in the Pre-Test.	69
Figure 2. Correct and Incorrect Answers of the Pre-Test.	70
Figure 3. Categories of the Obtained Grades by the Students in the Post-Test.	72
Figure 4. Correct and Incorrect Answers of the Post-Test.	73
Figure 5. Comparison between the Pre-test and Post-Test according to the listening, retention and understanding of the students.	75
Figure 6. Accounting of the total of written words.	77
Figure 7. Accuracy of Words by the Number of Students.	78
Figure 8. Total quantity of the written words.	80
Figure 9. Number of times that the word endings were used on students' lists.	81
Figure 10. The Most Repeated Words According to the Students' Lists.	83
Figure 11. Quantity of Repetitions for the Most Repeated Words Based on the Students' List.	84

Abstract

This research work is focused on applying music as a technique for improving the listening skills in fourth grade students at New Horizon School. This is a private school, so the English level of the students is suitable for the grade in which they are. However, listening skills are not well developed, so this research work develops intends to develop its various instruments to obtain valuable information and support the improvement process of those listening skills. This research work uses the qualitative method since the obtained data is taken directly from the research population and what they have experienced. All the data have been collected through three instruments such as the Class Observation, Pre-Test, and Post-Test; in addition, between those two last instruments, three listening activities were performed. With the Class Observation the researcher was able to have a visualization of the population under study before applying the instruments. Then, while applying the rest of the instruments, the researcher was able to observe the progress. Moreover, with the last observation the researcher was able to verify the last results of the student's progress. The Pre-Test is responsible of measuring that first contact experience with music of the students through a quiz, which allowed the researcher to obtain the first results of the level of listening and the student's interpreting ability. The three activities helped in the improvement of the listening skills of the students. Finally, the Post-Test, which was the last instrument, verified the progress the students had with music as a technique to improve their listening, retention and understanding skills in a foreign language. With all those instruments the researcher obtained valuable information showing the progress of the students in their listening skills with music as a technique.

Resumen

Este trabajo de investigación se basa en la aplicación de la música como técnica para mejorar las habilidades auditivas en estudiantes de cuarto grado de la escuela New Horizon. La escuela es privada, por lo que el nivel de inglés de los alumnos es el adecuado para el grado en el que se encuentran. Sin embargo, las habilidades de escucha no están bien desarrolladas, por lo que es aquí donde esta investigación desarrolla diversos instrumentos para obtener información valiosa y apoyar en el proceso de mejora de esas habilidades de escucha. Este trabajo de investigación utiliza el método cualitativo ya que los datos obtenidos se toman directamente de la población en investigación y lo que ellos han experimentado. Todos los datos fueron recolectados a través de tres instrumentos como lo son Observación de Clase, el Pre-Examen y el Post-Examen, y en medio de esos dos últimos instrumentos se realizaron tres actividades de escucha. Con la Observación de Clase el investigador pudo tener una visualización de la población en estudio antes de aplicar los demás instrumentos. Asimismo, mientras aplicaba los instrumentos el investigador pudo observar el avance. La última observación le ayudó al investigador verificar los últimos resultados del progreso de los estudiantes. El Pre-Examen se encargó de medir la experiencia del primer contacto con la música de los estudiantes, lo cual le permitió al investigador obtener los primeros resultados del nivel de capacidad auditiva e interpretativa de los mismos. Las tres actividades ayudaron a mejorar la capacidad de escucha de los alumnos. Finalmente, el Post-Examen permitió verificar el progreso que tienen los estudiantes con la música como técnica para mejorar sus habilidades de escucha, retención y comprensión en una lengua extranjera. Con todos esos instrumentos el investigador obtuvo información valiosa que muestra el progreso de los estudiantes en sus habilidades de escucha con la música como técnica.

Chapter I

Introductory Framework

The acquisition of a foreign language has been a challenge for language teachers. However, it is an opportunity to search for techniques to help in this teaching process. During a student's learning process, their interest in learning must be awake and it is where music as a teaching technique plays an important role. Music, apart from being an art found in all parts of the world is a preference which almost everyone has and helps to catch the attention of those who listen to it. Therefore, music as a learning technique helps to improve listening skills. In this part of the research, the investigator explains the objectives of the investigation, how listening comprehension is improved with music while teaching, and some theories which support this argument.

1.1 Problem Statement

Music as a teaching technique for foreign learners helps to improve listening abilities by adapting students' ear and brain to decipher the message which is transmitted in another language through sounds. Mark and Madura (2010) argue that music is as important in the learning process as any other subject (p.5). In other words, music is not only about a song because it has its background and history of existence. It is about capturing the attention of a student and helping to improve the teaching and learning process in general. For this reason, it is extremely important to mention why this topic was chosen for this research because it is a sample of personal experiences when attending classes during the researcher's fourth grade school, and the relationship with music during the process of learning the English language, motivated the researcher to investigate further about the subject.

One of the main areas of development which a professor gets focused on when teaching a foreign language is about pronunciation and grammar. However, teachers forget the importance of reinforcing listening skills and how music comes a great support in this teaching process, as well as all learning skills must be reinforced in the same way with the same importance. This is due to the obsolete approaches learned in life. Chamot (2005) states that the objectives must be present in the learning processes since they generate the direction and agility of the learning task procedure (p.112). In other words, it can be said that a task without an objective is not a task, so the teaching English process without a good development of listening skills would be an empty teaching process.

The application of a technique such as music on students during their learning process could lead to an increase in children's communication skill so that a teacher can take advantage of their abilities to improve and develop other areas to their fullest. All areas must be worked on and none forgotten, all skills must be well developed to prepare a student in the best way in a second language such as English and to become good language speakers. For this reason, the following question demonstrates and guides what this research is about and allows the reader to have a clearer idea of what the topic is. The question in this research is the following: How does music improve listening skills in fourth graders at New Horizon School during the first quarter of 2021?

1.2 Objectives of Investigation

1.2.1 General Objective

- To analyze the use of music as a technique to improve the listening skills of fourth graders at New Horizon School during the first quarter of 2021

1.2.2 Specific Objectives

- To identify fourth graders listening skills improvement areas at New Horizon School during the first quarter of 2021
- To apply music as a technique for improving listening skills in fourth graders
- To evaluate the efficiency of using music as a technique in fourth graders

1.3 Justification of the Study

The main purpose of this research project is to investigate how music can improve fourth grader students' listening skills when learning a foreign language. This research work allows teachers to verify how the acquisition of a new language in fourth grade children should be taught in an appropriate and adequate way, since it is a process where the mind goes from being a blank paper to a stage where the mind and learning have a better retention capacity. According to Griffiths (2008), these are "activities consciously chosen by learners for the purpose of regulating their own language learning" (p.87). Based on the previous statement, it allows to see how the students also have the possibility to bring to the table a technique they would like to include for their learning process to take place, even if the teacher is the one who guides the lessons, students are the linchpin in teaching. Music is a technique which allows the process of learning a foreign language to be dynamic at the same time for students.

Learning the appropriate English rules is mandatory for learners to improve their communicative competence in a foreign language. However, to be a good speaker of a foreign language, it is required to have an open ear to the message which is going to be received. This means that listening skills represent an essential part when communicating in English, either transmitting or receiving a message. The results and benefits collected with this research work

are reflected in a higher level of English obtained in fourth graders, since the improvement of listening skills allows a better development for the rest of skills when learning English.

In the same way, positive results in listening skills are expected; moreover, extraordinary classes are hoped to be obtained, that is, not monotonous or boring classes for fourth graders, but spontaneous ones, where it allows students to learn and have fun at the same time as well as make them more self-confident and feel more comfortable with the new language. In addition, this research work allows teachers to open their visualization when teaching a class and see that music as a technique allows an adequate development in students who are learning a foreign language as well as obtain interest and enthusiasm from them when attending lessons.

1.4 Antecedents

The antecedents are taken from some previous works related to this research investigation. Those papers were elaborated by different students. This research investigation shows six antecedents done at different national and international universities which describe similar investigations related to listening skills improvements by different teaching techniques.

The first national thesis consulted was done by Chaves, J & Gamboa, B (2015). Its title *ANALYSIS OF THE LISTENING INSTRUCTION OF SECOND CYCLE EFL STUDENTS AT PEÑAS BLANCAS PRIMARY SCHOOL from Universidad Nacional for The Licentiate Degree in Applied Linguistics in English*. The general objective of this research investigation was to identify the listening difficulty which a student has when receiving messages in English and investigate the comprehension process which is carried out to understand oral information. The conclusions that were obtained are presented as follows. According to Chaves and Gamboa, after the repetition of an activity and the initiative of the teachers, memory, cognitive and

metacognitive were three key topics. The technique that activates the senses in students helps improve memory and acquisition of new topics.

Both authors recognized that translation is a strong help for each student to understand messages in a foreign language, and reinforces the cognitive area. However, the dependence on translation prevents the knowledge of other functional comprehension activities. Poorly applied text activities prevent students from obtaining positive results for oral retention or listening comprehension. Both recognized that students can be the leaders of their own exercises imposed by the teacher when they are clear about the objectives for which they are executing tasks. In addition, to support the student to improve their attention in order to achieve the objective.

Social techniques are important during the learning of a foreign language, so poorly applied text activities do not allow the social to be developed. Both authors detected that oral text techniques help students to open their ears to new and different accents, since listening only to the teacher's way of speaking is a challenge to understand the original message when exposed to any other English speaker no matter where they are. Visual aids such as posters were one of the authors' conclusions since it helps to avoid the literal translation of the message from English to Spanish by the teacher. Finally, they concluded that well-applied techniques according to the level of the students, including their preferences and some difficulties to promote their development, help to generate confidence in the understanding of messages in a foreign language.

The second national thesis consulted was done by Arguedas, M & Castro, E (2017) with the title *FACTORS THAT INFLUENCE THE IMPLEMENTATION OF LISTENING WHEN TEACHING CONVERSATIONAL ENGLISH IN LANGUAGE LABORATORIES OF COLEGIO TÉCNICO PROFESIONAL SAN ISIDRO* from *Universidad Nacional de Costa Rica* for the

Licentiate's Degree in Applied Linguistics in English. The objective of this investigation was to check if the conversational English subject which is instructed in a laboratory lesson improves a student listening skills or not. The authors corroborated materials, techniques, and other conditions to fulfill their research objective in the Colegio Técnico Profesional San Isidro in Pérez Zeledón.

The conclusions which were obtained are presented as follows. According to Arguedas and Castro the listening activities were not well implemented during the observed lessons, they were even omitted by some teachers. However, other teachers did implement listening activities but incorrectly. Activities which include a student's senses must be well distributed in time, all with the same period to take advantage of all the senses. The diversity of listening activities which can be implemented in a class help improve a student's listening skills. The listening activities implemented in laboratories must have different levels of complexity to obtain a higher listening comprehension result in the students than the expected.

A laboratory equipped with the minimum of resources does not allow a student to develop optimal listening skills. The authors identified that technological training for teachers is necessary to be able to apply various listening activities in the classroom. The laboratories have various technological equipment. However, the unequal use of them does not improve the development of listening skills. Both authors concluded that the Ministerio de Educación Pública has been an active member in the development of laboratories in Costa Rica to improve English in students, as in the case of the CTP of San Isidro, which was observed by them in their research work. Finally, Arguedas and Castro concluded that the maintenance of equipment and a good internet bandwidth would improve the conditions of the conversation classes in the laboratories. However, the lack of training for teachers regarding technology is the greatest challenge to take

advantage of resources and improve the quality of the English teaching process, which makes a return to the traditional teaching model.

The third national thesis consulted was done by Quirós, E (2018). Its title *Motivation Improved by the Application of Music to Enhance Listening Comprehension on Fifth Graders Students at José Joaquín Vargas Calvo High School, San José Educational Regional in First Quarter of 2018 from Universidad Internacional de las Américas for The Bachelor Degree in English Teaching*. The general objective of this investigation was to identify how a student's motivation can improve their listening comprehension by linking to the implementation of music as a resource in fifth grade students at José Joaquín Vargas Calvo High School during the first quarter of 2018.

The author of this research work obtained important data from the students through an observation rubric and some tests applied to students for which he had the following conclusions. Lack of knowledge of the foreign language prevents students to develop good listening skills. Understanding of the English language is not the same for all students. Students with difficulty in expression and understanding choose not to participate in oral activities, so reading is their preference to avoid conversation due to its limitations. The listening skill is the beginning for the development of the rest of the skills, so an implemented listening activity could not be developed in the best way by a student with a low listening level. All the senses of a student must be developed, so by doing equitable activities in time which involve all the skills help to better develop students in the foreign language.

The development of listening skills falls on the responsibility of the teacher and the author in this research confirmed that students lack this ability and music is a good technique to improve it. Music in English is something which is found everywhere, and it motivates students,

so according to the conclusion that Quirós obtained in his research work, this is a whole technique to improve listening skills in students since music is flowing and influencing positively, generates motivation in students and desire to learn more.

The first international thesis consulted was done by Ramírez, S (2018). With title *“LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE.”* from *Universidad Técnica De Ambato For Magister in English Language Teaching*. The objective of this research was to identify how American pop music influences listening skills during the acquisition of a foreign language at the Angel Polibio Cháves de Guaranda Educational Unit.

This research carried out by Sandra Ramírez required a survey, a pre and a post test to obtain the results about the influence of American pop music in students. Once the results were obtained, the following were the conclusions. The lack of technological resources and implementation of music as a technique in the classroom hinders the development of listening skills in students. The music implemented in the teaching process is to the student's liking. Students with a lack of knowledge of the foreign language find it difficult to develop listening activities. Music by itself has a positive influence on students. The implementation of American pop songs during the lessons motivates and helps the acquisition of a foreign language.

According to Ramírez, when implementing music as a technique for the acquisition of English, varied and attractive activities should be applied to reinforce the learning process. Considering the preferences of students when implementing music as a technique in the classroom increases the motivation of learning in them.

The second international thesis consulted was done by Zaynab Fathe Ghaith (2018). Its title *The Impact of Using Children English Songs on Improving the Pronunciation and*

Vocabulary of the Third and Fourth Graders at AlNasser Primary School in Hebron from Hebron University for the Degree of Master of Applied Linguistics and the Teaching of English, Faculty of Graduate Studies & Academic Research. The objective of this research was to investigate the flexibility of a teacher before the implementation of the songs in the classroom, as well as the availability students as part of their learning process, and how the vocabulary and pronunciation in English can be impacted in third and fourth graders through songs.

To collect the necessary data the author of this research investigation implemented students' pre and posttests, a teachers' questionnaire, and a students' questionnaire. When the required information was collected, the conclusions were obtained. The advance of technology allows music to be more and more present in the teaching processes. However, music as a technique must not only be present in the lessons, it needs to be part of the students' lives after classes to maintain a constant learning and correct acquisition of the language. Music allows the development of various skills in students who are learning a foreign language, such as what the author of this research work observed in grammar, vocabulary, and pronunciation. Music is also a tool which facilitates the teacher who implements it during their teaching process.

The third international thesis consulted was done by Pizanán, C (2019). Its title *“ANALYSIS OF THE USE OF CHILDREN’S SONGS AS AN ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF SEXTO AÑO OF EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “AMELIA GALLEGOS DÍAZ”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.”* from *Universidad Nacional de Chimborazo* for obtaining the Bachelor’s degree of *“Licenciada en Ciencias de la Educación, Profesor de Idiomas Inglés”*. The objective of this research was to identify how students of Sixth Year of Basic General Education of the Unidad

Educativa "Amelia Gallegos Diaz" in Riobamba City, Chimborazo province, during the academic year 2017-2018 can improve their acquisition of English vocabulary through various activities which include songs for children.

After the author of this investigation used an observation sheet based on the objectives and theoretical foundations, and she carried out the analysis for 12 hours divided into three hours a day, for four weeks, she finally obtained the following conclusions from her research. Images, Realia, Body movements, Synonyms / Antonyms among others are just a part of the many techniques which a teacher can use to develop their lessons and improve vocabulary in students who are acquiring a foreign language. According to the author of this paper, the teacher only uses some of them. When implementing music as a teaching technique, it must be clear about the final goal which is expected from the students so that everyone can develop towards the activities in a positive and complete way to achieve the goal.

1.5 Scope

What is expected is to corroborate how music as a teaching technique helps to improve the listening skills of fourth graders when acquiring English as a foreign language. The deficiencies which the school had were evaluated through interviews. The technological equipment they have was verified and analyzed to see if music as a teaching technique could be applied by English teachers during their lessons. Teachers were interviewed to have a broader concept of how they teach English lessons, what the most common teaching techniques applied and how present is music in the classroom, as well as what opportunities they see to improve the English acquisition process in students.

Once the results were obtained, the researcher proceeded playing songs during the lessons along with various activities related to the song played. Once students and teachers

identified and recognized how listening skills were improved, students evaluated through a posttest to corroborate the effectiveness of the applied technique. That posttest consists in listening to a song related to a reviewed topic three times, the first is just listening, the second is to fill out an established practice and the third time played is to corroborate details of the lyrics of the song against what they filled out in the practice.

Chapter II

Theoretical Framework

This chapter II refers to the theories and previous studies made on how music as a technique helps to improve listening skills in students who are acquiring English as their foreign language, and it will show based on theories and studies the way in which music influences in a positive way during teaching and learning process. In addition, this chapter includes the definition of listening skills, listening comprehension, how those listening skills can be improved, their importance, communicative competence, the meaning of music, its influence, its importance, and its mechanism to be applied.

2.1 Literature Review

This section is based on theories in which different authors developed the definition of listening skills, listening comprehension, how those listening skills can be improved, their importance, the meaning of music, its influence, its importance and its way of being applied. The theories that will be mentioned are the basis that supports and reinforces this research work.

2.1.1 Cognitive Development Theory by Piaget

The way in which a student acquires a foreign language takes time, which is why the acquisition process has its respective stages, steps, and moments. Teachers must know and understand that when teaching each student, they have their own pace, difficulty or their faster assimilation to acquire a foreign language than the rest of the class, so there is where the technique applied must be easily understood by the whole group. There are important stages of intelligence in every human being, especially at the beginning of life. This argument is reinforced by the theory of the Cognitive Development by Piaget.

Piaget (1896-1980) developed many topics and scientific research, but one of the most important theories which he proposed was the theory of the cognitive development which is based on that specific moment or stage that each child has to acquire knowledge or intelligence according to their intellectual abilities at a specific moment. Based on Piaget's theory the acquisition process in a child falls in four specific stages. Each stage fulfills its function as such, it does not advance or lag behind, as well as the human body develops, Piaget reinforces with his theory that the mind also advances and develops over time.

Piaget's theory reinforces this research work because the process of a foreign language acquisition cannot be at once, as well as the improvement of the listening skill. This process must have stages and paces, where not all students will learn in the same way or at the same time. Each mind has its own time, and each teacher must understand that the applied techniques depend on the ages of the students. A young child cannot understand long conversations or songs with incomprehensible lyrics, the child only picks up shorts and easy words, they are even focused on their own world without wanting to pick up other verbal messages, while a child during his school process is already in a position to understand more the foreign language and concrete situations, giving logical and valid solutions or answers. That is why teachers must be clear about the level of the group they are with and thus be able to know what technique can be used to improve the process of acquiring a foreign language and how it can catch the attention of the students. Here is where music as a teaching technique takes its place.

In the book *The Psychology of Intelligence*, Piaget (1950) states that there are two factors which go hand in hand to adapt intelligence. They are the environment and a person. Which means that for an easy acquisition of the language the person must be adapted to the environment or vice versa (p.8). The learning stages as mentioned in Piaget's theory are subjected to the

environment in which the student is formed which generates their intellectual abilities and which allows the student to reach an acceptable level of intelligence in order to overthink everything and to not be limited to give only logical answers. Moreover, it is said to improve their listening skills to make their foreign language acquisition process easier.

2.1.1.1 Macro skills.

The skills which a student can develop are many and varied. However, there are skills which allow many specific tasks to be carried out where only some skills work, and they are the macro skills. Those skills are totally linked to linguistics since they cover what is spoken, listened, written, and read. Without a doubt, macro skills must be fully present when acquiring a foreign language. Furthermore, they must be fully developed since the macro skills are the effective means of communication in a foreign language because with them a message is read, transmitted orally, or written and the most important for this research work, the message is first heard, so listening carefully is the key.

There will be always a person who receives a message and another who emits it, so the speaker must have that macro ability to speak well developed, so the listener can interpret and understand the message correctly. In addition, this is for verbal communication because there is the written communication which plays a very similar role since whoever sends the written message must really understand how to properly write. Likewise, whoever receives it must know how to read, so that is the same thing as the listener because the reader can correctly interpret the message sent.

When a teacher considers macro skills important in class, they become an incredible help to guide students when acquiring a foreign language because without well-developed macro skills there is no assertive communication, or rather, there is no total communication. If each one

of them is described, it can be highlighted that everything begins with the ear. The human being from an early age can listen, pay attention, and attend to sounds without complete meaning, and that is where the mind begins to decipher messages. It can be said that those heard sounds can be replicated by repetition and that is where the speaking ability comes from. If teachers understand those two skills then the foreign language professor can have presented the responsibility that they have to develop those two skills in students as they will not have difficulty hearing words or phrases in English, and then saying them according to what they heard, and it is here where the good pronunciation of the teacher and the techniques applied in class play their most important role.

If writing and reading are mentioned, they come to be derived but at the same time just as important as speaking and listening skills. It is said that they are derived from them because in order to write and read, the person had first to have learned to speak and listen, otherwise, no message can be catch on a paper by written letters or read it because of its difficulty in understanding and recognizing sounds. It is difficult to have clear thoughts about a message received when the information and the quality with which it is expressed is unclear. Therefore, language skills are essential while learning a foreign language because communication depends on them.

Cain and Oakhill (2007) states in their book that a good appreciator of the language must first understand words to link texts and make sense of the orally or written messages. However, there are extra factors that make it difficult to be good comprehender or communicators of messages (p.284). Children's comprehension problems in oral and written language go beyond bad teaching in class. As mentioned by both authors in their book, external problems like family, location, diagnosed diseases, among other factors, influence the bad acquisition of a foreign

language due to the poor development of macro skills, and it is here where a teacher has great challenges and responsibilities to bring their students to an optimal and similar level of understanding of the language, but without forgetting that many of these external factors cannot be completely removed, but the techniques which are applied in class in order the student can at least achieve a good level of communication play an important role since those skills, although not fully developed, can be well used as far as any external factor allows.

2.1.1.2 Micro skills.

Micro skills go from being something general such as macro skills to another more advanced level, in other words, to being that understanding and optimal speed that a student reaches in order to understand a message without having to go word by word, but rather in a few words, students are able to take the meaning of the message. A student who is clear about the micro skills is able to anticipate a topic, is the one who investigates or takes every circumstance, state, or environment to decipher a message, but without stopping to analyze it. The micro skills have come to help students, specifically those that for some reason failed to fully develop a macro ability.

The micro skills are totally related to this research work because to improve a macro skill such as listening, there are factors which influence and degrade the process, such as when acquiring a foreign language it is common not to know much vocabulary and when hearing a word which is unknown, the student collapses and blocks the mind to understand the rest. However, this is where micro skills take on an important role. When a teacher speaks, it must be clear that gestures, fillers, movements and others help to correctly convey a message, but if a teacher lacks those expressions while speaking, the student probably will not fully understand the message as the micro-skills of listening enhance the ability to listen.

An important characteristic of micro skills is retention, and here music as an enhancement technique for listening skills plays an important role. If music is implemented as a foreign language acquisition technique in students, it will help to develop that ability to retain information in students, that is, students will probably not understand the lyrics of the entire song because it will have words where maybe they do not comprehend the semantics or maybe the rhythm of the song is a bit fast, and although a teacher correctly adapts the lyrics with the speed depending on the grade of the students, they will not retain everything at the first time, but they will gradually develop retention, joining words, taking a quick meaning from what they heard and improving their listening skills.

Vandergrift and C. M. Goh (2012) argue that retention in a student when person and affective factors can influence listening. Both authors reinforce that there are undoubtedly factors at the person level, such as the lack of knowledge of the foreign language which is being acquired or other more affective factors such as motivation which positively or negatively influence in the process of learning because this makes it a learning barrier or a bridge to acquiring knowledge (p.58). The book which both authors wrote about teaching and learning foreign language listening reinforces this research work because they emphasize the need at a micro level to improve the listening skills in students and to take into account as teachers those factors which influence the improvement and acquisition of a foreign language while teaching.

Those factors would be a learning barrier because if the teacher does not detect that there is a micro-skill deficiency in a student, students will probably reach a point of frustration and mental blockage where they will not even want to listen to a message. In addition, they will not be able to select what they can understand, interpret, or retain information. However, it would be a bridge for the acquisition of knowledge if the teacher is able to understand the various

emotions which a student presents while acquiring a foreign language, reinforces those micro skills and guides the student to reach an adequate listening level.

2.1.2 Language Acquisition Theory by Skinner and Chomsky

When a person, regardless of age, begins to perform an action for the first time, it is usually done after observing another person who performs it, in other words, movements, actions or sounds are imitated. When a person begins to speak, they need to previously hear a sound in order to learn it and then repeat it. While it is true, if there are no secondary problems, a person begins to speak their mother language when hearing it from the first people they surround themselves with. Language is undoubtedly the way to communicate with the world, it is the main channel used to express feelings, ideas and emotions with people or the world in general. It is important to mention that even verbal language is the way that human beings differ from animals and any other living being, where each person has their own way of expressing themselves or communicating, but the human being is the only one who has been able to develop and acquire language as a means of communication. Acquisition of a language has been a debate in history, from whether it is innate or whether it is acquired over time, among other ideas. To corroborate this there is a theory which proves it: the Skinner's theory.

With his behavioral theory, Skinner (1957) reinforces, discovers, and confirms how the human being reacts to external factors, whether humans learn or change their behavior because of everything that surrounds them. Although it is true, according to Skinner's theory, there may be negative or positive behaviors because of an imitated or repeated action, which makes this research investigation similar to the Skinner's Theory. In order to obtain a positive result in a student regarding the acquisition of a foreign language, it is necessary to have a correct model,

since the students will be subject to external factors and their behavior will depend on that fact when acquiring a foreign language.

Griffiths (2008) refers that the student can have their own control of learning with previously digested teaching techniques (p.87), that leads to Chomsky's theory making sense also in this research work. Chomsky (1965) comes with his theory to criticize Skinner's theory as Chomsky refers to the fact that the acquisition of the language is done automatically. It also exposes that acquisition of language is innate in almost every person able to communicate because the human being has a different characteristic that makes it able to acquire and understand the language easily without the influence of external factors as the Skinner's theory does.

However, as a result of any action, there is an answer, this means that what is done has consequences that can be good or bad. Good teachers know that their students can imitate them even if they bring with them learning or acquired languages, but the way the teacher speaks, pronounces and teaches is a way of imitation for the student because of the context or environment in which they are developed is an important aspect in the acquisition and development of language. There are other aspects during the learning and acquisition of a language that must be learned during School and college especially in the first years of a student's learning. As seen in Chomsky's theory, children are able of being born with innate abilities to acquire a language, so a good process of teaching and learning helps in a great way the students to make this acquisition process successful and with a good result.

In addition, the teacher must play an important role during this process, since the students in their first years of learning is a child which makes them a person with a not so wide knowledge of the world, so many word meanings are difficult for them to decipher or

understand. It is here where the language acquisition process is one of the most difficult, but one of the most important teaching processes since people communicate and express themselves with the world around them through language. For a student or children to have a self-control of their acquisition of a foreign language is required to pass the Skinner and Chomsky's theory at least during their language acquisition where they see and hear, then repeat and finally act giving positive results. Those results can be as a good understanding of the language where they first understand and get the message then they will be prepared to communicate with others innately or by repetition.

Finally, the skill that the student uses to listen while acquiring the language must be well developed by teachers. In other words, since people listen to the whispers of the mother when they are born, they open their ears and discover the sounds as such and recognize that there is a spoken language. Likewise, teachers should consider the importance of developing the listening skill in a good way because it is through hearing that students will acquire the foreign language, and by listening to their respective pronunciation; consequently, they would be recognizing the different accents that may exist as when facing a conversation with a native speaker.

2.1.3 Multiple Intelligences Theory by Gardner

A teacher whose task is to teach a person, especially a fourth grade child which is the approach of this research work, something for the first time or to reinforce a topic, must take into consideration that the mind acts in many ways, so the ways of teaching may vary, and not all students learn in the same way. There is a theory proposed by Howard Gardner consisting of eight multiple intelligences that can be developed in one person, and it is called as multiple intelligences. Gardner (1983), proposed that for the development of life, a person uses or requires several intelligences, and for each situation that appears in life there is an intelligence

that enters as a solution, since there are eight intelligences that act by themselves and are not derived as characteristics of a single intelligence, but each has its own characteristic and essence.

This theory reinforces this research topic since each student is a different mind, and each mind is a different world. Therefore, traditional and routine teaching techniques do not always work for every student. Taking into consideration that there are eight possible areas to train, teach and develop is a challenge, but a positive challenge that opens the possibility of modifying the classes and adapting them to the needs of each student. Everyone has their own way of learning, so having a variety of activities or techniques to teach helps to reach the minds of all students. Taking each intelligence to the maximum is the best which can happen since this Gardner's theory confirms that in life each human being needs more than one single intelligence, and the development of each intelligence not only leads to find solutions, but it also confirms the possibility to have a final product that helps students to improve themselves. It totally makes sense that the implementation of techniques such as music is a whole area of improvement and support to develop the eight intelligences in students.

Gardner theory refers to the importance of developing the mind and intelligences of a student to the maximum, which allows a teacher to have a more open brainstorming in their teaching processes. Kumaravadivelu (2001) reinforces the fact that the theories are a support for a teacher, which can guide them to have a vision of the teaching process. However, each teacher is free to explore a world of ingenuity adaptable to each student's need and to maintain a constant professional improvement based on established theories (p.541). Finally, Gardner's theory guides the teacher and allows students to have the advantage and possibility of being developed in eight different areas that will be able to help them to solve various life situations and that each intelligence they use will help them in the process of learning and acquisition of a foreign

language. They can give positive results through techniques such as music and improve the many skills that will lead them to be able to understand messages and communicate in English in the best way.

2.1.3.1 Musical Intelligence.

Gardner (1983), exposed his theory in one of the eight intelligences, which is called "Musical Intelligence". This intelligence has a great value in this research work because every person, country and culture has at least one song that identifies them. There is even a preference for some sounds or rhythms, and practically from birth, there are sounds which surround and introduce the world of music in each person. According to Gardner's theory, the brain has specific areas that react to sounds or music. For this reason, music is an important part of the learning and teaching processes since music does not only produce striking sounds, but it is also able to activate the attention of the students' brain.

Music is even one of the easiest sounds for a child to interpret, above words, since it is easier to understand, so it is the initial way to capture the attention of the student's brain. Holding (2010) refers to Gardner's theory with great sense and refers to the importance that music and sounds have while learning, being the baby stage including an important moment where the connection of sound of a mother with her baby shows the relevance that the sounds have in a person's brain (p.325). When acquiring a foreign language, the activation and development of the musical intelligence plays a very important role and must be present during a student's learning process. This intelligence shows that a teacher who is willing to change is also able to understand that there are differences in people and able to improve their teaching processes. Moreover, through this acknowledgement the educator becomes an agent of change and opens in their small professional area many doors able to improve a person's learning process.

Kempe and Holroyd (2004) states that something that can be measured in many aspects as a musical instrument is the voice (p.53). Both authors reinforce this research work with their book as well as what musical intelligence is. As described in the previous paragraphs, the mind reacts to sounds and the voice is also a sound, that as Kempe and Holroyd mentioned before, is like an instrument that does not generate music as such because it is able to be a bridge of communication since with their own sound, rhythm and volume, and it can transmit messages, feelings and catch the attention. That is why the volume, rhythm and sound of the voices must be treated with care as it depends on them the interpretation of messages. Without a doubt, the voice with its sound characteristic like music can activate this intelligence in students as how the music does it because it generates sounds that catch the mind's attention. Finally, the music played and the tone of voice used while speaking are two important aspects that must be taken care of by the teacher in class because when the students' minds are activated, the message to be transmitted is the one expected and received by them correctly.

2.1.3.1.1 Definition of Music.

Mark and Madura (2010) state that an inherent part of the years of human life has been music. (p.3.). In other words, music is a worldwide art that can be found everywhere, and its meaning may vary. Its types vary, as the feelings it generates are many. Its variety adjusts to all preferences and ages, but music will always be a world language as it is able to attract the attention of those who can listen to it and it is able to transmit any feeling in who hears it, even music is able to transmit what words cannot say. Sounds music made are not always accompanied by voices, on many occasions when music is heard only instruments are heard. These sounds with different rhythms are loaded with emotions, memories and many sensations that make a human being able to activate his or her mind, heart, and intelligence.

Godt (2005), argues that music can have different meanings. However, the meaning it has will depend on where and which group of people listen to it. As exposed before, it varies in terms of cultures and feelings; nonetheless, an explicit meaning as such is not found and who composes songs or in those who feel the music in their blood will always fall back on the feeling that music generates in them (p.83). According to Godt, music is a set of sounds produced by various instruments, but the person who listens to it and makes it, sings, composes songs or writes lyrics creates the meaning. Since music can capture the attention of the listener, awakens senses according to the mood or moment, and the person can describe it as disturbing, interesting, emotional, funny or relate it to any feeling at the moment.

Music, by awakening so many feelings and emotions in the human being, must be present in any teaching process since music is a fundamental part in language acquisitions. When we talk about the development of social relationships, it can break barriers of shyness among other important aspects. Once the music enters through the ear, it is able to help improving the listening skills of a person or student. During a lesson in a school, music is the one which plays an important role in terms of fun, tasks out of the ordinary, generates a relaxed atmosphere and disposes students to be part of the class, the subject and to learn more.

Although it is true, music and its definition go along with cultures and social contexts. Nevertheless, it is a sound flow able to catch the attention of those who listen to it due to its own particular rhythmic characteristic. Byrne(2012) states that a person can be with a different mood to the feeling that the song which is heard really wants to transmit, so music is to be enjoyed, although the feeling overcome it also the person forgets everything while singing a song and begins to enjoy the music as such. (p.67). Music is able to catch the attention and transforming the listener, so it makes sense which it is present in the teaching processes because a subject or

the acquisition of a foreign language can use music as a teaching technique to improve and make the student's learning processes easier.

Blacking (1995) argues that in tough moments music is able to soften hearts and souls (p. 10), so this argument defends the real meaning of music because it is capable to transform moments, stories and processes depending on who and how is appreciated. In other words, understanding well what music is as such allows a teacher to use it as a foreign language teaching technique because with it, professors will be able to leave a mark on students and allow the process of listening, pronunciation and learning of English to be more bearable and preferably for the students. Taking advantage of this art as music is, will reflect positive results in those who really know how to apply it in the lessons as well as in the students who know its importance, so they will be able to value when music as a technique is applied during their learning English processes.

2.1.3.1.2 Music as a Teaching Technique.

Music is able to enter into the mind and makes transformations in a person just by listening. It influences in various ways and it is able to transform, attracts the attention of the listener and being part of an entire intelligence to be developed in a person. Music is essential in life and in the whole world, many feelings, memories, and emotions depend on it, for this reason, music is actually a great and useful learning technique. Music awakens interest in students, attracts the attention of their minds and provokes emotions during the learning process of each student. It not only makes the class interesting and different; it also makes it fun and entertaining. It provokes desires to learn more about the lyrics, the language in which the lyrics were written and about its rhythm, even out of the class the student unconsciously carries the lyrics or at least hums the lyrics or the parts of the song which they remember. Besides music attract the attention

of the student's brain, it also helps to improve memory. When the student feels pressured voluntarily or independently to learn a lyric of the song, their memorization improves at the same time.

Herrera (2010) states that students with lived experiences in class are more likely to have a better level of educational success (p. 148), this point reinforces this research work, since English classes should be an episode in the life of each student to always be remembered. What is learned well is never forgotten. If techniques used in class are good, coherent, and they refer to the topics which are being taught, the acquisition of the foreign language becomes even easier. In addition, if the learning process also reinforces the topics in which students have evidence, their weakness or difficulty when learning, and there are creative techniques, their experiences will never be forgotten with music as a teaching technique.

Music is a creative technique, it is also in line with the time in which we live and has a great advantage because music is influential in people, so if the technique is well applied by the teacher, it will affect positively in students. The music being something repetitive and easy to stay in the mind of each person, even if time passes, when the song which was heard during the classes of the acquisition of a foreign language sounds again, many memories, lyrics and vocabulary learned will come to the mind of those who lived that experience.

The importance of this technique at the educational level is almost unimaginable, that is why this teaching technique must be developed and improved at the educational process. While a student learns about a foreign language music although it is not a foreign language as such, it hides its own meaning, and that language is deciphered only by each mind and heart who listens to it. For this reason, it is that music must go alongside with the process of acquiring a foreign language because just as music has its own rhythm, a foreign language also has it, so both

rhythms with their own characteristics enter through the ear, activate the brain and capture the attention of the listener.

Blacking (1995) states that the human being, beyond just speaking, he also feels and just as a person who speaks an oral language, music is able to speak in its own way, activating each part of the human body while it sounds sending messages as if it were a more spoken language (p.1). This finally reinforces this research work since music as a technique goes beyond just listening to a simple song, it is a set of feelings capable of activating the minds of students and creating in them great experiences and moments during the process of acquiring their foreign language, even making this process memorable, fun and never to be forgotten.

2.1.3.2 Intrapersonal Intelligence.

Gardner (1983), has been an essential pioneer for education because his theory of Multiple Intelligences. His theory has come to guide and focus the correct path of a teacher. Gardner within his theory of Multiple Intelligences focuses on one which understands and relates to the people themselves, and that intelligence links to the emotions and well-being of people. It is the intrapersonal intelligence, which allows a wide association with this research work because this intelligence is about the self-knowledge which a person can have and their ability to recognize what they want and where they want to go. As well as what motivates and desires them, it is important to approach this with the student's preferences and with music as a technique to help improving student's learning development.

Self-knowledge helps anyone in any area of life since it allows human beings to know their desires and limitations keeping in mind the objective of what they want to reach and achieve. Meaning that if a student achieves an acceptable level of self-knowledge, he or she may find that their goal is established and those sacrifices, efforts, and motivations are required at

certain times, always or almost never because they can recognize that by their self-knowledge. In this research work, the self-knowledge is almost indispensable because music becomes a technique which can be implemented during the teaching processes, so if students know themselves, they can recognize the type of music they prefer, the rhythm, artists and other aspect which would facilitate the teaching process and acquisition of a foreign language. Additionally, if the teacher knew what this theory is about, it would help to improve the teaching processes since teachers would understand that each student has their own preference, goals, and ways of motivating themselves to learn, so implementing a teaching technique such as music could help many students who prefer music in their learning process.

The theory of Multiple Intelligences allows having a broad concept of the teaching process, where the possibilities, probabilities and ways of teaching have to be in accordance with the environment and population. According to Gardner (1983), he states that his theory is even more than just techniques to be followed and fulfilled by a teacher. A teacher who knows and understands there are different intelligences in a human being, will allow professors to be creative when teaching a class because it opens the mind, and the new ideas must be linked to the group and environment as such (p.190). Based on this research work, this pioneer with his theory has allowed to see that at the educational level the teaching process is increasingly simple depending on the point of view of each teacher. The intelligences in each person, allows to see a diversity of thoughts, knowledge, behaviors, preferences, ways of learning and different motivations which students have in a single group. Intrapersonal intelligence makes students know themselves and by knowing themselves, they put a barrier to what has already been established in educational programs. The chances of a teacher to be creative are even greater since their classes must be subjected to the group which receives it. In addition, the behaviors

and emotions they express while they are acquiring a foreign language are evident. It also may focus on how they act or react to frustration for not achieving goals; on the contrary, how they behave when they achieve them and know that a good implemented teaching technique can motivate and help to improve those learning objectives in each student.

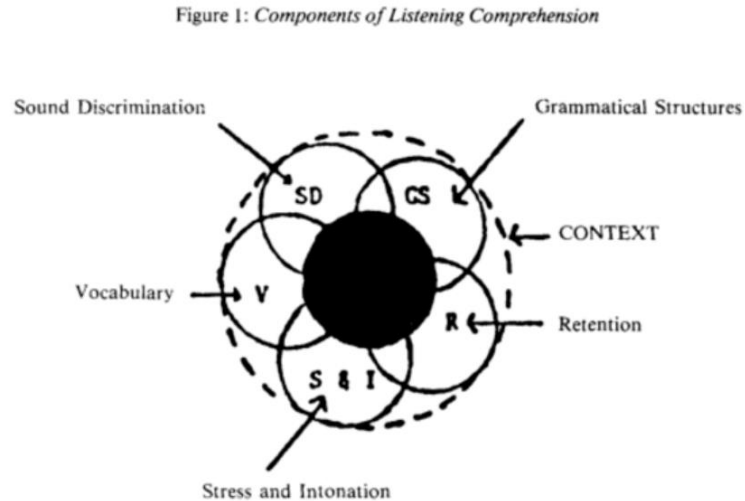
2.1.4 Listening Comprehension Theory by Wipf

Listening comprehension is an important issue in the teaching and learning processes, but without a doubt over the years, it has not ceased to be a challenge for educational centers and especially teachers of a foreign language. Many messages enter the ear, which beyond being just messages with specific content, are feelings that get into the human being and the mind, either if they are positive or negative messages, so that is why the listening skills must be good, well developed and cared for because actions, messages and things depend on it.

It is already known that there are four skills a teacher must take care of and develop in students while teaching, and they are the listening skills which is the most important skill of this investigation, as well as the reading, speaking, and writing skills. However, listening skills feed all the other skills, because if students are young children, they do not have their ears well attentive to listen carefully, which will probably acquire a bad pronunciation. These scenarios would make the speaking skill poor understandable for others who listen to them, as well as the writing skill because if students do not pay attention to a message or a dictation then their writing would be incorrect. In addition, as they never paid attention correctly to the words, their writing skill is probably incorrect, and last but not least, the reading ability will be poorly developed since the student, by not listening carefully, do not pronounce correctly and do not write well, so their reading ability will go to be a difficult challenge to face.

This research work makes emphasize in the listening comprehension because it is difficult to describe it as such, and this is the skill which covers the most areas in the learning process. As seen previously, children from birth to acquire language the first thing they hear are the whispers of their mother, that is why this skill is considered the most important to research and develop. Knowledge most of the time enters through the ear, so a well-developed listening skill allows better knowledge, and listening comprehension is even more required when it comes to the acquisition of a foreign language. A good listening will allow a better understanding of the message in the foreign language, and without a doubt, a good pronunciation because the student will listen carefully first and then they will repeat correctly.

Wipf (1984) argues that the difficulty in listening is greater than in speaking. The message which is going to be said is thought. However, the one that is going to be received by the ear only passes through the mind of the person who says it (p.345). This really justifies this research work because he mentions that without a doubt the ability to listen is one of the skills which must be taken care of. A person must always be attentive. However, they are not always prepared to receive a spoken message. For this reason, teachers have great challenges developing this skill in students, using techniques such as music which allow them to have an open ear, to be able to understand and correctly interpret the messages they are going to receive in a target language. The following figure which Wipf shows in his book refers to the listening comprehension. This as Wipf mentions shows the components which influence and form the listening comprehension.



Taken from Strategies for Teaching Second Language Listening Comprehension (Wipf, J, 1984, p. 345)

As shown in the previous image, Wipf referred to all those important components to consider during the development of the listening skill in students. Although as we have seen in the previous points, many things are innate or learned by repetition in each human being. However the challenge which each teacher has in the classrooms to improve and develop this ability in students is big, but not impossible. A foreign language teacher is aware that a good listening skill is what will make a good speaker of the foreign language and good pronunciation is what will make a successful student.

Brown and Yule (1983) state that people are not born with the ability to listen, but it must be taught by a teacher, although the processes already established to teach listening comprehension are not the ones which are most attached to reality (p. 54). That statement is coherent with this research work because many of the teaching programs are not attached to the reality in which is currently lived. There are programs for teaching a foreign language that are outdated or unusual today. There are English teachers who still keep many obsolete techniques and even they have very slow pronunciations and not adapted to the reality of native speakers.

Brown and Yule in their book refer to the importance of knowing how to teach listening comprehension in a way that students first understand and learn, then understand and speak without fear with a native speaker following their rhythm and speed during a conversation.

Brown and Yule (1983) also argue that while speaking with a native speaker the message is deduced from the context and other times the message as such is not fully understood (p.59). That is why the challenge that a teacher has to overcome to bring students to an optimal level of listening comprehension is challenging. However, there are techniques such as music which allows the student to awake the ear to native speakers while they enjoy the class and learn to decode messages as quickly as possible. Teachers who teach a foreign language without being a native speaker bring with them an innate pronunciation and accent, so at moment that a student faces reality with a native speaker of the language they are learning, they will feel lost. Some techniques can help not only the students, but the teachers can also be included to develop students in listening skills and make them feel confident about themselves.

2.1.4.1 Definition of Listening

Describing the meaning of listening as such might not be too difficult as it is easy to say something that this is listening or paying attention to words, music or anything that produces sounds. Someone listens to what another person says, or those sounds that the instruments generate or what people express in a rhythmic way as a song would be, in short, it is that ability that human beings have to pay attention with the ear to something that a person says through verbal sounds. In some occasions, a person hears unconsciously and others the person may be prepared to listen, in other words, the receivers are the ones who are engaging in a conversation with someone else as they expect a response back to something that was said. As the ear is attentive to listen, while an unconscious person is the one who does not expect to hear anything,

but upon detecting a sound, his ear is activated and that person is ready to listen since there was something that caught the attention.

Listening does not always generate positive results since it goes hand in hand with the interpretation of the messages. This is an entire communication process, and without successful communication there is no expected message as a result or rather, the message will be misunderstood. Many times the ear is aware, but not connected with the mind, that means that not all the time the person hears what really is and here is what is commonly known as that people hear what they want to hear and not what it was said. Listening is interpreting sounds and putting them together in words, and those words in sentences or phrases with real meaning.

Kempe and Holroyd (2004), argue that beyond that listening is something taught, it is something optional for a person to want to be well attended or developed since listening well depends on what someone really wants to hear, and the context involved (p. 77-79). Those authors with their book *Speaking, Listening and drama* really emphasize that meaning of what listening is with what this research work consists of. As they mentioned in their pages, listening is something that during the teaching processes should be reinforced and cared by the teacher, so that it was a well-developed skill in students. However, listening depends on the student as such, where the students are the ones who decide what they want to understand because this ability is influenced by emotions, specific moments, conversation, contexts, and others.

The sound is always received by the person and will be entered by the ear. However, it will not always be interpreted since as Kempe and Holroyd (2004) mentioned, readers read and analyze the texts taking only what is important for the eyes. Thus, they also work the listening skills (p.78). Associating that with this research work, if the person is not lying in the context of what is happening, they will probably hear only a few words and his mind will only take the ones

that seemed important to him or her, thus forming their own meaning of the message, in the same way a student works when acquire a foreign language. As a foreign language is something new for a student during their learning process, the mind will progressively pick up words and not complete messages. Although, the eyes even influence listening since according to the context, the student is visual and often when seeing what happens or what is visually for example, in a class, when listening to what comes from the teacher it will be easier for them to interpret the messages and associate words with the true meaning.

Finally, it can be said that listening is the most important ability of a human being. It was proven that listening enables communication, socialization, and interpretation of messages where good listening can trigger many good responses. While bad listening can generate negative results in both, a student, and a person in life since what listening really means as seen in the previous texts. It is something that must be taken care of and kept in a constant improvement. As a result, it can be concluded a well trained professional can positively impact students' acquisition of a foreign language and the pleasure of learning another language if listening exercises are well executed.

Chapter III

Methodological Framework

In this chapter III, the researcher emphasizes the specific method which is used to obtain the necessary and enough information of this research work as well as its characteristics, steps, and techniques to get the required support to solve the problem. In addition, this chapter details some important topics like specific information of the institution where the research was carried out, such as the methodologies used by the teachers or by the English department, and some characteristics of the population chosen to develop what is proposed in this research work. Finally, there is a complete explanation about how the instruments were implemented to collect all the required information which allowed obtaining not only a solution to the proposed problem, but they were also able to have a successful investigation making the objectives achieved.

3.1 Research Approach

The method used in this research is the Qualitative Method although it is true there are two more types of methods such as the one that focuses more on quantities and statistics or numbers, and the other one that covers both qualitative and numerical, which is the mixed method. Nevertheless, this research work has an approach where behaviors of people, emotions and thoughts are essential, in other words, direct contact with the chosen population to carry out this research work is required, and that is what the qualitative method consists and allows.

Tracy (2019), argues that the qualitative method has a wide variety of ways that can be applied to obtain direct information from the investigated population. (p. 4). As stated by the author in the book, that is why the qualitative method is the one that best fits in this research work since it allows a greater possibility obtaining crucial information from students directly and

corroborating in many ways if Music as a teaching technique works improving the listening skills of fourth graders. This research work has clear objectives to achieve where improving a skill, such as listening through music in students must be reached. Therefore, the researcher has to observe very well the population that is going to investigate and the entire environment that surrounds them in the institution. That is why the own experiences of the students and teachers, behaviors and the realities lived on a daily basis during English lessons with the applied techniques make the qualitative method the one that facilitates to collect the necessary information in order to obtain an answer for the research problem. As part of the instruments, the researcher will carry out three of them to obtain the information and the desired research solution, which are: the class observation, the pre-test, and the post-test.

The class observation was executed out three times, so in each of the lessons the researcher filled out a chart observation with some aspects that were seen and exposed during the class. In addition, this was a tool to find out what needed to be improved. The pre-test took place after performing the “End of the sound” activity where students had to fill out a quiz containing 5 single-choice questions to measure their certainty and their ability to perform these types of activities. Finally, the post-test is also a quiz for students, which contained 5 questions of single choice as well, and associated with the lyrics of a song played during the “Frozen fourth graders” activity to measure the student’s retention and listening ability to music as a teaching technique. Between the pre-test and post-test three activities for data collection will be carried out.

3.2 Research Design

In order to have an answer to a problem or for an unknown topic, it is necessary to have information that supports any conclusion in order to allow a researcher to find what is wanted, but to arrive at that point it is required to have a guided path, and it is here where the specific

methods or procedures to follow obtain their place as indicators that allow the researcher to carry out their analysis in a correct way. Teddlie and Tashakkori (2009) state that in a research work it is important that the researcher be clear about the method and strategies applied for the investigation. (p. 21). As mentioned by Teddlie and Tashakkori in their book *Foundations of Mixed Methods Research*, the importance of having a good research design allows the researcher to have a better order to collect the information and manage the obtained data since the research design, as its own word name says, it is a design that allows the researcher to have clear strategies to follow, and not to go nowhere along the way during the collection of information, but to be able to achieve the objectives of the investigation.

To obtain a conclusion in an information analysis, the research designs can be very numerous and there would be many varied options, and that is the importance that the researcher be clear about the objectives of the research and the expected solution. This research work has a qualitative approach, which means that the method used is based on the description and lived experiences, in other words, the Phenomenological Method and the Case Study Model are the methods that support this research. The Phenomenological Method has the observation as one of its greatest techniques to collect information, and this comes very hand in hand with Case Study Model since it focuses on a specific case to be observed, such as the confirmation if Music as a teaching technique helps improving listening skills when acquiring a foreign language in fourth graders without the need to use statistics or numbers but focusing on the analysis.

Gomm et al. (2000) state that the Case Study Model is fed by what is happening while the case is observed and investigated. (p.3). In other words, it supports the qualitative research since it is based on a reality either of the population chosen to be investigated or the same environment that surrounds it, such as the school and fourth graders, and not with numbers or scientific

experiments already established, but with the observation. Moustakas (1994) argues that the Phenomenological Method allows the researcher to break own judgments, and thus base everything on the spontaneous that comes out of the person or thing that is investigated (p.22). That allows the researcher to have more certain data on the reaction generated by music as a teaching technique in students, and thus the researcher will be able to corroborate whether listening skills are improving.

This research works will be developed under the Phenomenological and Case Study design. The Phenomenological design, through an observation of the English class, will obtain information that will be detailed in the following chapters about the population, environment and other important aspects that will allow the researcher to obtain a real description of the phenomenon. Then, a chart will be filled out with the strengths and weaknesses of the class observed. About the Case Study, a pre-test and post-test will be carried out using observation, and where the reality experienced by the students is what will allow the researcher to analyze the data obtained from the Case Study.

3.3 Information Sources

In this section the researcher explains where the information was taken from. Here are included all the researched books, national and international theses made by other researchers, explanatory images of specific topics, among others. There are different types of information, in other words sources from which the information has been taken and can be divided into two sections. In the first section there is all that information that has already been investigated and is exposed for the first time without the need for any type of lived experience. Here the researcher has included books like the Brown and Yule's book in Teaching the Spoken Language or the Griffiths's book in Lessons from good language learners.

The theses carried out by other researchers take their place on this second section, so it would be all that information that they have sought from books or topics already established and verified in order to obtain their own conclusions in their theses. In this second section, the researcher has been guided by some previously investigated research, and in some cases the researcher has used paraphrasing for data that are relative and consistent with this research work. One of the local papers included in this research work was done by Johanna Chaves and Beatriz Gamboa in 2015. Its title is *ANALYSIS OF THE LISTENING INSTRUCTION OF SECOND CYCLE EFL STUDENTS AT PEÑAS BLANCAS PRIMARY SCHOOL* from Universidad Nacional for The Licentiate Degree in Applied Linguistics in English. The international consulted thesis was done by Sandra Ramírez in 2018. Its title is *LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE* from Universidad Técnica De Ambato For Magister in English Language Teaching.

The last section references and joins the first with the second section. This third section focuses on everything previously investigated along with what is concluded using the first section. All those books such as a dictionary, or an encyclopedia that do not belong to a specific author are the protagonists of this third section. However, the researcher in this work did not require any specific one.

3.4 Analysis Categories

This section is composed by the derivation of relevant words for each specific objective and each word carries its own concept. The three categories which were investigated by the researcher in fourth graders were listening skills, music, and technique. In education, different levels of learning can be found where the ages of the students play an important role. Not only

age comes into play, but there are also stages where each student goes through with their equals. Each process has its own level, and there are six levels of Primary Education in Costa Rica. Those six levels are divided into two cycles and each cycle has grades. The first cycle has the first, second and third grade, where the youngest students are, while the second cycle has fourth, fifth and sixth grade. This research work has focused on a fourth-grade group to carry out the research and obtain a solution to the research problem. So, fourth grade is a second grade of basic general education where there are a whole group of students of the same ages and learning stages. This fourth-grade group attends a private school named New Horizon School located at Ciudad Colon, San José. Delpit (2006) states that while progressing in education each student learns different things. (p.11). According to this author in her book, she emphasizes that importance that the researcher mentioned above, where people must progress according to their learning abilities. Despite the fact that this group has a good level of English as it is a group that belongs to a private school, and English is one of its main focus areas, that is the reason why the education models are divided according to age.

This research work places a lot of emphasis on listening skills, as it seeks to see how music as a technique helps to improve those abilities. Brownell (2016) argues that good and careful listening skills are the right hand for a successful life. (p.4). In other words, it can be said that listening skills are that first part that must be developed and well cared for in each human being since it is a skill that indicates how to proceed with a task, movement, take a step or attend an indication. If this skill is not well developed, probably every news, assignment or indication received will be misinterpreted, therefore any action taken could be incorrect. The importance of having an attentive and open ear will allow these fourth-grade students to learn a foreign language in an easier way, so this is a skill that the teacher in charge has in mind to constantly

develop in the students. For this reason, the researcher has used music as a teaching technique to verify that it improves listening skills.

Another keyword in the objectives of this research is music. In this research work, music has been focused on as a teaching technique to improve listening skills in fourth grade students. However, music has undergone changes and modifications over the years. Mark and Madura (2010) argues that music by its rich nature cannot be interrupted by any factor while it is being taught. (p. 5). In other words, that is why using music as a technique allows the process of acquiring a foreign language in a student become easier. As it is known, the music enters through the ear thanks to the set of sounds that it produces, and not always require a sung letter, but is generally made to transmit messages to people and that each person when listening to it can feel identified according to their mood or moment lived.

Finally, the objectives are linked to an applied technique such as music, that is why technique is a relevant word in this research. As it is known, a technique is a means that is applied to achieve a goal. There are many techniques that can be applied in education for students to learn correctly. However, this research work refers to a specific technique such as music to improve the listening skills in students. This technique as a rule to follow, will allow to achieve an educational objective, therefore the techniques are somehow rules that must be fulfilled, where the practice and perseverance of each technique will allow whoever applies them to reach the expected objective.

3.5 Data Collection Instruments

There are many questions that a researcher ponders while the investigation work is carried out, and these questions require answers and solutions. It is here where the data collection instruments take their role. To obtain all the necessary information to answer the research

question, the instruments that most apply and fit to research topic should be applied. However, not only answers to questions are obtained, but the researcher is also allowed to amplify a broader panorama of who and how the population under study is involved. There is a great variety of instruments that can be applied, so the researcher must be clear about the objectives to be achieved since it must be ensured that each instrument can provide real and truthful information.

Olsen (2012) argues that the expected answers are those that are made with established questions, while careful research generates better information results. (p.3). Therefore, the researcher must think carefully about the instruments to use in order that the information obtained would be better and greater to answer the research question and the objectives would be successfully achieved. Instruments that require direct data from the population will allow obtaining answers to questions that can even generate better and unexpected results from this research work. The research approach of this investigation is merely qualitative, so the researcher has had to use instruments such as the class observation, the pre-test, and the post-test. Those instruments will provide direct and specific information from the population under investigation. From that point on, the researcher will be able to obtain the answers to the questions.

One of these three instruments mentioned above is the class observation and this was applied three times. This instrument was supported with a chart observation and its respective criteria, where the researcher measured those areas of improvement which the class had; such as the location of the classroom within the institution, students' ability to listen and respond accordingly, the relationship between the teacher and students, the way in which the teaching techniques for the improvement of listening skills are implemented or present, the barriers which

prevent the attention of the students to implement this technique properly as well as to be able to measure if everything meets its maximum and optimal state as to that music as a technique is a success in class. This instrument allowed the researcher to measure the whole panorama which was present to implement the technique or to deduce why the technique would not obtain any benefit.

The second instrument was the pre-test. This instrument is similar to a quiz, that was expected to see their first experience, impression, and contact which students had with the music technique that was to be able to measure those listening skills that they currently have. Before applying the quiz, the researcher applied an activity called "End of the sound". Here the researcher played a song where the students tried to listen to it and then, the pre-test was applied. It consisted of 5 single-choice questions to obtain the second required data.

Between the pre-test and the post-test three more activities with the students were carried out on three different days. The first activity the researcher had; it was called as "silence speaks". In this activity, students had to be silent for three minutes while the researcher was reading a text. That text had several words from a vocabulary about family. When the three minutes had passed the students should have made a list with at least five words heard in the text. The second activity the researcher had; it was called as " Rhymed silence ". In this activity, students had to be silent for two minutes and they were listening carefully to the list of words that was read. When the two minutes had passed the students have made a list with at least three words that they remembered with similar pronunciation in its ending. The last third activity the researcher had; it was called as "sound counts". In this activity the researcher read a list of words in English which had the name of fruits and months of the year while the students had their eyes closed and they were carefully listening and paying attention. Some of those words were going to be repeated

several times, so students had to recognize how many times a word was repeated, and which the word was. All the three activities were evaluated with the rubric of the first instrument applied, the class observation.

The third instrument is the post-test. This has a similarity to the second instrument since it has the application of an activity and a quiz, but this was done as the last one. This activity aims to provoke emotion and energy in the students, so that they can stimulate their ears and improve their understanding of the lyric of the song. That song was played during the activity the researcher has called: "Frozen fourth graders". Once this activity was carried out the post-test was applied. It had 5 single choice questions as well, and they were totally related to the lyrics of the song to measure the listening and retention ability of the students. Finally, all the details recollected in the three applied instruments were reviewed and studied by the researcher in the next chapter.

3.6 Collection Data Process and Data Analysis

Olsen (2012) states that the order of steps, dates, and activities to collect information must be clearly established. (p.4). Based on that argument, well-made and applied instruments are essential instruments in a research work since all the information required to carry out the solution to the research question is obtained from them, that is, if an instrument is applied incorrectly, the result obtained may not be the most accurate. It is also very important to know the time and order of how to apply them, as in this case there are three instruments, so a logical order is required to gradually obtain important and valuable data for the investigation.

Music, being a teaching technique to improve listening skills, requires having an optimal and available environment for it to be correctly applied. For this reason, one of the first instruments to use is the observation of the class. This instrument is essential, where not only the

population that is of great importance to get acquainted with taken into consideration, but the entire environment that surrounds that population, such as the location of the classroom, the teacher and other didactic resources within the classroom, the tone used by the teacher when speaking, the attention of the students, the sound barriers, the accuracy of the students when speaking or responding on the topic and the activities to improve listening present in the class.

This instrument was applied in three occasions, before the application of the strategy during the application of the same, and after to obtain accurate information, where first impression of the observed information will be the first collected data, and the second objective is to confirm if the first information is still the same. Finally, the third observation was to conclude if it there was or not any variation in the obtained data. This instrument was guided by a chart observation created by the researcher where aspects such as infrastructure, class management, type of population, electronic devices among others were considered. This observation chart was filled in according to what the researcher experienced during the observed classes and filled out what did not get a good score on the scale as something that could be improved. This scale range was from one to five, where one is an improvement area where the technique could become successful, and five as the maximum score which indicates that the aspect met all the requirements for the success of the technique.

There is one same observation chart on this research work for the three observation classes. The three observation charts consisted on 10 important aspects to consider next to a comment space in case of making an extra comment. The first aspect to consider is if the number of students in the same classroom was a considerable or small number. The second aspect was if the teacher used an appropriate tone when speaking to students. The third aspect was responsible for evaluating students' eye contact with the teacher. The fourth aspect was about the sound

barriers, if there was any limitation that made impossible to hear well in the classroom. The fifth aspect was responsible for evaluating the location of the classroom if it was close to a library within the institution or to the public street and cars. The sixth aspect was about if the students responded accurately to the teacher's questions. The seventh aspect was in charge to evaluate if the relationship between the teacher and students was good or required improvements. The eighth aspect was responsible to evaluate the availability of students to the instructions provided by the teacher if it was adequate or deficient. The ninth aspect evaluated if the students listened and asked questions related to what was explained by the teacher, and the last aspect evaluated was if there was present an activity to improve the listening skills of the students during the English classes. Once the class observations had been made, the researcher should have begun collecting more required information directly from the population. This is where the pre-test took place. This research work seeks to find through music as a teaching technique to improve listening skills in fourth graders, and that is why it is going to start playing a funny song on the pre-test that may catch the attention of the students. This song is going to be like an icebreaker, so students can have the first contact with music during their English classes. The researcher has called this activity: "End of the sound", because once the song is played the researcher will proceed to apply the pre-test to the students. This test has a role like a quiz, where it will be measured how much relationship or contact the students have had with attentive listening activities. This activity will take from 10 to 15 minutes

This quiz contains 5 single-choice questions, so the first one consists of choosing the word that was repeated the most in the lyrics of the song. The three options are words present in the lyrics of the song, but only one is the most repeated. The second question is related to fragments of the song where two fragments are parts of the lyric, but only one has a slight

variation, and is not exactly part of the lyrics of the song. The researcher will evaluate the understanding that the student had with information or words in movement or with rhythm, that is, by music. The third question refers to fragments of the lyric of the song as well, but in this question two fragments will be incorrect and only one is an exact fragment of the lyrics of the song. The options contain words that do not belong to the lyrics of the song, so only one option is the correct one.

The fourth question refers to a word that does not belong to the lyrics of the song. Of the three options, two words are part of the lyrics of the song, but only one option is correct because that is the word that is not part of the lyrics of the song. The researcher will be able to measure with those fourth questions if the sound barriers seen during the observation of the class may be that barrier that will hinder the activity with students. The last question focuses on the background of the song. In this last question, the researcher will ask the students what they hear in the background of the song, and two of the three options refer to musical instruments, and the other one is about a sound that is not generated by any instrument, in other words, by the human being like claps. This pre-test will take from 20-25 minutes to be read and answered.

There were three more activities which were applied between the pre-test and the post-test, and they were carried out on three different days. The first activity was "silence speaks". During this activity, the researcher requested the students three minutes of silence while the researcher is reading a short text about family. When the three minutes had passed the students created a list with at least five words mentioned in the text. The second activity was "Rhymed silence". Throughout this activity, the researcher requested the students two minutes of silence as well and they needed to carefully listen to the list of words which was going to be read. When the two minutes had passed and silence had been reached, they had to create a list with at least

three words that you remembered that have a similar pronunciation in its ending. The last third was "sound counts". In this activity, a list of English words that had the name of fruits and months of the year will be read by the researcher while the students have their eyes closed and listening carefully. Many of those list words were repeated several times, so students must recognize the quantity of those repetitions, and which was the repeated word. Those three activities were evaluated with the same class observation chart and each of them spent from 25 up to 30 minutes.

Finally, the last instrument was applied very similarly to the previous one. The post-test was also a quiz for students, which contained only 5 questions of single choice as well and associated with the lyrics of a played song which indicated to the researcher the capacity of retention and listening which students demonstrated. Before applying the post-test, the researcher chose a fun song but different from the one played on the pre-test, and it was carried out as an activity that the researcher has called as "Frozen fourth graders". This activity consisted in playing the song while the students will be standing and doing some movements with one part of their bodies but paying attention to the lyrics of the song. The researcher for two occasions stopped the song, and students stopped moving their body, but they always had to pay attention to the lyrics of the song. This was to motivate the student to have an attentive ear to the lyrics of the song. This activity would always last from 10-15 minutes.

Once the activity was done, the researcher proceeded by applying the post-test and it contained 5 questions of single choice related to the lyrics of the song itself. The first question emphasized the lyrics of the song with specific and exact fragments of the lyric, that is when the researcher mentioned with three options short fragments of the song where the student had to choose only the one that really appeared in the lyric. That helps to measure the student English

retention. In question two, the researcher wrote three equal fragments of the lyrics of the song, but two had wrong words, that is only one of the three fragments which was exact from the lyrics. Question three was focused on the most repeated word in the entire lyrics of the song, so the researcher mentioned three words which appeared in the song but only one was repeated several times. The fourth question was related to the context as such of the song, where the researcher with three words which were not part of the lyrics of the song mentioned the context of the song. With this, as in the previous questions, the researcher managed to measure not only retention, but the way in which students had their understanding towards the ability to catch information in English and interpret it according to what they heard. The fifth and last question was associated with the message which the song wanted to share with three basic sentences written by the researcher, where only one was correct. Those sentences were not part of the lyrics, but of the hidden message which the song wanted to convey. This post-test if conducted appropriately is expected to last from 20-25 minutes to be read and answered.

Based on all the investigated books, theories related to the investigation, theses, the establishment of the qualitative approach, the four analysis categories that are fourth graders, listening skills, music, and technique; in addition, the Phenomenological Method and the Case Study Model as methods, the observation class and the pre-test and post- test support all the data obtained, so the researcher can get real and accurate conclusions in order to corroborate if music as a teaching technique helps to improve listening skills in fourth graders at New Horizon School.

Chapter IV

Data Analysis

This chapter refers to the results obtained during this investigation process through the applied instruments at the New Horizon school with the fourth-grade students during the English lessons. The researcher unified the obtained information from the three class observations, as well as in the pre-test, the three listening activities and the post-test with figures and explanations of each observed and obtained detail. Bruce et al. (2020) state that the instruments of collecting information are varied, but regardless of the instrument, the objective is to make the information useful. (p.2). In other words, the obtained data from the three applied instruments in this research work were analyzed and interpreted in the best way to achieve the objectives of the research work and to provide an answer to the problem statement question.

4.1 Analysis and Interpretation of the Results

This section of the research work shows and analyzes the obtained results from the three applied instruments by the researcher to the entire investigated population for their better interpretation and understanding.

4.1.1 Class Observation

For this research work, three class observations were made during the English lessons of the fourth-grade students. The first observation was made before applying the other instruments on March 08th during the first lesson for forty minutes at 12:00 m.d. The second observation was made while applying the other instruments and activities on March 10th for forty minutes at 08:35 a.m. The third observation was held on March 17th for forty minutes at 12:00 m.d.

In the first observation, the researcher noticed that there were a considerable number of students in the classroom. The total number of students was 16 members where 9 were women

and 7 men, and all were around 10 years old. The order of the class was appropriate, where due to the world pandemic situation started in March 2020 and still going on during the development of the activities, all the student desks were at a good safe distance. This same order and number of students was also present during the second and third observation. In the first and third observation despite the masks, the teacher Milen Mena Chavarria began the class with an appropriate tone of voice and with the same tone of voice concluded the class. For the same reason of the mask, it is difficult for another person to understand when speaking in a second language what is being said since the movement of the lips generates a better understanding. However, the teacher spoke slowly and loudly all the time to avoid that the mask was a barrier for understanding. In the second observation, the tone of voice was appropriate as well despite the mask and distance, but this class was taught by teacher Loretta Solis Badilla since teacher Milen had to attend other tasks in the institution. However, teacher Loretta maintained an appropriate tone of voice all the time with the students.

The third observed aspect was the eye contact of the students to the teacher. In the first observation, the students were focused on looking more at the researcher who was performing the observation than at the teacher, but the teacher immediately requested their attention, and the rest of the lesson the students kept eye contact with her. In the second and third observation, the eye contact of the students to the teacher was kept all the time from the beginning to the end of the lesson. Another very crucial detail which was observed is the fourth aspect. During the first and third observation, the observer noticed that there were sound barriers that did not allow the students to hear easily the first time. One barrier was the design of the infrastructure of the class since due to the COVID-19, an addition to that classroom had to be made to make it larger and be able to comply with all health protocols, and that modification caused an echo when speaking,

and the classroom would be left without division or space from the next classroom. Therefore, the teacher next class door was heard a little as well. For the second observation, the echo barrier generated by the design of the classroom was the same. Nevertheless, the other group did not attend school that day, so the other teacher was not heard.

The fifth aspect made references to the location of the classroom within the institution. For the three observations, the classroom was the same since due to the pandemic the students had the same classroom and the same desk every time. They went to class according to their level. However, the researcher noted that the sound barriers were not generated by factors such as a public street near to the windows, a library or meeting room near to the classroom that generate noise. The classroom only had another classroom on one side, but on the other side it had a dead-end corridor where the lockers were placed, and students can only go there during recess. The sixth observed aspect was the accuracy which the students had when answering the questions that were asked by the teacher. In all three observations, it was noted that the behavior of the students was very good. All the students liked to participate and at the time that both teachers asked questions either about the weather or the date at the beginning of the class and then about the topics which were reviewed, the students responded accordingly and during all the observed time all the students were active and attentive when participating. A characteristic during the three observations was that each student raised their hand when participating, so that no one interrupted any other student.

The relationship between the teacher and the students was also observed by the researcher. Although it is the seventh aspect, it does not mean that it has a less value, rather it is a vital observed aspect. In the three observations, the relationship which the two teachers had with the students was always respectful, active, and very willing to help. At all times teachers were

available to clarify doubts, Loretta even made drawings on the blackboard when a student did not understand a word. Both teachers were dynamic and motivating. On the side of the students there was always an interest in participating, so the atmosphere in the class was fluid and positive since there was no little participation or discouragement patterns. The eighth aspect is similar to the previous one, but this was properly focused on the availability of the students to attend to the teacher's instructions. In the three observations, all the students showed availability to follow rules, such as speaking only in English during the lesson, and they were also willing to raise their hands whenever they wanted to participate or offer opinions. During the second observation, it was analyzed the fact the group had another teacher and not the same as always, the students showed a bit disorderly behavior at the beginning of the lesson. However, the teacher immediately gave directions and requested order and silence, so the students returned to their desks, and they allowed the teacher to start the class in a correct manner.

The ninth observed aspect was the listening and the types of questions asked by students after the seen topic. In the first observation, the attention of the students was good. However, there were no questions after the explanation of the topic about the introduction of the sentences, and the students did the practice in a correct way, so they were paying attention while the teacher was explaining the topic. During the second observation, there were questions from the students to the teacher, and they were very consistent, mainly when the teacher explained the activity they were going to carry out since she gave the instructions orally, so the students were listening to the instructions in a good way. In the third observation, the topic they saw was the types of subjects and the complements of a sentence. Once the teacher explained the topic, the students asked questions line to the topic, so they were listening correctly and paying attention. In fact, a question asked by a student that caught the attention of the researcher was how she could

recognize a tacit subject in a sentence. Once the practice was delivered, the students keep asking questions related to the topic and about the oral explanation provided by the teacher.

Finally, the aspect number ten relates to the listening activities exposed during the lessons. There were no activities to improve the students' listening skills during the first observation. The topic was taught, and the practice was given. The only moment was when the teacher orally asked questions about the date and the weather, and in that moment the students participated. In the second observation, the teacher did an activity to improve the listening skills. In this lesson the teacher played a game of guessing another person, so the students took a piece of paper from a bag that had the names of the classmates, and they went to the front to say physical characteristics of that person while the classmates had to listen carefully and guess who was. In the third and final observation, the teacher made a short dictation that would be the practice for the test, so during the dictation the students had to listen carefully to write the sentences correctly. The three observations were carried out successfully by the researcher, and different aspects were observed during each of the three class observations.

4.1.2 Pre-Test

The Pre-Test as part of the instruments of this research investigation allowed the researcher to generate a vision of the level and quality of listening that students have with activities and techniques such as the first contact with music to improve their listening skills. This instrument was applied by the researcher to all 16 students individually, but all at the same time on March 08th during the second English lesson at 12:40 p.m. First, the researcher explained what was going to be done by the students, proceeding with the reading of the quiz sheet that was given to each student. Once the quiz was read, the song "I Can Still Be Me" by Narwhals & Waterfalls was played. While the song was playing, the students were listening carefully to the

lyrics of the song to answer in the best way the five multiple choice questions. Each of the five questions were formulated to know and measure the level of retention, understanding and listening of each student with a listening activity. Finally, the researcher read the questions again, and mentioned the students which were the correct answers orally. During the next lesson, these quizzes were given to the students with their respective grades by the researcher, and any questions that the students had was clarified. The obtained data in each response provided by the students was interpreted by the researcher and it was transformed into valuable numbers for the investigation. The information will be reflected in two graphs with their respective explanations, colors, and numbers.

Figure 1. Categories of the obtained grades by the students in the Pre-Test.

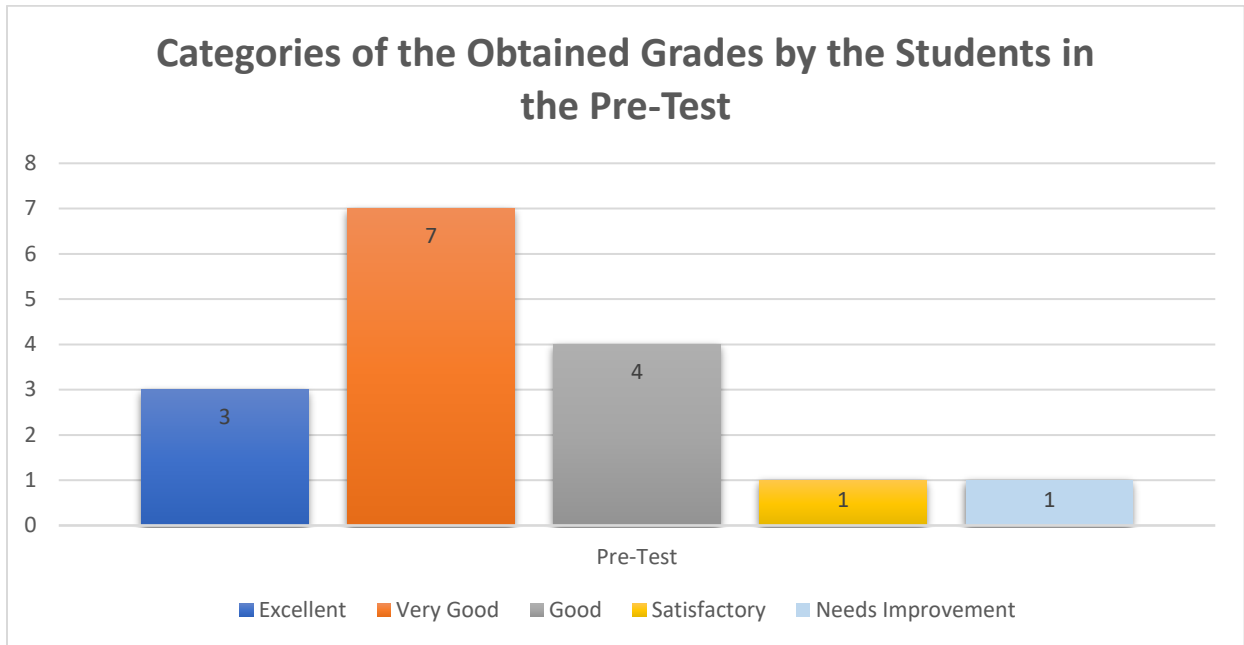


Figure 1. It represents the categories of the obtained grades by the number of the students in the Pre-Test. Source: Researcher's own creation

Figure 1 represents the data collected when applying the Pre-Test. This data shows the categories into which the grades are divided. The categories are the grades obtained by each student. The breakdown of the categories ranges from excellent 5 points, very good 4 points, good 3 points, satisfactory 2 points to needs to improve which is equivalent to 1 point. All categories are displayed horizontally. According to the graphical data the blue column shows that only 3 students obtained an excellent grade. Orange column shows that 7 students obtained a very good grade. The gray column shows that 4 students were good. Yellow column shows that only 1 student got a satisfactory grade and the light blue column represents that only 1 student needs improvement. According to the data in those columns, the common grade was the very good. This figure as the first data collection allows the researcher to have an overview that the first contact that the students had with music was not bad but could be improved.

Figure 2. Correct and Incorrect Answers of the Pre-Test.

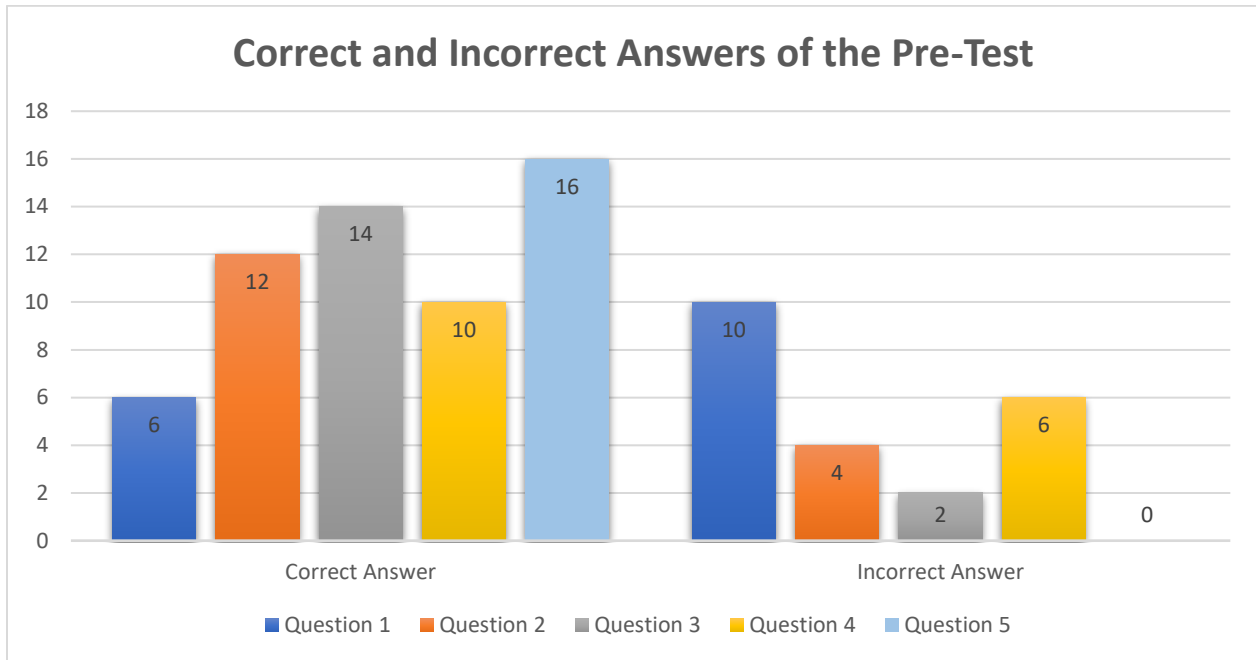


Figure 2. It represents the number of correct and incorrect answers obtained from the students on each question in the Pre-Test. Source: Researcher's own creation

Figure 2 shows the number of the correct and incorrect answers in each of the five multiple choice questions of the Pre-Test. The columns are divided into two groups separated by the correct answers from the incorrect ones. In both groups, the column of the question 1 is represented in blue, question 2 has the orange columns, question 3 is represented by the gray columns, the question 4 has the yellow columns, and question 5 has the light blue column. Question number 1 got 6 correct answers and 10 incorrect answers. Question 2 obtained 12 correct answers and 4 incorrect answers. Question 3 has 14 correct answers and only 2 incorrect answers. Question 4 obtained a total of 10 correct answers and 6 incorrect answers, and question 5 obtained a total of 16 correct answers and 0 incorrect. This graph shows the researcher that in this first contact with music by the students, the question which obtained the most incorrect answers is question 1 by its own characteristic of having been the first that they carried out and the one that obtained the best answers was question 5. That means that 4 previous questions were

required for the students to reach the 5, which is the last one, and they could feel more confident with the test and understood the dynamics of it.

4.1.3 Post-Test

The Post-Test is another instrument applied in this research work. This instrument also has its characteristic of a quiz because of its five multiple choice questions. The Post-test allowed the researcher to check the level of listening, retention and understanding of the fourth-grade students in a second experience and contact with music as a technique. The five questions related to the lyrics of the song allowed the researcher to use the answers as important data and numbers for this investigation. This instrument was applied by the researcher to all 16 students individually, but all at the same time on March 12th during the English lesson at 12:00 m.d. The Post-test was first explained by the researcher proceeding with the reading of the quiz sheet that was given to each student. Once the Post-Test was read, the song "Hello, Hello, Hello!" by Narwhals & Waterfalls was played. While the song was playing, the students carefully listened to the lyrics of the song to answer in the best way the five multiple choice questions, but they were even moving their body with the rhythm of the song. The students chose a member of their body to be moved while the song was playing, and the song was stopped twice by the researcher. While students were having fun, they were paying attention to the lyrics simultaneously. At the end, the researcher read the questions, and mentioned the students which were the correct answers. In the last observation made, these quizzes were given to the students with their respective grades by the researcher. All the questions were formulated to measure the improvement of retention, understanding, and listening of each student with music as a technique.

Figure 3. Categories of the Obtained Grades by the Students in the Post-Test.

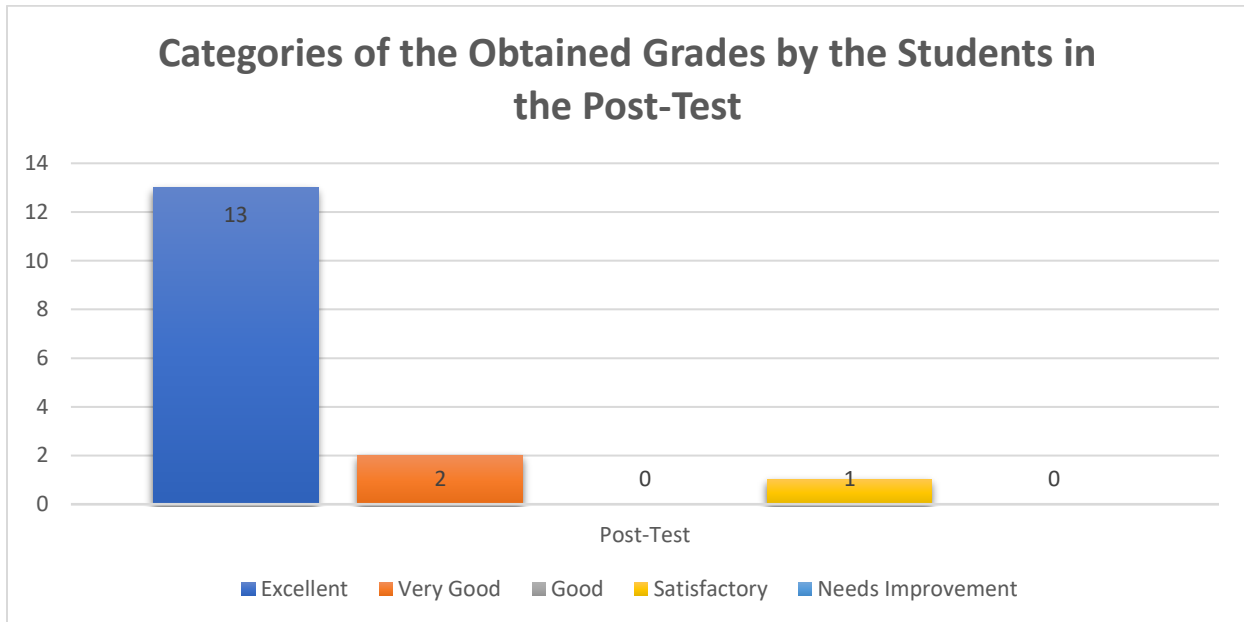


Figure 3. It represents the categories of the obtained grades by the number of the students in the Post-Test. Source: Researcher's own creation

Figure 3 shows the obtained data according to the categories in which the obtained grades by the students when applying the Post-Test are classified. The categories into which the notes are divided are from excellent 5 points, very good 4 points, good 3 points, satisfactory 2 points, or needs to improve 1 point. All categories are displayed horizontally. As seen, the blue column represents that 13 students obtained an excellent grade. The orange column represents that 2 students obtained a very good grade. There is no column for the good grade because none of the students obtained such grade. The yellow column represents that only 1 student achieved a satisfactory grade. Finally, there is no column for the “needs improvement” grade because none of the students got that grade. These data show the researcher that there was a considerable result in the excellent grade, so the second experience of the students with the music in the Post-Test shows a very positive result and improvement on their listening skills.

Figure 4. Correct and Incorrect Answers of the Post-Test.

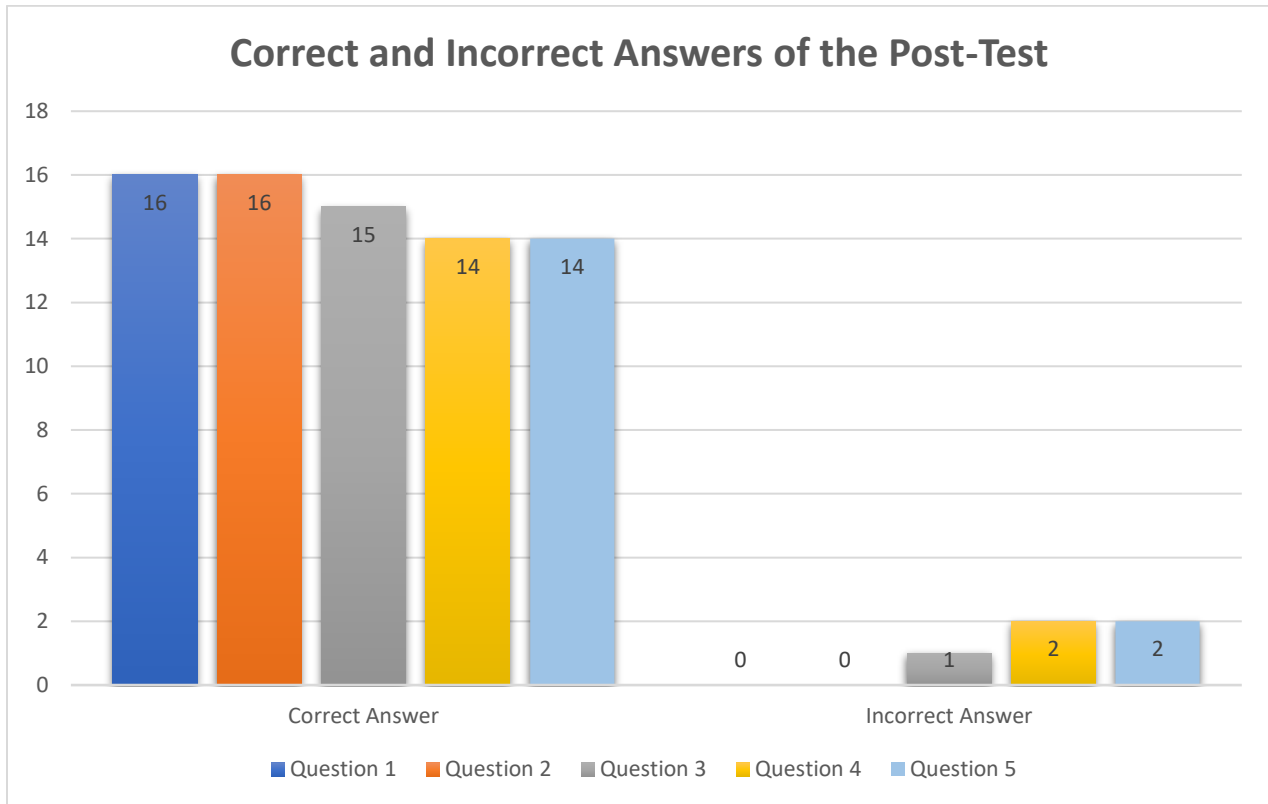


Figure 4. It represents the number of correct and incorrect answers obtained from the students on each question in the Post-Test. Source: Researcher’s own creation

Figure 4 demonstrates the quantity of answers that were correct and incorrect according to the five multiple choice questions of the Post-Test. The orange columns show the correct answers, while the green columns belong to the incorrect answers. The columns are divided into two groups separated by the correct answers from the incorrect ones. In both groups, the column corresponding to question 1 is represented in blue, question 2 has the orange columns, question 3 is represented by the gray columns, the question 4 has the yellow columns, and question 5 has the light blue columns. As the data shows, in question 1 all 16 students answered correctly and 0 students incorrectly. In question 2 all students answered correctly as well and 0 students incorrectly. 15 students answered correctly in question 3, and 1 incorrectly. In question 4 there were 14 correct answers obtained by the students and 2 incorrect. In question 5, 14 students

correctly replied what was needed while there were 2 incorrect answers. In this figure, the researcher could deduce with the application of this instrument that the progress and improvement in the student's listening skills is significant because the number of correct responses is greater than the number of incorrect responses.

Figure 5. Comparison between the Pre-test and Post-Test according to the listening, retention and understanding of the students.

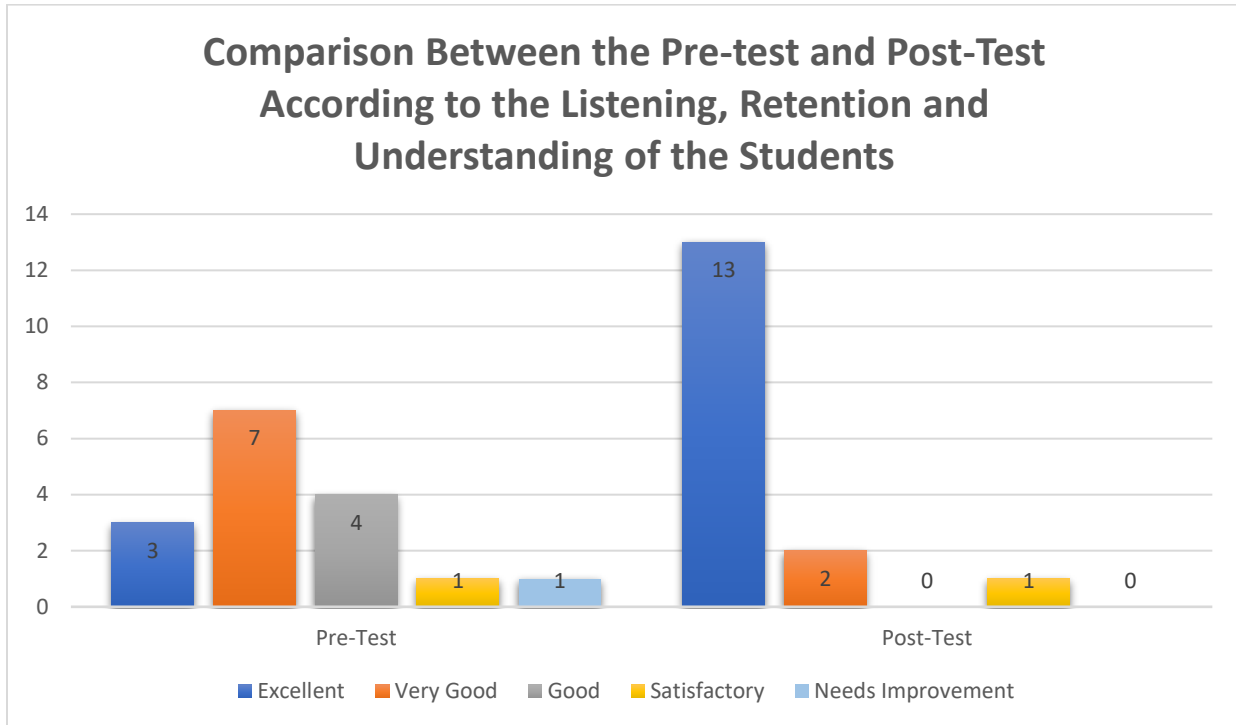


Figure 5. It represents the comparison of the obtained grades by the students between the Pre-test and Post-Test according to their listening, retention and understanding. Source: Researcher's own creation

Figure 5 shows the comparison of information between the Pre-test and the Post-test according to the obtained points by each student based on listening, retention and understanding of both instruments. This figure is divided into two groups of columns where one group represents the categories of the Pre-Test grades and the other group of columns the categories of the Post-Test grades. This graph represents the excellent grade in a blue column, the very good grade in orange, the good grade in gray, the satisfactory grade in yellow and the needs improvement grade in light blue. Both columns have their respective number of students by numerical data and divided according to the category of the obtained grade as it would be excellent 5 points, very good 4 points, good 3 points, satisfactory 2 points, or needs to improve 1 point in a horizontally way. Based on the results, both instruments were applied to 16 fourth

grade students. The Pre-test was applied at the beginning of the investigation process and the Post-Test as the last activity applied directly to the students. From 16 students, in the Pre-Test 3 students responded to the five multiple choice questions in an excellent way, 7 students did it very good, 4 students did it good, 1 student did it satisfactorily and 1 student needs improvement. In the Post-Test there was a significant and noticeable improvement of 13 students that did it excellent, 2 students that did it very good, 0 students that did it good, 1 student that did it satisfactorily, and 0 students need improvements. With this comparison it is clear that music as a foreign language teaching technique allows improvements in students during their English learning process.

4.1.4 Activity 1: Silence Speaks

The researcher has called the activity 1 "Silence Speaks" since through this activity the students would put into practice what they heard in silence. This activity was held on March 09th during the English lesson with the fourth-grade students. This activity was applied to all 16 students in the class at the same time. The researcher read the instructions for the practice and explained it. Once the instructions had been read, he proceeded to evacuate doubts from the students and immediately began to read the text. Once the text was read, the students began to write the words they remembered from it. Once concluded, the researcher requested back the practice sheets to begin the valuable interpretation of the obtained data.

Figure 6. Accounting of the total of written words.

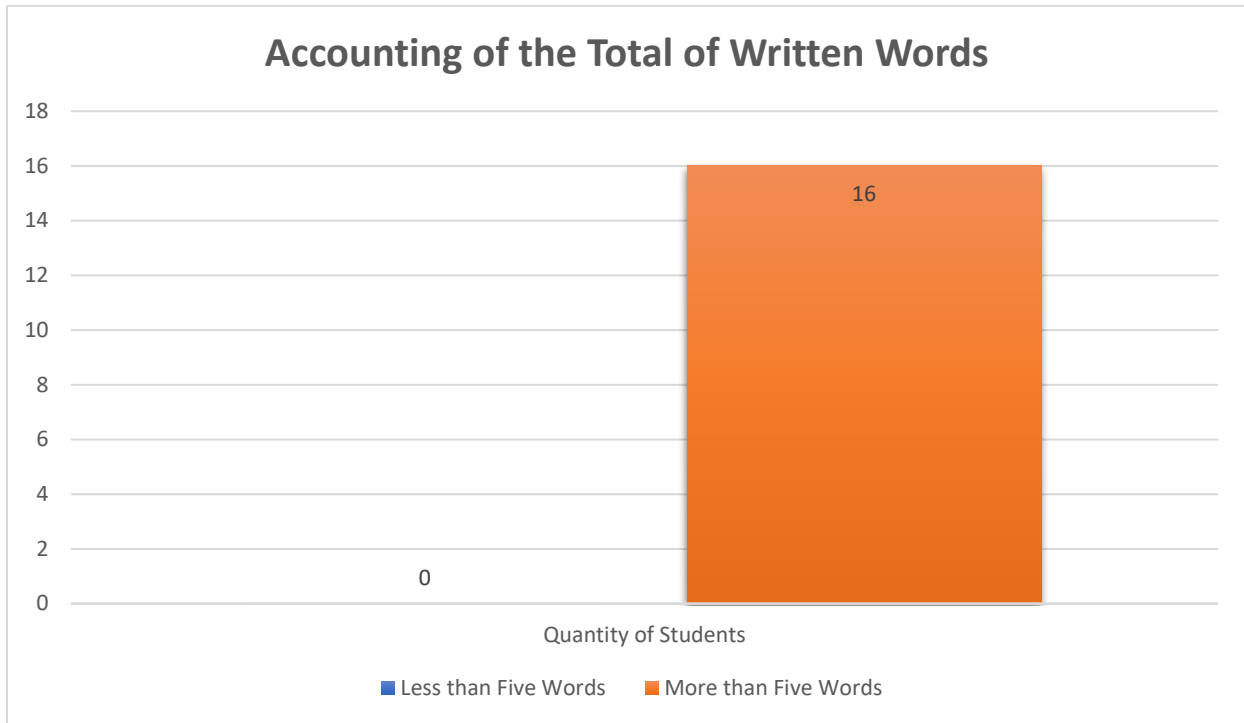


Figure 6. It represents the number of words if these were greater or less than five words. Source: Researcher’s own creation

According to the instruction of the activity 1, the students had to write at least five words that they remembered and heard from the text. Figure 6 shows if the number of five words at least was met by the orange vertical column with their number of students. As it is shown sixteen students met the five words at least and even exceeded the same number by writing more than five heard words, and zero students wrote less than the five established words. With these data, the researcher could conclude that the students participated actively in the activity and listened carefully to the text read in order to carry out the activity.

Figure 7. Accuracy of Words by the Number of Students.

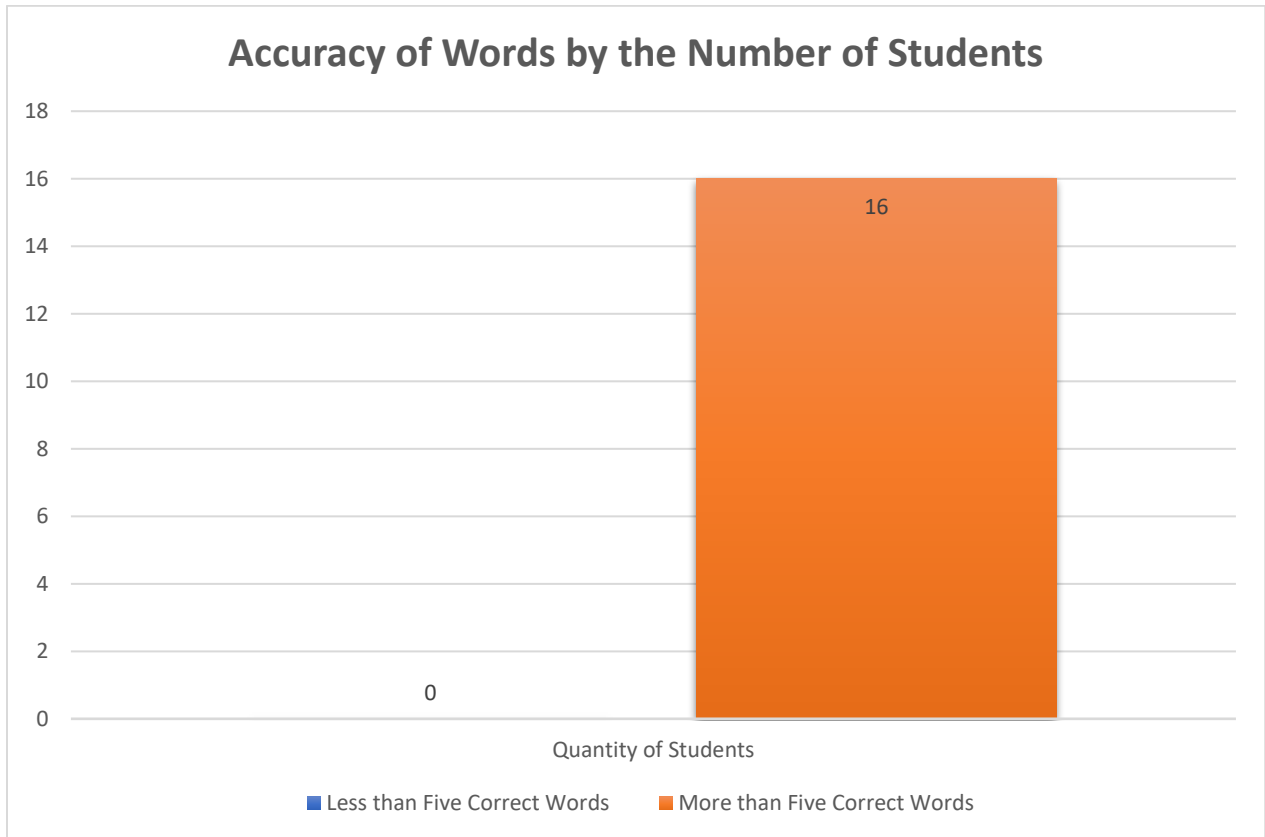


Figure 7. It represents the number of students that wrote more than 5 words that were correctly present in the text. Source: Researcher's own creation

Figure 7 shows the number of students who wrote less or more than five words that were present in the text. According to the observed data in figure 7, the orange column shows that all the sixteen students wrote more than five words that had been read in the text by the researcher, and no students wrote less than five correct words. These data allow the researcher to conclude with a positive result, so that, it means that the students listened carefully to what was read, and they caught real words from the text.

4.1.5 Activity 2: Rhymed Silence

Activity 2 is called by the researcher as "Rhymed Silence". This activity was applied on March 10th with all the 16 students at the same time during the English lesson. The researcher

distributed the practice sheets to each of the students and began by reading the instructions. Once the instructions had been read orally, the researcher began to read the list of words with similar endings. Once the list of words was read, the students proceeded writing the words that seemed to have similar endings. When the students finished the practice, they returned the practice sheets to the researcher to proceed with the deduction and interpretation of data. Like the same name, the researcher intended to obtain data from the students in how to learn to distinguish sounds or words that have similar endings, but with another word structure and where its context varies.

Figure 8. Total quantity of the written words.

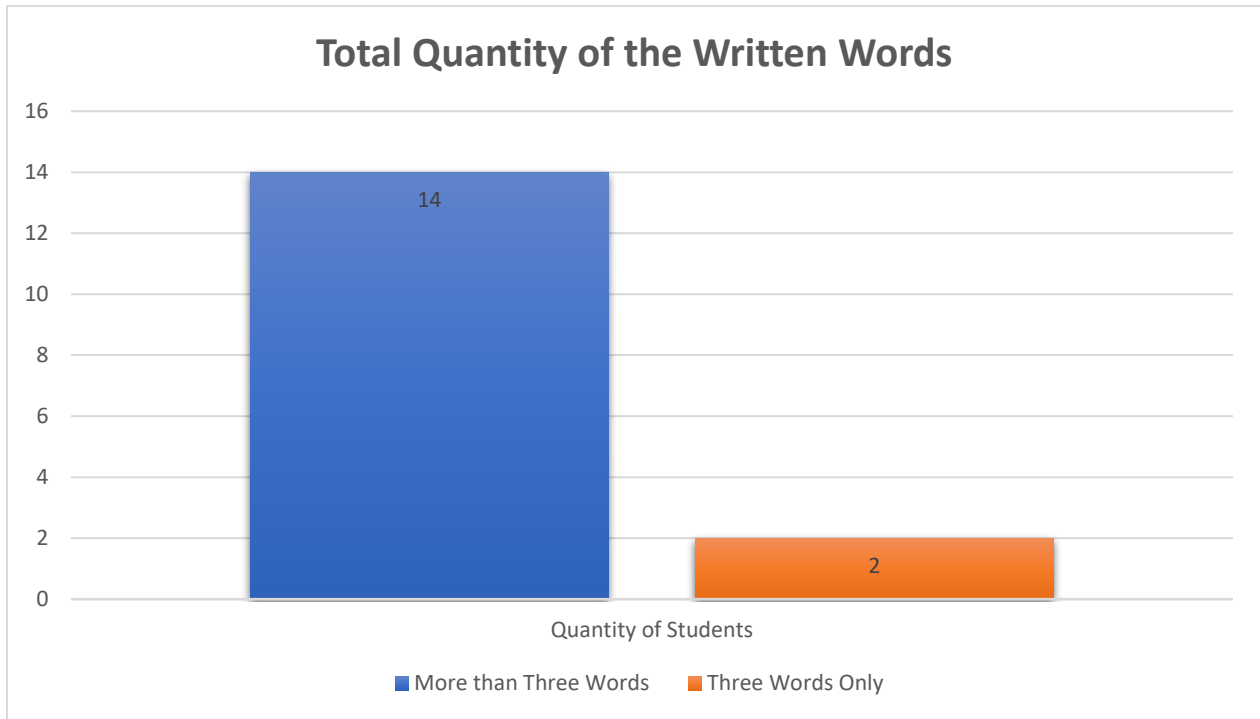


Figure 8. It represents the number of students that wrote more than three words that were present correctly in the read list. Source: Researcher's own creation

Figure 8 represents whether the written words by the students is equal to or greater than three words present in the list read by the researcher. As seen in the previous figure, the blue column represents that fourteen students heard and wrote more than three words with similar endings, and only two students heard and wrote the minimum number of three words. With these details, the researcher could deduce that more than the half of the group of the students were actively listening to the list and engaged on the activity. They heard not only to the endings of the words, but also to the whole word's structure to write a complete and accurate word list.

Figure 9. Number of times that the word endings were used on students' lists.

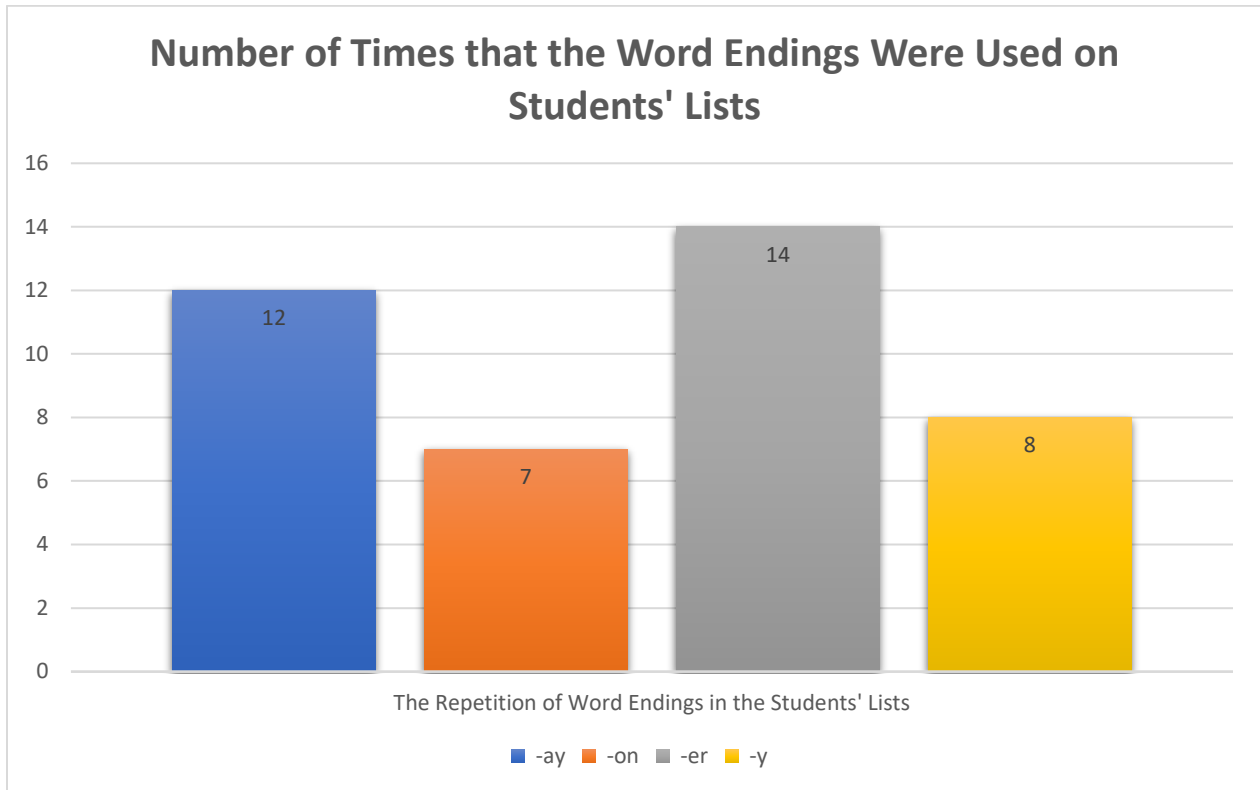


Figure 9. It represents the number of times these endings were used with their respective words on the students' lists. Source: Researcher's own creation

Figure 9 refers to the number of repetitions of endings of the words used in the students' lists. As it can be seen in the figure, the endings of the words present in the read list vary as -ay, -on, -er, and -y ending. These endings are shown horizontally, and from them are derived the blue, orange, gray and yellow columns with their respective number that represents the quantity of students who used those word's endings. The ending -ay is represented by the blue column and it has a total of 12 out of 16 students used the words with that ending. The ending -on is represented by the orange column, and it shows a total of 7 from 16 students who wrote the words that have the -on ending. The ending -er is represented by the gray column, and it has a total of 14 out of 16 students who wrote the words heard with the -er ending. Finally, the ending -y is represented by the yellow column, and it had a total of 8 out of 16 students who wrote

words ending with -y on their list. With that data, the researcher could deduce that the words that had the endings -ay and -er were the most used and understandable for the fourth-grade students since they were the most used, while the endings -on and -y generated difficulty for students to distinguish their ending or initial part of the word, so students were unable to memorize or write those words.

4.1.6 Activity 3: Sound Counts

Activity number 3 was called by the researcher "Sound Counts". This activity receives its name because each sound heard with words is counted; in other words, there are some repeated words, and those repetitions must be counted. This third activity was developed with the 16 students simultaneously, but the practice sheet was done individually. It took place on March 11th during the English lesson. The researcher carefully read the activity instructions and gave the practice sheets to each student. Once the sheets had been distributed and the instructions had been read, the researcher proceeded to evacuate doubts. After the doubts were clarified, the researcher began to read the list of repeated words while the students paid attention with their closed eyes. When the list of words was read, the students began to write down what the words were and how many times they were repeated according to what they heard and memorized. Once the activity is done, each student returns the practice sheet to the researcher, so that the deduction of information generated by the third activity can be started.

Figure 10. The Most Repeated Words According to the Students' Lists.

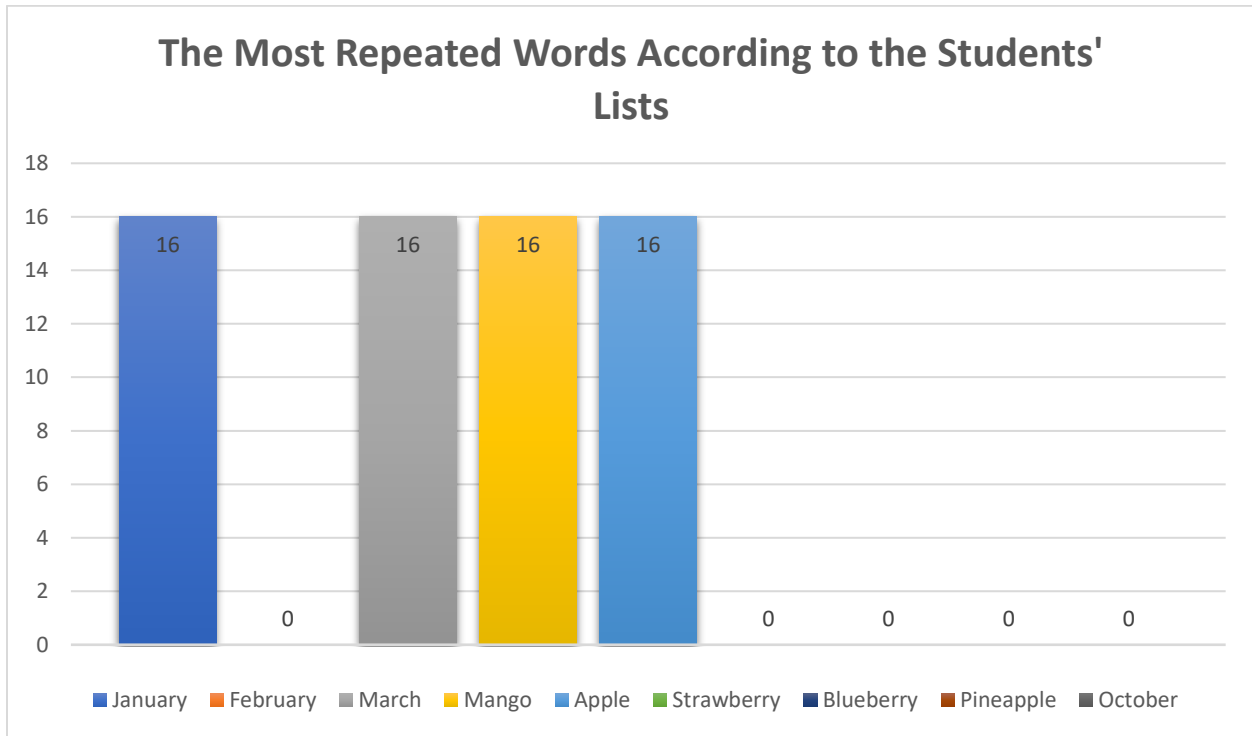


Figure 10. It represents the words that each student considered the most repeated on their lists. Source: Researcher's own creation

According to the previous figure, the collected data by the researcher shows the words which each student considered the most repeated in the list of words. Each column has the number of students who listened to the list and considered to be one of the most repeated words, and each of the horizontal words have their respective column and color that represents them. In all the worksheets given to the students in this activity, they were required to write the four most repeated words. According to the collected data, for the words January, March, Mango, and apple 16 students out of 16 students considered them to be the most repeated words. For the words February, Strawberry, Blueberry, Pineapple, and October 0 students from 16 students mentioned it on their lists as repeated words. This graph shows that all the students heard the same repeated words.

Figure 11. Quantity of Repetitions for the Most Repeated Words Based on the Students' List.

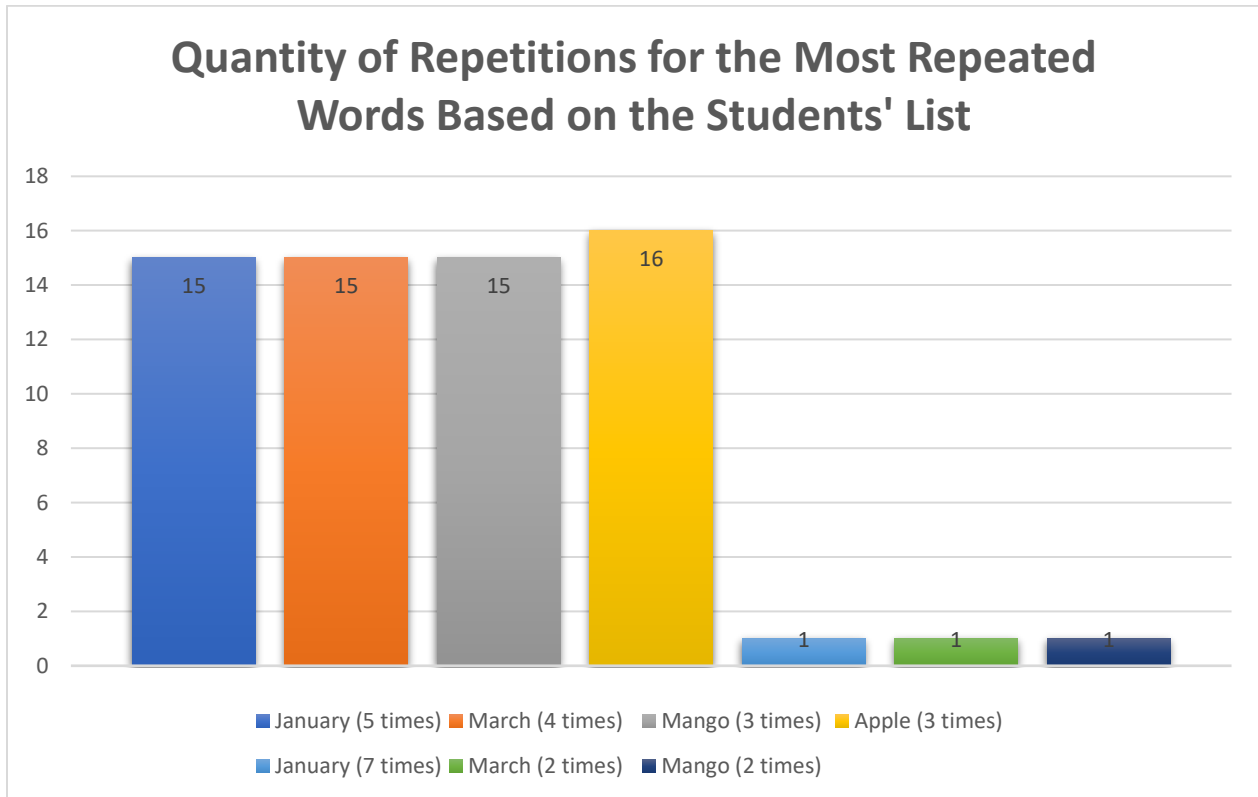


Figure 11. It represents the Quantity of repetitions for the most repeated words based on the students' list. Source: Researcher's own creation

Based on the previous figure, the data shows the number of times where a group of students considered the number of repetitions for the four most repeated words was within the list read by the researcher. Each vertical column shows the number of students, while the horizontal column lists the number of times in which the repetitions of the words were considered repeated according to the students' lists. Each repeated word and its quantity of repetitions has one specific color that distinguishes it. For the word January 15 out of 16 students considered that it was repeated 5 times, while one student considered that it was repeated 7 times. The word 'March' was thought to be repeated 4 times by 15 out of 16 students, and one student considered it was repeated twice. The word 'Mango' was repeated 3 times for 15 from 16 students, but for one student it was repeated twice. Finally, the word 'Apple' was said to be

repeated 3 times by all 16 students. Therefore, all the students agreed with this last data. This information allowed the researcher to corroborate the students' engagement by listening carefully during the activity and to measure the improvement in their listening level skill.

In conclusion, the implementation of these instruments did not only show very important, significant, and positive progress in each of the rubrics and figures. These instruments showed an improvement in the listening skills of the fourth-grade students through music as a technique, but it also allowed the researcher to have a very active and positive population. The students were always available to help, commit to each practice and enjoy each of the instruments. The students demonstrated that the use of music as a foreign language teaching technique motivates them, captures their attention, and makes the process of learning English easier and more interesting. It can be said that all the instruments helped in the improvement of the listening skills of the students.

Chapter V

Con. and Recommendations

5.1 Purpose of the Conclusion

The purpose of this last chapter of conclusions is to offer the reader in which way the instruments allowed to obtain positive results and draw conclusions for this research work. At the same time, the aim is to help other researchers who are investigating phenomena related to this topic. These conclusions also allow the researcher to see how the instruments impacted on the improvement of the students' listening skills, as well as to confirm how the objectives were achieved, and to answer the research question.

5.2 Conclusions

5.2.1 To identify fourth graders listening skills improvement areas at New Horizon School during the first quarter of 2021

This first specific objective of the investigation consisted of identifying fourth graders listening skills improvement areas at New Horizon School through the class observation instrument. The class observation was intended to obtain information about the environment and classroom which surrounded both the teacher and the students. Therefore, the researcher could have a clearer vision of the place and the environment in general to be able to correctly implement the other instruments and obtain the best results. For the observation process, the researcher created an observation chart to measure and analyze specific data such as the number of the 16 fourth grade students presented in class, the tone of voice used by the teacher while talking to the students or explaining a topic, the eye contact of the students with the teacher, the sound barriers which affect considerably the student's listening comprehension, the location of the classroom, the accuracy of the students' responses to the teacher's questions, the relationship

between the teacher and students, the availability of each student to follow directions, and whether or not there were activities to improve listening skills during the observed lessons.

During the three observations of the English class the students always maintained a positive attitude. The number of English hours which each student receives per day are many, so the level of English of almost all the students in this class is adequate for their level and easy to use, they follow the instructions clearly, and during all the time they reply to any question or doubt applying the language. As the English language was easy for them to use, they were not afraid to speak, to make mistakes and to learn. Most of the students kept actively participating in the oral and written activities presented in the lessons. However, the researcher noticed a certain variation in the use of the language with a couple of students who participated less in the activities, they were silent for most of the English lesson and did not easily attend to the instructions provided by the teacher. Therefore, the researcher marked a variation in the levels of the English language in the students.

One of the most common deficiencies observed during the English lessons was the sound barriers that caused the students listening process to be interrupted in some way. The common factor observed in the three class observations was that the school has its classrooms from one to another, in spite of the fact that the fourth-grade classroom has only one classroom on the right side, and on the left side, it only has a dead-end corridor, the sound from the right side classroom was entering the fourth-grade classroom, and the instructions of the other teacher or the moments when other students were making a lot of noise could be heard and interfered with the active listening of fourth grade English students. Another common aspect that was relevant was that there were almost no listening activities present during the observed English lessons. Although the English level of the students is very good, the listening skills should not be omitted. Rather,

listening skills must always be active to avoid that the so good English level the students have is not negatively impacted and can be improved day by day.

5.2.2 To apply music as a technique for improving listening skills in fourth graders

The second specific objective of the investigation consisted in applying music a technique for improving listening skills in fourth graders. In this objective the Pre-Test instrument and three more different activities were applied such as Silence Speaks, Rhymed Silence and Sound Counts to activate the listening skills in the students. After the three activities were applied the researcher was able to conclude the following.

The Pre-Test was designed by the researcher to know as a first instance the level of listening comprehension that the students had, and how their first understanding reaction would be with music as a teaching technique. The Pre-test had 5 five multiple choice questions derived properly from the lyrics of the chosen and played song by the researcher. Through this instrument the researcher was able to identify that music is not a common technique during English lessons since the first contact that the students had in this Pre-Test with music was not very positive. Although all 16 students participated in the Pre-Test, only 3 answered all the questions excellently, and 13 students had one or more errors in their answers. Therefore, a significant number of students require reinforcement in their listening skills to be improved.

In Activity 1 "Silence Speaks" all 16 students actively participated, with a good attitude, and exceeded what was requested in the instruction in a good way. The three minutes of silence to correctly listen the words read by the researcher come out with positive results. All 16 students wrote more than the five requested words, which means that they were paying attention, and it also proved that while the researcher was reviewing the answers, the 16 students correctly

wrote more than five words. In other words, the listening was assertive, since no student invented words that were not part of the list read and created by the researcher.

During activity 2, the “Rhymed Silence” activity also showed some important results after the two minutes of silence for the students to listen to the list of words with similar endings. In this activity, the researcher noted that 14 out of 16 students were able to exceed the requested instruction by writing more than three words heard with similar endings. Meanwhile, while two students could only listen and distinguish a single ending limiting themselves to what was requested which were at least three words. One of the common factors which the researcher deduced was that the most common words, used and listened by students every day, these were what led them to those that had that similar ending, such as the ending -ay and -er since the words on the list were play, today, day, mother, flower, and weather. In other words, it was observed that the repetition of sounds or words helps the retention and memorization in students so that music becomes a very good teaching technique for students.

In activity 3 “Sound Counts” the obtained results were even better. The listening ability was already activated thanks to all the activities and instruments previously applied, and the students were willing and ready to listen. Closing the eyes to activate the ear as a sense of listening helped the students to understand what they heard and to notice the repetition or number of times in which same word was read. The list had 20 words, and some were repeated one, or more than one time. 15 from 16 students got right three of the most repeated words and their repetitions. 16 out of 16 students got right with one of the most repeated words and its repetition, which means that the whole group heard that word correctly and clearly. A single student had an error in counting the times of three of the most repeated words. However, that

student was correct with the words. This third and last activity generated satisfaction in the results since it was possible to see the progress that the students had in listening activities.

5.2.3 To evaluate the efficiency of using music as a technique in fourth graders

The third specific objective of the investigation consisted in evaluating the efficiency of using music as a technique in fourth graders through the Post-Test. This instrument was designed to evaluate and corroborate the effectiveness of the music as teaching technique and the listening activities previously applied. The Post-Test had 5 five multiple choice questions about the lyrics of the played and chosen song by the researcher. As the last instrument applied, the results were positive and showed an improvement in the listening skills of the students.

The number of good answers was greater than the number of incorrect answers. In question 1, the 16 students answered correctly which shows that they paid attention to the lyric and not only to the dynamic or rhythm of the song. Question 2 also showed great progress as all 16 students answered correctly. Question 3 had a small variation. However, it was a very positive result since 15 from 16 students answered correctly and only one student got confused with the provided answer. Questions 4 and 5 showed a similar result since 14 students out of 16 answered correctly, and only 2 in each case answered incorrectly. The progress was significant since it showed that more than the half of the group of students managed to improve their listening skills, and that contact with music as a teaching technique allowed them to be interested in the foreign language and to learn and listen carefully to understand contexts and vocabulary in English.

5.3 Restatement of the Research Question

How does music improve listening skills in fourth graders at New Horizon School during the first quarter of 2021?

The objective of this investigation was to analyze the use of music as a technique to improve the listening skills of fourth graders, and in effect it was achieved thanks to the application of the instruments such as the Class Observation, The Pre-Test, and the Post-Test. In addition, through the three listening activities such as the Silence Speaks, Rhymed Silence and Sounds Counts. Based on the data analysis, the researcher can deduce that listening skills are important in the process of acquiring a foreign language since the understanding according to all the observed scenarios and information enters through listening and the interpretation of the information or retention of information depends on listening.

Finally, the researcher was able to observe that the students understood that without listening well they could not participate in the practice and that active and accurate listening allowed them to successfully carried out the instruments. However, the researcher also observed and concluded that music not only helped them to open their ear to listen carefully, but motivated them and gave a lot of life and encouragement to the lesson, so the learning process was very enjoyable all the time. For that reason, the improvement in the listening skills of the students was evident and the research question is preserved and answered.

5.4 Recommendations

In this last chapter, the researcher had the opportunity to mention all the recommendations which can be drawn and considered important for other future researchers who wish to continue with this same topic or who have a similar topic, and this can be of great support.

The first recommendation is to choose a specific time to apply the instruments. In general, students are more active at some hours during the day and less active in others. Therefore, by choosing an appropriate time will allow the student to be willing to participate

because they do not feel tired, sleepy, or bored and thus the researcher can obtain the best results of the instruments. The better to schedule the time, the better the results to be achieved. If the institution is the one which provides the schedule, analyze it, and determine the activities or instruments to confirm that they can be performed and avoid them to become poorly developed by the target population.

The second recommendation is to work on the investigation with time. Many circumstances may occur delaying the research work such as a pandemic, a change in school programs, closures of institutions, difficulty in delivering signed documents, among others. Work on the investigation with plenty anticipated time, so the collected data will be the necessary enough; and not inconveniences for collecting more information may appear during the process. There are times which the implementation process itself indicates whether the next or future planned activities apply or not with the group so if a change needs to be made, there may be enough time to do it.

The third recommendation is to be patient. When implementing activities where students are less than or equal to 10 years old, and they have contact with music, they used to get messy and enjoy the activities a lot. That is good because the population becomes active and enjoys the process, but it is always advisable to maintain the order of the class. Try to make students enjoy the process but learn and improve themselves at the same time.

The fourth recommendation is to always be on time, if possible, it is better to be before the teacher and the students to be able to arrange the class, have everything in order and to not waste the teacher's time. The time that the institution is sharing to develop the instruments is valuable. For each instrument, always try to have extra documents in case any student makes a

mistake with the worksheets or any other inconvenience. To implement the instruments, always carry all the needed materials so do not wait for the institution to provide what is needed.

The fifth recommendation is to analyze the population to be studied ahead of time. A quick scan before making the instruments can help you to make and detail them in the best way. Depending on the population, the activities should be prepared. Make sure that the activities and instruments are in accordance with the research topic and age of the population, as well as if they conform to the regulations of the institution or the infrastructure of the education center.

The sixth recommendation is to choose a song with an attractive and respectful content. Make sure that the lyric does not contain inappropriate words, explicit, or vulgar content. The chosen song must be beautiful and fun, with vocabulary according to the level of the population and contains constructive lyrics. Make sure that the rhythm is adequate, and when playing the song in class with the instruments, be careful with the volume and that all the technological devices are working in the best way. There would be always a plan B for any inconvenience.

The seventh recommendation is to always have a positive attitude regardless of the circumstances. The researcher is the guide of all the activities, so a good example always helps. Be sure to always know what to say to students who do not want to participate, motivate, help, and do not exclude any of them but include and make the population feel good and part of the research work. For students who are always working and actively helping in activities have a thankful compliment for them and emphasize to each student or person how valuable the participation was.

The eighth and last recommendation is to ensure the English language and main objective are reached on its fullest. It is a must to correct every mistake immediately when executing the instruments, as the population will apprehend every concept and speech been exposed. Trust

your instincts and knowledge when applying them, not only to demonstrate security on your teaching, but to give confidence in each of your answers. If the research work is in the English language, apply it at all times and give it its corresponding value.

References

- Arguedas, M & Castro, E (2017). *FACTORS THAT INFLUENCE THE IMPLEMENTATION OF LISTENING WHEN TEACHING CONVERSATIONAL ENGLISH IN LANGUAGE LABORATORIES OF COLEGIO TÉCNICO PROFESIONAL SAN ISIDRO* [Licentiate's Degree, UNA]. Repositorio Académico Institucional de la Universidad Nacional de Costa Rica. <https://repositorio.una.ac.cr/handle/11056/18088>
- Blacking, J (1995). *Music, Culture & Experience*. University of Chicago Press, Ltd. https://books.google.com/books?hl=es&lr=&id=LtMfEqU8Cr4C&oi=fnd&pg=PR7&dq=music+culture+and+experience+pdf&ots=k4zZzYyOae&sig=sJbGyq1Zv_uW9OrhKbwa gzEvYBM#v=onepage&q&f=false.
- Brown, G and Yule, G (1983). *Teaching the Spoken Language*. Cambridge University Press.
- Brownell, J (2016). *Listening: Attitudes, Principles, and Skills*. Routledge.
- Bruce, P, Bruce, A & Gedeck, P (2020). *Practical Statistics for Data Scientists: 50+ Essential Concepts Using R and Python*. O'Reilly Media, Inc.
- Byrne, D (2012). *How Music Works*. Three Rivers Press, New York.
- Cain, K & Oakhill, J (2007). *Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective*. Guilford Publications.
- Chamot, A. (2005). *Language learning strategy instruction: Current issues and research*. Cambridge University Press.
- Chaves, J & Gamboa, B (2015). *ANALYSIS OF THE LISTENING INSTRUCTION OF SECOND CYCLE EFL STUDENTS AT PEÑAS BLANCAS PRIMARY SCHOOL* [Licentiate's Degree, UNA]. Repositorio Académico Institucional de la Universidad Nacional de Costa Rica. <https://repositorio.una.ac.cr/handle/11056/18104>

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. United States.

Delpit, L. (2006). *Other People's Children: Cultural Conflict in the Classroom*. The New Press.

Gardner, H. (1983). *Frames of Mind*. New York: Basic Books Inc.

Ghaith, Z. F. (2018). The Impact of Using Children English Songs on Improving the Pronunciation and Vocabulary of the Third and Fourth Graders at Al-Nasser Primary School in Hebron [Master's Degree, Hebron University]. Hebron University DSpace. <http://dspace.hebron.edu/jspui/handle/123456789/704>

Godt, I (2005). *Music: A practical definition*. Musical Times Publications Ltd.

Gomm, R, Hammersley, M & Foster, P (2000). *Case Study Method: Key Issues, Key Texts*. SAGE Publications, Inc.

Griffiths, C. (2008). *Lessons from good language learners*. Cambridge: Cambridge University.

Helding, L (2010). *Gardner's Theory of Multiple Intelligences: Musical Intelligence*. Journal of Singing. Jacksonville.

Herrera, S (2010). *Biography-driven instruction for culturally responsive teaching*. New York: Teachers College Press.

Kempe, A and Holroyd, J (2004). *Speaking, Listening and Drama*. David Fulton Publishers Ltd.

Kumaravadivelu, B. (2001). *Toward post method pedagogy*. TESOL Quarterly.

Mark, M and Madura, P (2010). *Music Education in Your Hands: An Introduction for Future Teachers*. Routledge.

Moahloli, R. (2020). *The Things that Really Matter*. Book Dash.

Moustakas. C (1994). *Phenomenological Research Methods*. SAGE Publications, Inc.

Narwhals and Waterfalls. [Narwhals and Waterfalls] (2021, January 26). *Hello, Hello, Hello! (Good Morning Song) SEL Song for Kids*. YouTube. <https://www.youtube.com/watch?v=Ei2PtsoMwJg>

Narwhals and Waterfalls. [Narwhals and Waterfalls] (2019, September,27). *I Can Still Be Me*
SEL Movement Song for Kids. YouTube.

<https://www.youtube.com/watch?v=KwuDxExu1ok>

Olsen, W (2012). *Data Collection: Key Debates and Methods in Social Research*. SAG
Publications, Inc.

Pizanán, C. (2019). *ANALYSIS OF THE USE OF CHILDREN´S SONGS AS AN
ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF
SEXTO AÑO OF EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA
“AMELIA GALLEGOS DÍAZ”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE,
DURING THE ACADEMIC YEAR 2017-2018* [Bachelor's Degree, Universidad Nacional
de Chimborazo]. Repositorio Digital UNACH.

[http://dspace.unach.edu.ec/bitstream/51000/5547/1/UNACH-FCEHT-PI-IDIOMAS-
2019-00015.pdf](http://dspace.unach.edu.ec/bitstream/51000/5547/1/UNACH-FCEHT-PI-IDIOMAS-2019-00015.pdf)

Piaget, J (1950). *The psychology of Intelligence*. Routledge Classics, London and New York.

Quirós, E (2018). *Motivation Improved by the Application of Music to Enhance Listening
Comprehension on Fifth Graders Students at Jose Joaquín Vargas Calvo High School,
San José Educational Regional in First Quarter of 2018* [Bachelor's Degree, UIA].

OPAC. <http://biblioteca.uia.ac.cr:7807/cgi-bin/koha/opac-Detail.pl?biblionumber=16052>

Ramirez, S. (2018). *“LISTENING ACTIVITIES BASED ON AMERICAN POP MUSIC IN
THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE.”* [Master’s Degree,
Universidad Técnica de Ambato]. Repositorio Universidad Técnica de Ambato.

<https://repositorio.uta.edu.ec/jspui/handle/123456789/29095>

Skinner, B.F. (1957) *Verbal Behavior*. United States.

- Teddlie, C & Tashakkori, A (2009). *Foundations of Mixed Methods Research Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. SAGE Publications, Inc.
- Tracy, S (2019). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. John Wiley & Sons, Inc.
- Vandergrift, L & C. M. Goh, C (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Taylor & Francis Group.
- Wipf, J (1984). *Strategies for Teaching Second Language Listening Comprehension*. Purdue University.

Appendixes

Appendix A: Class Observation Instrument

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Class Observation Chart

High School: New Horizon School **Date:** _____ **Time:** _____.

Total Quantity of Students: _____.

Evaluation Scale: 5. Highly Satisfactory 4. Satisfactory 3. Meets Expectations 2. Improvement needed 1. Not Observed.

Rubric	Highly Satisfactory	Satisfactory	Meets Expectations	Improvement needed	Not Observed
There is a considerable number of students in the classroom.					
The teacher uses an appropriate tone when speaking to students.					
The eyes of the students are looking at the speaker.					
The classroom has sound barriers that do not allow students to hear well inside.					

The classroom is located away from a library, public streets, cars, or another place that generates noise.					
Students respond accurately to the teacher's questions.					
There is a good relationship between the teacher and the students.					
There is availability from students to the instructions provided by the teacher.					
Students listen and ask questions related to what was explained by the teacher.					
There are listening activities present in class to improve the listening skills in students.					

Comments: _____

Appendix B: Pre-Test

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Pre-Test

High School: New Horizon School **Date:** _____. **Student's Name:** _____.

Percentage: 5% Total Points: 5 points

Percentage Obtained: _____ **Total Points Obtained:** _____

“End of the Sound” Icebreaker Activity: Song played "I Can Still Be Me" by Narwhals & Waterfalls.

Instructions: Mark with an “X” over the letter that has the answer that you consider correct.

- 1) Choose the word that was repeated the most in the lyrics of the song:
 - a) When
 - b) Happy
 - c) Sad
- 2) Choose one of the following fragments that **is not** part of the lyric of the song:
 - a) I high five my friends.
 - b) I need hugs from my friends.
 - c) The rain makes me happy.
- 3) Which of the following fragments **is** part of the lyric of the song:

- a) I can still be me.
 - b) I love bananas.
 - c) Monkeys jump when they are happy.
- 4) Which of the following words does not belong to the lyrics of the song:
- a) Umbrella
 - b) Happy
 - c) Calm
- 5) what do you hear in the background of the song?
- a) Claps
 - b) Trumpets
 - c) Violins

"I Can Still Be Me"

by Narwhals & Waterfalls.

Lyric of the song of the "End of the Sound" Icebreaker Activity for the Pre-test

When I'm feeling happy	And I need hugs from my friends (x2)
I smile at my friends	When I'm feeling calm
When I'm feeling happy	I sit real tall
I dance with them	When I'm feeling calm
And I high five my friends (x2)	I don't move at all
When I'm feeling mad	And I breathe in... and then breathe out (x2)
I sit all day	Whether I'm up or down
When I'm feeling mad	Smile or frown
I don't want to play	I can still be me!
And I say "No!" and stomp my feet (x2)	I can breathe in and out
Whether I'm up or down	Or dance around
Smile or frown	And I'll still be me!
I can still be me! (x2)	I can still be me!
When I'm feeling sad	Whether I'm up or down
I want to cry	Smile or frown
When I'm feeling sad	I can still be me! (x4)
Sometimes I don't know why	

Appendix C: Listening Activity 1

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Listening Activity 1

“Silence Speaks”

High School: New Horizon School **Student’s Name:** _____.

Instructions: You will be silent for three minutes. Listen carefully to the text that is going to be read. When the three minutes have passed you have to create a list with at least five words that you remembered that were mentioned in the text.

My List of Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Listening Activity 1 “Silence Speaks”

The Things That Really Matter

By Refiloe Moahloli

We are going on a trip. I ask Mama what to pack. She says, ‘the things that really matter.’ We stop at the windmill for breakfast, The jungle gym is so much fun. I forgot my toy. I am sad in the car, but Tando is happy. ‘Hooray! Now you can play with me!’ he says. We stop at a farm to see some animals. Tando is searching so hard for a springbok, a monkey gets away with his headphones. He is bad in the car, but I am happy. ‘Hooray! Now you can sing with me!’ I say. We stop at a roaring waterfall. We are so excited, we are purchasing and pulling. Papa falls in the water, and so does his map. He is sad in the car, but Mama is happy. ‘Hooray! Now I can help you find our way!’ she says. We stop at the roadside vendor to buy some mielies. Mama bends over the pick the best ones, and her glasses fall and break. Mama is sad in the car, but Papa is happy. ‘Hooray! Now we can find our way together!’ Papa says. We stop on an ancient hill to get a view of the valley. Papa is making silly jokes for us to smile for the picture, but when we get back to the car, it won’t start. Everyone stops laughing. ‘Don’t worry...’ says Mama. ‘We can still have a good time. We are the things that really matter.’ And so, we do have a good time. By playing and singing our way together, while enjoying the best mielies.

Illustrated by Subi Bosa

Designed by Natalie Pierre-Eugene

Edited by Louis Greenberg

Created by BOOK DASH

Appendix D: Listening Activity 2

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Listening Activity 2

“Rhymed silence”

High School: New Horizon School **Student’s Name:** _____.

Instruction: You will be silent for two minutes and listen carefully to the list of words that is going to be read. When the two minutes have passed you have to create a list with at least three words that you remembered that have a similar pronunciation in its ending.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Listening Activity 2

“Rhymed silence”

List of Words

1. Father
2. Son
3. Mother
4. Pay
5. Play
6. Flower
7. On
8. Weather
9. Stormy
10. Snowy
11. Day
12. Today

Appendix E: Listening Activity 3

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Listening Activity 3

“Sound Counts”

High School: New Horizon School **Student’s Name:** _____.

Instruction: Close your eyes and listen carefully to the list of words. Many of the words will be repeated several times, so you must recognize the quantity of those repetitions, and which was the repeated word.

1. The first repeated **word** is: _____.
The **number** of times repeated is: _____.
2. The second repeated **word** is: _____.
The **number** of times repeated is: _____.
3. The third **repeated** word is: _____.
The **number** of times repeated is: _____.
4. The fourth **repeated** word is: _____.
The **number** of times repeated is: _____.

Listening Activity 3 “Sound Counts”

List of Words

- January
- February
- March
- Mango
- Apple
- Strawberry
- January
- Apple
- March
- January
- Mango
- March
- January
- Apple
- Blueberry
- March
- January
- Pineapple
- October
- Mango

Appendix F: Post-Test

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez

Post-Test

High School: New Horizon School **Date:** _____. **Student's Name:** _____.

Percentage: 5% Total Points: 5 points

Percentage Obtained: _____ **Total Points Obtained:** _____

“Frozen fourth graders” Icebreaker Activity: Song played "Hello, Hello, Hello!" by Narwhals & Waterfalls.

Instructions: Mark with an “X” over the letter that has the answer that you consider correct.

1) Choose one of the following fragments that you consider to be part of the lyrics of the song.

- a) If you're happy, share a candy.
- b) Hello, Hello, Hello! How do you feel today?
- c) If you're tired, jump.

2) Choose one of the following fragments about the lyric of the song. Two fragments have incorrect words, **only one is accurate.**

- a) Hello, Hello, Hello! How do you feel today?
- b) Hello! How are you today?
- c) Hi! How do you feel today?

- 3) Choose the word that was repeated the most in the lyrics of the song:
 - a) Cry
 - b) Dance
 - c) Hello

- 4) Choose one of the following words that is related to the context of the lyrics of the song. These words are **not** part of the lyrics of the song.
 - a) Emotions
 - b) Chocolates
 - c) Games

- 5) Which of the following sentences do you consider is the message of the song?
 - a) Emotions are good and have to be expressed.
 - b) We can only smile when we are playing.
 - c) Crying helps to smile.

"Hello, Hello, Hello!"

by Narwhals & Waterfalls

Lyric of the song of "Frozen fourth graders" Icebreaker Activity for the Post-Test

Hello, hello hello!	Are you excited? Shout hurray!
How do you feel today?	Got a lotta energy? Shake it out!
Hello, hello hello!	Feeling peaceful? Take a deep breath
It's ok to feel anything!	If you are tired, close your eyes...
If you are happy, share a smile	Hello, hello hello!
If you are angry, stomp your feet	How do you feel today?
If you are sad, then cry	Hello, hello hello!
If you are silly, do a dance!	It's ok to feel anything!
Hello, hello hello!	Hello, hello hello!
How do you feel today?	How do you feel today?
Hello, hello hello!	Hello, hello hello!
It's ok to feel anything!	It's ok to feel anything! (x2)

Appendix G: Pre-Test Evaluation Rubric

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez **High School:** New Horizon

Total Points: 5 points **Points Obtained:** _____

Grade Categories: 5.Excellent 4.Very Good 3.Good 2. Satisfactory 1. Needs Improvement

This rubric is to evaluate the answers obtained from the Pre-Test after applying music as a teaching technique to improve listening skills. Each answer is confidential.

Rubric	Excellent (1 pt)	Needs Improvement (0 pts)	Needs Improvement (0 pts)
Question 1			
When			
Happy			
Sad			
Question 2			
I high five my friends.			
I need hugs from my friends.			
The rain makes me happy.			
Question 3			
I can still be me.			
I love bananas.			
Monkeys jump when they are happy.			
Question 4			
Umbrella			
Happy			
Calm			
Question 5			
Claps			
Trumpets			
Violins			

Comments: _____

Appendix H: Post-Test Evaluation Rubric

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez **High School:** New Horizon

Total Points: 5 points

Points Obtained: _____

Grade Categories: 5.Excellent 4.Very Good 3.Good 2. Satisfactory 1. Needs Improvement

This rubric is to evaluate the answers obtained from the Post-Test after applying music as a teaching technique to improve listening skills. Each answer is confidential.

Rubric	Excellent (1 pt)	Needs Improvement (0 pts)	Needs Improvement (0 pts)
Question 1			
If you're happy, share a candy.			
Hello, Hello, Hello! How do you fell today?			
If you're tired, jump.			
Question 2			
Hello, Hello, Hello! How do you fell today?			
Hello! How are you today?			
Hi! How do you feel today?			
Question 3			
Cry			
Dance			
Hello			
Question 4			
Emotions			
Chocolates			
Games			
Question 5			
Emotions are good and have to be expressed.			
We can only smile when we are playing.			
Crying helps to smile.			

Comments: _____

Appendix I: Activity Evaluation Rubric

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Sharon Fiorela Alpizar Perez **High School:** New Horizon

Total Points: 5 points

Points Obtained: _____

Grade Categories: 5.Excellent 4.Very Good 3.Good 2. Satisfactory 1. Needs Improvement

Rubric	Reached (1 pt)	Not Reached (0 pts)
The minimum number of requested words was reached.		
The answers are related to the given instruction.		
The answers are related to the read text, played song, or list of read words.		
The minimum of words requested are words present from the reading.		
There is more than one incorrect word or a word that does not belong to the readings.		

Comments:

Appendix J: Lesson Plan

Universidad Internacional de las Américas

Graduation Seminar

Didactic Planning

Researcher: Sharon Fiorela Alpizar Perez **High School:** New Horizon

Level: 4th Grade

Month: March

<i>Linguistic Objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of Learning Outcomes</i>
<p>At the end of the lesson...</p> <p>Listening</p> <p><i>L.I</i> To understand vocabulary from a text and list of words. To differentiate sounds, endings and recognize repetitions of words.</p>	<p>Routine: Checking attendance, review the date and class agenda. (5minutes)</p> <p>WU: T will start the class with a riddle about the characteristics of one student in the class and the Ss will listen and guess. (5 Minutes)</p> <p style="text-align: center;">Introducing</p> <p>T will explain the importance of listening carefully and what it causes if Ss do not listen carefully to introduce the activities.</p> <p>Silence Speaks T will explain the activity to the Ss. Ss will be silent for three minutes and listen carefully to the text the is going to be read by the T. When the three minutes have passed Ss have to create a list with at least five words that they remembered that were mentioned in the text. The next class the T will provide the grades and worksheets to the Ss. (25 minutes)</p> <p>Rhymed Silence T will explain the activity to the Ss. Ss will be silent for two minutes and listen carefully to the list of words that is going to be read by the T. When the two minutes have passed Ss have to create a list with at least three words that they remembered that have similar pronunciation in its ending. The next class the T will provide the grades and worksheets to the Ss. (25 minutes)</p> <p>Sound Counts T will explain the activity to the Ss. The Ss will close their eyes and listen carefully to the list of words that is going to be read by the T. Many of the words will be repeated several times, so Ss must recognize the quantity of those repetitions, and mention which was the repeated word. The next class the T will provide the grades and worksheets to the Ss. (25 minutes)</p> <p>CLOS. T will ask the Ss how they felt about the activity, what they thought of it and how they expect the next one to be. (5 Minutes)</p>	<p>Ss will be assessed through...</p> <p>Listening</p> <p>A) Activity Rubric</p>

Comments: _____

Appendix K: Letter of New Horizon



New Horizon Christian School

17 de marzo del 2021

Universidad Internacional de las Américas

Miembros de Dirección de la Carrera de Inglés con Énfasis en la Enseñanza

A quien corresponda:

Por este medio hago constar que la estudiante Sharon Fiorela Alpizar Pérez cédula 116710031 número de estudiante Sj16000904 ha realizado las tres observaciones respectivas de su trabajo de investigación enfocado en la música como técnica para mejorar las habilidades de escucha y ha aplicado todos los instrumentos de la tesis en nuestra institución durante las lecciones de Inglés con los estudiantes de Cuarto Grado.

Cualquier consulta estamos para servirles.

Atentamente

M. E.d Ana Virginia Angulo Jiménez

Directora

Firma

