

Ultrastar Worldparty And the Strategic Learning of The English Language: Experience of A Peruvian University

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Abstract

The objective of this research was to know the level of effectiveness of the use of the UltraStar WorldParty software for learning and practicing the English language with Peruvian university students. This research, due to its purpose, was applied with an experimental level and a quasi-experimental design. The population consisted of 182 university students, 62 of them constituted our experimental group and 62 the control group. To collect the information, a checklist and an observation sheet were used. The results obtained were processed in the statistical program SPSS 21 and Microsoft Excel 2013 for the graphic representation of the data. The results showed that the level of effectiveness of the UltraStar WorldParty application for learning and practicing the English language was high, since it allowed students to complement their knowledge and put it into practice in a fun and entertaining way. Finally, we conclude that the proper application or use of software can significantly contribute to learning achievement and ensure that the educational experience in a virtual context is more enjoyable.

Index Terms— Software, music, online instruction, ICT, videogame, playful learning

Introduction

Today, Information and Communication Technologies (ICTs) have great recognized potential to support learning, knowledge and the development of skills and competencies to learn autonomously [1]. This happens because Tics help the student's motivation, the ability to solve problems, improve group work, reinforce the student's self-esteem by developing learning autonomy, in addition to having the advantage of being able to access them from anywhere and at any time [2].

For the specific case of our research, we found it convenient to use the UltraStar WorldParty software as an aid and didactic tool for teaching the English language in a sample of university students. Although it is true that the use of this software is aimed at entertainment (such as karaoke), we opted to change the focus and use it to develop pronunciation and listening skills of the English language through classic rock songs from the 60's, 70's, 80's and 90', grouping them by levels, message and sound. Similarly, we follow the theoretical

guidelines of Ausubel [3] and Bruner [4] under a meaningful learning and discovery learning approach.

Regarding the aforementioned theories, we can say that the first on which our research was based was that of significant learning, which was proposed by Ausubel [3]. Regarding this, we can point out that in its initial stage of theoretical construction it did not have much acceptance due to the prevalence of behaviorist theories. On the other hand, for the specific case of our research we consider that our intervention is favorable in terms of generating a new learning mechanism and scientific literacy, in this regard Arias [5] pointed out that, "... learning... tries to overcome the different limitations that are presented in the classroom, in order to fulfil a fundamental purpose, which is based on promoting the scientific literacy of future citizens ..., ensuring that they identify and understand the concepts, practice procedures and develop skills ..." (p 62). From the aforementioned quote, we agree that, since there are difficulties in a classroom, the teacher must propose the necessary means to overcome them, since today there is a greater nuance regarding the use of teaching materials or means to reinforce the content of the various academic disciplines and human knowledge, in this way, classroom learning leaves its traditionalism and allows the student to incorporate new mental structures in a meaningful way.

Similarly, another theory that supported our research was discovery learning, which in the words of Arias [5] is "... a way of describing learning in which the subject, instead of passively receiving content, he discovers the concepts and their relationships and rearranges them to suit his own cognitive schema. Teaching by discovery puts the development of the student's skills first and is mainly sustained by the inductive method" (p. 67). The aforementioned was evidenced in our pre-experiment, since the students acquired skills and abilities in their vocabulary and form of expression of the English language through songs.

From the above, we can indicate that our research showed the academic relevance that the use of software can play for a dynamic learning of the English subject through songs and the active participation of students, in this sense, the Ultrastar Worldparty software is far from being An entertainment medium (as it always has been), on this occasion, for the specific case of our research, it became a support and support tool for training dialogues and simulations, as well as increasing a diverse vocabulary on differentiated topics such as everyday ones.

It is relevant to note that UltraStar WorldParty is a karaoke video game for computers, created by the UltraStar Spain community. This game is free and open source. Its platform allows a playability of 1 to 6 participants, having to imitate the tone of voice and synchronization of the songs of the artist that is chosen in multiple languages. As for the songs, they can be downloaded from the official website of UltraStar Spain, existing communities or forums on the network or be programmed by the user himself. One particularity of this software is that it has a translation package for 30 different languages, and its use is extremely simple, since it does not require prior programming or other knowledge of a similar nature.

Literature Review

The use of ICT in the 20th century has suggested a growing wave of innovation in many academic disciplines mainly within the teaching process, and learning languages such as English is no stranger. In this regard, Chávez and Valery [6] evidenced important characteristics of this dynamic process in the preschool stage; Bejarano, Angarita, & Mesa [7] came a little closer to our topic for your work on the implications of the use of ICTs within higher education, in the same way; Urrutia, Urrutia, & Chiluisa [8] made an approach to the use

of ICTs within an intercultural panorama, on the other hand; Quiroz & Quiroz, [9] started a theoretical exercise on ICTs in higher education; Cabrol, & Severin [10] made comments about disruptive innovation within the use of ICTs in education, then; Tapia, Ávila & Paz [11] pointed out the impact of ICTs on the quality of higher education; Boarini, Cerdá & Rocha [12] made an approach to the characteristics of the education of older adults in and the skills they can acquire when using ICT in certain contexts; Pacheco, Ortega, Chong & Quiñonez [13] worked on the issue of ICTs involved in the teaching and learning processes in university education, manifesting its importance and need in a global era; García [14] determined the influence of TICs in education, deconstructing the scenario of inconveniences, use and contributions within the educational system; Similarly, Cabrera, Cuéllar, Landrián, & Melis [15] made a great contribution to their research by making known the fundamental role of the contribution of information technology, telemedicine, e-health and networks (ICTs) to education; Zalazar & Neri [16] also carried out their academic exercise within a university education context, and the use of TICs was the main protagonist; On the other hand, Cataldi, Lage, Denazis, & Alonso [17] used ICTs within the competency training process in the Engineering career at a university, reaching interesting results; Balboa [18] carried out a research work on ICTs in special education to show a new panorama at the service of science and education; Boderó, & Alvarado [19] showed us the benefits of applying ICTs at the University, due to its dynamism and approach to youth; Lorenzo, Trujillo & Morales [20] shared in their research the importance of management teams and their educational policy of incorporation of ICTs in an educational context; Granda, Espinoza & Mayon [21] concluded that ICTs are fundamental within teaching, in addition that they are didactic tools of the learning process; Luperdi [22] aimed to determine English proficiency and the use of TICs as teaching strategies in English language learning in university students; Marulanda, Giraldo, & López [23] commented in their research that access and use of Information and Communication Technologies (ICTs) is a source of learning valued by pre-university students, therefore, I will approach them, it is vital to ensure your college future; Sánchez, Cuadro & Espinoza [24] pointed out the positive impact of e-learning in education and its replicability in various contexts.

The English Subject

The English course has a learning guide, which is aimed at all enrolled students and is intended to provide basic guidelines so that they can make the best use of the professional training process. The learning guide is a curricular management document that made it possible to offer the sequence of activities, the application of the methodology, the use of multimedia resources, the evaluation system and the timing in relation to the competences, capacities and learning contents of the Syllabus of the subject. This guide helped in the teaching-learning process in a virtual way by guiding students in methodological aspects, solving cases, problems associated with the content of the subject, and formative research, through monitoring and pedagogical accompaniment.

The subject of English I belongs to the area of specific training, it is theoretical-practical in nature, its purpose is that at the end of the Cycle students will know the English grammar of the present simple and past, different vocabularies such as greetings in different contexts, routine activities daily life, personalities, time expressions, possessives, phrases to describe places, restaurant vocabularies and basic verbs, as well as their respective scripts, pronunciations and understanding, being the form of their development in a real-time environment, not face-to-face, with synchronous methodology and asynchronous. Finally, we indicate that this document is relevant since it takes into account the contents of the units to be

worked on. The songs we worked with were the following:

- REM - Losing my religion (1991)
- Marc Cohn - Walking in Memphis (1991)
- Guru Josh - Infinity (1990)
- A-ha - Take on me (1986)
- Alphaville - Big in Japan (1984)
- Stevie B - Because I love you (The Postman song) (1990)
- Blondie - Heart of glass (1979)
- Eurythmics - Sweet Dreams (Are made of this) (1983)
- Yazoo - The only way is up (1988)
- Frankie goes to Hollywood - Relax (1983)
- Chicago - If you live me now (1976)
- Iggy Pop - The Passenger (1987)
- Kate Bush - Wuthering Heights (1978)
- Survivor - Eye of the tiger (1982)
- Queen - I want to break free (1984)
- Michael Jackson - Thriller (1984)
- Yes - Owner of a lonely heart (1983)
- Extreme - More than words (1991)
- Pet Shop Boys - It's a sin (1987)
- Cyndi Lauper - Time after time (1984)
- Opus - Live is life (1985)
- Foreigner - I want to know what love is (1984)
- Roxette - Listen to your heart (1988)
- Bonnie Tyler - Total eclipse of the heart (1983)
- New Order - Bizarre Love Triangle (1986)
- Abba - The Winner Takes It All (1979)
- Depeche Mode - Enjoy the silence (1990)
- Mike and Mechanics - Over my shoulder (1995)
- Vanilla Ice - Ice Ice Baby (1990)
- Pet Shop Boys - Go west (1979)
- Modern Talking - You're my heart, you're my soul (1984)
- The Police - Every breath you take (1983)
- Toto - Africa (1983)

We must indicate that this list was chosen with the intention of facilitating the learning of the English language, its vocabulary and easy pronunciation.

Method

Due to its purpose, we can say that our research is of the Applied type, since, in the words of Sánchez and Reyes [24] “this type of research is characterized by the interest in the application of theoretical knowledge to a specific situation and the practical consequences derived from it” (p.37). Regarding the level, we can indicate that we are in an experimental

one, Carrasco [25] defines it by stating that “at this level a new system, model, treatment, program, method or techniques are applied to improve and correct the problematic situation which has given rise to the study of the research” (p.42). On the other hand, under the lens of Hernández et al. [26] we follow a quasi-experimental design, with 2 groups (experimental and control). Regarding the population, it was made up of the students of the seventh cycle of the Professional School of Economics (EPE). On the other hand, the techniques and instruments used were: a checklist and an observation sheet, which passed the filter of validity and reliability through the judgment of experts; Muñoz [27] showed us that ICT resources in the European higher education area are necessary and lead to results as long as an appropriate approach is used. Finally, we must point out that the academic literature is sufficient in relation to the use of ICTs, with this, we hope that our research will add to this mosaic of innovation, reflection and opportunities in the academy for the benefit of students of different educational levels.

On the other hand, the theories mentioned in previous lines served as a guide to use a digital tool in learning the English language, in this regard Carranza, Islas & Maciel [28] pointed out that, “The integration of ICT and social networks reconfigures the learning environments for students by allowing them to train as future graduates and develop new skills such as participation, critical spirit and initiative” (p. 53).

To achieve this, several efforts were made to test some karaoke programs or tools that facilitate access to content in English, some of these had audio interfaces, videos, social networks, among others, however, the quality and interaction between teacher, student and technology they did not show an adequate panorama. In a traditional way, computers, electronic whiteboards, projectors were observed in university classrooms, however, the UltraStar WorldParty can have a portable and personal use, a characteristic that makes it create simulations according to the level or need required; and in our case for pedagogical purposes to improve the methodology of the teaching and learning process of the English language in university students.

We know how researchers that the technique par excellence of all scientific work is observation, in this regard Yarlequé and Vila [30], stated that research, be it descriptive or experimental, is not possible without observation, so it is necessary that these observations are reliable and can be confirmed by any other researcher or observer, otherwise scientific knowledge would not be possible. Likewise, the aforementioned researchers state that the research instruments are those used to collect information, among which we have: tests, tests, scales, questionnaires, among others. Which in turn must have the following requirements: validity, reliability, representativeness, discriminatory power and feasibility.

In this sense, to collect the information regarding it, systematized procedures were used that helped to organize the information according to the objectives set. According to the characteristics of our research, the techniques and instruments used were:

Table 1 *Data collection techniques and instruments*

Technique	Instrument	Procedure
Evaluation	Pedagogical Test	It was carried out in the process of starting and leaving the application of the work with the UltraStar WorldParty, this instrument allowed to collect, measure and analyse the results of the learning of the students regarding the English language.
Poll	Likert scale	It was carried out in the process of exiting the UltraStar WorldParty application, this instrument allowed obtaining information on the opinions and attitudes of the participants, that is, the degree of conformity.

On the other hand, for the study and estimation of the validity and reliability index of our measurement instrument, it was applied to 17 students who were not part of our sample.

Sánchez & Reyes [24] stated that validity is a property that refers to the fact that every instrument must measure what it has been proposed to measure, that is, that it demonstrates effectiveness when obtaining the results. For the validation of our instrument called as pedagogical test, we resort to the procedure known as Expert Judgment, for which purpose we go to the opinion of professionals linked to our subject. They gave their opinion on the validity and determined the applicability of our pedagogical test. In the same way, the reliability coefficient for polytomous scales known as Cronbach's α was used. After the respective modality, 0.771 reliability was obtained, therefore, our pedagogical test presented high reliability.

All the information obtained in our research was processed through the SPSS version 21 package and the Microsoft Excel program in its latest version for Windows, which allowed us to consolidate the statistical results and their graphic representation in the following terms:

- For the information processing, frequency tables, bar and pie charts, measures of central tendency (arithmetic mean), dispersion measures (standard deviation, variance and coefficient of variation), distribution measures (asymmetry) were used) and the student's t test was used for the hypothesis test.
- Descriptive results globally and for each dimension of the didactic material variable, as well as its descriptive result according to the control variables / statistical comparison.
- Comparative analysis (of difference) of groups of modulating variables, where the relevant statistics for each variable relationship and aspects were previously determined.

Regarding what was stated in previous lines, we consider that our research can be replicated for all levels of the English language easily and dynamically from anywhere in the world.

Result

The results of our research showed important components within the academic performance of orality of the English language, in this regard Arias [5] indicated that, "We know that scientific research, understood as the set of systematic and practical processes applied to the study of a phenomenon and / or social fact, it is dynamic and evolutionary; it can

be basic, when producing knowledge and theories, or applied, when solving practical problems as in our case. It is in this way that the dissemination of scientific research, through articles, presentations and conferences, among other mechanisms, is essential, since, as is commonly recognized, research that is not published does not exist, therefore, in this chapter we will focus to publicize the results of our investigation. It can be said that an investigation partially culminates (since it will surely continue to be investigated in the future) when it is published and / or supported; Only then will it be known by the academic community, its results will be discussed and its contribution will be part of regional and universal scientific knowledge. On the other hand, some experts consider that the research goes beyond what has been mentioned, by suggesting that it ends when the reader understands the work done, that is, it is not enough just to publish, it is necessary that the audience clearly understand its content and discuss it to frame more solutions to the problem addressed” (p. 101).

Regarding our population, we can indicate in the words of Tamayo [29] that the population is the totality of the phenomenon to be studied where the units have a common characteristic, which is studied and gives rise to the data in an investigation. The population that was part of the present research work was constituted by the students of the English I subject.

Table 2 Population

Section	#	Total
School of Management	60	182
School of Economics	52	
Accounting School	70	

Regarding the sample, for Yarlequé & Vila [30] it is a small part of the population or a subset of it, which nevertheless has its main characteristics. This is the main property of the sample (having the main characteristics of the population) that makes it possible for the researcher to generalize his results to the population.

Table 3 Sample

Population	Sample
182	124

Regarding the sample that was selected (Table 2) for our research, we must point out that we chose it under the accessibility criterion as indicated by Hernández et al. [26].

We must indicate that sex and age are the most basic characteristics of a population. Each population has a different composition by sex and age and this structure can have a considerable effect in some cases such as their behavior. Now, taking this perspective as a reference, we will now present our results. In Table 3 and 4 we present the distribution of the total population of students.

Table 4 Control group

#	Sex	Age
62	Male : 28 Woman : 34	Between 19 and 21 years of age

Table 5 *Experimental group*

#	Sex	Age
62	Male : 26 Woman : 36	Between 19 and 21 years of age

In this sense, we will show the findings of our control and experimental groups:

- Control Group: As we know, a control group does not “receive” the object, method or element that is under study, in this sense, the behavior that it presented in our study was the following; the control group demonstrated the following behavior (notes) after following the traditional classes with the help of “classic” texts and audios inherent to the subject:

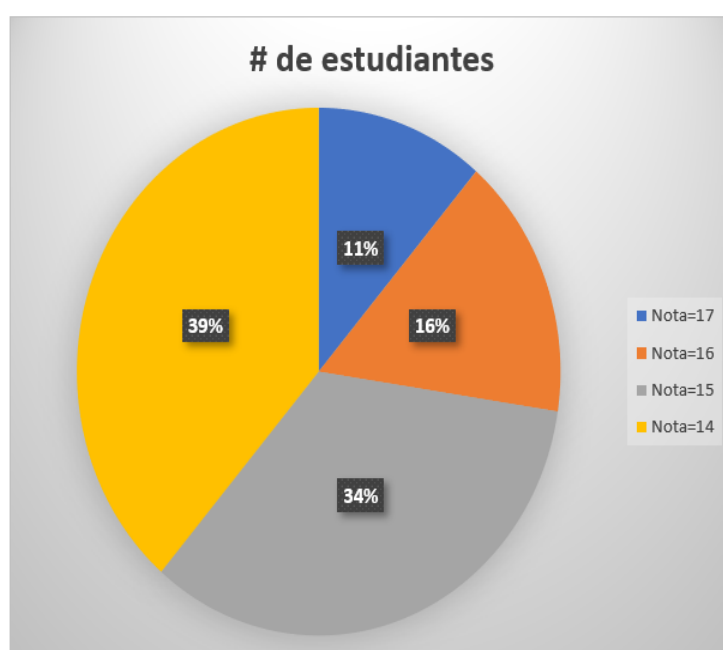


Figure 1. *Results of the control group (notes-score)*

In Figure 1 we can observe the results of the control group: 7 students obtained 17 points (11%), 10 students obtained 16 points (16%), 21 students obtained 15 points (34%) and 24 students obtained 14 points (39%). Under this perspective, we can say that this group had a general arithmetic mean of 15.5 points.

- Experimental group: Regarding an experimental group, we can say that it is the one that "receives" the object, method or element that is under study, in this sense, the behavior that it presented in our study was the following; the experimental group used the UltraStar WorldParty software within the programmatic sessions within the English subject, being an element that attracted attention at first since, after more than a year of remote or virtual (product of COVID -19) something “different in the classroom” was shown, in the same way, this software has the characteristic of competence, that is, it can articulate and generate intuitive quizzes that qualify the pronunciation of the participant. The behavior observed in this group was as follows:

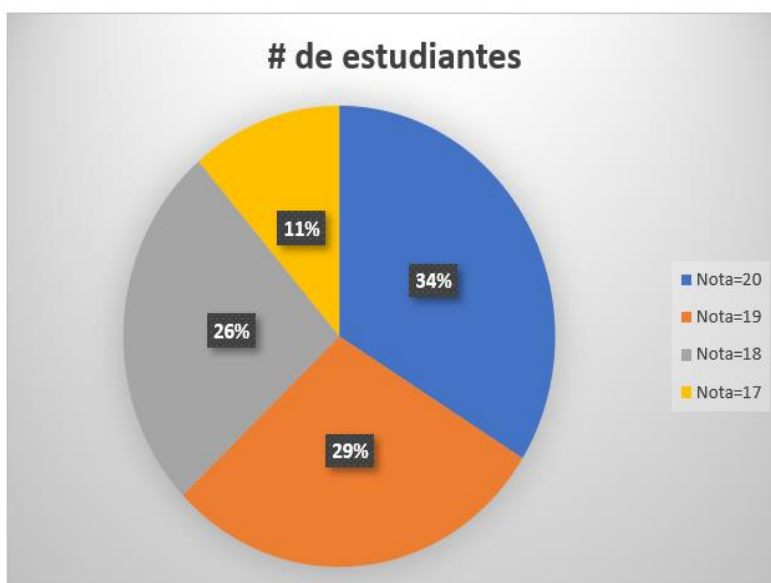


Figure 2. Results of the experimental group (marks-score)

In Figure 2 we can see the results obtained by the students of the experimental group: 21 students obtained 20 points (34%), 18 students obtained 19 points (29%), 16 students obtained 18 points (26%) and 7 students obtained 17. points (11%). Under this premise, we can say that this group had a general arithmetic mean of 18.5 points, a score higher than that of the control group.

The statistical results obtained in our research are constituted as a tangible basis to point out that the use of the UltraStar WorldParty improved and significantly helped the apprehension of knowledge and dynamic consolidation in the teaching and learning processes of the English subject at the Faculty. of Business Sciences of the National University of Huancavelica. This importance in innovation processes has frequently led to associating the relationship of materials with strategic teaching in all its dimensions. Fundamentally, because technology is a very powerful curricular intermediary element, and if we want to influence the facet of curricular design of teachers, these materials are established in an important field that still needs to be explored in our context.

Findings

For the specific case of our study, the proposal and application of UltraStar WorldParty as a didactic aid for learning the English language (basic level) we highlight that, by its very practical nature of being a multimedia game, it became a builder of knowledge that fostered communication and made the promotion of latent and hidden skills implicit, since playing teaches us to be better people, learn to take turns, listen to others, in addition to incorporating the possibility of training our orality and pronunciation with the increase of our idiomatic vocabulary, in this regard Arias [5] pointed out that, "... it is a real pity that many students lose their playful capacity over the years, as if the game were a thought whose value is not considered within comprehensive training. This misconception lends itself on many levels to direct actions, when in reality it is the opposite. Playful in its General manifestation encourages psychosocial development, the conformation of the personality, shows values, can be oriented to the acquisition of knowledge, directed to do things, enclosing a wide range of activities where pleasure, enjoyment, creativity and knowledge and knowledge interact. continuous learning" (p. 134).

Likewise, our research not only show a quantitative result, but, after having worked with the students, they shared some reflections and comments on the lived experience (experimental group), which were recorded with prior authorization from them. Something relevant to highlight in this study is that some comments made by the students after using this software in their learning were also recorded, some of these we will transcribe below:

- “... the teacher was great to learn singing, although my cocks came out (laughs), I learned some words that were difficult for me to pronounce...” (Interview conducted on April 2020)
- “... at the beginning I was ashamed, but then as if nothing, ... what I liked the most was that the program gives points if you sing well or badly ... it was the (funny) cinnamon teacher” (Interview carried out on April 2020)
- “... that karaoke was another little thing, cool, singing I learned one of Bon Jovi ... now I'll sing it to my skinny (in love) teacher (laughs) ...” (Interview conducted on April 2020)
- “... teacher now I can continue learning from my cell phone, at home and at all times, ...” (Interview conducted on April 2020)
- “... in my case it was very difficult to be able to pronounce some words in English, sometimes I was ashamed to ask ... but now I can continue learning with songs ... I like to learn this way ...” (Interview conducted on May 2020)
- “... even if I sing badly, I think I'm learning a new language that will serve me well in my career as an economist ...” (Interview conducted on April 2020)
- “... now that I have installed the UltraStar on my computer I could sing other slightly more modern songs ... classical songs help a lot because their pronunciation is easier ...” (Interview conducted on May 2020)
- “... I already knew the karaoke program, but I didn't think that with your help and guidance I could systematically learn the English language ...” (Interview conducted on May 2020)
- “... I did not know about this program, but I find it very interesting, now I am also going to teach English to my brothers because it is very easy to use and above all an internet connection is not required ... it is very entertaining to learn this way ...” (Interview conducted on May 2020)
- “... you have shown us a new way of learning from home, without the need to leave it. I think that is very important ...” (Interview conducted on May 2020)
- “... the possibility of learning English with this game is enormous ... and not only with the English language, but it can be used with other languages ... now I'm going to learn to code to create my own songs and keep practicing...” (Interview conducted on May 2020)
- “... The UltraStar game has many advantages, the good thing is that I can compete with other players and listen to their way of pronouncing some words ... I not only learned by listening but also lost the fear of speaking in public ... I thank you very much for that teacher Raul...” (Interview conducted on May 2020)
- “... we had another English teacher some time ago, but he did not teach us like you ... the previous classes were boring and very tiring ... now they were different ...” (Interview conducted on May 2020)
- “... a long time ago I listened to songs in English, but you guided us from the basic level to be able to improve ... that is why we lacked having a teacher to guide us ... you helped us a lot ...” (Interview conducted on May 2020)
- “... I really like to sing; I have always liked to sing and now I can do it by learning English...” (Interview conducted on May 2020)

- “... I think that using the UltraStar to support the English course is very good, in addition, it is a very fun karaoke where I can compete with my classmates and show that I am also learning English...” (Interview conducted on May 2020)
- “... I would like there to be other programs and games like that for other subjects such as econometrics or finance...” (Interview conducted on May 2020)
- “... what I liked the most about the classes was the interaction we had with the program, we sang and had fun, ... I thought virtual classes were boring, but you Professor Raúl showed us that they were not...” (Interview conducted on May 2020)
- “... I personally thank you dear professor for providing us with your knowledge and making our classes fun, that attitude is not seen in many teachers in our faculty ... Thank you very much for your patience and commitment ...” (Interview conducted on May 2020)
- “... thank you very much teacher for helping us to learn better and with great joy ... we need more teachers like you...” (Interview conducted on May 2020)
- “... we hope that in the next cycle you will teach us English again ... we learned a lot with your suggestions and way of teaching...” (Interview conducted on May 2020)

As we can see in the interview excerpts, our methodology was well received by the students. As we have seen in the excerpts of the students' comments, the use of this digital tool was well accepted, first of all, because by intentionally relating the software to the established and pertinent ideas of its cognitive structure, the student was able to learn in a fun, individual and collaborative way, the knowledge that is often found in books in a monotonous and static way. And secondly, the student's experience managed to internalize the new meanings of English vocabulary, words, dates and places provided by the diversity of songs used.

Conclusion

We believe that although the teaching of the English language has become widespread throughout the world, we can continue to reinvent strategies for teaching and learning it. In this sense, our research showed a scenario of linkage between technology and academia, therefore, taking more existing technological elements could guarantee a better environment in the classroom.

We have also noticed that many of the contents poured into this type of subject do not go hand in hand with innovation or with pedagogical theory, resulting in a traditional, monotonous and tiring teaching and learning scenario, therefore, an initiative how this can become something differentiating within the teaching task.

While it is true that COVID-19 has not stripped bare in many aspects of our lives, it has also given us the opportunity to explore new digital tools that are of great help within the educational context [1], and UltraStar WorldParty software is one of them.

In the same way, we wish to indicate that, today the world is taking giant steps in terms of the development of science and technology, and the university space should not be alien to it, since many times the mistake of thinking that The young-adult does not need didactic materials or tools within their training as a professional, when in practice the opposite happens, we learn more when we play, when our emotions are alerted, when we rejoice; here lies the challenge of every teacher, daring to change methodology and try new forms of strategic teaching. Finally, we wish to conclude that the level of effectiveness of the use of UltraStar WorldParty software for learning and practicing the English language with university students was significant.

The present research was also able to confirm the validity of the theories of Ausubel [3] and Bruner [4], when they pointed out that meaningful learning is the process according to which new knowledge is related to the cognitive structure of the person who learns. in a non-arbitrary and substantive way. In addition, these ideas argue that the student must actively participate in the learning process and that, through discovery learning, the same student is the one who discovers the knowledge, as allowed by the use of the UltraStar WorldParty. On the other hand, as teachers, we propose an incomplete situation so that the student can complete it through the discovery of music in English. By learning by discovering, the student rearranged information, coming to build their own playlists according to the appropriate levels. These aspects made the students explore and discover their qualities when coming into contact with another language.

Learning in a traditional way has many problems regarding the discussion that if the statement of a problem or situation must contain relevant and irrelevant information, so that students know how to discriminate one from the other in the same way that happens in any activity of Daily life, we must say, has disadvantages, since they are mechanical actions where the delight and pleasure of learning something is not there. If students do not show interest and are not motivated to have it, they tend to force the inclusion of all the information provided by the statement of the problem or situation in an irrelevant solution, that is, they box information that will only serve to answer an exam, but not for your life. For the specific case of learning languages such as English, practice is essential and in general many elements are wanted to achieve the expected result, not only books or videos are enough, but also pleasant interaction.

Finally, we can conclude with this research that it is possible to use many multimedia elements for educational purposes differently, everything will depend on the focus and intention of the teacher to improve their pedagogical processes every day and insert themselves in a better way in the training of future professionals ; And for the specific case of teaching the English language, it is a constant challenge since the language is changing and adapting rapidly, so adapting to these changes will be a sign of success.

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