

Universidad De las Fuerzas Armadas “ESPE”

Pedagogy of National and Foreign Languages

Research topic: Music as a motivational strategy to enhance listening comprehension in TEFL classrooms at Escuela de Educación Básica Particular “Juan Bautista González Quiñonez”, 2025-2026

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Statement of the problem

Currently, students encounter multiple challenges in developing effective listening and comprehension skills. Despite teachers' efforts, traditional methods often lack motivating and dynamic strategies, as they focus solely on repetitive exercises and formal audio recordings, which always fail to capture students' attention or interest, much less encourage active participation in learning English (Hu, 2024).



Difficulties in listening comprehension in TEFL.

Traditional methods that are not very motivating

Low interest and attention in listening activities



Question the research

To what extent is the use of music as a motivational strategy effective in improving EFL students' listening skills, self-efficacy, and classroom engagement?



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Objectives

General

- To analyze the success of music as a motivational stimulation strategy for improving listening skills in 7th grade English classroom.



Specific

- To evaluate the effect of activities based on musical resources on 7th grade students' listening comprehension and attention.
- To determine the influence of music on the levels of motivation and commitment of seventh-grade students during the acquisition of listening comprehension skills.



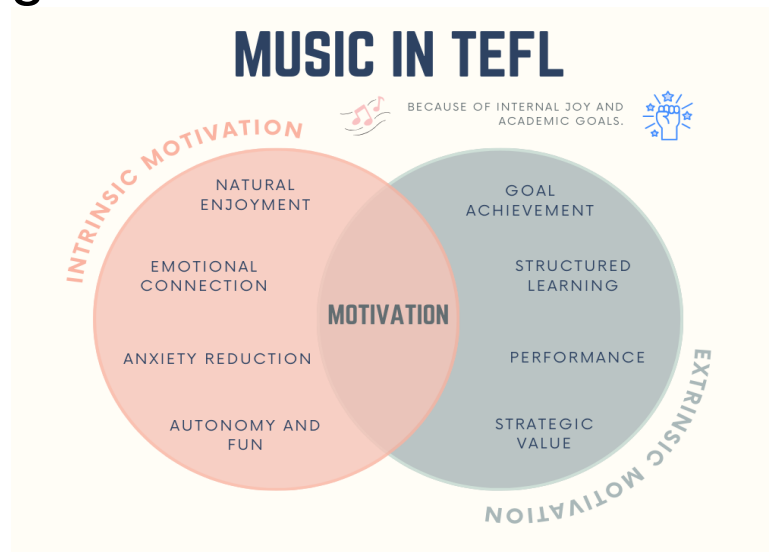
Theoretical/ Conceptual framework

Second Language Learning Theories

- Affective Filter Hypothesis
- Cognitive Load Theory
- Implicit Learning and Input Theory

Important aspects

- Music
- Motivation
- Confidence
- Anxiety



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Methodology, Techniques and Design



- Mixed methods approach (quantitative + qualitative)
- Quasi-experimental design
- Descriptive-explanatory level
- Data collection: Prospective
- Scope: Longitudinal

Instruments

- Pre-test
- Post-test
- Focus group

Rating

- Closed-ended questions
- Objective answers
- 1 point per item in the pre-test and 0.91 points per item in the post-test.



Dimensions

Variables	Dimensions
Dependent: Music-based Strategy	- Musical Learning Environment - Motivational Engagement
Independent : Listening Comprehen sion	- Global Comprehension - Specific Information Comprehension - Auditory Discrimination

Sampling

- Non-probabilistic convenience sampling
- Informed consent

Sample

- 7 students



Results

Descriptive results



Table 1

Sociodemographic data

Age	N	%
11 years old	5	71.4
12 years old	2	28.6
Gender		
Male	7	100.0
Total	7	100.0



Figure 2

Pre-test and post-test analysis

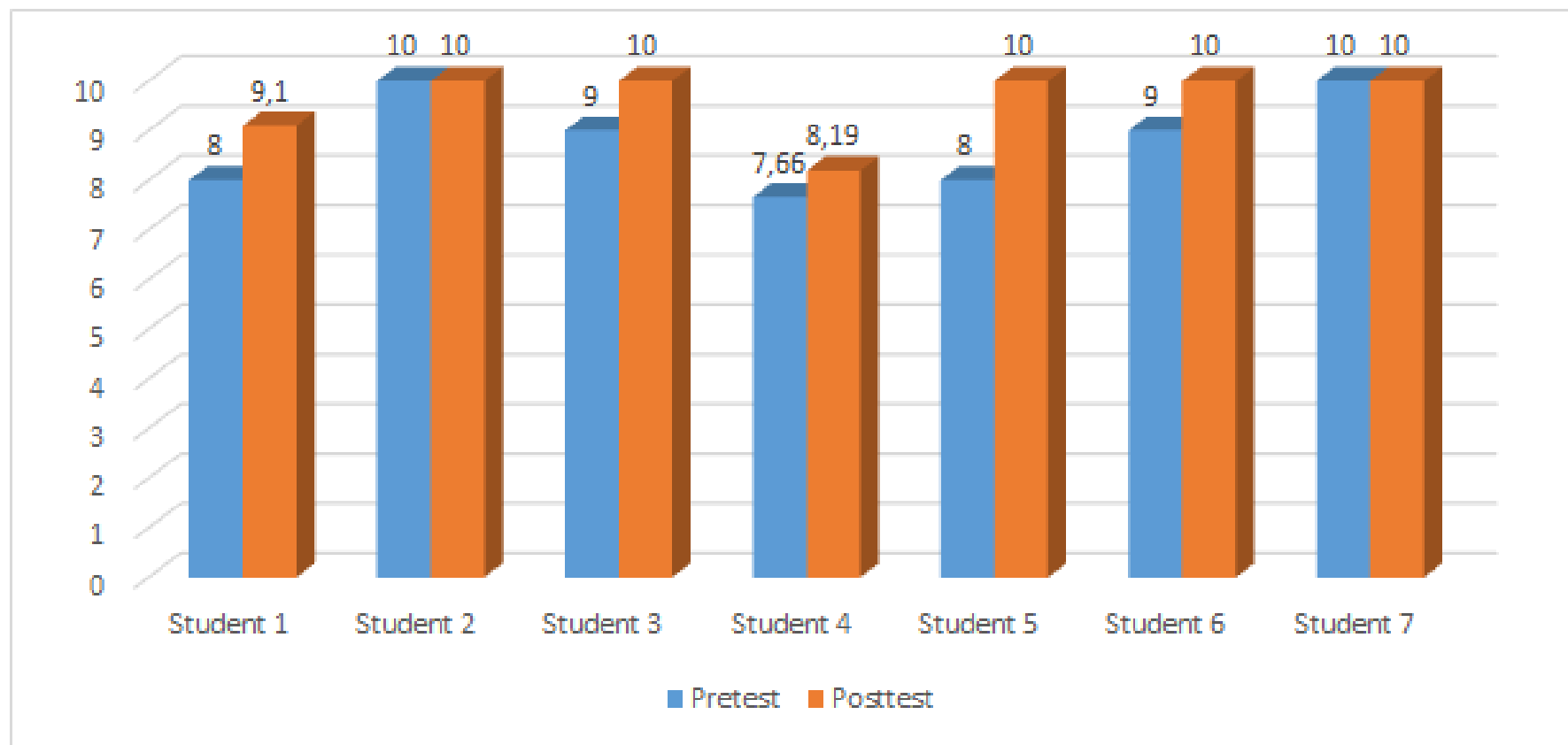


Table 2

Descriptive data from Pre-test and Post-test scores



Test	N	Minimum	Maximum	Mean	Standard Deviation
Pre-test	7	7.66	10	8.81	0.96
Post-test	7	8.19	10	9.61	0.71
Valid N	7				

□

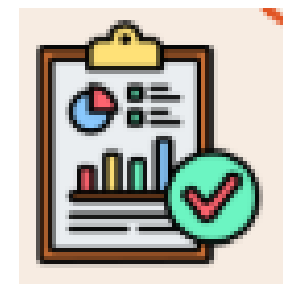
$$\Delta\% = \left(\frac{Vf - Vi}{Vi} \right) \times 100$$

$$\% \text{ chance} = \left(\frac{9,61 - 8,81}{8,81} \right) \times 100 =$$

$$\% \text{ chance} = \left(\frac{0,8}{8,81} \right) \times 100 =$$

$$\% \text{ chance} = \left(\frac{\text{Post - test} - \text{Pre - Test}}{\text{Pre - test}} \right) \times 100$$

$$\% \text{ chance} = 0,091 \times 100 = 9,1\%$$



Inferential result

Table 3

Wilcoxon Signed-Rank Test Results for Pretest and Posttest Scores



Test Comparison	Z	p (two-tailed)
Post-test – Pre-test	-2.03	0.042



Qualitative results

Table 4

Students' affective perception of the use of music



Key Questions	Raw Data (Significant Quotes)	Preliminary Codes	Final Code (Category)
1. Emotional response to music	"I felt good because I learned the fruits and how to pronounce them" (Alan). "Good" (Carlos, Mateo). "Bad... I didn't like it" (Matias).	- Emotional well-being.	Student Affective Perception
		- Achievement association.	
		- Affective discrepancy.	



Table 5

Cognitive processes associated with the use of music



Key Questions	Raw Data (Significant Quotes)	Preliminary Codes	Final Code (Category)
		- Healthy food lexicon.	
2. Vocabulary acquisition	"Banana, Apple, Grapes, Nut, Bread, Oats".	- Immediate translation.	Thematic Vocabulary Growth
		- Lexical categorization.	
		- Pronunciation facilitator.	
3. Music as a comprehension aid	"Yes... because it teaches us to pronounce correctly" (Carlos). "We understand many things" (Jose).	- Enhanced comprehension.	Cognitive Auditory Scaffolding
		- Perceived utility.	



Table 6

Motivation and perceived pedagogical value of the use of music

Key Questions	Raw Data (Significant Quotes)	Preliminary Codes	Final Code (Category)
4. Demand for musical activities	"Yes, because it is beautiful" (All). "Because it entertains me" (Jose).	- Intrinsic interest.	Motivation and Engagement
		- Edutainment.	
		- Desire for continuity.	
5. Value as a learning tool	"Yes, because it teaches fruits" (Alan). "Because I was learning music" (Jose).	- Teaching tool.	Validation of the Strategy
		- Incidental learning.	
		- Pedagogical value.	

□



Table 7

Methodological preferences and active learning experiences

Key Questions	Raw Data (Significant Quotes)	Preliminary Codes	Final Code (Category)
6/7. Most enjoyed activity	"When we had to listen to the fruits". "The Crazy World game... when we spoke."	- Preference for ludic tasks.	Active Learning Experience
		- Oral interaction. - Narrative enjoyment.	
8. Music vs. Traditional Audio	"Music... it helps us pronounce better" (Arley). "It teaches us more things" (Matias).	- Rejection of traditional methods.	Methodological Preference
		- Perceived superiority of music. - Awareness of improvement.	



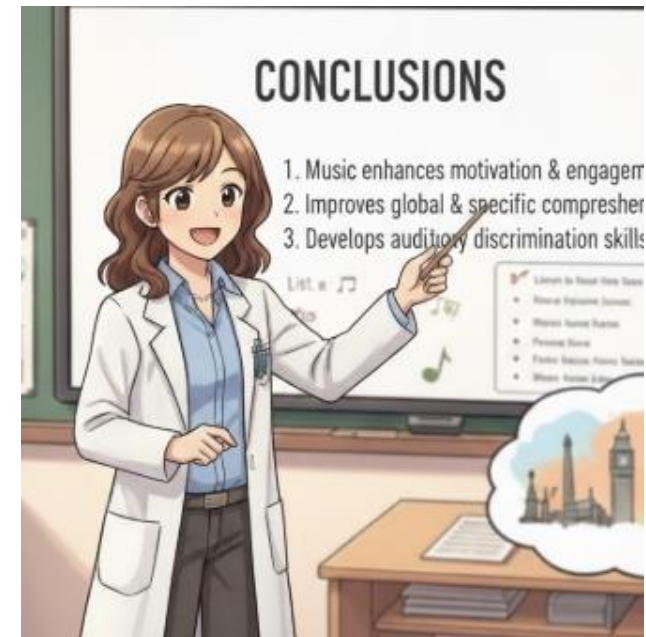
CONCLUSIONS

It is concluded that the teaching strategy based on the use of music in the TEFL classroom is highly efficient and beneficial for improving the listening skills of seventh-grade students at the "Juan Bautista González Quiñonez" Private Educational Unit.

Furthermore, the intervention with songs positively impacted students' listening comprehension and attention, as evidenced by aspects such as the development of information categorization and the improvement in pronunciation that they reported experiencing.

It was also determined that music, as a teaching strategy, influences student motivation, which involves the affective dimension of learning.

Music as an educational resource not only proved effective in improving listening comprehension in English, but also influenced students' perceptions and attitudes toward the subject.



RECOMMENDATIONS



Due to the positive reception of music as a teaching resource for improving listening comprehension, its systematic use in English classes is recommended.

To reduce resistance to this teaching strategy, it is recommended to incorporate music at the beginning of classes during warm-up activities related to the topic to be covered.

Observation activities and group singing in English are recommended to enhance phonological awareness and enthusiasm.

It is recommended that teachers participate in workshops on student psychology to take their interests into account.



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THANK YOU



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