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**Traditional Music of Imbabura to Improve Listening Skills in Junior  
Students at Daniel Reyes High School, Academic Period 2022-2023**

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e idiomas.**

**Autor: Erick Ramiro Maigua Farinango**

**Director: Msc. José Miguel Obando Arroyo**

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DATOS DE CONTACTO			
<b>CÉDULA DE IDENTIDAD:</b>	100345962-3		
<b>APELLIDOS Y NOMBRES:</b>	Maigua Farinango Erick Ramiro		
<b>DIRECCIÓN:</b>	Martín Fernando Zumeta 1-39 y Av. Eloy Alfaro		
<b>EMAIL:</b>	<a href="mailto:ermaiguaf@utn.edu.ec">ermaiguaf@utn.edu.ec</a>		
<b>TELÉFONO FIJO:</b>		<b>TELÉFONO MÓVIL:</b>	+593 981095161

DATOS DE LA OBRA	
<b>TÍTULO:</b>	Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023
<b>AUTOR (ES):</b>	Maigua Farinango Erick Ramiro
<b>FECHA: DD/MM/AAAA</b>	03-07-2023
SOLO PARA TRABAJOS DE GRADO	
<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>POSGRADO</b>
<b>TÍTULO POR EL QUE OPTA:</b>	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
<b>ASESOR /DIRECTOR:</b>	MSc. José Miguel Obando Arroyo

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Ibarra, a los 03 días, del mes de julio de 2023

#### EL AUTOR:



.....

Erick Ramiro Maigua Farinango

## CERTIFICACIÓN DEL DIRECTOR

Ibarra, 03 de julio de 2023

*MSc: José Miguel Obando Arroyo*, **DIRECTOR DEL TRABAJO DE TITULACIÓN**, “Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023”

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*MSc: José Miguel Obando Arroyo*

*C.C.: 1001512043*

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*El Tribunal Examinador del trabajo de titulación "Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023." elaborado por Maigua Farinango Erick Ramiro, previo a la obtención del título del Licenciado en Pedagogía del idioma Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:*

(f):   
MSc: José Obando  
C.C.: 1001512043  
Director (a)

(f):   
PhD. Sandra Mariana Guevara Betancourt  
C.C.: 100250352-0  
Asesor (a)

## **DEDICATION**

This thesis is dedicated to my parents and my family that supported me during all this time. All the work that I did, would have not been possible without their help. I want to dedicate it to my brothers; they always see inspiration from me and now my dreams come true, and I can demonstrate to them that all is possible if you work hard. To my family that always gave me some words of inspiration in moments when I needed. For all of them, I want to dedicate my thesis.

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## **ABSTRACT**

The research work Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023 had as objective to determine the incidence of the use of music in the development of listening skills. Not many research works have been done in area in this geographical context. This mixed study used an interview and a survey for data collection. The former one was given to the class teacher whereas the latter was administered to the group of students participants of this study. The findings revealed that, even though music is usually used as part of English lessons, there is not material that uses traditional music as a resource to support language skills development. The perceptions in favor of implementing a teaching guide with music related material on the side of the teacher and the students permitted designed the proposal which constitutes the product of this research.

**Keywords:** music, traditions, legends.

## **RESUMEN**

El trabajo de investigación Música Tradicional Imbabura para Mejorar las Habilidades Auditivas en Estudiantes de Nivel Medio del Liceo Daniel Reyes, Periodo Académico 2022-2023 tuvo como objetivo determinar la incidencia del uso de la música en el desarrollo de las habilidades auditivas. No se han realizado muchos trabajos de investigación en el área en este contexto geográfico. Este estudio mixto utilizó una entrevista y una encuesta para la recolección de datos. El primero se entregó al profesor de la clase mientras que el segundo se administró al grupo de estudiantes participantes de este estudio. Los hallazgos revelaron que, a pesar de que la música generalmente se usa como parte de las lecciones de inglés, no hay material que use la música tradicional como recurso para apoyar el desarrollo de habilidades lingüísticas. Las percepciones a favor de implementar una guía didáctica con material relacionado con la música por parte del docente y los estudiantes permitieron diseñar la propuesta que constituye el producto de esta investigación.

**Palabras Claves:** música, tradiciones, leyendas.

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## INTRODUCTION

Developing listening skills in students can be difficult for some of them due that English is not the most appealing subject for them at school. One of the reasons for this issue to be could be the use of the use of the same material they have been using for certain periods of time such as audios that come with the textbook they are working with, which students see as a boring material.

This research was conceived with the purpose of providing alternative material to develop listening skills in junior students at Daniel Reyes High School. Independently of the material to be used, it has been suggested by researchers that an effective frame is used by teachers to help students develop language skills. On the other hand, listening has been considered by experts as the most difficult skill to be developed, therefore, an innovative material added to a good methodological frame may facilitate the language learning of the students as well as promoting the discovery and understanding about important features of the culture they belong to. Therefore, this research project attempts to stablish a link the culture of our province trough teaching English.

## BACKGROUND

There is empiric evidence that the use of music in EFL contexts may help to trigger students' motivation to learn a new language. On the other hand, there has been little emphasis on the use of traditional music in language teaching contexts, which motivated this study.

The following literature review from are related with the problem and variables of this investigation.

**International background:** Toscano and Fonseca (2012) presented the results of a sonorous-musical program implemented in the teaching of English as a second language with Spanish sixth-grade schoolchildren. First, it was studied quantitatively whether students with advanced auditory skills learned English more effectively and whether they also showed a high level of development of musical intelligence. Then, a sonorous-musical intervention was implemented to test whether those students with a low level of musical intelligence could improve their listening skills and their communicative competence. The results show that this program not only increases oral comprehension, but also oral production, reading comprehension and student motivation.

Fernandez (2013) wrote an article called "The role of songs in the teaching of languages to immigrants: a didactic proposal". The aim of this article is to defend the need to use songs in language teaching, especially when this process takes place in contexts where the

protagonists, the learners, are adult immigrants. The theoretical basis for defending this need is based on the role played by motivation, the psychosocial engine of language learning. They also seek to give the teacher the appropriate didactic tools to do so with didactic experience and openly exposing it to a reflective critique that avoids making the same mistakes and, simultaneously, convinces him of the advantages of using songs in the classroom in these specific contexts.

Vides (2014) worked on her investigation emphasizing on the use of music as way for teach English. The problem that found was the integration of music as a strategy that makes it easier for students to acquisition of new knowledge becomes a guarantor fact of a process of effective and efficient learning that leads the student to achieve independence. At Colegio Centro Educativo El Valle, educators have a wide variety of strategies, which they use effectively in their educational practice. The music like strategy, is used with greater intensity in preschool; however, due to its favorable influence on learning and it should be used at higher levels, such as primary and basic. It has been observed that when using this tool in the classroom, both in primary and in pre-primary and basic, the students are more interested in the subject and more motivated, participate more in class and enjoy doing the activities with pleasure. The general objective for this thesis was determine how the teachers of the Colegio Centro Educativo El Valle use music as a strategy to facilitate the process teaching-learning within the classroom. In conclusion, the results indicated by the instruments used with the teachers conclude that all the educators surveyed stated that they make little use of music as a facilitating strategy for the teaching-learning process in the classroom.

Chandler (2016) talked about "using music in the classroom could be more than just a fun, engaged atmosphere, it could possibly assist in accelerated, long term acquisition of a language".

There are other studies that try to use music as a method to teach English.

Condori (2017) developed a study about "Music as a motivating element for the learning of vocabulary in the English Language". In this investigation the researcher concluded that the best methodology to achieve the objectives is the task approach. This methodology, according to the works of Nunan, Estaire and Zanón and favors the autonomy of student and develops the ability to learn to learn, so that the student he is much more involved in his learning process. The basic interest of these proposals focuses on how to get students to acquire the communicative competence in a more effective way, since its objective is promoting learning through the real use of the language, so that the processes of learning include communication processes. In the classroom application of task-based approach, students carry

out activities in which they practice the use of language, giving the teacher the opportunity to discover the weak points and faults that these commit in full practice of the language.

Figuroa (2020) talked about the problem revolved around the low academic performance of the Social Promotion Institute of the municipality of Piedad Cuesta Santander, the purpose was to implement musical didactic strategies aimed at strengthening cognitive skills such as attention, comprehension, and elaboration that significantly reinforce the learning processes of students. The research was carried out qualitatively from the Participatory Action Research variety to identify the factors that intervene in poor academic performance, implementing music education strategies aimed at the significant improvement of the proposed skills and therefore assess the effectiveness of the activities implemented. The objective was implemented musical instrument practices combined with singing and dance as a didactic strategy aimed at strengthening cognitive skills such as attention and understanding.

In the same year, Jimenez (2020) made an investigation related with the music as tool to learn English. The objective for this thesis was “How does the use of music as a facilitating tool influence the learning of the English language in students of the second year of the International Baccalaureate, Colegio Bachillerato Kleber Franco Cruz- Machala, Ecuador?” The purpose of this study was to test the idea that listening to music can help people learn English. To support the theoretical framework, the theoretical framework, and the objective analysis of music as a tool in the service of English, a bibliographic review was added. English.

**National Background:** Mena (2012) made her thesis in Technique University of Ambato, the topic was “The incidence of music in the acquisition of students' English language vocabulary acquisition”. The results of this research indicate that music as an educational strategy has an impact on the acquisition of vocabulary and that children enjoy singing, enjoy moving while singing, and enjoy learning English. It is important to consider music as a methodological strategy for children that generates very positive results in children. The conclusions of this research suggest the creation of a children's songbook in English for teachers that will help to include songs in daily planning and make learning English a fun and playful activity for children to enjoy.

Estevez (2016) made her thesis to determine the importance of music as a methodological strategy in the development of fundamental English language skills. The theory of Multiple Intelligences was studied, highlighting Musical and Linguistic Intelligence; and other Learning Styles that support the use of Music in English language learning. The research approach was quantitative-qualitative, the types of research were descriptive and bibliographic

with the application of the deductive and inductive method; the technique applied was the survey whose instrument used was the questionnaire. This thesis was developed in Quito.

Panchi (2017), this research work was carried out with the purpose of applying music as a methodological strategy in the development of memory in children from 4 to 5 years old. The first part of this research focuses on the observation of the institution that seeks to investigate the importance of musical expression in the development of children's memory. The research is a quasi-experimental study, the design by its nature has a quali-quantitative approach, it relied on the modality of bibliographic and field research to obtain information from scientific and truthful sources, the scope of the research was exploratory, descriptive and correlational.

Cachago (2018) made her thesis about “Song as a didactic tool in English vocabulary development”. This research work focuses on the use of songs as a didactic tool in the learning of vocabulary in the English language. The general objective was to analyze the use of songs as a didactic tool in the development of English vocabulary. In the investigative work according to the theoretical analysis it is supported how the song contributes in the vocabulary and how it improves with the constant use of music. The work is field and descriptive with a mixed approach, at the descriptive level it was scientifically supported through bibliographic and electronic documents. The instruments for data collection were the interview to teachers and the survey to students. In the end, it was determined that the activities with the use of songs are positive and motivational for the students and help the development of vocabulary and promote learning with didactic tools. This thesis was developed in Quito.

Insuasti and Llanga (2019) in “The influence of music on learning” analyzed the influence of music on meaningful learning, it will also consider the effects it has on the individual, not only in academics but also in life itself and mental health, this research has seen the relationship between music and learning, music and emotions, emotions and their impact on performance. It doesn't matter what culture you are from; language is described in this study as a system of words or signs that people use to express a feeling or thinking. Music is universal in that it has the power to provoke emotions and have an impact on heart rate, brain waves, and respiratory cycles. One of the most important benefits of music is language development. People not only assimilate rhythm and music, but they are learning and stimulating language development, which generates stimulation of the frontal lobes of the brain, where the area in charge of linguistic and oral production is located. This investigation had place in “Escuela Superior Politécnica de Chimborazo, Ecuador”.

**Local Background:** Andrade, Barba and Bastidas (2018) made an article about “The influence of music in English on second language teaching at Técnica del Norte University”. The objective of this article was focused on identifying whether the students of the Bachelor's Degree in English at the Universidad Técnica del Norte, who can speak the language more fluently have a propensity of listening to music in the language. The research methodology was based on the qualitative paradigm within the action research and it was possible to conclude that the habit of listening to music in English has a significant influence on the level of mastery of this language. It also focuses on identifying whether students with a greater command of the foreign language have the habit of listening to music in the language they want to learn and thus unveil the possibilities of using this resource in the teaching-learning process. The research was based on the qualitative paradigm within action research, with the purpose of exploring social relations and describing reality as experienced by the actors and at the same time contributing to improve concrete practices in the management of English as a foreign language.

### **PROBLEM STATEMENT**

Language learning involves aspects like establishing connections to previous language learning experiences, objective practice, and clear goals. Learning a language is a complex, time-intensive task that requires dedication, persistence, and hard work. On the side of the teacher, the method must adapt to the necessity that the students need. For this, the use of songs can be a good way to teach English. The English learning process requires concentration and fun methods. Music is one of the most popular ways to learn a new language. “Music, including song, represents a language of sounds, rhythms, feelings and emotions, which can be easily integrated with other academic areas, making it an important resource for acquiring new knowledge” (Epelde et al., 2012).

The place where I will investigate is at Daniel Reyes High School located in San Antonio in Imbabura province. In this High School, English can be difficult for some students. This subject represents challenges for some of them due to boring materials used by teachers or just because they do not like to learn a new language. The students of eleventh grade do not feel confident when asked to talk in public. According to the EF English Proficiency Index (2022) "Ecuador is located in the number 82 of 111 countries" and this is very worrying.

The methodology of teaching that teachers use can be limit because sometimes they cannot have the chance to work with their own material, they only work in class with the material that the Minister of Education of Ecuador provides for High Schools in all the country. In this way there is not much to do, just follow instructions, consequently, the level of English of the students decreases. However, what is happening in this High School must change.

Music as a resource for teaching English can be successful, this way to teach can demonstrate very impressive results. According to Bennet (2019) “music also being a form of language play, the usage of music in language learning classrooms can add not only a sense of community but also a sense of personal enjoyment” (pág. 8). The cultural aspect is essential too because when we learn a new language, we use foreign material and there is no material that involves traditional music and teaches English. In Ecuador does not exist material that teachers can use to teach English with the traditional rhythms of Ecuador. Another problem is that some students will not accept their own music and culture.

After to analyze the situation that is happening in this institution it is necessary to establish three questions that have to be solve it with this investigation. Is music a good methodology for improve skills? The major problem is that some teachers use audios that have an accent that is difficult to understand for some the students and they only get confused. Traditional music will help students to learn easy a new language? Another problem is that in Ecuador; despite that the down level of English, the music that we use to learn is not helping to students know about our own country, we only listen and work with foreign music. Students will accept traditional music as a way to learn English? Some students maybe cannot accept traditional music as a method for learning English due that they listen to more modern music. Some students prefer foreign music, but it will be better if they try to learn a new language with other kind of music.

### **JUSTIFICATION**

This research gains significance as in Ecuador there has not been previous works oriented to determine the incidences of using traditional music to support English language skills development. Therefore, this work constitutes, the kicking point for researches in this field and may be become a reference for further studies.

The purpose of this project is more than just teaching English but also including part of our culture as a valid resource in the classroom which reinforces our sense of identity, according to Miller “Folk songs are also historical documents, they preserve a memory of working conditions, the trials and triumphs, the hopes and hardships of their originators” (2022). This will be something revolutionary in Ecuador, the principal way to learn is through music, and we can use this to improve the listening skills of our students. Furthermore, this is very necessary in the school, if we learn a new language why we don’t use our own music, students will be familiarized with the traditional rhythms, and this will be a good method to acquire knowledge.

In addition, this project will contribute to regional and local cultural development with local development we can talk about the place where Daniel Reyes High School is located, this will be a new way for teach English and this High School will have the opportunity to probe it. In the regional development this will be useful for the communities that are not familiarized with foreign music.

This investigation will have direct beneficiaries, this will be the teachers, but why teachers? Easy, they will have the opportunity to work with new and original material to teach English, they always work with material from other countries, and this will be confusing for the students. Teachers need to use this material to motive the students to study English and at the same time learn with traditional music of Ecuador.

One of the indirect beneficiaries will be the students, they are going to be able to learn with a new music that will be interesting and no long songs as we can found on the internet, on the contrary those audios will be easier to understand. The second beneficiaries will be the community, in Ecuador, there are communities that don't have access to the internet, in this case they can use audios and work with it. If we use traditional music for work with students of the communities in Imbabura, they will be more confident of learn a new language.

It is important to notice that we are living in a revolutionary age, “the digital revolution has profoundly changed teaching practices around the world, and access to music is one of the benefits of that revolution (Lems, 2016, pág. 2)” . This will be an excellent idea if we are considering a strategy to help students develop their listening skills.

There are moments in our lives in that we are tired of work and listen the same songs, the same teacher, the same accent that we do not understand, and the way of teaching must be creative. According to Israel (2013) “music enhances one's skills in academic achievement, self-esteem, national pride, identifying with one's culture and general self-confidence” (pág. 2)

## **OBJECTIVES**

### **General objective:**

Propose a guide based on traditional music of Imbabura with English material for develop Listening skill.

### **Specific Objectives:**

Analyze the theoretical foundations that support the use to improve listening skill in EFL learners.

Diagnose the methodologies used by English teachers in the development of Listening skill in Junior students at “Daniel Reyes School” High School.

Design a guide for teachers with Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023.

## **CHAPTER 1: THEORETICAL FRAMEWORK**

### **1.1 Music**

Nowadays, music has become part of our lives for listening and learning. “Music, art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony” (Epperson, 2022).

It is necessary to know some concepts about music, as Salcedo (2010) states:

An essential component of human culture, especially in terms of language and communication, is music. Music can be a powerful tool in the learning experience, music is universal in human; culture and all cultures on this planet have music. Language and communication are also universal, and they share a connection with music. (pg. 1)

### **1.2 Music to learn**

It is well known that listening to music is a fun and soothing option. In general, people listen to music while working or studying. Most of the time, music can be employed to aid with language learning. Young children seem to be naturally wired for sound and rhythm (Davies, 2012).

For Green (2008) there are some ideas about learn with music:

“Some musical practices involve the direct production of musical sounds, pieces of music, or musical events. Other musical practices are centrally concerned not so much with production as with reception, that is, with listening to music, and the use of music in various contexts. The most primary and ubiquitous reception activity is that of listening, whether or not it is done while sitting in a chair or an auditorium, driving a car, dancing, or anything else. Producing music and listening to music are of course intimately bound up, whereas it is therefore in many ways false to separate out the concept of musical production from that of music listening, I have done so here for the purposes of analysis, and merely as one way of attempting to consider the complex phenomenon of music learning in detail”. (p. 26)

Music education has had a similar evolution, in the 20th century, as the demand for skills increased through the development of the Industrial Revolution, psychologists, educators, and scientists began to consider how learning occurred so that children could be taught more effectively. Music education reflected these changes –the heavy religious emphasis gradually developed into human-centered and emotive music. Society was changing

alongside these ideas, with developments in philosophy, science, and technology, and these changes were reflected in the developments of the arts (Turnbull, 2017).

There are some problems in the educational system, Valverde (2022) states that “The formal educational system has valued some disciplines above others, generating a distance between it and the social context where learning takes place”.

### **1.3 Music and Brain**

The anatomic structure of the brain and its functions can offer evidence of why music can be beneficial to learning. The left hemisphere of the brain expresses thoughts in words, while the right hemisphere of the brain controls actions, problem resolution, memory, and emotions (Salcedo, 2010).

It is known that when you learn an instrument your brain develops some abilities, as Jäncke (2009) states:

“The subjects who learned to play piano showed significant progress after training compared with the group who only listened to the music. Playing the piano regularly helps to develop both hand motor skills and the auditory representation of the musical tones produced by the piano keys. Thus, a strong crossmodal link between motor commands and the representation of auditory information is established, causing a stronger representation of musical information in the auditory cortex”.

It was believed that musical ability and the ability to linguistics were found to be located in the same part of the brain but, thanks to the advancement of neurology, it has been discovered that both capacities are in different cerebral hemispheres.

### **1.4 Music and Language**

It is been know that the use of music helps to learn a new language for (Mcmullen & Saffran, 2004) “Music and language are considered from a developmental perspective, focusing on the degree to which similar mechanisms of learning and memory might sub serve the acquisition of knowledge in these two domains” (p. 289).

Few activities in our lives and few disciplines on the school curriculum place a high priority on listening abilities. Of all curriculum subjects, foreign language study most closely resembles music education in this regard. But even in language studies, as in music education, the components of the curriculum which involve some reading or writing have normally been accorded the highest status and carry a great deal of weight in assessment practices. Music is an invisible entity, and its invisibility gives us difficulties when we try to apply names to its component parts (Green, 2008).

Language is useful at the moment that we want to learn a new language, Rocha (2022) states that:

Both language and music are based on temporal patterns of auditory information, i.e., on rhythm. The rhythm of the speech, given by the acoustic structure of the amplitude modulation on delta and theta bands (2-8Hz), is one of the main cues used by children to perceive the syllables.

## **1.5 Music to learn a new language**

Learning songs in your target language is an incredibly useful tool for your language goals, here are some examples:

### ***1.5.1 Music is Sticky***

Songs are frequently utilized in language classrooms to assist students learn new words since music sticks in the brain. Most music lovers repeatedly play their favorite songs until they are memorably familiar with them. The ideal method for making new words and phrases permanently lodged in your memory is repetition combined with a catchy music.

### ***1.5.2 Music is Portable***

Unlike textbooks, movies, or conversational patterns, music is portable and may be listened to anywhere. Keep a playlist of your favorite songs in your target language close at hand on your phone so you may listen to them whenever you have some free time. For the best results, be sure you actively listen while paying close attention to the words, pronunciation, and tempo.

### ***1.5.3 Singing Songs Improves Your Pronunciation***

Singing along to music you like is enjoyable, which helps learning the correct pronunciation easier for you.

### ***1.5.4 Song Lyrics Help You Learn Vocabulary in Context***

“Learning how vocabulary is used in sentences is a key part of learning how to speak a language in the real world, you can’t learn isolated words in your target language and expect to get fluent” (Lewis, 2017).

Karabulatova (2021) states that “the combination of foreign language classes with music not only makes learning more diverse and interesting but also helps to distinguish speech better, most often music helps to remember new words and syntactic forms”.

Dzakiyyah (2021) states that “English is the international language, language that unifies the world. In this modern era, everything is very sophisticated”

Songs teach linguistic systems including vocabulary, grammar, and syntax. Music plays an important part in early language learning since music and language processing take place in

the same region of the brain. Learners can quickly increase their vocabulary by studying the definitions of words, and chanting phrases can help them remember them better. Songs can assist kids acquire paralinguistic and extralinguistic components, such as accents and tones, and they can also help them pronounce words and understand what they're hearing (Karabulatova, 2021).

According to Stevie (2021) “it was previously thought that language and music involved two distinct brain mechanisms, speech functions were localized in the left-brain hemisphere and language in the right but advances in brain imaging technology have challenged that idea”.

If we use music for learn a new language, it is important to know some characteristics of this, as Sánchez (2017) mention:

Songs and music nearly always have a ton of helpful words, idioms, and terminology. Additionally, as local speakers are the target market, songs and music use contemporary language and colloquialisms. If you choose the correct music, the vocabulary used in songs is informal and truly usable. Many of the words and sound patterns within a song are repetitive and this makes it easier for them to stick in your mind. You probably already know this. Music has an uncanny ability to get stuck in our heads. Songs and lyrics have a habit of entering our minds and playing repeatedly. All of which will facilitate your learning of English through songs by making it simple for you to retain vocabulary and phrases. In fact, you'll discover that it becomes nearly impossible to forget them after a short while. You may learn about English-speaking culture and how English-speaking people feel and think by listening to music. Knowing well-known songs and performers provides you topics to discuss with your English-speaking acquaintances.

There are some ways that people can use in order to learn a new language but for this also you need practice and practice, for Gomez (2021):

“When listening to a song, you'll pick up new words that you haven't heard before or notice some words that are being used in a different context with a different meaning. Listening to and studying a new song per week can help you learn 52 songs a year, which are full of new vocabulary and phrases that are difficult to forget”.

For some student's music can be very helpful at the moment of learn a new language in the classroom, the songs depend on the teacher, for Reina (2010):

Aside from the students' grade level, hobbies, and ages, the grammatical point to be studied, and the song itself, there are numerous ways to employ songs in the classroom; however, the majority of them depend on the teacher's ingenuity.

With this the author propose some steps to follow, as:

- **Activating prior knowledge**

Schemata, which are abstract, generalized mental representations of our experience that are available to aid in our understanding of new experiences, are how prior knowledge is organized. In the cognitive model of language processing, previous knowledge is one concept that is included.

- **While-listening**

Having a purpose for listening helps us listen more effectively. In the listening activities, teachers should explain students which the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences.

- **Post-listening**

Teachers frequently picture their pupils listening to a recording while completing a task when they think of listening activities. Students listen in on conversations being held by others and then respond.

## **1.6 Music that people prefer listen**

There are some popular rhythms that people prefer when they learn a new language.

“When teaching adolescents, R&B and rap can be particularly good options, although it is important to ensure the suitability of the lyrics because this type of music tends to be popular with teenagers. In addition, the lyrics emphasize the natural rhythms of the language, often with a smaller-than-normal pitch range, which can be less intimidating when boys’ voices are in the process of changing. Rap music provides material that is similar in some ways to jazz chants, which can also be used effectively with adults and older children” (Ludke, 2009).

## **1.7 Music and Culture**

Music always had become part of us every day, with this our culture can be useful for create something new. According to Rosas (2020):

Since music is a human activity and a component of all cultures, it is essentially unique to the human species. Humans are social animals for a reason when individuals work together in groups, things get done.

Traditional music is a special characteristic of a country. When we talk about a tradition, we talk about people who transmit it generation by generation music, culture even food. According to Barton (2018):

“The context in which music is created, consumed, and taught is inextricably linked to its meaning, which can vary across contexts and is, therefore, reflected in the ways that music and sound is modified or created to create larger works that serve a variety of functions, including entertainment and playing a significant part in ritualistic ceremonies. This relationship between music, society, and culture has been researched for many decades. The context in which music is practiced cannot be divorced from those surroundings”.

### **1.8 Traditional Music**

Each country has their own music, this is what we call “traditional” music that comes generation by generation. Moreno (1988) states that:

To enhance the possibility of establishing musical communication from varying cultural backgrounds, the music therapist should have a basic working knowledge of a wide variety of representative world music genres. Ethnic music has a dual possibility in music therapy practice: enhancing musical and interpersonal communication and motivating otherwise unresponsive mainstream music therapy into musical experiences through the exotic appeal of unfamiliar musical styles and approaches to music-making. (p. 3)

Think about what traditional music is necessary to be immersed in cultural aspects. A concept about traditional by Sommers (2001) is:

“The world of traditional music is defined by standards of playing, behavior, and opinion that mark its adherents as members of a distinct subgroup and learning by observation and imitation is, of course, a hallmark of all traditional transmission, but it is also an important course of initiation into traditional music culture” (p. 111).

### **1.9 Traditional Music of Ecuador**

National musical genres are related to the division of social classes in the nineteenth century. If, on the one hand, European dances were imported: waltzes, minuets, mazurkas, contradanzas, etc., genres born from aristocratic ballroom dances and then “criollizados” within the upper classes of republican society; On the other hand, their own demonstrations were carried out, such as the “ribs”, the “toro rabón”, the white “sanjuán”, etc., born from the popular dynamics and the intercultural relations suffered by the mestizo sectors. These practices corresponding to each social sector are symbolic matrices that act as references of

their social identification and, in the case of popular music, in their beginnings they were always viewed with disdain from the circles of power (Mullo Sandoval, 2009).

Ecuador lived from the decade of the forties the irruption of the Antillean, Mexican and Colombian popular music, which created a diversification of the cultural consumption. Around the sixties, the rock, ballads and Latin American folk music were other influences on new generations of audiences, and as well as the industry local phonograph produced national music, it also disclosed international music (Wong Cruz, 2013).

## **1.10 Rhythms of Ecuador**

### ***1.10.1 Pasillo***

The “Pasillo” through the ages has become the greatest exponent of Ecuadorian traditional music emerges as a dance rhythm; it's not a rhythm autochthonous this arises in the territories of the great Colombia but is adopted in our country with the military bands, which arrive in the process of independence in the which Simón Bolívar was fond of. The “Pasillo Serrano”, due to the influence of the “Yaraví” rhythm, is melancholic and sad, unlike the "Costeño" one, whose rhythm is more cheerful and with more accelerated rhythms. That is why there are variants in the corridor that call it: The corridor of the Sierra Norte.

### ***1.10.2 Pasacalle***

The parade is originally from Europe and transmitted to our country in which they have changed its rhythm and adopted the national rhythms with the Andean parade that has been heard in various regions of the country; the parades are performed by the bands highlighting the national particularity, the well-known rhythm of the Chulla Quiteño is the most representative melody of the Pasacalle.

### ***1.10.3 Albazo***

It is a mestizo musical genre that means dawn (dawn) was taking shape in the colony. This rhythm has direct descent in the indigenous yaraví because they are frequently found together and the albazo is inferred to be a yaravi in a faster rhythm.

### ***1.10.4 San Juanito***

It is an autochthonous Andean genre from Ecuador that was very popular at the beginning of the 20th century, the which was accentuated in Imbabura, the San Juanito has pre-Inca origin before the Spaniards will conquer our lands. This Ecuadorian rhythm possesses and transmits joy and Ecuadorian emotions that motivates the attendees of town party programs or urban places to dance forming circles, holding hands turning to one side and the other. The San Juanito is a rhythm that expresses the feelings of the indigenous people and their music It is played with native instruments of our indigenous people such as the rondador, pingullo,

mandolin and dulzainas, it is also interpreted with modern instruments such as the guitar to give it more modernity and stylization.

#### ***1.10.5 Capishca***

It is typical of the Province of Chimborazo and is very similar to the Albazo, loose dance, mestizo and indigenous, very happy, it is danced mainly in the Province of Azuay, Chimborazo and other central provinces, is one of the happiest rhythms and zapateados, some researchers claim that it comes from the Quichuism "capina" which in Spanish translates to "squeeze".

#### ***1.10.6 Danzante***

This rhythm is very similar to the Yumbo since a reference is made to a dance pre-Inca culture and also to the dancers of the Corpus Christi, this genre is located in the interandean region of Ecuador, the dancer refers to a costumed that translates as "Tushuy" and that also in the indigenous festivals the dancer was played by the costumes that these occupied since all dances or indigenous rituals were called dancer.

#### ***1.10.7 Yaravi***

The Yaraví is made up of Aya-arú-hui which means deceased and "aru" which means Speak, so yaravi means the song that speaks of the dead, which is why 15 are sung at funerals to bid farewell to the deceased. This genre of indigenous type originates from the pre-Columbian, with melancholic and slow rhythms, played by pingullo or quena that emit sharp sounds this genre in their beginnings it was interpreted while doing agricultural work and also in meetings relatives.

#### ***1.10.8 Yumbo***

This musical genre has pre-Hispanic origin and means: 'dancer in disguise who dance at parties. The character is the messenger of the musicality of the moors and of the Ecuadorian Amazon. As music it was consolidated only in the second mid-20th century.

#### ***1.10.9 Bomba***

It is a genre that is danced in the Chota Valley and originates from Afro-descendants. It is played with drums along with instruments of Spanish-mestizo origin such as the guitar and the requinto, this rhythm can vary from a light dance tempo to a more intense one as African rhythm tends to be, at the end of the 19th century groups appear that use orange leaves as a musical instrument, flutes, machete, bass drum and cones made of dried gourd as well as "peinillas" among others. (Costales Bravo)

## **1.11 Language learning theories**

Learning a language it is a process that students have to acquire in the way. There are some theories that can help to language acquisition.

### ***1.11.1 Behaviorism Theory***

In this theory the student has acquire the new language trough other humans doing imitation and the practice, every day.

For Ratnasari (2019) “the main principle of behaviorist theory depends on the analysis of human behavior in observable stimulus-response interactions and the relationship between them” (pág. 44).

### ***1.11.2 Innatism Theory***

We as a human beings have the capacity of born with an innate capacity to learn a language. Noam Chomsky is the main of this theory and named something call the Language Acquisition Device (LAD), in this process children do not need learn from others, they have the innate capacity to discover themselves and acquire a language, with “this LAD will be difficult to function after the critical period for language learning has passed”.(Ratnasari, 2019, p. 44).

### ***1.11.3 Interactionism Theory***

When we are children the only way to learn a language is interacting with other people, in this case the first people which human beings start the first communication is the family. “the interactionist/social theory proposes that language exists for the purpose of communication and can only be learned in the context of interaction with adults and other children” (LaMarr, 2022).

### ***1.11.4 Cognitive Theory***

This theory can help to understand how our mind works to learn a new language and everything occurs in our brain for this human being must analyze and create a concept into their minds and then he can process it into a language. According to Thompson (2019):

“cognition refers to thinking and memory processes, and cognitive development refers to long-term changes in these processes, one of the most widely known perspectives about cognitive development is the cognitive stage theory of a Swiss psychologist named Jean Piaget and created and studied an account of how children and youth gradually become able to think logically and scientifically (párr. 1).

## **1.12 Language Teaching Methods**

At the moment of teach a new language we can use different methods for a best class understanding. These methods are different each from other.

### ***1.12.1 The Direct Method***

With this approach, all instruction is conducted in the target language. The student is not permitted to speak in his or her native tongue. Grammar norms are avoided, and accentuation on proper pronunciation is placed.

### ***1.12.2 Grammar-Translation***

This approach emphasizes learning mostly through translation into and out of the target language. Long lists of vocabulary are to be memorized, as are grammar standards. The development of speaking skills is given little or no focus. The secondary sector is where this approach is most frequently applied.

### ***1.12.3 Audio-Lingual***

This approach is based on the idea that developing habits is a necessary part of learning a language. Dialogues are frequently used in every circumstance. Before a new language is visible in written form, it is first heard and practiced extensively.

### ***1.12.4 The Structural Approach***

According to this approach, grammar rules are a complex system that must be learnt one at a time and in a specific order. For instance, the auxiliary verb "to be" is introduced and practiced before it is used in the present continuous tense. The majority of language learning applications use this form of instruction.

### ***1.12.5 Total Physical Response (TPR)***

To use TPR, simple directives like "Stand up," "Close your book," and "Go to the window and open it" are given to the learner. The approach emphasizes the value of kinesthetic learning and aural comprehension.

### ***1.12.6 Communicative Language Teaching (CLT)***

This method's main goal is to give the learner the skills necessary to speak appropriately and successfully in the range of settings she is likely to encounter. The concepts covered in CLT courses include the expression of time, amount, and place, as well as actions like inviting, recommending, and complaining. This approach, which is similar to The Structural Approach, is frequently employed in language learning apps.

### ***1.12.7 Task-based language learning***

The accomplishment of a task that the students find engaging in and of itself is the emphasis of the teaching. There is little error correction as learners perform the assignment using the language they already know. By making the language essential to task performance, the intention is to emphasize the value of language learning.

### ***1.12.8 The Natural Approach***

This strategy, introduced by Professor S. Krashen, emphasizes the parallels between learning a first language and a second language. There is no error repair. Students learn by being exposed to language that is understandable to them or that is made understandable to them.

### **1.13 Teaching Listening Skills**

Teach Listening Skills is a process that requires some steps for develop a good listening comprehension.

#### ***1.13.1 Activating prior knowledge***

Schemata are how prior information is arranged and how they can be used to make sense of new events. Schemata are abstract, generalized mental representations of human experience. One component of the cognitive model of language processing is the notion of prior knowledge. According to that paradigm, humans process information both top-down and bottom-up when they listen to or read. Using our existing knowledge and experiences is known as working top-down. Bottom-up processing refers to the method by which individuals piece together their comprehension of what they read or hear one step at a time utilizing the knowledge they have about sounds, word meanings, and discourse markers like first, then, and after that.

#### ***1.13.2 While listening***

It is easier for us to listen more effectively when we have a purpose in mind. For instance, if our goal when listening to the weather report is to determine whether to wear a coat, we want to concentrate on the temperature. Teachers should explain to their students the goal of the listening exercises. Students could pay attention for the basic idea, specifics, and drawing conclusions. As a result, they learn why they listen as well as how to listen more effectively. By instructing students to concentrate on their listening purpose each time, teachers can help students develop their abilities. Training in strategy is what this is.

#### ***1.13.3 Post-listening***

When teachers consider listening exercises, they frequently see students listening to recordings while doing tasks. Students listen in on conversations being held by others and then respond.

Brown (2006) states that “This kind of activity is crucial because it enables instructors to evaluate students' listening skills by separating apart their responses”.

After listening, teachers can assess students' comprehension, assess their listening abilities and tactics, and apply what they learned in different circumstances. A post-listening

activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

#### **1.14 Didactic Material**

Depending on the writers, didactic material is defined differently. For instance, Tomlinson (2012) “identifies didactic material as anything which is used by teachers or learners to facilitate the learning of a language” (p. 2).

Padrón et al. (2005) consider that “there are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials”. Learning materials are those assets or resources that support learners during the process of learning, e.g., books, games, worksheets, etc”. On the other side, instructional materials give faculty members the tools they need to direct and assist students in their learning.

Didactic resources can be found in a variety of areas, including textbooks, educationally generated instructional materials, online resources, and even the teachers' own original works. Books frequently offer instructional materials for textbook lessons to instructors and institutions.. These materials include flashcards, posters, games, worksheets, etc (Fernández Sesma & León Fontes, 2016).

We must use new material if we want create interest in our students, Ludke (2009) states:

“To ensure positive learning outcomes, pedagogical methods must efficiently introduce and reinforce new material, while at the same time capturing students’ attention and increasing their motivation to learn from a practical perspective, it is also important that new instructional methods can be employed without a great deal of extra training or preparation on the part of teachers”. Often, it is difficult to determine whether a new technique or activity will work without actually trying it in the classroom. In the case of music, there is evidence from a variety of sources to suggest that using songs as pedagogical material can be very effective (p. 9).

Lot of people think that teach a new language through music can works. Degrave (2019) concludes that:

Besides a lack of resources, teachers seem also to need some theoretical grounding about the effect of musical methodology on foreign language acquisition. According to research, listening to music can help with vocabulary learning, listening comprehension, and pronunciation as well as more general language abilities like motivation and focus. (p. 415).

In the past, several efforts have been made to teach languages by using music. None, however, has involved a carefully planned, step-by- the step approach with specific phases

designed to act to take advantage not only of differing rhythms ran but also of psychological factors, such as help- the ing students to relax and build up their lyrics confidence (Anton, 1990).

Fernández Sesma and León Fontes (2016):

Teaching materials should encourage student cooperation and teamwork as well as higher order thinking abilities including negotiation, problem-solving, and decision-making. The wording of the instructions should be clear and concise. To prevent confusion, the pupils' roles should be clarified. Didactic content ought to accommodate the students' various learning preferences. Collaborative teams should be set up carefully. For instance, pairing together a dependent-visual learner with a kinesthetic-independent one might result in conflict between the team members. Finally, educational materials ought to promote the development of attitudes and values. If personal problems are not resolved, the team members risk becoming estranged.

What about the didactic material that teacher uses? Orozco and Henao (2012) states that:

Education, as a fundamental process in the lives of men, implies constantly learning and un-learning. It consists of a variety of resources and strategies that facilitate and produce learning in the subject. For this reason, educational institutions allow access to teaching materials for teachers<sup>1</sup> to use in the classroom, in such a way that it fosters a more dynamic and effective education. In this way, the implementation of these materials in school processes implies a transmission of knowledge. From this dynamic, the student is authorized to interact in a more practical and playful way with the knowledge required in their training (p. 102).

### **1.15 Authentic Material**

To improve the English classes, there are some traditional materials that teacher have been used to work in class, but the use some authentic material will have better results, according to Zazulak (2017):

“Authentic material is any material written in English that was not created for intentional use in the English language classroom, using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students”.

### **1.16 English Skills**

English has become part of people, there is more than just talk and read, there are some skills which are very important at the moment that we want learn English. Sadiku (2015) states that:

Any language can be challenging and simple since it fulfills so many functions that communication would simply be lacking if a language were to be absent. Since the beginning of time, language has played a significant role. Reading, writing, listening, and speaking are the four language needs, sometimes known as the four abilities, and they are considered to be of utmost importance in any language learning endeavor. The four skills are the apex of language and will propel you forward. Despite being different, they are joined by an unbreakable link. (p. 1).

### ***1.16.1 Reading***

Reading is a great method to learn new things. Numerous quotes and proverbs about reading can be found or read. How much of it is true? It is accurate to say that reading fosters wisdom. We gain a lot of knowledge through reading, which is also the most important language ability. The issue here is whether or not reading is actually a habit that can be developed. Students, adults, and even teachers currently read extremely little. It is common knowledge that reading was the educated class' main past time when there were no televisions, computers, or other forms of entertainment. People would spend hours reading books, taking trips to exotic locations, or just falling in love, cherishing happy memories, and living history in their imaginations (Sadiku, 2015).

### ***1.16.2 Writing***

A person who can express themselves well in writing will always succeed. Your intellectual or expressive level is "hard copy" of your writing ability. Schools and colleges offer instruction in the writing process. Pre-writing provides access to productive writing by allowing you to brainstorm virtually anything related to the topic or theme. You choose a topic, refine it, and take into account the writing form, audience, and goal. At this point, you shouldn't worry about coming up with complete phrases or paragraphs; instead, focus on identifying an idea and getting it going. Then we compile all of our wild thoughts into our first draft. Our words combine to form sentences and paragraphs at this point. Revision comes as the third phase. Review translates as "Seeing again." The concepts of their compositions are refined here. Rereading the rough copy, sharing it with a writing group or anyone else, and modifying based on input are the three steps in the revision process. (Sadiku, 2015)

### ***1.16.3 Listening***

Yet another linguistic requirement is listening. You will be more successful and satisfied if you can listen effectively. Listening is more than just hearing; it's a condition of openness that makes it possible to comprehend what has been said and gives the recipient full participation in the exchange of ideas. We must cultivate a strong desire to improve our hearing. We listen more than our ears can hear and much more than sound, which is a very real thing.

As a member of society, listening is a crucial ability to have because effective communication depends on good listening. A good listener demonstrates readiness and has the capacity to convert sounds into words and their corresponding meanings. The good listener then shares accountability with the speaker by connecting the meanings that have been provided to previous experiences. Academically, listening abilities are crucial to the cycle of teaching and learning. When a learner can listen better, he learns more. (Sadiku, 2015).

#### ***1.16.4 Speaking***

All speaking is unique. This ability is just as crucial as the others. You only need to talk when you have words read to you, ideas written down, and thoughts heard. Your level of expressiveness will be determined by what you say. Public, friendly, or scholarly contexts are just a few of the numerous guises that speaking might take. The necessity for the expertise is the same in any situation. Statistics show that there are over forty different speech sounds and that you use roughly five syllables every second when you speak (Sadiku, 2015).

The listening comprehension process offers useful insights for listening instruction. The ability to understand what is being heard may be challenging for the learner, which can give teachers an opportunity to modify their listening exercises to be more productive. Building listening comprehension skills is important for language acquisition success because it improves input that can be understood. In order to access spoken English, such as conversations with native speakers, learners' self-reliance in listening comprehension will grow. (Kurita, 2012)

#### **1.17 Importance of English**

The listening comprehension process offers useful insights for listening instruction. The ability to understand what is being heard may be challenging for the learner, which can give teachers an opportunity to modify their listening exercises to be more productive. Building listening comprehension skills is important for language acquisition success because it improves input that can be understood in order to access spoken English, such as conversations with native speakers, learners' self-reliance in listening comprehension will grow (Sharma & Rachna Puri, 2021).

## **CHAPTER II: METHODOLOGY**

### **1.18 Description of study area**

This investigation is aimed to determine traditional music of Ecuador as a didactic resource to improve the listening skill in High School students at Daniel Reyes High School, 2022-2023. This educational center is located in Imbabura province, San Antonio parish in Ibarra city.

### **1.19 Research Approach and type of research**

The type of research approach for this investigation is mixed research due that during this investigation are going to be quantitative and qualitative components. According to Bhandari (2020) “Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations”, this method will be use it in the statistics that will be present in this investigation. In contrast, according to Streefkerk (2019) “Qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences. This type of research enables you to gather in-depth insights on topics that are not well understood”, this will help to argue and complement the quantitative part mentioned before.

This investigation will be an experimental and exploratory, investigation.

### **1.20 Method**

The method will be inductive because I am going to work with a specific class and depend on the results this investigation will cover the other classes.

### **1.21 Techniques**

- Interview for get information about the situation of the teaching methods.
- Survey for students in order to know how they feel about the English classes.

### **1.22 Research Instruments**

- Interview will be structured: interview.
- The survey will have open questions to get information about the situation of English in their high school.

### **1.23 Research Questions**

- Is music a good methodology for improve skills?
- Traditional music will help students to learn easy a new language?
- Students will accept traditional music as a way to learn English?

**Figure 1**

*Variable definition*

<b>Variables</b>	<b>Indicators</b>	<b>Data Collection Techniques</b>	<b>Information Resources</b>
Listening skill (Dependent)	Students' participation English listening activities Students Interactions	Survey	<b>Primary resources</b> <ul style="list-style-type: none"><li>• Interviews</li><li>• Academic research</li></ul>
Music as didactic resource (Independent)	Learning environment Audios for learning Listening skill	Observation Interview Existing documents and recordings.	<b>Secondary resources</b> <ul style="list-style-type: none"><li>• Audios recorded</li><li>• Biographies</li><li>• Reviews</li></ul>

Note: This figure shows information about the instruments to be applied made by the researcher.

## **1.24 Participants**

### **1.24.1 Population**

The participants that were selected for this investigation are the students of eleventh grade of “Daniel Reyes High School” that are 70 students in total.

## **1.25 Investigation Procedure**

The procedure for this investigation will be using an observation, for this will be a sheet with some points to qualify. An interview will be necessary to ask principal questions to the teachers and receive information to analyze it. Furthermore, a survey will be necessary to know the situation of the students. Finally, all these instruments have to be accepted by 2 teachers of our carrier to apply it in the best way.

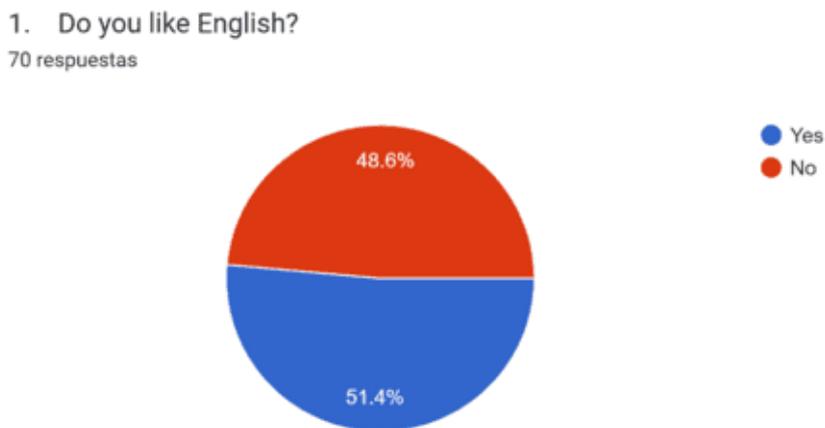
### CHAPTER III: ANALYSIS AND DISCUSSION

This chapter contain information collected from the students' survey and teachers' interview. First, students' survey results are analyzed. All the data will be described as well as interpreted using graphs.

#### 1.26 Students' Survey

**Figure 2**

*Students' survey: Question 1*



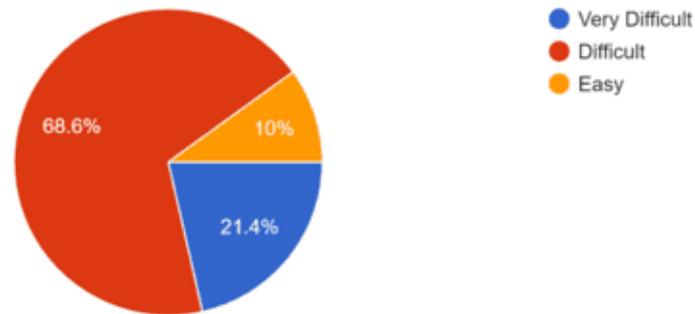
Note: Taken from Google forms. Source: Junior students' survey.

The graph shows students participants answer about how much they like English. Data revealed that there is a little difference between yes and no answer. Most of students' participants respond that they like English. Therefore, this represents a point in favor, and it is necessary take advantage of that and help students improve the way that they learn.

### Figure 3

*Students' survey: Question 2*

2. How difficult is listening for you?  
70 respuestas



Note: Taken from Google forms. Source: Junior students' survey.

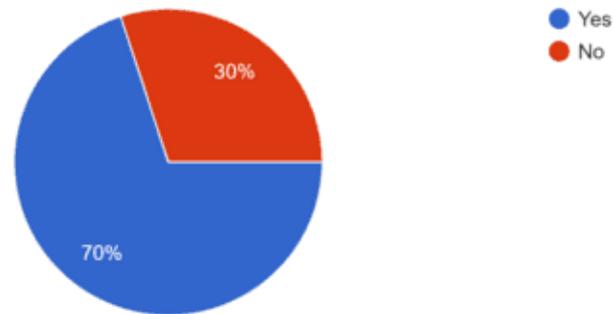
The graph shows the student answers about the difficulty that they have at the moment of English classes. Despite they like English there is a problem with listening skills. For some students it results very difficult learn English. The majority percentage of answers consider difficult listening skills whereas for a minority percentage it is easy.

#### Figure 4

Students' survey: Question 3

3. Do you listen to music in English?

70 respuestas



Note: Taken from Google forms. Source: Junior students' survey.

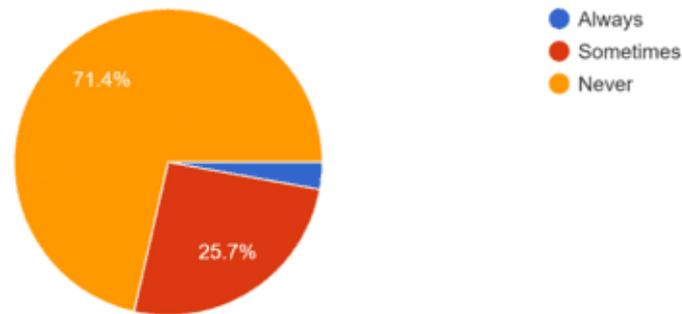
The graph shows the students answers about if they listen to music in English. The majority percentage corresponds to a yes answer. Students despite all listen to music in a foreign language. The other percentage correspond to negative answer to this question.

## Figure 5

### Students' survey: Question 4

4. How often does your teacher use music in the class?

70 respuestas



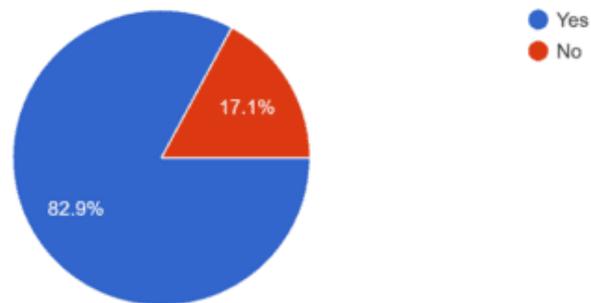
Note: Taken from Google forms. Source: Junior students' survey.

The graph shows the students answers about the frequency of use music by the teacher. This is a main question with a negative answer. According to the graph most of students answer that their teacher does not make use of music with frequency in the class. There is a minority percentage that answer that sometimes teacher use music and this is a cause of concern.

## Figure 6

### Students' survey: Question 5

5. Do you think that English songs will help you to improve your listening skills?  
70 respuestas



Note: Taken from Google forms. Source: Junior students' survey.

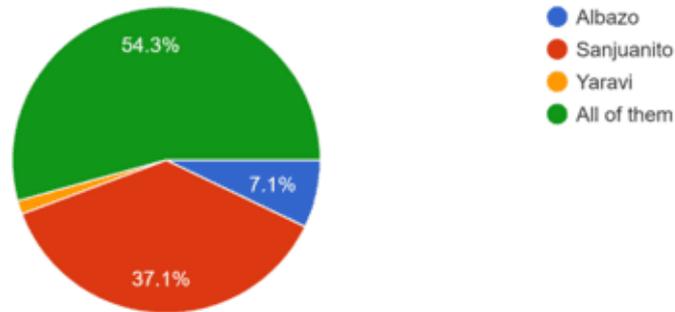
The graph shows the students answers about if students believe that songs could help them to improve their listening skills. The majority percentage corresponds a positive answer and this is something that I can take advantage and make use of music for improve the way that students learn English. Just a little percent think that music may not help them to improve their listening skills.

## Figure 7

Students' survey: Question 6

6. Are you familiar to following Ecuadorian rhythms?

70 respuestas



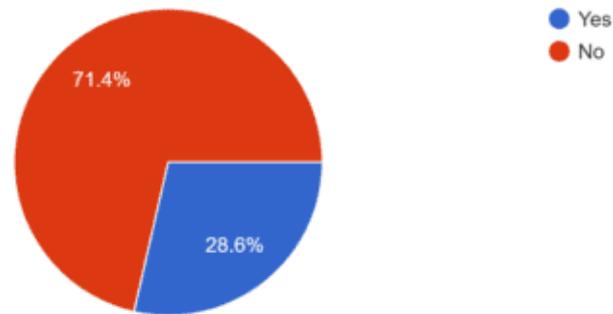
Note: Taken from Google forms. Source: Junior students' survey.

The graph shows the students answers about Ecuadorian rhythms. In this case the question was with the intention of know if students are familiar with the rhythms of our country and most of them answer that they know about it, with this answer I can apply the music that the know for improve their listening skills.

## Figure 8

*Students' survey: Question 7*

7. Have you ever heard about English material with traditional music of Imbabura?  
70 respuestas



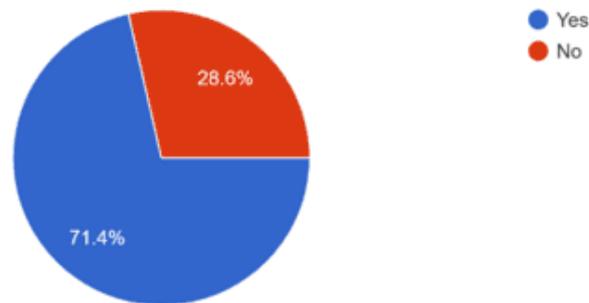
Note: Taken from Google forms. Source: Junior students' survey.

The pie chart shows students answers about English material with traditional music of Imbabura. Data revealed that most of students do not hear about it. However, a small percentage said that they know something about it. This finding suggest that never worked with a material that contains music of Imbabura in their classes.

## Figure 9

### Students' survey: Question 8

Would you like to learn English with teaching material based on traditional music of Imbabura?  
70 respuestas



Note: Taken from Google forms. Source: Junior students' survey.

The pie chart shows students answers about the use of English material with traditional music of Imbabura for a better learning. Data revealed that majority of students think that traditional music of Imbabura will help them learn better. In contrast, there are a minority percentage that think different, they believe that that kind of material will not help them learn better.

### 1.27 Teacher Interview

One teacher in charge of junior students participated in the interview. The following information describes the answers according to each given question.

#### Question 1: Do you use songs as a tool to teach English in your classes? Yes/No, why?

Yes, actually this school year the MINEDUC has implemented something that is called complementary classes source, those complementary classes are just part of the regular English subject but on those complementary classes I usually use that time in order to practice activities that improve English but it is not about English subject, it is not about grammar or grammatical things, I really like to use that time in order to practice another kind of activities like working on songs, singing songs, listening to new words and finding new words, I really like to work that because when you hear songs most of that songs contain idioms in the native English.

#### Analysis

The transcription above shows the answer giving by the teacher participant to the question. The responded gave a yes to the question. In addition, the government add some complementary classes for students where they can practice English using activities that involves music.

**Question 2: How can music have a positive or negative impact on students at the moment that they are learning?**

I don't believe that may affect negatively to students. When you practice something in English especially in this case that they are practicing English through songs maybe that would be very useful, they get familiarize with the real English. When you listen to the songs you really get involved into the familiar English, with native English language, for instance that you say songs there is an expression that is really for native people so in that way it will affect positively on the students, they will improve their vocabulary they will expand it.

**Analysis**

The transcription above shows the answer giving by the teacher participant to the question. The teacher think that songs involve students to get familiarize with real English and will be helpful for them to learn new words. Furthermore, it will have a positive impact on students.

**Question 3: Do you think that music may help your students develop Listening Skills?**

Most of the students when they listen and read songs, they understand what they say, as well when they listen to new words they say, what is that word? I know that word, but I know a synonym of that word for instance the songs when you are listening to English songs you usually find new words new idioms new things to learn so in that way you get familiarize with the native English with more accurately.

**Analysis**

The transcription above shows the answer giving by the teacher participant to the question. For this question teacher believe that students can found similar words while they listen, and this will be necessary because they can try to remember words that they learn. Besides, native English will be around of them.

**Question 4: Are you familiar with Ecuadorian rhythms?**

Yes and it happened to me once when I was at university and teacher Muñoz made an activity about that, I remember other situation when I applied music especially national music it was when I made a presentation in the United States so on that way, I used Imbabura's Ecuadorian music for information from Ecuador but I haven't those interdisciplinary projects, we are trying to implement that kind of steps like Ecuadorian music Ecuadorians traditions and things like that.

**Analysis**

The transcription above shows the answer giving by the teacher participant. In this case the answer is no. With this answer we can notice that there is no material with traditional music of

Imbabura that students or teachers can use. Furthermore, he wants to implement it but he can't because the school don't have this kind of material.

**Question 5: Do you think that material with traditional music of Imbabura could help students learn English? Why? Why not?**

I don't believe that , it may help, I don't consider that because if you want to familiarize with our language which is not Spanish you must get familiarized as much as you can with native one with a real native English so maybe it will be interesting for students it could be very interesting for everybody as well for teachers as well for students but I don't think it's the accurate way to apply that because maybe when you apply something basic you will get basic results.

**Analysis**

The transcription above shows the answer giving by the teacher participant to the question. Unfortunately, the teacher does not think that material with traditional music of Imbabura can works with students, he believes that students need to work material that contain foreign stories because is basic material.

**Question 6: Do you think that material with traditional music of Imbabura could help students learn English? Why? Why not?**

Yes, but not just focusing on Imbabura's music, I will say that it would be better the Ecuadorian music with Ecuadorian traditions which is more general. Imbabura is just like very specific and when there is more specific you limit to students you put a limit to the students, and I don't think that it hasn't been like that.

**Analysis**

The transcription above shows the answer giving by the teacher participant. In this answer teacher look interested of this material but he thinks that talk only around Imbabura is very specific. In addition, he would like material that contains information about Ecuador as a cultural country.

**Question 7: Have you ever heard about English material with traditional music of Imbabura?**

No, but I remember something that happened in the United states I got a teacher and she was teaching us about strategies four classroom and one strategy is she usually use with us was applying music, she used to play salsa music and I believe that was according to the teachers backgrounds because we as a Latin American people usually like that kind of music so she never applied like any American songs or electronic music she usually focuses on teachers background so I wanted to believe that.

## **Analysis**

According to the information collected, the teacher mentions that it could be a good way to implement material with traditional music of Imbabura because this may help students to learn better. However, this kind of material needs to contain higher vocabulary, students need high level material for learn.

## **CHAPTER IV: PROPORSAL**

### **1.28 Title**

*LISTENING SKILLS IMPROVEMENT WITH TRADITIONAL MUSIC OF IMBABURA*

### **1.29 Introduction**

The proposal was developed based on the results obtained of the instruments applied to students and teachers. All this material will help students to improve their listening skills. Furthermore, they will learn more about our culture trough audios that narrow stories around Imbabura.

### **1.30 Objective**

Improve EFL learners listening skills through texts of traditional legends backgrounded with traditional music of Imbabura.

# LISTENING SKILLS IMPROVEMENT WITH TRADITIONAL MUSIC OF IMBABURA

## UNITS

- 1 Legends and Lakes
- 2 Indigenous Legends
- 3 Our mountains



## HOW TO USE THIS BOOK?

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[utm\\_content=DAFYmK\\_IPaA&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFYmK_IPaA/zCnaXGgd7Ep2nuh7KZhpmQ/view?utm_content=DAFYmK_IPaA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

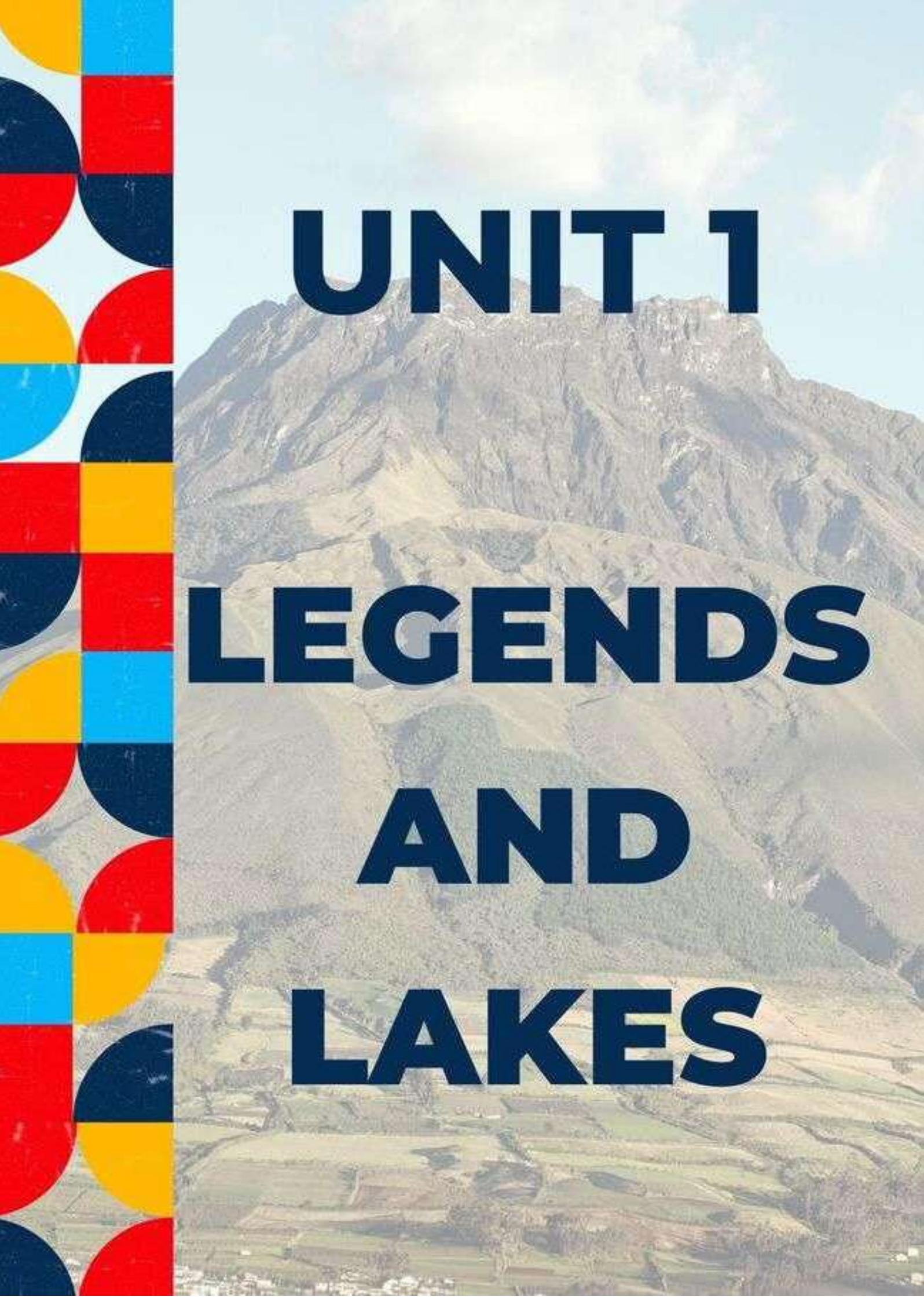
### Contact me:



- If any of the two options for the audios works for you, write me and I will help you with the audios.

[ermaiguaf@utn.edu.ec](mailto:ermaiguaf@utn.edu.ec)

Welcome to this magical and fun material, let's learn together!!

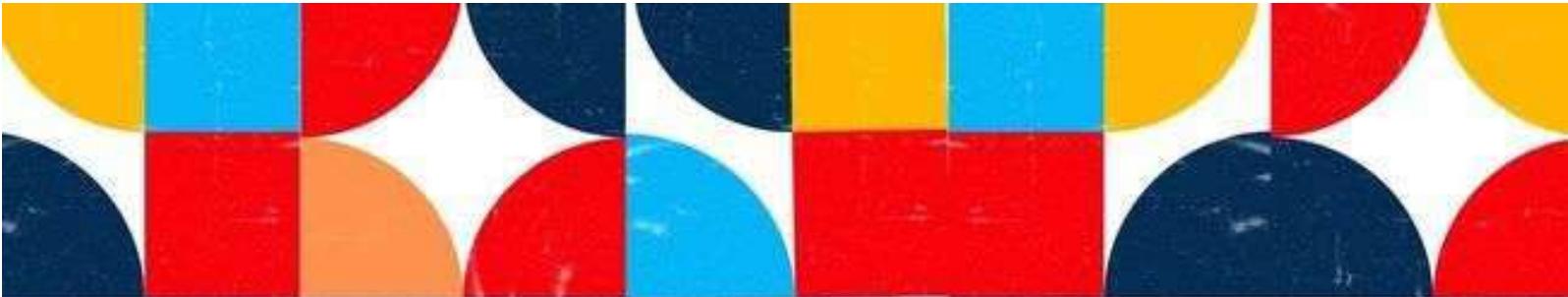


**UNIT 1**

**LEGENDS**

**AND**

**LAKES**



**LESSON**

**A**

**YAHUARCOCHA**

**THE LAKE OF**

**BLOOD**



## PREPARING TO LISTEN

1 You are going to listen a first audio, write down what comes to your mind.

ACTIVATING SCHEMA

2 Before you listen. Find some vocabulary about the formation of lakes.

YAHUARCOCHA

HISTORICAL

BATTLE

INCAS

CARANQUIS

R C H I S T O R I C A L O  
 B W a U X U C V N H S y e  
 S I U Q N A R A C K K N T  
 u j T H q S d O A f c y S  
 Y O U x p t C p S c s P J  
 U R i W B R A o j F Z r n  
 E L T T A B G M O U M I O  
 y O P U N L f e K o k R r  
 f B H l y O K D N b e W G  
 q A H W V O E i e p Z r k  
 Y f Y y f D E R c P l h T  
 j i k W R U D C E w b X X  
 c l c F Z s g r i y i z o

3 Link with the correct meaning of the word:

Incas

a) A fight between armed forces

Blood

c) Ancient culture that inhabited the northern Sierra of present-day Ecuador.

Caranquis

d) Was the largest Pre-Columbian civilization in the Americas and Cusco was its capital.

Battle

e) Connected with studying or representing things from the past.

Historical

f) Red liquid that is sent around the body by the heart.

Yahuarcocha

g) Lake locate in Ibarra, Ecuador surrounded by natural viewpoints and an environment of indigenous crops and land.

MEANING

## WHILE LISTENING

Listen to a story about Yahuarcocha “the lake of Blood” and complete the exercises.

**1 Listen and put an (X) in the correct topic for the story.**

- a) The battle of Yahuarcocha \_\_\_\_\_
- b) The origin of the name of the lake \_\_\_\_\_
- c) The conquer of the Incas to Caranquis \_\_\_\_\_

LISTENING FOR MAIN IDEAS

**2 While you listen, circle True or False the next sentences.**

- |  |             |              |
|--|-------------|--------------|
| 1.- Yahuarcocha lake is located 6km north of Ibarra. | <i>True</i> | <i>False</i> |
| 2.- The battle was between Caranquis and Incas.      | <i>True</i> | <i>False</i> |
| 3.- Caranquis won the battle                         | <i>True</i> | <i>False</i> |
| 4.- There are bodies under Yahuarcocha lake          | <i>True</i> | <i>False</i> |
| 5.- 30.000 people die in the battle.                 | <i>True</i> | <i>False</i> |

LISTENING FOR DETAILS

**3 Listen again and rewrite the false sentences with the correct information.**

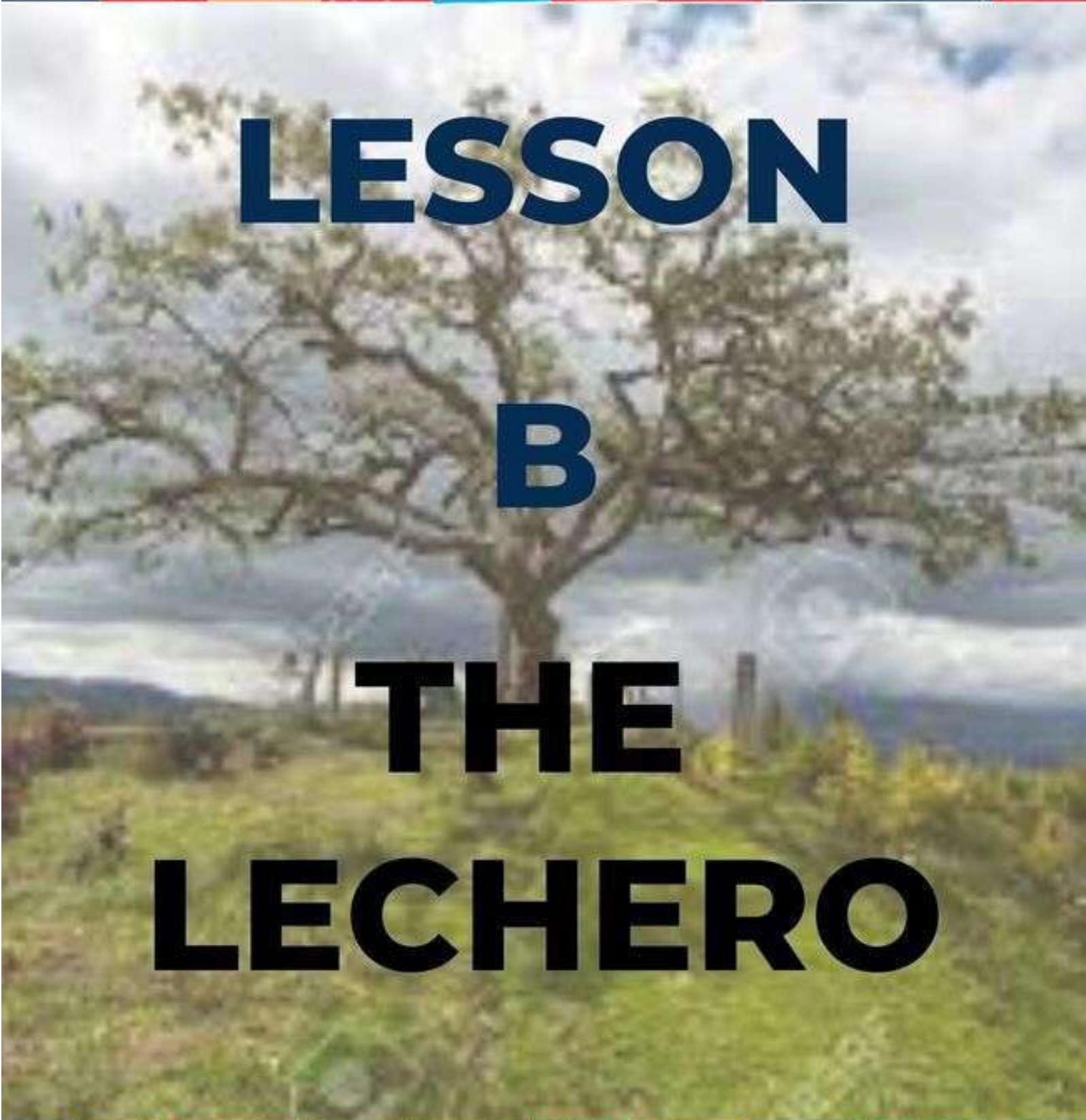
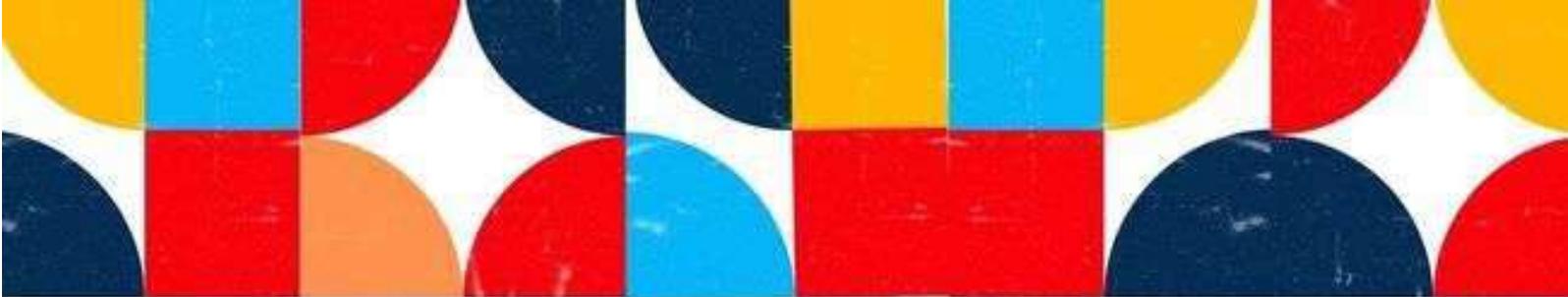
- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.

## POST-LISTENING

Think about other good name for this lake and share it with your classmates!

Include at least three reasons for the name you chose.





**LESSON**

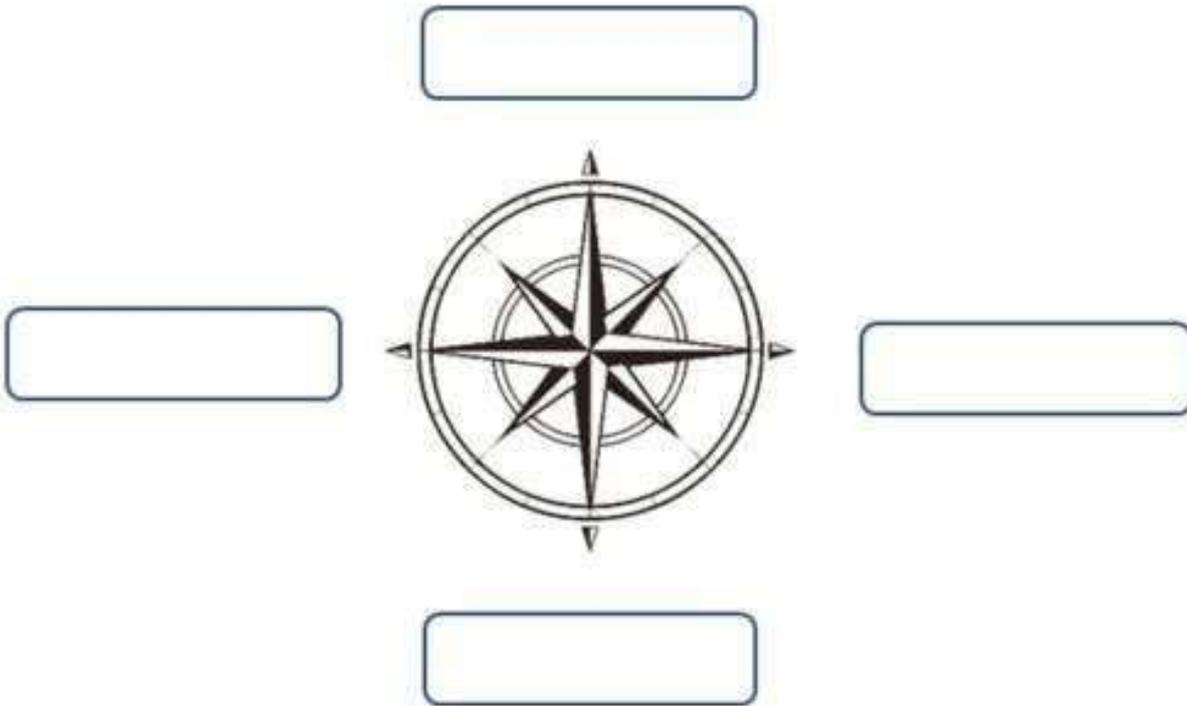
**B**

**THE  
LECHERO**



## PREPARING TO LISTEN

1 Before you listen. Unscramble the words and then write the correct name of each cardinal points.



h-s-u-t-o \_\_\_\_\_

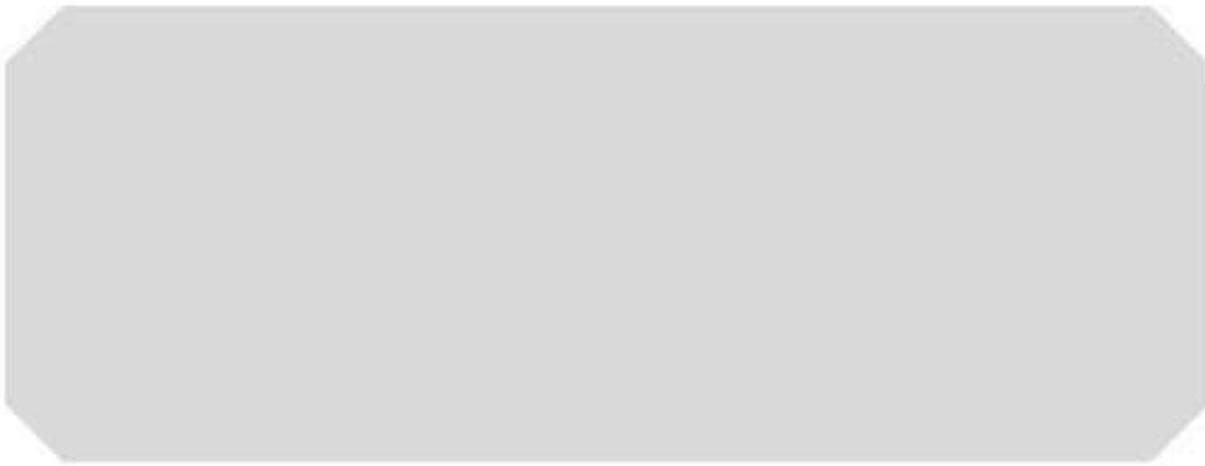
t-o-n-r-h \_\_\_\_\_

s-w-e-t \_\_\_\_\_

a-s-t-e \_\_\_\_\_



## 2 Try to imagine how is The Lechero Tree and then draw it



## 3 Answer the questions:

- Was your picture similar like the story? Yes? No? Why?
- Why do you think that a tree will be important for a culture?
- Share your picture with your classmates and compare it.

### WHILE LISTENING

## 1 You are going to listen an audio about The Lechero Tree. While you listen, choose the correct answer to complete the sentences.

- a) The Lechero is located in Pucará to the \_\_\_\_\_ of San Pablo Lake.
- west
  - east
- b) The two young lovers had been in love a \_\_\_\_\_ time.
- short
  - long
- c) Taita Imbabura \_\_\_\_\_ for a sacrifice.
- pray
  - asked



## 2 Listen to the story of The Lechero again and number the statements (a-e) in the order that you listen.

- This legend is about two young lovers who had been in love.
- The Pucará is a little hill that in times of war the warriors protect him.
- The Lechero is a tall large tree.
- They could be together forever, looking at each other.
- For that reason, both lovers decide to scape.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## 3 Discuss with your classmates the next questions.

- What was the reason for the warriors to climb The Pucara hill?
- Did the lovers have the approbation from their parents and the community to get married?

MAKING INFERENCES

### POST-LISTENING

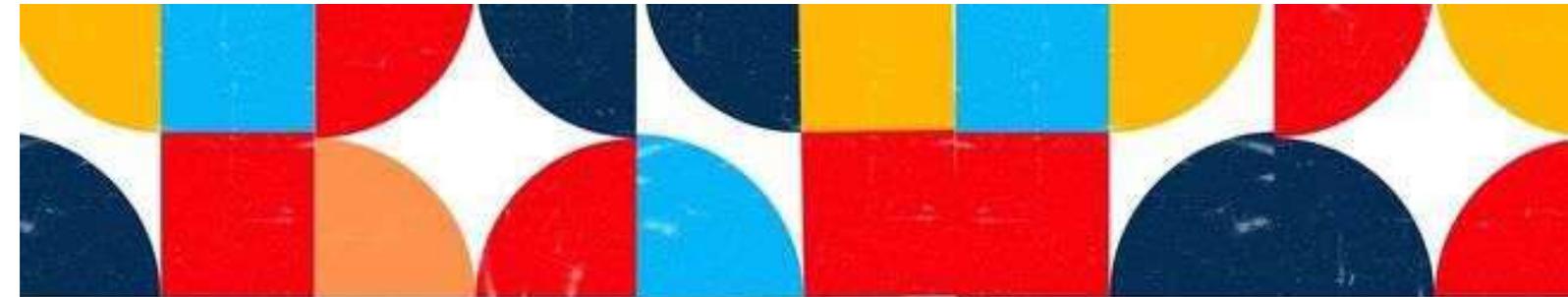
#### DISCUSSION

Do you know any other important tree of Imbabura or Ecuador?

Go to the website and search for other legends of Ecuador which main character is a tree.

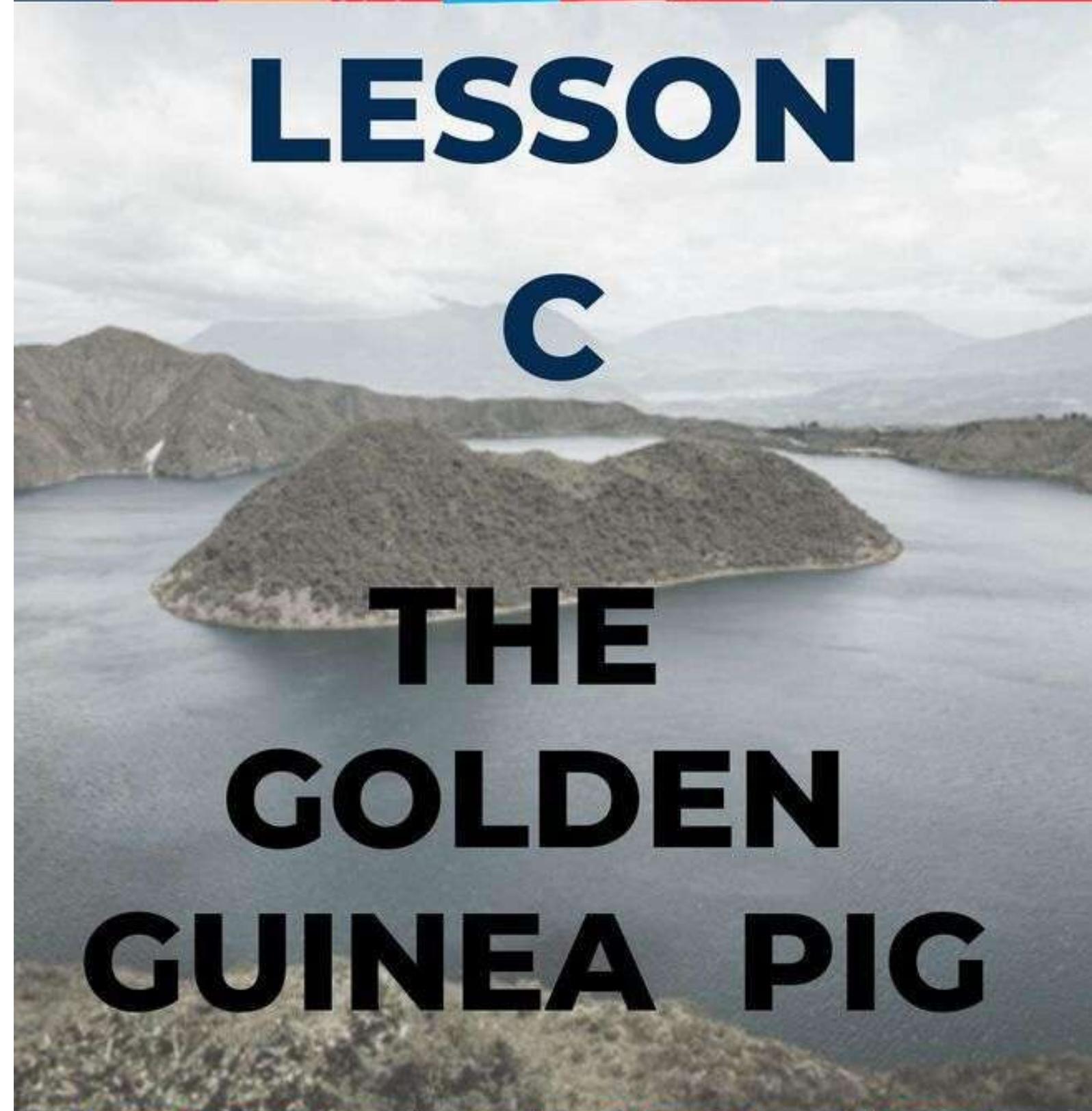
Share the story with your classmates!





**LESSON**

**C**



**THE  
GOLDEN  
GUINEA PIG**



## PREPARING TO LISTEN

1 Work in pairs and answer the questions.

What comes to your mind you see these pictures?

Try to relate the pictures with the name of the story.



2 Before you discuss, choose the best topic that you think will be the correct for this story.

- a) Golden Guinea Pig in the lake.
- b) The reason of Cuicocha Lake name.
- c) The Golden Guinea Pig invasion.

## WHILE YOU LISTEN

1 Listen to the audio and choose the correct answer.

1.- Cuicocha Lake is called .....

- a) Lake of the Golden Guinea Pig.
- b) Lake of the Guinea Pig.

2.- Today is only ..... guinea pig, and it's very.....

- a) Once, special
- b) One, special

3.- It appears in the sun every day in the ..... But it only comes for a .....

- a) Morning, minute.
- b) Morning, minute

4.- For this reason, there a lot of .....

- a) Ducks
- b) Docs

DISCUSSION

PREDICT  
INFORMATIONLISTENING FOR  
COMPREHENSION

**2 Listen again and write down the words that has been mentioned in the story.**

Everyday Lake Blake Ireland Story  
Islands Golden Every night Ducks Ecuador Cuicocha

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_

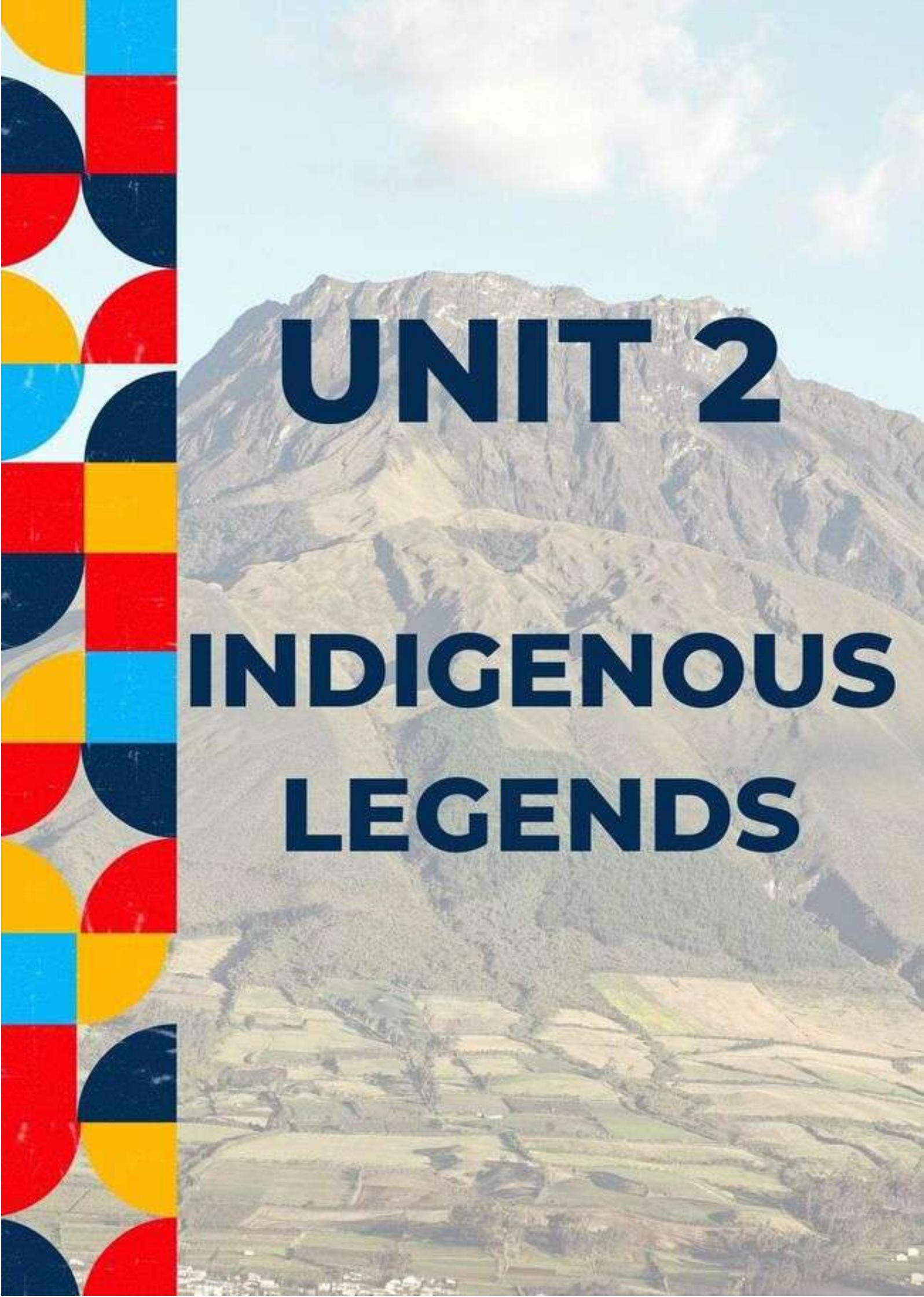
**3 Using the words in the exercise 2, listen again and complete the next sentences.**

- a) It appears in the sun \_\_\_\_\_.
- b) \_\_\_\_\_ lake is called "The lake of Guinea Pig".
- c) There were a lot of guinea pigs on the two \_\_\_\_\_ of the \_\_\_\_\_.
- d) Because it is a \_\_\_\_\_ guinea pig.
- For this reason, there a lot of \_\_\_\_\_ in Cuicocha.

#### POST LISTENING

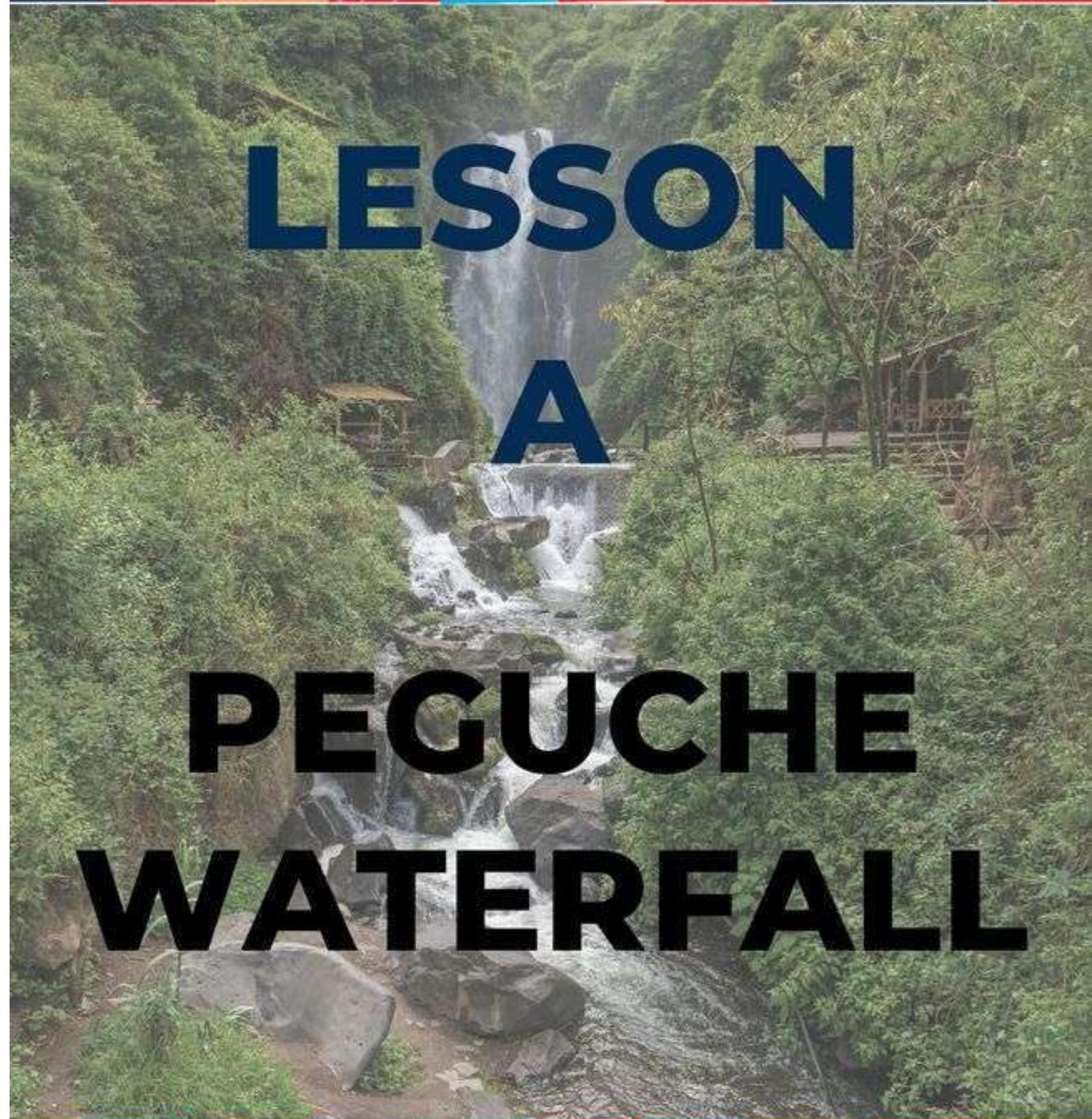
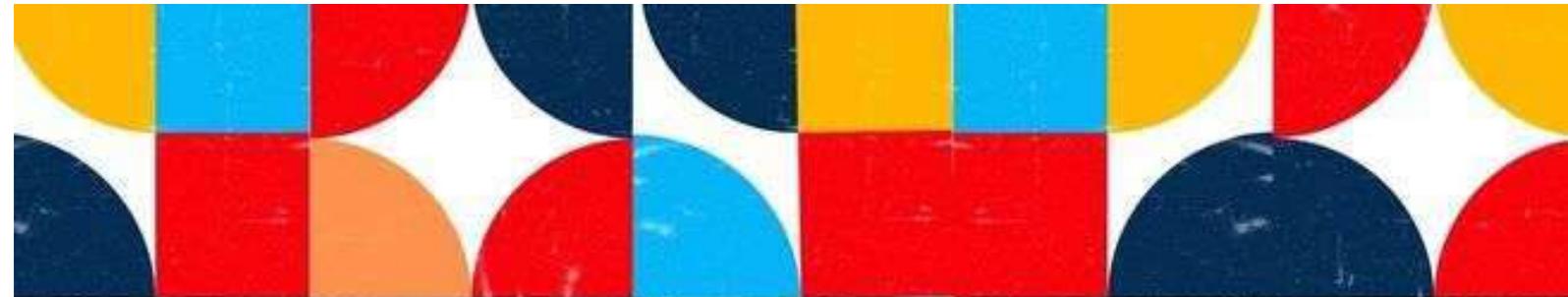
Look at this real picture of Cuicocha Lake and write at least three other names that you will put to this lake after listening to the story.





# **UNIT 2**

## **INDIGENOUS LEGENDS**



**LESSON**

**A**

**PEGUCHE  
WATERFALL**



## PREPARING TO LISTEN

## MEANING

PREDICT  
INFORMATIONLISTENING FOR  
COMPREHENSION

1 Put the correct names in each image. Use the words in the box.

Harvest - Soil - Ceremony - Waterfall



2 Using the words in exercise 1, write the correct word to complete the sentences.

- We will have a \_\_\_\_\_ to remember our ancestors.
- Some people go to take a special bath in the \_\_\_\_\_.
- The \_\_\_\_\_ is the most important thing for indigenous people.
- The community celebrates the \_\_\_\_\_ season in honor to the food received.

## WHILE YOU LISTEN

## LISTENING FOR MAIN IDEAS

**1 You are going to listen a story about peguche waterfall. While you listen answer the following questions.**

a. Where is located Peguche Waterfall?

---

b. What kind of place is Peguche Waterfall?

---

c. What is the purpose of people to take a bath there?

---

d. What means "soil" in Kichwa Language?

---

e. The Indian people practice the ritual before or after celebrate Fiesta de San Juan?

---

**2 Listen again and order the words to create a sentence.**

San Juan / ritual / people / Indigenous / a / before / practice / . /

---

bath / Every / child / take / and / ,youth / a / man / . /

---

harvest / her / Granting / new / the / fruits / during / . /

---

## ORDER THE WORDS

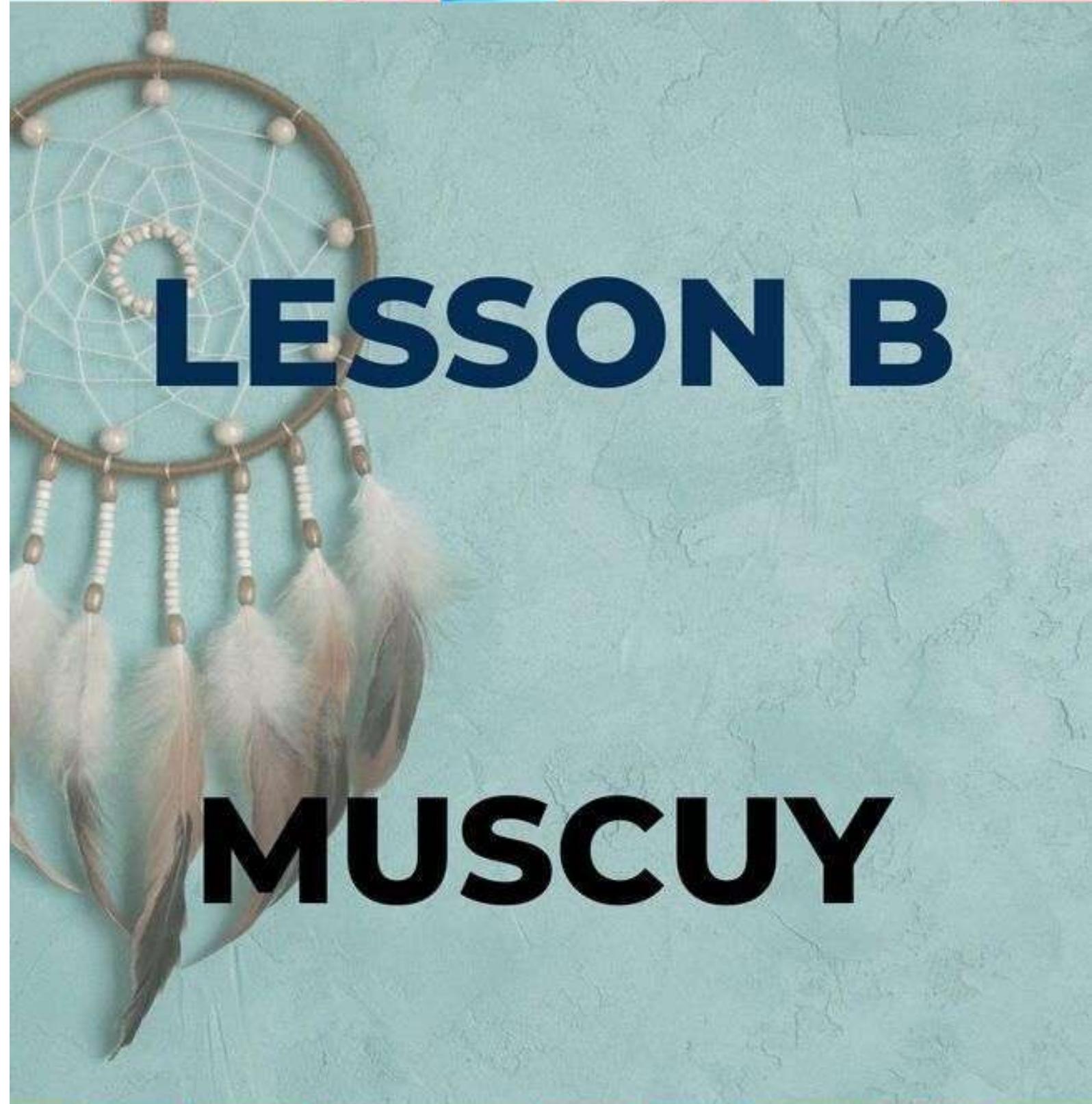
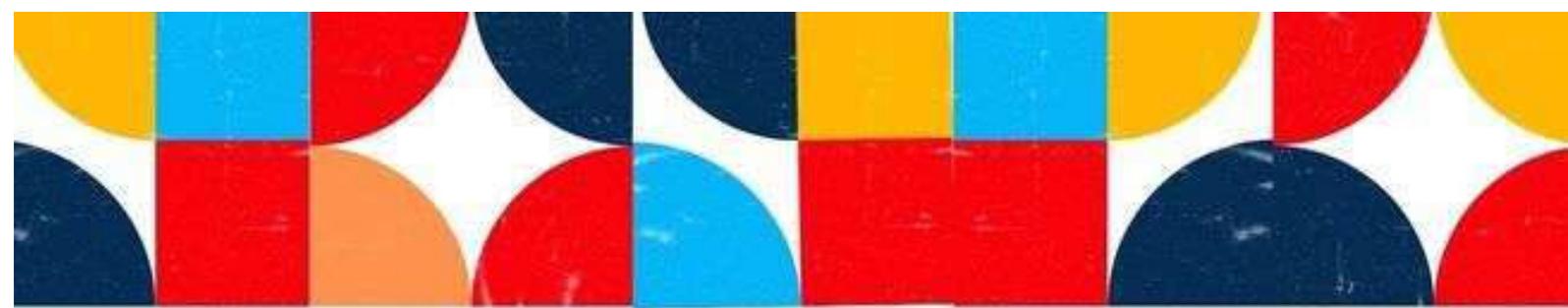


## POST-LISTEN

**Listen to the audio again and record a video of you resuming all this story.**

- Your video needs to have pictures about the story and should not be longer than 1 minute.
- You can do it in pairs.





**LESSON B**

**MUSCUY**



## PRE-LISTENING

## GUESSING

## MEANING

**1 Choose the better idea that represents what a dream means for you.**

- a) Experiences that people live in another world.
- b) An imaginary life that you cannot remember when you wake up.
- c) Images that look real.
- d) New voices, people, scenes while you are sleeping.

**2 Link the best definition for the next words.**

- |             |  |
|-------------|--|
| a) Wise     | A man who is believed to have magical powers, usually to do evil.                                |
| b) Luxury   | A person who believes in the ideas and tries to live the way that person                         |
| c) Warlock  | Great comfort, especially as provided by expensive and beautiful things.                         |
| d) Smart    | The ability to use your knowledge and experience to make good decisions.                         |
| e) Disciple | The state of being or living like a vagrant.   |
| f) Vagrancy | Having the ability to make good judgments, based on a deep understanding and experience of life. |
| g) Wisdom   | Intelligent, or able to think quickly or intelligently in difficult situations.                  |



## WHILE LISTEN

**1 While you listen. Write all the names of the characters that you can hear from the story.**

---

LISTENING FOR  
SPECIFIC  
INFORMATION

**2 Compare with your classmates all the characters that you found.**

**3 Listen again and choose the correct answer.**

LISTENING FOR  
DETAILS

1. What thought Huayna Capac when Atahualpa was born?

- a. He will be very strong with no fear.
- b. He would become very smart human.
- c. He would be the best warrior in the world.

2. Why Huayna Capac traveled to Cuzco?

- a. To get the best witch and wife for his son.
- b. To still gold for give to his son.
- c. To get a great teacher, poet, and warlock for his son.

3. Atahualpa told Quishpe that a few days ago he:

- a. Had a strange premonition.
- b. Had a strange dream.
- c. Had a strange vision.

4. The animal of Atahualpa's dreams had transformed itself into:

- a. A fog
- b. A frog
- c. A fire



## WHILE LISTEN

5. What say the teacher to Atahualpa about the strange dream?
- Simply meant that he would always be able to support the problems.
  - Simply meant that he would always be able to win the battles.
  - Simply meant that he would always be able to overcome his fears.

**4 Write True (T) or False (T) next to the statements.**

- Huascar was a warrior with humble and with no luxury? \_\_\_\_
- Huayna Capac decided that Atahualpa will be his successor? \_\_\_\_\_
- Haravec Rice was a poet? \_\_\_\_\_
- Atahualpa told to Quishpe that he had a strange dream? \_\_\_\_\_
- The teacher told Atahualpa that the dream means war and blood? \_\_\_\_\_

## TRUE OR FALSE

## POST LISTENING

Think about the last dream that you had and answer the following questions:

- Do you think that dreams mean something for our life?
- Can dreams tell us about the future?
- You believe that dreams can change our life if we believe on it?

Let's create your own dream story. Write a short story using the vocabulary on the pre-listening exercise. Your story should have principal characters and tragic of happy end. Good luck!





**LESSON**

**C**

**CHICHA DEL**

**YAMOR**

## PRE-LISTENING

**1 Answer the following questions.**

## PREDICTING

What comes to your mind when you see this picture?



Have you ever tasted some kind of traditional drink?

How many traditional beverages of Ecuador do you know?

**2 Choose the correct word and write it with the correct meaning.**

## VOCABULARY

Inhabited      Caciques

Beverage      Corn

- a) ..... : a tall plant grown in many parts of the world for its yellow seeds.
- b) ..... : a drink of any type.
- c) ..... : Chief of some indigenous tribes, in Central or South America.
- d) .....: to live in a place.

## WHILE LISTENING

**1 Listen to the story. Answer the questions.**

a) Who were inhabit the territory of Imbabura?

---

b) What they had in common?

---

c) How was call the drink that they prepare?

---

**2 Listen to the story again. Write true (T) or false (F) next to the statements below.**

- a) The communities star to fight because of food. \_\_\_\_\_
- b) Taita Imbabura was a god for communities. \_\_\_\_\_
- c) Taita Imbabura recommended to the Caciques prepare a beverage \_\_\_\_\_
- d) The beverage must contain flowers and special leaves. \_\_\_\_\_
- e) Each community prepare each beverage by itself. \_\_\_\_\_
- f) Thanks to the beverage the communities have become friends. \_\_\_\_\_
- g) This beverage is prepared in November. \_\_\_\_\_

**3 Listen to the story again. Choose the correct answers.**

- a) What was the reason because the communities start to fight?
- They hate each other.
  - They grew a lot.
  - They steal their food.
- b) What is the principal ingredient of the Chicha del Yamor?
- Flowers and special leaves.
  - Corn
  - Beans

LISTENING FOR MAIN IDEAS

LISTENING FOR DETAILS

LISTENING FOR GIST



## POST-LISTENING

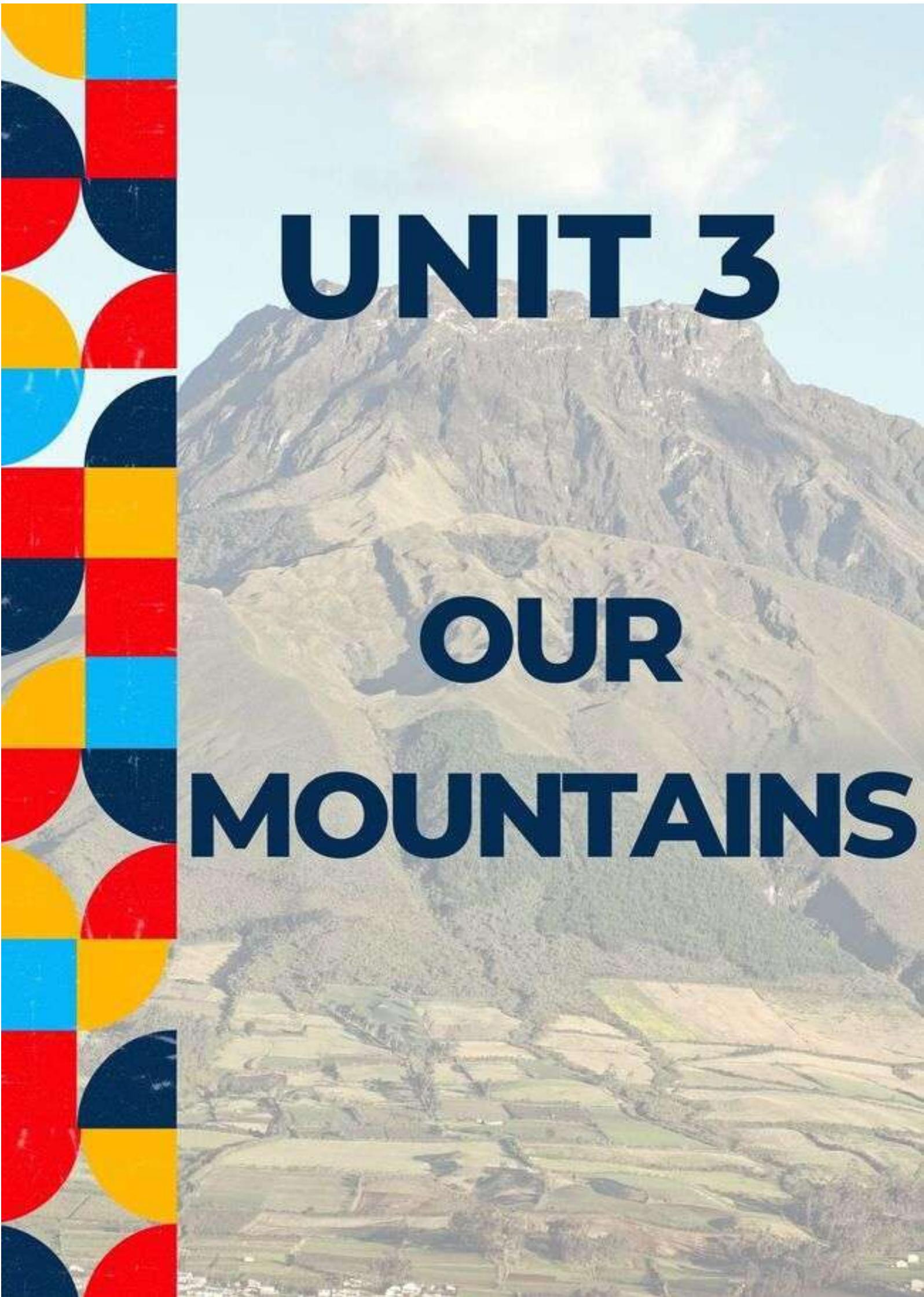
**Complete the sentences with ideas of your own.**

1 If any god ask me to prepare a special beverage my ingredients will be.....

2 The name of my special beverage will be ..... because.....

3 The month that I choose for prepare this beverage will be always in .....because.....

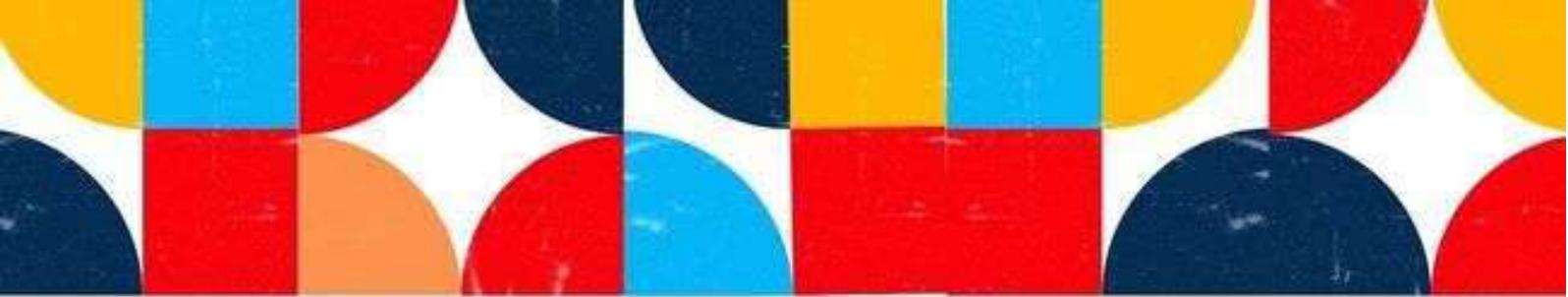




# **UNIT 3**

## **OUR**

# **MOUNTAINS**



**LESSON**

**A**

**HOW**

**IMBABURA**

**GOT IS**

**HEART**



## PRE-LISTENING

**1 Link the words with the correct definition:**

- a) Flat                    \_\_\_very great sadness, especially at the death of someone.
- b) Legend                \_\_\_to force someone to leave a school, organization, or country.
- c) Expel                  \_\_\_high places, or the tops of hills.
- d) Grief                   \_\_\_a very old story or set of stories from ancient times, not always true.
- e) Heights                \_\_\_to quickly take something in your hand(s) and hold it firmly.
- f) Grasp                  \_\_\_level and smooth, with no curved, high, or hollow parts.

**2 Before you listen, work with a partner. Look at the picture below and choose the words that you think will be associate to the story.**

- |                |              |
|----------------|--------------|
| a) Love        | d) Deception |
| b) Dead        | e) Murder    |
| c) Persecution | f) Miracle   |

## WHILE LISTENING

## GAP FILL

**1 Listen to the story and complete the sentences with the words from the box.**

the claw mark	got its heart	from the community
reincarnated into a monster	spotted him	San Pablo Lake

- Viewing the mountain of Imbabura from... \_\_\_\_\_
- Which explains how Imbabura... \_\_\_\_\_
- Expelled the young man... \_\_\_\_\_
- Into the lake and was... \_\_\_\_\_
- The monster..... \_\_\_\_\_
- One can see... \_\_\_\_\_

**2 Listen again and complete the notes below.**

## LISTENING FOR MAIN IDEAS

a) Place where we can see clearly the large and flat part of the mountain:

\_\_\_\_\_

b) What have the people of that region to explain how Imbabura got its heart:

\_\_\_\_\_

c) Who feel in love:

\_\_\_\_\_

d) The princess reincarnated in:

\_\_\_\_\_



**3 Listen again. Number the statements in the order they are discussed.**

- a) Long time ago, a young man and a princess feel in love. \_\_\_\_\_
- b) Her spirit was absorbed into the lake. \_\_\_\_\_
- c) One can clearly see a large and flat part of the south side of the mountains. \_\_\_\_\_
- d) The claw mark of the monster which gave Imbabura its heart. \_\_\_\_\_
- e) The expelled lover was walking along the heights of Mt. Imbabura. \_\_\_\_\_

GAP FILL

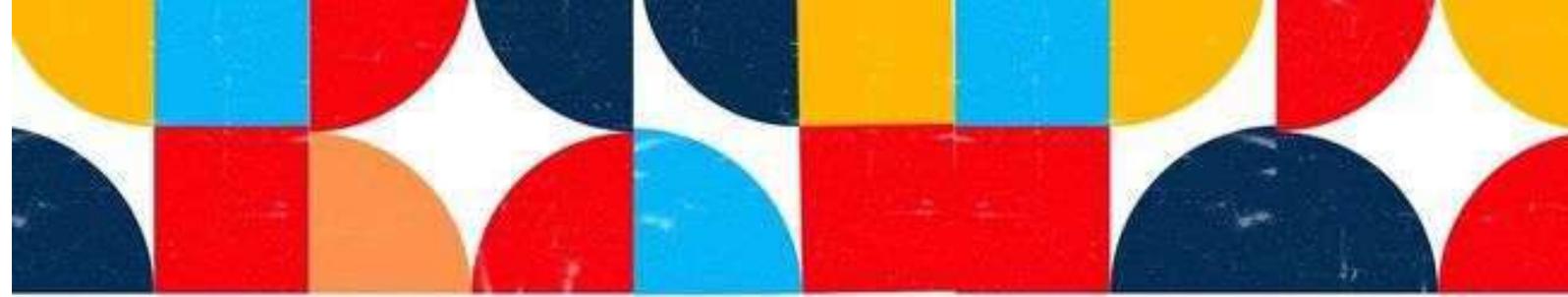
**POST-LISTENING**

Read the next phrases. Work with a partner and discuss answering the next questions.

The father of the princess was not agreeing with her relationship, and he expelled the young men from the community. Do you think that this was the correct decision?

What do you think was the appearance of the monster that the princess took?





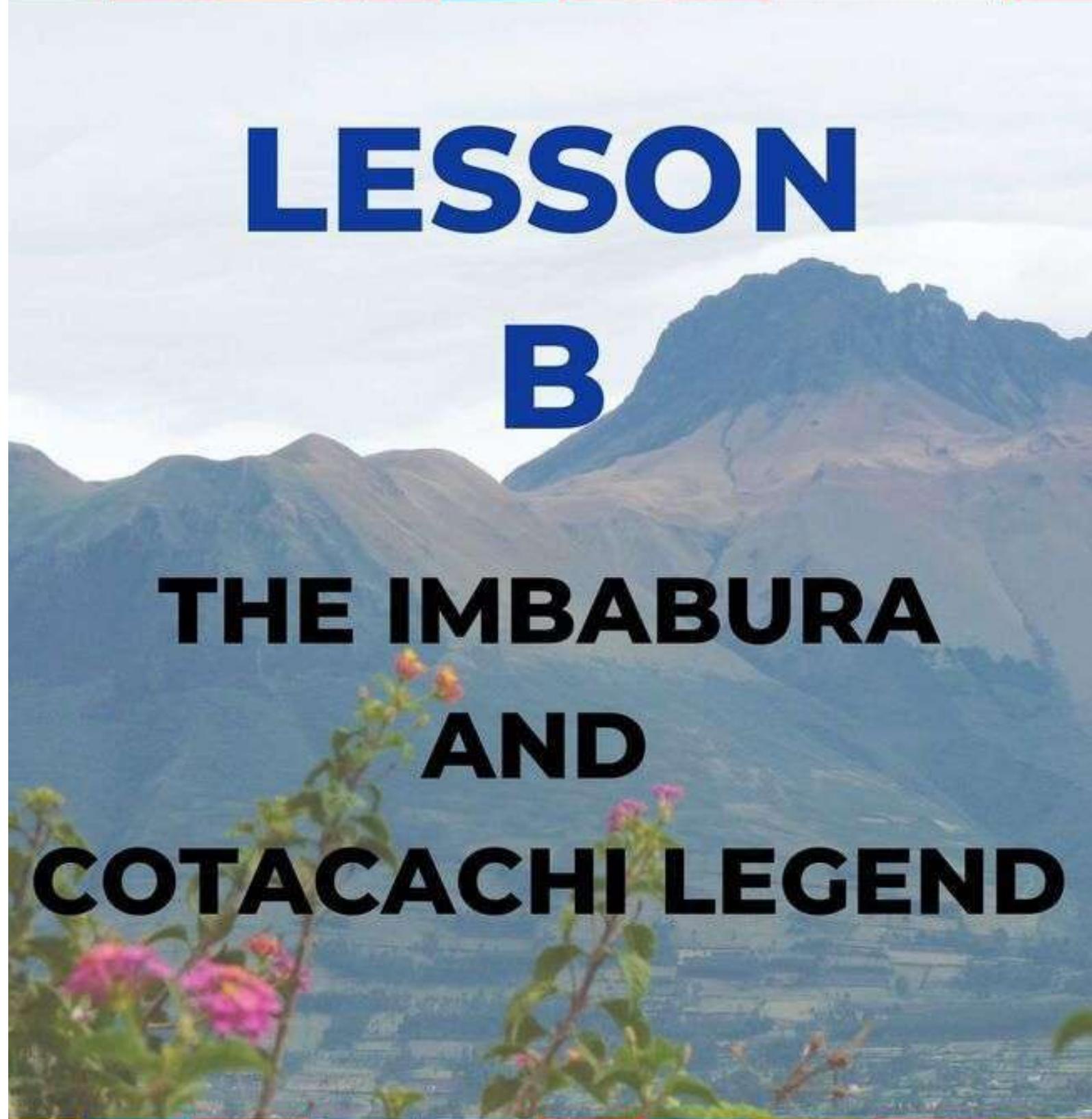
**LESSON**

**B**

**THE IMBABURA**

**AND**

**COTACACHI LEGEND**



## PRE-LISTENING

**1 Work in pairs. Answer the next questions.**

Do you know these two mountains?

What is the name of those mountains?

Have you ever heard any story where these two mountains were involved?

**2 What will be a good topic for a story that involves these two mountains? Think about:**

- The love between mountains.
- The mountain who loves.
- The mountains love too.

## WHILE-LISTENING

**1 Listen to the story. Answer the next questions to complete the chart.**

Who's this story comes from?	
Imbabura became the best friend of lady Cotacachi?	
What did Imbabura bring to lady Cotacachi when he visited her?	
How was called the son?	

LISTEN FOR MAIN  
IDEAS

**2 Listen to the story again. Match the sentence to other halves.**

1 The indigenous people used to say that long time ago when Mt.

Imbabura

2 Imbabura became the best friend of

3 Every time Imbabura went to visit her

4 A little hill appeared next to lady Cotacachi.

a.the young lady Cotacachi

—

b.was young, he had a very good friendship with mountains around him.

—

c.they called this son Yanaurcu.

—

d.he always brought her a little of snow for her peak.

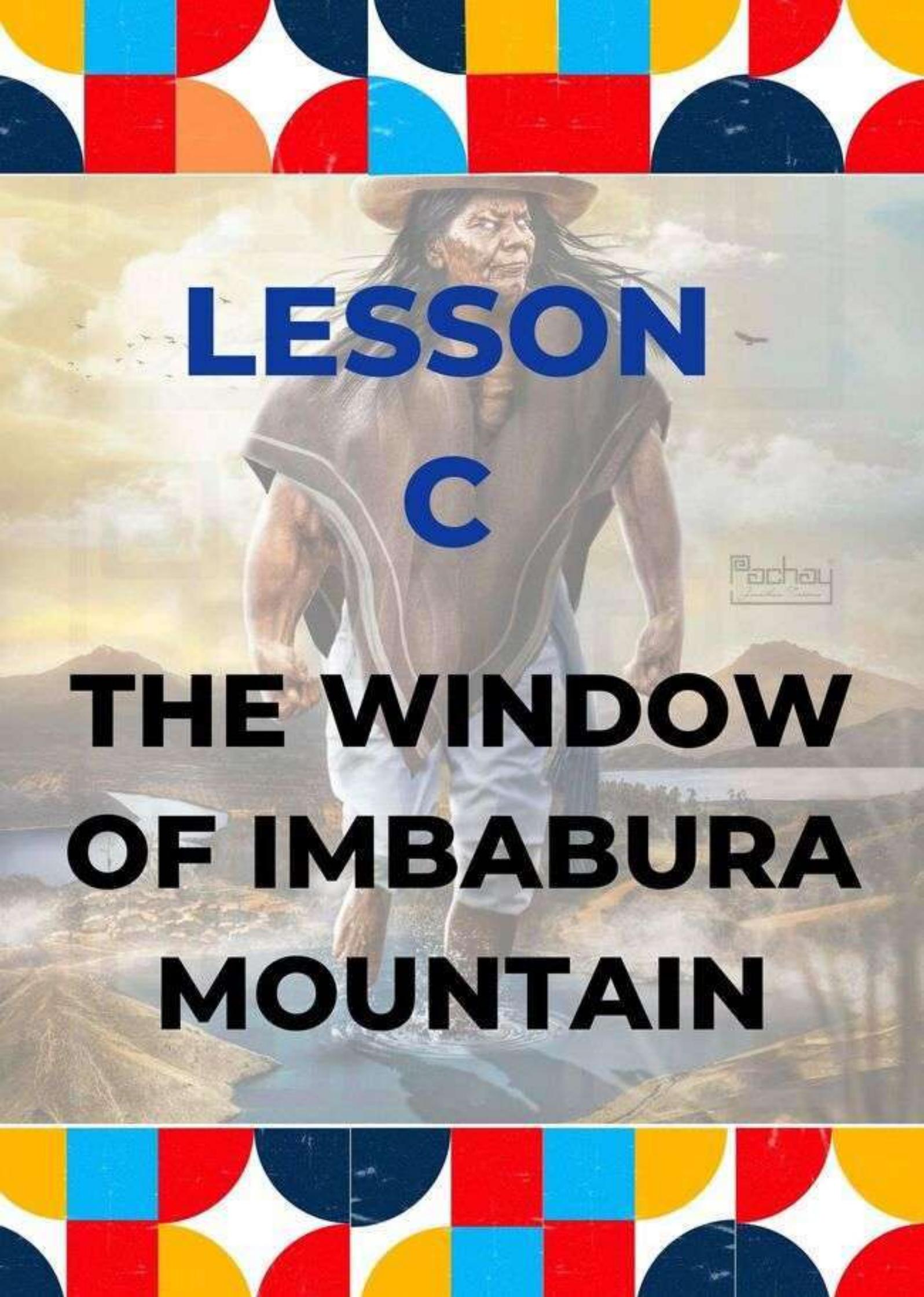
—

**POST-LISTENING**

You are going to work in pairs. Each one of you are going to choose between Mt. Imbabura and lady Cotacachi.

- Make a model of each mountain.
- Try to relate a story like the one who you listen.
- Present it in front of your class.





**LESSON**  
**C**

**THE WINDOW  
OF IMBABURA  
MOUNTAIN**

## PRE-LISTENING

**1 Work with a partner. Discuss the questions below.**

- What is the mountain that represents your province?
- Have you ever ask about how the mountains have it form?
- When you listen "The Window of Imbabura Mountain" what comes o your mind?

## WHILE-LISTENING

**1 While you listen. Write true (T) or false (F) next to the statements below.**

- a) This legend is not important \_\_\_\_\_
- b) This legend is invented and based on Samson \_\_\_\_\_
- c) Samson wanted to try the depth of the lakes \_\_\_\_\_
- d) The Cunro Lake almost covered him in a completely way \_\_\_\_\_
- e) He caught to a rock from the Imbabura Volcano with his foot \_\_\_\_\_

## LISTEN FOR DETAILS

**2 Underline the errors of the next sentences.**

- This legend is not very important because it started at the end of the Colony Age.
- It is not strange that community had invented this legend, basing in Samson a character from Egypt.
- People say that Samson was here, and he don wanted to try the depth of our lakes
- He visited Yahuarcocha Lake and the water hardly covered him just a hand.
- The window of Imbabura is a special formation which is widely known.



3 Listen again and rewrite the correct words from sentences of exercise 2.

---

---

---

---

---

---

**POST-LISTENING****LISTEN FOR DETAILS**

Try to imagine that you are the person who write this story. Draw a great cover for your book. How it will be?



# MUSIC, LEGENDS AND ENGLISH

JUNE 2023

## LEGENDS AND LAKES

YAHUARCOCHA THE LAKE OF BLOOD  
THE LECHERO  
THE GOLDEN GUINEA PIG

---

## INDIGENOUS LEGENDS

PEGUCHE WATERFALL  
MUSCUY  
CHICHA DEL YAMOR

---

## OUR MOUNTAINS

HOW IMBABURA GOT ITS HEART  
IMBABURA AND COTACACHI LEGEND  
THE WINDOW OF IMBABURA

## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

Listening is an essential skill that requires the use of new material with interesting topics for its development. For this reason, teachers must consider using new audios that facilitate the way that students acquire knowledge in other language and convince them to learn it without any complication. In this context, using traditional music of Imbabura may bring a fresh alternative to traditional English lessons.

It is important for students to develop their listening skills to use different strategies to improve their subskills as hearing, understanding remembering and responding. Simultaneously, activities in pairs/groups help them to evolve each other and create a good space to improve they listening skills. Thus, the researcher must identify, create, and use research instruments to gather pertinent and useful data based on the study's findings.

With this project the researcher was able to become fully immersed in the research to learn about the participants' ideas thanks to the teacher interview and student survey. Regarding on the results obtained, teacher and students are interested in the use of new resource and funny listening activities. The students will accept the incorporation of legends with traditional music of Imbabura because it is a new material to learn English with something that they are familiarize with. However, the problem of this research was that teacher has no experience in applying material that contains traditional music with legends. Because of this, the instructor must become familiar with this content and apply it to teach in their class.

A guide with traditional music of Imbabura was the proposal in this research. It was organized based on the structure of a lesson plan focused on listening activities with legends and music of Imbabura. Each lesson contains three stages: pre-listening (active schema), while listening (practice, and production), and post listening.

As a result, the students will constantly practice listening in order to increase their fluency with familiar stories. It is crucial to note that the teacher is motivated to use this interactive guide to provide engaging and varied English courses.

## **RECOMMENDATIONS**

English teachers are advised to use current resources. As a result, Imbabura's traditional music legends provide content that transforms the conventional approach to teaching English into a fun and engaging setting. Because they need to feel that learning English is fun, these strategies encourage pupils to participate in listening exercises.

To reduce the time spent gathering data, it is essential to use the appropriate research tools. In order to collect accurate data and find solutions to the problem they have identified; the researcher must use certain techniques.

English teachers are required to use traditional music. Additionally, the teacher must use this material to create engaging lessons. English teachers need to research current knowledge including music and culture for this.

The didactic guide must be used by the junior high "Daniel Reyes" English teachers. This will be utilized for effective listening exercises. To help students improve their listening fluency, the guide includes interactive exercises with audios based on Imbabura traditional music with legends and stories. Additionally, the "Listening skills improvement with traditional music of Imbabura" guide is advised for English teachers to use as a powerful tool to increase listening skills teaching and learning.

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## ANNEXES

### Annex 1. Teacher Interview



#### FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

##### Interview for Teacher

**Theme:** Traditional Music of Imbabura to Improve Listening Skills in Junior Students  
at Daniel Reyes High School, Academic Period 2022-2023

**Objective:** Obtain essential information on the teacher's perception of traditional music  
of Imbabura to improve Listening Skills.

Dear teacher, all information collected in this interview is for academic purposes only.  
Please, answer the questions honestly.

**1. Do you use songs as a tool to teach English in your classes?**

.....  
.....

**2. How can music have a positive or negative impact on students at the moment that they are learning?**

.....  
.....

**3. Do you think that music may help your students develop Listening Skills?**

.....  
.....  
.....

**4. Are you familiar with Ecuadorian rhythms?**

.....  
.....  
.....

**5. Have you ever heard about English material with traditional music of Imbabura?**

.....  
.....

**6. Do you think that material with traditional music of Imbabura could help students learn English? Why? Why not?**

- .....  
.....  
.....
- 7. If you have the chance to use English material with traditional music of Imbabura, will you use it? Why? Why not?**

.....  
.....  
.....

**THANKS FOR YOUR COOPERATION**

## Annex 2. Students Interview



### FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SURVEY FOR STUDENTS

**Theme:** Traditional Music of Imbabura to Improve Listening Skills in Junior Students at Daniel Reyes High School, Academic Period 2022-2023.

**Objective:** Obtain essential information on the student's perception of traditional music of Imbabura to improve Listening Skills.

Dear student, all information collected in this interview is for academic purposes only. Please, answer the questions honestly and considering all the aspects which are detailed below.

**You have to put an (X) to choose your answer. Some questions are multiple choice, please choose only one. There are also open questions, please answer them at your discretion.**

**1. Do you like English?**

Yes  No

**2. How difficult is listening for you?**

Very difficult

Difficult

Easy

**3. Do you listen to music in English?**

Yes  No

**4. How often does your teacher use music in the class?**

Always  Sometimes  Never

**5. Do you think that English songs will help you to improve your listening skills English using songs?**

Yes  No

**6. Are you familiar to following Ecuadorian rhythms?**

Albazo

Sanjuanito

Yaravi

**7. Have you ever heard about English material with traditional music of Imbabura?**

Yes  No

**8. Would you like to learn English with teaching material based on traditional music of Imbabura?**

Yes  No

**THANKS FOR YOUR COOPERATION**

### Annex 3. Instruments Validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS - INGLÉS**



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



## UNIVERSIDAD TÉCNICA DEL NORTE



### FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			

Firma del Evaluador

C.C.: 100250352-0

Apellidos y nombres completos	Sandra Betancourt Sandra Mariana
Título académico	Doctora - PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560
<b>Fecha de envío para la evaluación del experto:</b>	10 de mayo del 2023
<b>Fecha de revisión del experto:</b>	10 de mayo del 2023

**Annex 4: Application of teacher's interview**



**Annex 6: Application of student's interview**

