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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

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**MODALIDAD: PRESENCIAL**

**Proyecto de Investigación previo a la obtención del Título de Licenciada en  
Ciencias de la Educación, Mención Inglés.**

**THEME:**

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“Lyrics Training and the listening comprehension”

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**Ambato – Ecuador**

**2018 - 2019**

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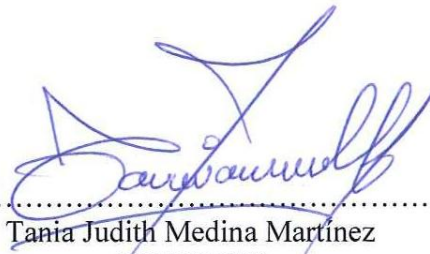


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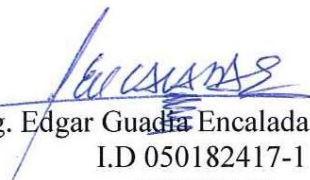
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## TO

God, because thanks to his celestial light this part of my life become true.

To my parents who have shown their infinite love and have taught me that perseverance is the daily decision to obtain what we dream, that our dreams are possible when we keep them in mind and in our hearts but above all if we make them come true.

To my siblings who were always concerned about the progress of this research work.

Tania

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To Technical University of Ambato that was my second home in where I learned a lot as a person and as a professional.

Tania

## GENERAL INDEX

<b>SUPERVISOR APPROVAL</b> .....	ii
<b>DECLARATION PAGE</b> .....	iii
<b>COPYRIGHT REUSE</b> .....	iv
<b>TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION</b> .....	v
<b>TO</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>CHARTS INDEX</b> .....	x
<b>GRAPHICS INDEX</b> .....	xi
<b>TABLES INDEX</b> .....	xii
<b>RESUMEN EJECTIVO</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>INTRODUCTION</b> .....	xv
<b>CHAPTER I</b> .....	1
<b>THE PROBLEM</b> .....	1
<b>1.1 THEME</b> .....	1
<b>1.2 PROBLEM STATEMENT</b> .....	1
1.2.1 CONTEXTUALIZATION.....	1
<b>1.2.2 CRITICAL ANALYSIS</b> .....	3
1.2.3 PROGNOSIS.....	5
1.2.4 PROBLEM FORMULATION .....	5
1.2.5 RESEARCH QUESTIONS.....	5
1.2.6 DELIMITATION OF THE RESEARCH OBJECT.....	6
<b>1.3. JUSTIFICATION</b> .....	6
<b>1.4. OBJECTIVES</b> .....	7
1.4.1. GENERAL .....	7
1.4.2. SPECIFIC.....	7
<b>CHAPTER II</b> .....	8
<b>THEORETICAL FRAMEWORK</b> .....	8
<b>2.1 Investigative Background</b> .....	8
<b>2.2 Philosophical Foundations</b> .....	10



<b>2.3 Legal Basis .....</b>	<b>10</b>
<b>2.4 Fundamental Categories.....</b>	<b>12</b>
2.4.1 Independent Variable Conceptual Framework-Lyrics Training.....	13
2.4.2 Dependent Variable Conceptual Framework- Listening Comprehension.....	18
<b>2.5 Hypothesis.....</b>	<b>21</b>
<b>2.6 Signaling of hypothesis variables .....</b>	<b>22</b>
<b>CHAPTER III.....</b>	<b>22</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>23</b>
<b>3.1 Approach.....</b>	<b>23</b>
<b>3.2 Basic Method of Investigation .....</b>	<b>23</b>
<b>3.3 Level or Type of Investigation.....</b>	<b>24</b>
<b>3.4 Population and Sample .....</b>	<b>24</b>
<b>3.5 Operationalization of variables .....</b>	<b>25</b>
3.5.1 Independent variable.....	25
3.5.2 Dependent variable.....	26
<b>3.6 Collection of Information .....</b>	<b>28</b>
3.6.1 Validation of data collection instruments.....	29
3.6.2 Reliability of the items .....	29
<b>3.7 Processing and Analysis Plan.....</b>	<b>30</b>
<b>CHAPTER IV.....</b>	<b>31</b>
<b>ANALYSIS AND INTERPRETATION OF DATA.....</b>	<b>31</b>
<b>4.1. ANALYSIS OF THE RESULTS .....</b>	<b>31</b>
<b>4.2. INTERPRETATION OF RESULTS.....</b>	<b>32</b>
<b>4.3 VERIFICATION OF THE HYPOTHESIS.....</b>	<b>49</b>
4.3.1 Approach of the hypothesis.....	49
4.3.2. Significance level Selection .....	49
4.3.3 Description of the population.....	49
4.3.4 Specification of the statistics.....	49
<b>CHAPTER V .....</b>	<b>50</b>
<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>50</b>
<b>5.1 CONCLUSIONS .....</b>	<b>50</b>

<b>5.2 RECOMMENDATIONS</b> .....	52
<b>REFERENCE MATERIALS</b> .....	54
<b>1 Bibliography</b> .....	54
<b>2 Annexes</b> .....	58
<b>Annex 1: Research Paper</b> .....	58
<b>Annex 2: Students Participation</b> .....	67
<b>Annex 3: Survey Addressed to Students</b> .....	68
<b>Annex 4: Urkund Analysis</b> .....	69

## **CHARTS INDEX**

<b>Chart 1: Operation of the Independent variable Lyrics Training</b> .....	25
<b>Chart 2: Operation of the dependent variable, Listening comprehension.</b> .....	26
<b>Chart 3: Collection of Information</b> .....	28

## GRAPHICS INDEX

<b>Graphic 1:</b> Problems tree.....	3
<b>Graphic 2:</b> Fundamental Categories .....	12
<b>Graphic 3:</b> Sign up-LyricsTraining.....	16
<b>Graphic 4:</b> Select a game mode .....	17
<b>Graphic 5:</b> write or choice mode .....	17
<b>Graphic 6:</b> start the game.....	17
<b>Graphic 7:</b> motivation when activities are done .....	32
<b>Graphic 8:</b> websites as technological tools.....	33
<b>Graphic 9:</b> lyrics songs activities.....	34
<b>Graphic 10:</b> selection mode activities.....	35
<b>Graphic 11:</b> favorite music gender.....	36
<b>Graphic 12:</b> the use of Lyrics Training .....	37
<b>Graphic 13:</b> musical websites included in classes .....	38
<b>Graphic 14:</b> activities by using music.....	39
<b>Graphic 15:</b> completing lyrics of songs.....	40
<b>Graphic 16:</b> understanding the words .....	41
<b>Graphic 17:</b> finding commands in songs .....	42
<b>Graphic 18:</b> identifying a word by just listening .....	43
<b>Graphic 19:</b> view of culture through a song .....	44
<b>Graphic 20:</b> songs express culture .....	45
<b>Graphic 21:</b> informal expressions used in songs .....	46
<b>Graphic 22:</b> completing information after playing with music.....	47
<b>Graphic 23:</b> Lyrics Training stimulates the listening skill.....	48

## TABLES INDEX

<b>Table: 1</b> Students from PINE .....	24
<b>Table2:</b> Operation of the Independent variable Lyrics Training. ....	25
<b>Table 3:</b> Operation of the dependent variable, Listening comprehension. ....	26
<b>Table 4:</b> Collection of Information.....	28
<b>Table 5:</b> Statistics of reliability .....	29
<b>Table 6:</b> motivation when activities are done.....	32
<b>Table 7:</b> websites as technological tools .....	33
<b>Table 8:</b> lyrics songs activities .....	34
<b>Table 9:</b> selection mode activities .....	35
<b>Table 10:</b> favorite music gender.....	36
<b>Table 11:</b> the use of Lyrics Training .....	37
<b>Table 12:</b> musical websites included in classes.....	38
<b>Table 13:</b> activities by using music .....	39
<b>Table 14:</b> completing lyrics of songs .....	40
<b>Table 15:</b> understanding the words .....	41
<b>Table 16:</b> finding commands in songs.....	42
<b>Table 17:</b> identifying a word by just listening.....	43
<b>Table 18:</b> view of culture through a song.....	44
<b>Table 19:</b> songs express culture.....	45
<b>Table 20:</b> informal expressions used in songs.....	46
<b>Table 21:</b> completing information after playing with music .....	47
<b>Table 22:</b> Lyrics Training stimulates the listening skill .....	48
<b>Table 23.</b> T-test for the means of the pre survey and the post survey .....	50

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**TEMA:** “LYRICS TRAINING Y LA COMPRENSION AUDITIVA”

**AUTOR:** Tania J. Medina Martínez

**TUTOR:** Lic. Mg. Lorena Parra Gavilánez

**RESUMEN EJECTIVO**

La aplicación del sitio web Lyrics Training, en las clases de comprensión auditiva, aumenta el interés, la motivación y también la comprensión de las palabras en los estudiantes. De lo contrario, la ausencia de este sitio web en las actividades de comprensión auditiva puede ser la razón de la poca habilidad de comprensión auditiva de los estudiantes. Además, el objetivo principal de este trabajo de investigación ha sido analizar la importancia del uso del sitio web Lyrics Training como herramienta de aprendizaje en la comprensión auditiva del idioma Inglés en los estudiantes del primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Además, para recopilar los datos se utilizó una encuesta, que se aplicó a 28 estudiantes. En la que, los resultados sugieren que existe una relación entre Lyrics Training y la comprensión auditiva del idioma Inglés. Por lo tanto, la investigación expone que la ejecución del sitio web en las actividades de comprensión ayuda a surgir el interés de los alumnos en los ejercicios de escucha, mejorar su capacidad de comprensión e influenciar en el desarrollo de la competencia auditiva.

**Palabras clave:** Lyrics Training, comprensión auditiva, sitio web, herramienta de aprendizaje.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**TOPIC:** “LYRICS TRAINING AND THE LISTENING COMPREHENSION”

**AUTHOR:** Tania J. Medina Martínez

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**ABSTRACT**

The application of Lyrics Training website, in listening comprehension classes, increases learners' interest, motivation and also the comprehension of words. Otherwise, the absence of this website in listening comprehension activities may be the reason of students' poor listening comprehension skill. Besides, the significant aim of this research work has been to analyze the importance of the use of the Lyrics Training website as a learning tool in the listening comprehension of the English language in the first semester students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica of Ambato. Moreover, to collect the data a survey was used, which was applied to 28 students. Therefore, the results suggest that there is a relationship between Lyrics Training and the listening comprehension of the English language. Altogether, the research presented that the execution of the website in comprehension activities helps to emerge learners' interest in listening tasks, to enhance their comprehension skill and to influence in the development of listening competence.

**Key words:** Lyrics Training, listening comprehension, website, learning tool.

## INTRODUCTION

This research project has been divided into five chapters, which are detailed below:

**CHAPTER I.** The problem is composed by the topic, contextualization, critical analysis, prognosis, problem formulation, guidance questions, delimitation of the research object, justification, general objective, and specific objectives.

**CHAPTER II.** The theoretical framework is composed by the investigative background, philosophical foundations, legal basis, key categories, theoretical foundations of variables where the study of the dependent and independent variable will be deepened, the hypothesis, and the pointing variables.

**CHAPTER III.** The methodology is composed by basic method of investigation, level or type of research, population and sample, operation of variables, information collection plan, and finally, information processing plan.

**CHAPTER IV.** The analysis and interpretation of the results is composed by analysis of the results, interpretation of the results through graphics, and the verification of the hypothesis through the statistical Chi-square.

**CHAPTER V.** This chapter is composed by conclusions and recommendations of the research project after verifying the hypothesis.

**RESEARCH PAPER.** Academic article that details all the points made and exposes the results obtained throughout the investigation; results that were found through the survey. The paper is composed by the abstract, introduction, theoretical framework, methodology, results, discussion, and conclusions.

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 THEME**

“Lyrics Training and the listening comprehension of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato”

### **1.2 PROBLEM STATEMENT**

#### **1.2.1 CONTEXTUALIZATION**

From the world perspective, English language, being one of the official languages of the European Union, allows people to communicate worldwide and the use of it has a noticeable impact by carrying out the substitution of other languages (Morgan, 2016). Moreover, learning a foreign language in an effective, useful and profitable way for each learner requires good strategies applied by the teacher in the classroom because, a foreign language is a language studied in an environment where it is not the primary resource for daily interaction (Oxford, 2003). It requires total dedication, effort, responsibility and desire from the part of the student. Contributing to learning by working as a team or implementing a lesson plan with technology, it will be not only advantageous for the learner but also fun and interesting. That is why using the Web site Lyrics Training, which is known and used worldwide, will provide benefits in improving the student's listening skills due to the frequent use of it, and thus also contribute in the motivation to learn a foreign language.

In Latin American countries, the role of the English language requires a reconsideration of its role in schools for instance: the curriculum in primary and secondary school contexts and their connections with the national identity; regarding this last point, English tends to be considered as detrimental to the national identity because education explicitly aims to form and develop through formal education (Porto, 2014).



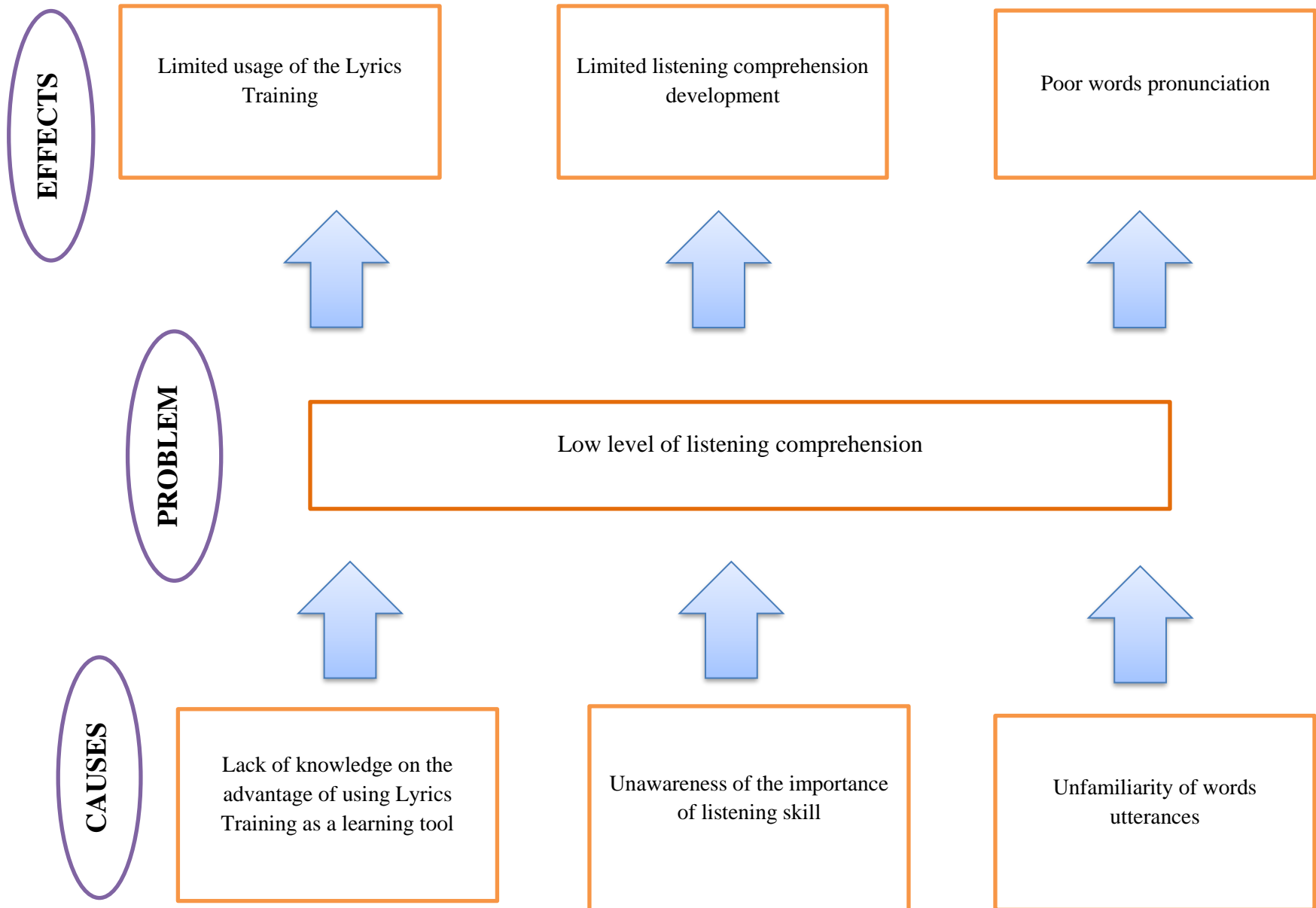
In Ecuador, most of the classes in educational establishments must be developed along with a virtual tool to practice different topics such as vocabulary, grammar, verbs, among others (Mariño, 2016). This would be very feasible for the students because the classes in one way or another would be done in a fun or entertaining way; thus, allowing students to pay much more attention in class and listen to the pronunciation of the English language. Constantly, this will make the student acquire the language easily and develop their skills, especially listening, effectively. On the other hand, according to Florez (2016), it is important to motivate the student to learn the foreign language in all possible ways. This time relying on Lyrics Training as one of the most entertaining learning tools, which can be used in class, is a good alternative. Besides, there are other websites about listening that are recommended to use in a class, which also help to improve the listening comprehension as well as to practice the pronunciation of the different words or phrases that exist in the foreign language.

In addition, in Ecuador, the English language is still considered as a foreign language while in other countries, it is already established as a second language. According to El Comercio (2016) the curriculum reform of February 17<sup>th</sup>, supported by the Ministry of Education, indicates that before this reform, in the law, students did not receive English compulsorily; implying that the majority of the population belonging to the public sector did not acquire the necessary knowledge of the English language in schools and high schools. Besides, since 2014, the English language learning had left the national timetable and an approach was only taken if specialized teachers were available to teach this subject. The language that predominates in Ecuador is Spanish, so learning English has been left in the background. Today, the emphasis is being placed on the language itself, but its learning is still poor, especially in state primary and high schools because of the high demand of students and changes in curricular reforms in education.

Ecuador, according to the EF English Proficiency Index (2018), was in the place #65 out of 88 countries with a score of 48,52 over 100. Moreover, 13 out of 17 Latin American countries have a low English level. Ecuador being also a Latin American country has seen through its government the need for English to be located in the curriculum in the different educational institutions.

## 1.2.2 CRITICAL ANALYSIS

Graphic 1. Problem tree



Source: Direct Researcher  
Elaborated by: Medina T, 2019

In the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato, there is a limited listening comprehension of the English language. It has affected learners in their linguistic comprehension of the second language. Furthermore, several causes and effects are established to solve the problem which is the ignorance of new teaching alternatives like the use of Lyrics Training as a learning tool in the classroom.

Due to the lack of knowledge on the advantage of using Lyrics Training as a learning tool mean that if teachers do not know the website they will not apply it in listening classes for better development of comprehension. Therefore, a good manner to make students learn English through music videos will be missed.

The unawareness of the importance of the listening skill limits to take advantage of it in students. In this case, if the website is not used in a class as a learning tool, the desired objectives or results in the class will not be achieved.

Furthermore, the unfamiliarity of words utterances will not influence positively the students' listening skill. This means to wrongly pronounce words because of a limited listening comprehension. This may be due to not knowing how to use this website as an advantage in this particular regard.

On the other hand, Sánchez (2009) mentions that the song as a manifestation of ideas, situations, feelings and experiences of people, is one of the best tools in teaching a foreign language, since all the approaches that can be done to this are linked. Besides, it should be noted that Lyrics Training more than being a website where students can have fun learning the pronunciation of words through music, also favors the linguistic immersion in them. Lyrics Training helps to learn new vocabulary words or phrases and even verbs. In addition, it helps to reinforce grammar when completing filling gap activities by writing the missing words in each sentence of the lyrics of a song.

### **1.2.3 PROGNOSIS**

If the proposed problem has no solution or cannot be solved, the development of listening comprehension skill in students will be affected in their positive performance. It can be mentioned some troubles that will arise in the students. But two possible ones will be mentioned if it is not investigated and a solution is not found.

In the first instance, the function given by Lyrics Training for the benefit of students, regarding the issue of improvement in their listening skill, will not be well understood. So, many of them will not know a fun way to learn the English language through music and what better by listening to their favorite songs.

In the second instance, it will be difficult to achieve a better development in the students' listening comprehension, since in each class students learn in a different way. But in most cases they acquire knowledge better through songs.

Finally, it should be noted that if we do not know the great relevance of the listening comprehension development, along with the use of Lyrics Training, we will not be able to confirm that students will effectively learn the English language when listening and singing the lyrics of their favorite songs.

### **1.2.4 PROBLEM FORMULATION**

How does Lyrics Training motivate the students to improve the listening comprehension skill?

### **1.2.5 RESEARCH QUESTIONS**

- What is the importance of using Lyrics Training as a learning tool in the English language?
- How does the use of Lyrics Training help the students to improve the listening comprehension?
- What is the relationship between Lyrics Training and the listening comprehension of the English language?

## 1.2.6 DELIMITATION OF THE RESEARCH OBJECT

### Content

- Field: Educational
- Area: English
- Aspect: Lyrics Training and the listening comprehension

### Spatial

- City: Ambato
- Province: Tungurahua
- Institution: Universidad Técnica de Ambato

### Temporary

- 2018-2019 Academic Semester

## 1.3. JUSTIFICATION

The present work was carried out to contribute in one way or another to the educational area because, the good listening comprehension through music videos is very **important**. Knowing how to listen rightly it's possible to make the pronunciation and even the writing of words perfect. Certainly, music is considered as a form of expression of feelings or situations, communication or even identity. For this reason, the investigation of this topic is **original** because it highlights the use of the website, Lyrics Training, as a good learning tool to be used in class. This helps students to be in a pleasant and relaxed atmosphere and to have fun in learning the English language.

In addition, no previous research on this topic has been done yet, that is why it's of **interest** as much as to teachers and students because it could improve the students' listening skill. This will not only facilitate the motivation in the teacher's classes but also the learning of the English language. It will be seen fun and not complicated thanks to this **new** website.

The **feasibility** in which this research is carried out is already authorized by the distinguished Coordinator from the program, along with the teachers and students. In such a way, that has been approved by people who are concerned with the accomplishment of this research work. At the end of the day, it will contribute to the educational field but above all, it will seek for a

procedure for the use of Lyrics Training as a useful tool for learning a language. In order to the students reinforce their learning in the comprehension and pronunciation of words.

The student's needs in learning the correct pronunciation and writing of the language have a great **impact** on society if students are exposed to a country where the requirement to know another language is almost mandatory. Depending on the field of work, it can lead to relate or to have business with foreign people, which makes it necessary to be aware and to know English well. That is why the use of online platforms, especially Lyrics Training, would work positively in learners.

For these reasons, the **beneficiaries** of this research will be teachers and students from the Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. The teachers, because each planned class will be a lot less boring and will encourage participation; therefore generating a good atmosphere in class thanks to the use of the Lyrics Training website. The students, because they usually do not display confidence on having a good listening skill and notably, regarding their academic performance, they don't reflect what they should already know about the language. Nevertheless, through the constant use of the website, besides finding learning fun, their listening comprehension skill will improve and in turn, be reflected in the pronunciation and writing of the words thanks to the practice in Lyrics Training.

## **1.4. OBJECTIVES**

### **1.4.1. GENERAL**

To determine how Lyrics Training website motivate the students to improve the listening comprehension skill.

### **1.4.2. SPECIFIC**

- To analyze the importance of using Lyrics Training in its application as a learning tool in English language.
- To identify how Lyrics Training helps the students to improve the listening comprehension.
- To establish the relationship between Lyrics Training and the listening comprehension of the English language.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Investigative Background

Each research work has its background or previous research carried out in order to expand what is known about the subject and then share it with the public in a different virtual or communication media. So, the information acquired is useful in future researches or projects. This research, besides exposing all the benefits that the use of Lyrics Training contributes to the classroom, visualizes the importance of the use of virtual tools that positively influence students' learning.

Due to the technological advance, students can surf online and find websites that can be very useful in learning the English language. As previously mentioned, Lyrics Training is a website where the ear can be trained, through music videos, to quickly understand the pronunciation of different words of the language. Elasthink, (2018), the same person who operates this website, states that through the website users participate in a community whose main purpose is the encouragement of language learning through the exchange of educational and recreational content with other users. The website is intended to be a tool for all those interested in learning languages as well as for the artists and musical works are known.

Let's continue with an article issued by Ecuavisa (2015), in which states that generally when a new language is learned, the results are seen in the long term. It is recommended to include in practice a fun component such as learning while listening to a favorite song. It is understood how well accepted is Lyrics Training for language learners. So, it should be considered as a useful teaching tool for teachers and a learning one for students in their daily language learning.

In addition, Florez (2016), in his blog, shares his opinion in which he says that Lyrics Training is a pretty fun website to use with students because through music, students will be more interested in learning the language. They can increase their knowledge, through their favorite songs. So, learning a new language will be easy for them. However, if the users of this website increase, there will be many who enjoy this innovative tool. In addition, Lyrics Training let to

select the degree of difficulty preferred, easy, intermediate or difficult, according to the level of English in which the user finds himself.

Now once mentioned some information about Lyrics Training. It is also worth noting the influence that the use of this website has on students and teachers. Eroski Consumer, (2010) notes that through the songs, students can work different didactic objectives of learning foreign languages. And, one of the aspects most valued by teachers is the one related to the phonological part of the languages, essential for a correct command of another language. Besides, the songs represent a unique opportunity to work with pronunciation and intonation, to review different accents of the same dialect and to enhance the oral expression of the students.

The research work carried out by Borromeo, (2015), with the topic “The Use of Lyrics Training Website to Improve Listening Comprehension” reached the following results: action research was used as the methodology with twenty participants. First, they were asked to use the website. They received an email with a link which they had to click on and solve it. Then, they had to answer a questionnaire provided online aimed to obtain impressions about the use and effectiveness of the website. Their overall comments showed a positive experience when using this website. So, it showed that it helps to improve their listening comprehension. Most students remembered words from the song, which shows how technology may influence the learning of a language in a positive manner.

Another research work carried out by Cuenca (2017) with the theme “Aplicación educativa Lyrics Training en el desarrollo de la competencia auditiva, en estudiantes de los paralelos A y B, del nivel A2 de la Universidad Tecnológica Indoamérica, durante el período 2016” reached the following results: a quasi-experimental research was applied in the population consisted of 51 students divided into the experimental group and control group. In both were applied a pre-test. Then, the experimental group used Lyrics Training for 6 weeks. After, both groups were evaluated by a post-test. So, the results were clear, it confirmed the influence of the educational website “Lyrics Training” in the development of listening competence.

However, this compilation of previous researches allows the interpretation of the results and the formulation of conclusions. Once analyzed several findings it is concluded that each research work reached results on the use of the website and songs that have a positive influence on the



language learning, since these provide pedagogical, psychological and emotional benefits, so in this way knowledge could be consolidated, not only in the vocabulary but also in the grammatical structures.

## **2.2 Philosophical Foundations**

This research is based on the critical-propositional paradigm. Critical, because it allows analyzing the educational cultural reality as it aims to improve the problem. Propositional, due to the desire to propose a solution about the poor listening comprehension that is present in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros. On the other hand, Beaumie (2001) mentions that knowledge construction is not just autonomous, it is needed teachers' help and some controlled activities. Then, this research is based on constructivism paradigm because knowledge is being built by students and they produce their own ideas in English. The student assumes the role of protagonist. Therefore, this research attempt to establish a link between the website Lyrics Training and the listening comprehension development when learning English since it desires to show how the website helps in the listening comprehension advancement.

## **2.3 Legal Basis**

**Ley Orgánica de Educación Superior (2010) establece que:**

### **Derecho a la Educación Superior.**

El derecho a la educación superior consiste en el ejercicio efectivo de la igualdad de oportunidades, en función de los méritos respectivos, a fin de acceder a una formación académica y profesional con producción de conocimiento pertinente y de excelencia.

Las ciudadanas y los ciudadanos en forma individual y colectiva, las comunidades, pueblos y nacionalidades tienen el derecho y la responsabilidad de participar en el proceso educativo superior, a través de los mecanismos establecidos en la Constitución y esta Ley (Art.4, p.7).

### **Derechos de las y los estudiantes.**

c) Contar y acceder a los medios y recursos adecuados para su formación superior; garantizados por la Constitución.

g) Participar en el proceso de construcción, difusión y aplicación del conocimiento (Art.5, p.7).

### **Derechos de los profesores o profesoras e investigadores o investigadoras.**

b) Contar con las condiciones necesarias para el ejercicio de su actividad.

g) Participar en el proceso de construcción, difusión y aplicación del conocimiento (Art.6, p.8).

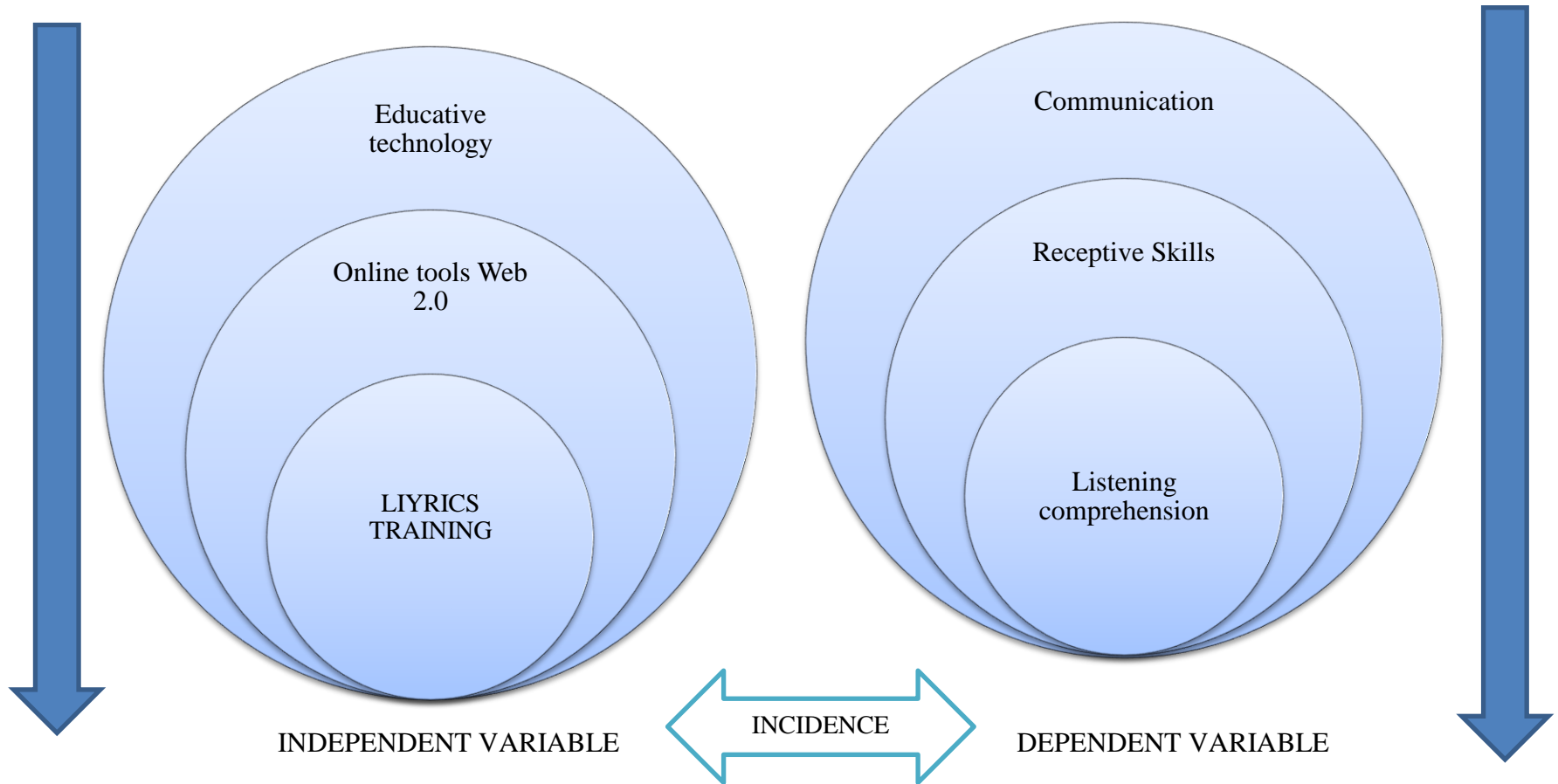
### **Serán Fines de la Educación Superior.**

a) Aportar al desarrollo del pensamiento universal, al despliegue de la producción científica y a la promoción de las transferencias e innovaciones tecnológicas (Art.8, p.8).

### **Funciones del Sistema de Educación Superior.**

b) Promover la creación, desarrollo, transmisión y difusión de la ciencia, la técnica, la tecnología y la cultura (Art.13, p.10).

## 2.4 Fundamental Categories



**Graphic 2:** Fundamental Categories  
**Source:** Direct Researcher  
**Elaborated by:** Medina T, (2019)

## **2.4.1 Independent Variable Conceptual Framework-Lyrics Training**

### **Educative technology**

Due to educational advances in the process of training professionals, it has been determined that the proper use of technology, by educators, as a wonderfully valuable and innovative tool, in the educational field can fruitfully enrich the student's learning (Gina, 2001). Thus, the use of applications or websites in the classroom will be an effective tool in the teacher hands whose purpose is for the student to improve the skills.

The virtual education is considered, either by any technological application or technological media, as an organized approach that determines certain situations in which it manifests the implementation of media in different Educational Units and at the same time the application of several educational strategies that can be based on several theories related to learning (Rabelo, 2016). Conversely, it establishes a simpler and even more comfortable way in which the important thing would be to define the different objectives to be fulfilled in a class, and to work constantly on the materials or elements necessary for the accomplishment. Therefore, it must be understood that sometimes the results, after the application or implementation of a virtual tool, will not always be the desired ones. And it will depend more on the way in which these tools are used or related in daily education (Bitner, 2002). This refers that the application of technology as a complementary tool to learning and teaching in the classroom with the purpose of obtaining a better academic performance in students. It is also clear that when using technology, especially virtual tools, such as social networks, platforms, websites, etc. They must be updated, with truthful or useful information for learning, have a reason, a purpose to be used in class.

In addition, Rojas (2007) mentions the three different meanings of the Educational Technology established by the author Mottet, (1983).

- a) It is determined as the creation of different necessary and useful materials as well as for teachers and students in order to create a pleasant and effective learning environment. Also, it refers to the way of teaching students applying different learning methods together with the use of virtual media.

- b) It refers to a highly organized educational form where it establishes the different ways of coupling some of the applications or virtual tools, a wide range of them, in order to achieve the established objectives in an effective way, in which the students will enrich their knowledge.
- c) Education goes hand in hand with technology. In this it is understood that Educational Technology, as a means of teaching and learning in students, must be presented or used correctly and it will have a positive effect on the learning of each student.

Technology can be considered as a learning tool where there are different materials or forms to be used in the classroom for educational purposes. The same that will help to organize each lesson plan or class with the objectives set out in the best possible way. This is important in the process of learning in students and teaching in teachers, because thanks to the use of technology, it will facilitate the understanding of the different class topics that have to be learned.

### **Online tool-Web 2.0**

According to O'REILLY (2006), Web 2.0 is like the nucleus in a solar system where planets are found at a distance from it. On the other hand, Nafría (2007) defines it in which the user a king of the internet. Moreover, Web 2.0 today is a new generation of the wide world of the Web and in fact, it is widely used to promote teaching and learning in students (Owston, 1997). If the teachers use the 2.0 tools, they will have an interactive class with the students. This is because there are many online sites exposed to be used profitably. There are many popular sites and virtually used, such as: Blogger, Skype, Ovoo, Line, among others. In them, there are many activities to practice and improve students' skills. Each one of them has its own characteristics, the same ones that can help to develop positively each skill of the student as well as the teacher.

In addition, if the different platforms, applications or websites are integrated into a lesson plan, it will definitely help the teacher to successfully fulfill the objectives established at the beginning of the class. It is worth mentioning that at least using an online platform or website in each class, adjusting to each student's needs to improve any skill, will be an effective way to reinforce both teaching in teachers and learning in students.

As technology is advancing or improving daily, becoming dynamic, innovative and accessible with several educational tools online. According to Rabelo (2016), teachers are beginning to use these media as a didactic resource and as tools to make the teaching-learning environments more flexible. Definitely, there is a point to consider in integrating them into the daily lesson plans to generate an excellent learning environment with the students, thus generating an enhancement in the acquisition of knowledge in a fruitful way.

### **Lyrics Training**

It's considered as an effective way to learn and to improve skills, mainly listening, in the correct pronunciation of words, for students of different target languages or abilities (Mills, 2010). In addition, this website definitely helps to acquire knowledge of new vocabulary, phrases, expressions and even grammatical rules, because while listening to the song at the bottom of the video is the lyrics of the song written but some of the words are hidden and that's when the participant trains his ear to discover the missing words.

Moreover, Borromeo (2015) defines it as a website which mixes audio and video from YouTube with songs' lyrics like a game. So, Lyrics Training will help a lot to train your ear in order to significantly improve the ability to retain the word, recognize the sounds and identify the words of the English language. Allowing the brain to quickly grasp the words recognize them and finally interpret them (Maes, 2001). Thus, student or participant's comprehension will be improved by learning vocabulary or phrases, and what better to enjoy listening to good music at the same time.

In addition, music is not only a fun way to acquire knowledge, but also gives the opportunity to listen to different ways of words pronunciation with the right accent, thus giving rise to our ear the ability to easily recognize the words of another language. Obviously, it is different from classes in which the teacher used a recorder to play dialogues with the perfect pronunciation by native English speakers. That is not entirely practical in a real environment because, students cannot take full advantage after listening to each dialogue.

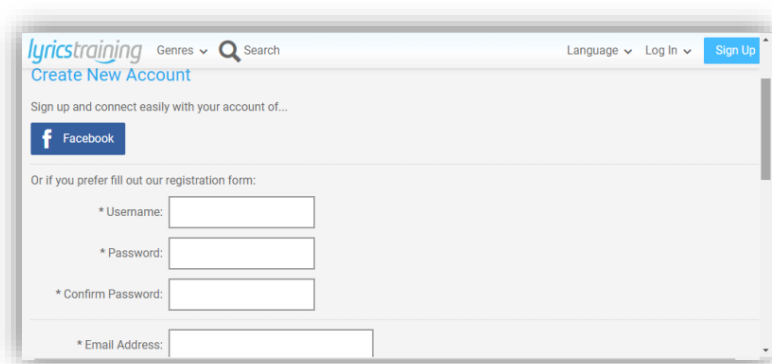
Valdez (2001) states that a fundamental tool in learning is songs because, they support the development and practice of the listening skill such as pronunciation and acquisition of new words. Besides, it is mentioned that when a person is exposed to long or short periods of musical

sounds of the language they are learning, in this case English, unconsciously the brain recognizes structures of sentences or phrases, or word formation, which become necessary and useful in student learning.

As we already mentioned on the page Lyrics Training is a website that helps to perfect the listening skill, thanks to the production of music videos, the ease of acquisition or rapid comprehension of the pronunciation of each word belonging to their respective language. Elasthink (2016) also points out that by using the website or the applications, the people who participate, either collectively or individually, will enjoy the main objective of learning the different languages through the content educational and modern designed on that page. The same that determines to be a tool available or accessible to all those who wish to learn a new language as well as the opportunity to know and listen to the songs of successful artists in the musical field.

Access to this website is free, it's only necessary to create an account by registering a username and a password.

**Graphic 3:** Sign up-LyricsTraining



**Source:** [https://lyricstraining.com/sign\\_up](https://lyricstraining.com/sign_up)

Once the account it's already created, the song can be selected according to students' needs or tastes. Then, it's necessary to select a game mode: beginner, intermediate, advanced or expert.

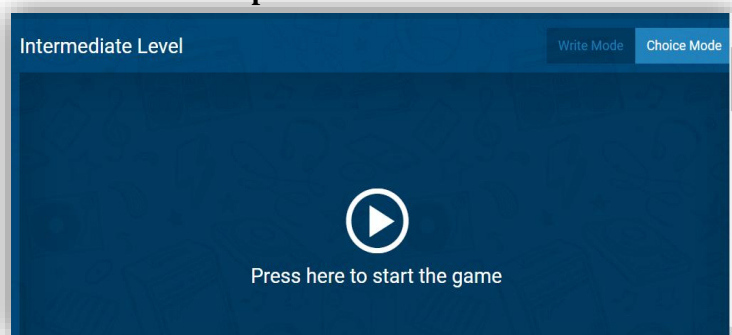
**Graphic 4:** Select a game mode



**Source:** <https://lyricstraining.com/play/ed-sheeran/shape-of-you/HbW8nMdnrb#!Sofami>

After selecting the game mode, there are able two modes more: write and choice mode. In this case the teacher will decide which students' skill is going to be trained.

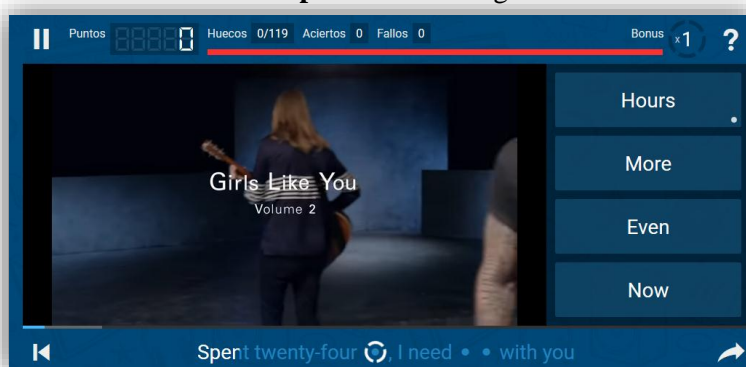
**Graphic 5:** write or choice mode



**Source:** <https://lyricstraining.com/play/ed-sheeran-andrea-bocelli/>

Once the mode is selected, the game starts and four words are in the right side of the video in order to be chosen by students according to what they listen to.

**Graphic 6:** start the game



**Source:** <https://es.lyricstraining.com/play/maroon-5-cardi-b/girls-like-you/>



Music can be used to create a learning environment, to increase vocabulary, to build listening comprehension and to expand cultural knowledge (Lems, 2001). This is how the use of Lyrics Training can be an important influence on the development of listening skills because this website allows its users to taste their favorite songs. Obviously to work on comprehension some words or phrases of the song are hidden in order that the participant completes them with what was understood when listening to the song. Lyrics Training considered as a fun, entertaining, easy, modern way to learn the language through watching and singing music videos of all genders such as pop, hip hop, romantic or rock. It is an excellent tool for teachers to implement or complement their class plan with this website, and then teach vocabulary or even grammar through the songs. Students would definitely not get bored and even the classes would be more interactive and fun, with long-term learning.

#### **2.4.2 Dependent Variable Conceptual Framework- Listening Comprehension**

##### **Communication**

Human beings are the ones that need to communicate either by transmitting sounds or signals through text, images, etc. According to Genc (2007), it helps to develop their cognitive and communicative capacities, to understand the things people want through expressions, acquired by learning knowledge. In addition, communicating can be as important as complex, due to the efficiency with which we must do it in order to obtain what is needed to be heard by others. It should be noted that communication itself involves thoughts, feelings, ideas, experiences, opinions, etc. which become reasons to communicate with each other.

Maldonado (1998) distinguishes two aspects of communication that generally go together but there is always one that predominates over the other.

- The informative aspect is the one that provides data or information, some examples are: a class session, a newscast, an advertisement, and so on.
- The emotional aspect that transmits feelings and emotions and some examples are: love letters, greeting cards for birthdays or Christmas, among others.

On the other hand, Cca (2016) shows three types of communication: verbal, non-verbal and graphic.

- Verbal communication can manifest itself in two different ways. The first can be oral and the second a written form. The oral form refers to the expression by means of sounds produced by the mouth, for example conversations, dialogues, etc. This communication is the most used by people in daily life. The written form is given when the person expresses ideas in tangible form, for example: through letters, or another written text.
- Non-verbal communication can be given by body movements in which it includes facial expressions, postures, or gestures, among others. This does not use the pronunciation of words, no sounds emitted by the mouth.
- Graphic communication focuses on the use of graphics or images in such a way to convey the complete idea of the message. In this, the person uses visual materials to be able to communicate with another human being.

There is a difference between the ways of communicating now with that of before, due to technological advances and the evolution of media. For example, in the past, communication with people who resided in other cities or countries was difficult at the moment to obtain a response to a request. But now as the population develops, the media to communicate with ease develops as well. This is when social networks appear on the Internet, thus allowing communication to be more effective.

### **Receptive skill**

Pdominguez (2008) points that the skills are fundamental parts in the process of learning a second language and they have two subdivisions. The first is receptive or interpretive. This refers to the ability to listen and read respectively. The second is productive or expressive. These are related to speaking or writing respectively. Besides, it should be noted that the word "skill", in English, translated into Spanish means "destreza", the same that, in educational terms goes hand in hand with learning. This process is full of usual practices, in what matters is not only listening but knowing how to listen.

Furthermore, according to Wix (2015), skills are associated with the behaviorist theories that point to learning as a process of habit formation and in which the important thing is the "know-how" rather than just "knowing". Being excellent in a skill requires a lot of practice and constant

exposure to the language. So, there is no another way or strategy to learn a second language without the constant practice of it. For example training the ears with podcasts or recordings and even music videos, in such a way that the pronunciation of the words of the second language is easier to recognize, understand and interpret.

Listening and reading activities help to prepare and have a good communication. It is important to receive information and then to produce the language. Then, to communicate in an effective way, it is essential to have working the listening skill at 100 to provide an enjoyable communication (Dcameron, 1999). Being that if a person does not have this skill developed, the result of lack of practice, the messages to be transmitted would sometimes be misunderstood. The communication would be vain and the understandable message emitted by the sender would be frustrating for the receiver.

In effect for the author Brown (2004), when people hear in the brain four processes take place: recognize sounds; simultaneously it determines the type of discourse in question, the literal message, inferring from the explicit and finally selecting information that is only retain the most important or relevant (where long-term memory intervenes). Besides, the author states that it is possible to differentiate the different types of listening such as: **intensive listening** (distinction of minimum units); **responsive listening** (short extensions); selective listening (selection of certain information) **and extensive listening** (global understanding of audio).

### **Listening Comprehension**

Listening skill is definitively developed by constant practice. And this not only applies for listening, but also for speaking and reading skills (Gonzales, 2000). Several activities can be done in the classroom for developing listening, even the informal teacher-talk is the best material that can be used in the classroom to practice it (Penny, 2013). For instance, the activities can be developed in different places either at home, in the library, in the classroom or even online. The purpose has to be for students constantly practice each subject taught in class by the teacher for the benefit of improving the listening skill.

Haroun (2001) mentions three listening Sub-skills: **Listening for gist**; it refers to use listening tasks to get a general or main idea for the total listening. It is not mandatory to understand every single word. **Listening for specific information**; it refers to get specific details, trying to

discover a particular piece of information, after listening. **Listening in detail;** it is when the listener listens, again and again, paying attention to all the words and trying to understand all possible information.

Furthermore, Chighizola (2006) defines listening comprehension as a skill or linguistic ability that each person can develop to perfection. Firstly, the understanding of a message transmitted orally may not be received clearly in some cases. That's why the listening comprehension is considered as an active skill that fully interprets the message transmitted, leading to a coherent response. In addition, this skill consists of five sub-competences. These are: grammatical, sociolinguistic, sociocultural, discursive and strategic. These complement each other and lead to make the listening skill perfect, but of course, that perfection entails a lot of practice.

Listening comprehension is essential to language acquisition then more attention needs to be paid for achieving its effectiveness (Feiten, 1991). A good comprehension is of great importance and it is even established as a fundamental aspect that every human being must possess and use it in every communication or interaction with other people. Moreover, speaking or expressing opinions without having previously listened them well, the message can be misunderstood by the receiver and therefore answered in an unexpected way. However, unfortunately not all people have this skill because some are likely to be deaf or have no sense of hearing (Eduardo, 2014). Besides, it must also be remembered that in ancient times it was first the oral skill, which works together with the listening, before the written one.

According to Ahmadi (2016), there are components of listening comprehension. First, **distinguishing** language sounds, intonation patterns and voice from authentic sounds with the intention to exposure spoken English. Second, **understanding** the whole message spoken by speakers, together with main ideas and supporting ideas presented in listening resources. Third, **remembering** the message along with delivery to use them with productive skills. Finally, it's valuable to keep in mind that listening has a relationship with auditory memory in order to understand the importance of this skill.

The importance of lesson plan and its organization is relevant in a listening lesson along with three stages to support pupils in the advancement in listening. According to Houston (2016) there stages are: **Pre-Listening**, a short introduction of the topic, using images, audios, or

diagrams, is made with the students about what they are going to listen to. **While-Listening** the teacher provides authentic material to the student and they listen and receive the task to be executed. **Post-Listening**, there is feedback, questions and correction of mistakes for a correct development of the acquisition and comprehension.

## **2.5 Hypothesis**

The use of Lyrics Training as a learning tool influences the listening comprehension of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato.

## **2.6 Signaling of hypothesis variables**

**Independent variable:** Lyrics Training

**Dependent variable:** Listening comprehension.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Approach**

William (2011) states that the strategy or plan to be carried out will be detailed to obtain the necessary information to have answers to the hypothesis generated by the project through mathematical operations. So, the project uses the qualitative approach because it determines the frequency of using the website as well as to understand the problems this carries out in the educational field.

Besides, the project uses the quantitative approach because a real investigation which its purpose is to yield results those agree with the reality. The objectives and the hypothesis need to be formulated to work in the statistical analysis. According to Baptista (2006), it requires an application of surveys to a number of students to obtain necessary information and determines the factors by numbers.

#### **3.2 Basic Method of Investigation**

##### **Field research**

Field research, for Bunge (2000), allows collecting data directly from the reality where it is presented. The data obtained is called primary or firsthand. So, this is a field research because it will be accomplished in the place of the facts with all the involved subjects from Pedagogía de los Idiomas Nacionales y Extranjeros. Furthermore, this study aims to obtain important information about the problem and to achieve the project's objectives.

##### **Bibliographical research**

Bibliographical research is a type of research focused on discovering new facts based on concepts and criteria from different authors (William, 2011). So, this research is bibliographical, since it takes information from books, magazines, publications from the internet, among others. Furthermore, it is based on the criteria and concepts from different authors about the Lyrics Training website and the listening comprehension.

### 3.3 Level or Type of Investigation

#### Exploratory Level

Arias (2012) says that exploratory research is the one that looks for the reason of facts through the establishment of cause-effect relationships, by testing the hypothesis. Then, this research is of exploratory type because it creates a hypothesis and recognizes variables of educational interest. So, a relation between the variables is established and it is explained how the two variables are related.

#### Descriptive Level

According to Hernandez (2010), descriptive research seeks to specify properties, characteristics and profiles on the concepts or variables referred to the research. Then, this research is descriptive because it interprets data and analyzes the cause-effects among the variables of the research topic. It details how the problem takes place and how it manifests in the institution in which the study is done.

### 3.4 Population and Sample

This research work is constituted as an educational project, since it observes the problem of a specific human group and looks for a solution. However, it will be according to the number of students in the class subject of this research, an approximate of 28 students.

**Table: 1** Students from PINE

<b>First Level A</b>	<b>N°</b>	<b>%</b>
<b>MEN</b>	12	43%
<b>WOMEN</b>	16	57%
<b>TOTAL</b>	28	100%

**Source:** Direct Researcher

**Elaborated by:** Medina T, (2019)

### 3.5 Operationalization of variables

#### 3.5.1 Independent variable.

**Chart 1:** Operation of the Independent variable Lyrics Training.

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
<p>Lyrics Training is a fun website and easy to use as a learning tool in class to learn and improve listening comprehension skill through music videos and favorite lyrics of songs. In addition, Lyrics Training will help to train the ear through an online game, which is about completing the lyrics of songs by filling gaps. Thus, it will help to improve the ability to recognize the sounds and words of a foreign language in a short time. Besides, it benefits to train the brain, whether or not the meaning of a word is</p>	<p>Website</p> <p>Learning tool</p> <p>Online games</p>	<ul style="list-style-type: none"> <li>- Technological Tool</li> <li>- Use of Internet</li> <li>- Motivational</li> <li>- Pedagogical</li> <li>- Didactic</li> <li>- Gap-filling</li> <li>- Selecting</li> </ul>	<p>Do you like to use websites as technological tools to practice your listening?</p> <p>Do you feel motivated when you do activities to develop the listening skill?</p> <p>Do you like to complete the lyrics of a song, by filling gaps, while you listen to it to improve your listening skill?</p> <p>Do you like to complete the lyrics of a song, by selecting, while you listen to it to improve your listening skill?</p> <p>Do you think the use of Lyrics Training will increase the students' listening comprehension and motivation in English classes?</p>	<p><b>Technique:</b> Survey</p> <p><b>Instrument:</b> Questionnaire</p>



known, while listening to a variety of music genders.	Benefits	-Listening comprehension -Website as a learning tool	Do you consider teachers should include musical websites as learning tool in listening classes?	
	Music genders	- Pop - Hip Hop - Romantic -Rock	Do you feel motivated in improving your listening through your favorite music gender?	

**Source:** Direct Researcher

**Elaborated by:** Medina T, (2019)

### 3.5.2 Dependent variable

**Chart 2:** Operation of the dependent variable, Listening comprehension.

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNICAL AND INSTRUMENTS
Listening comprehension is the most significant skill in language learning. It involves components for an effective communication, in	Components	Understanding Distinguishing Remembering	Do you think the teacher should use listening comprehension activities by using music?  Do you consider completing lyrics of songs helps you in the comprehension of words?	<b>Technique:</b> Survey

<p>which the listeners differentiate between the different sounds, understand the vocabulary and grammatical structures, remember and interpret. Besides, a successful comprehension will depend on stages and sub-skills (reasons what you are listening for). So, if a high level in comprehension is achieved, all other skills can be reflected such as: written or oral.</p>	Stages	Pre-listening	Can you understand the words at using listening comprehension activities?	<p><b>Instrument:</b> Questionnaire</p>
	Sub-skills	<p>While-listening</p> <p>Post-listening</p> <p>Listening for general information</p> <p>Listening for specific information</p> <p>Listening in detail</p> <p>Inferential listening</p>	<p>Can you find some commands in the lyrics of a song?</p> <p>Can you identify a word by just listening to it?</p> <p>Can a song give you a general view of culture?</p> <p>Do you consider that the lyrics of the songs express culture?</p> <p>Can you easily understand informal expressions used in songs?</p> <p>Can you complete information in detail after playing with music?</p> <p>Do you believe that Lyrics Training stimulates the listening for specific information?</p>	

**Source:** Direct Researcher

**Elaborated by:** Medina T, (2019).

### 3.6 Collection of Information

In the development of this research work, surveys were the instrument in the field to investigate and a questionnaire was used as a technique for students. The technique and instrument were taken respectively from the operationalization of variables that involved “Lyrics Training and the Listening Comprehension”.

Then, a survey was applied for the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros with 17 items and 3 options in which their answers were: always, sometimes and never.

**Chart 3:** Collection of Information

<b>Basic Questions</b>	<b>Explanations</b>
<b>1. For what?</b>	To meet and achieve the research objectives.
<b>2. From what people or objects?</b>	Students from the First Level
<b>3. On what aspects?</b>	Lyrics Training Website as a learning tool
<b>4. Who?</b>	Researcher: Tania Medina
<b>5. When?</b>	Academic Períod: September 2018- February 2019
<b>6. Where?</b>	Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato
<b>7. How many times?</b>	Twice
<b>8. What collection techniques?</b>	Collection of information through a survey.
<b>9. With what?</b>	Questionary
<b>10. In what situation?</b>	Classroom

**Source:** Direct Researcher

**Elaborated by:** Medina T, (2019)

### 3.6.1 Validation of data collection instruments

The measure of reliability using Cronbach's alpha assumes that the items, measured on a Likert-type scale, gauge a same construct and that are highly correlated. The closer get the alpha value to 1, the greater is the internal consistency of the items analyzed, Welch & Comer (1988). So, Cronbach's alpha was the average that was used as an instrument in order to validate the survey because of its reliability and consistency to collect data allowing analyzing each one of the students' responses.

### 3.6.2 Reliability of the items

First, the application of the items' reliability was done through a pilot survey to 12 students from first level B from Pedagogía de los Idiomas Nacionales y Extranjeros. Then, Cronbach's alpha coefficient was calculated in SPSS program in order to verify the consistency and reliability of the items. The values of each item were through the Likert scales and they were put in the following way; always (1), sometime (0,5) and never (0). Once the statistical and mathematical calculations were finished, the value Cronbach's alpha coefficient was 0,785 and it's is showed in the table below.

**Table 2:** Statistics of reliability

Afa de Cronbach	Afa de Cronbach basada en elementos estandarizados	N de elementos
,785	,783	17

**Source:** Direct Researcher

**Elaborated by:** Medina T, (2019)

### **3.7 Processing and Analysis Plan**

- The approval of the authorities for this research work in the Pedagogia de Los Idiomas Nacionales y Extranjeros career.
- Preparation of the survey to be applied based on the matrix of the operationalization of the variables.
- Collection of information based on the structured questionnaire for students.
- Analysis and processing of information obtained
- Data tabulation
- Elaboration of tables and graphs
- Analysis and interpretation of results
- Respective conclusions

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1. ANALYSIS OF THE RESULTS**

First, application of the structured survey with a total of 17 questions for students of the first level from Pedagogía de los Idiomas Nacionales y Extranjeros was done. The survey was taken twice to see how well students accept the website and if they think that it helps learners in the listening comprehension skill development. Then, the tabulation of the data, obtained from 28 students, is represented by percentages in tables and graphics. Finally, the results lead to the phase of analysis and interpretation of the information established before in each table and graphic, in order to reach the pertinent conclusions related to the problem under study.

## 4.2. INTERPRETATION OF RESULTS

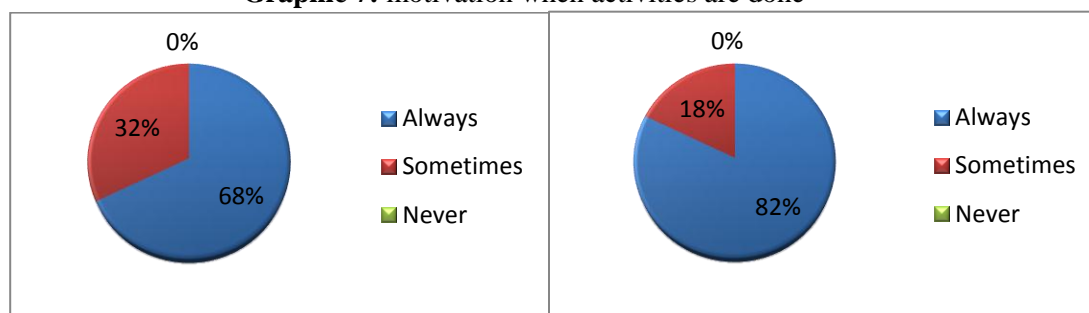
**Question N° 1:** Do you feel motivated when you do activities to develop the listening skill?

**Table 3:** motivation when activities are done

OPTIONS	BEFORE		AFTER	
<b>Always</b>	13	46%	23	82%
<b>Sometimes</b>	15	54%	5	18%
<b>Never</b>	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**Graphic 7:** motivation when activities are done



**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 46% of them, which corresponds to 13 students, answered that they feel motivated when they do activities to develop the listening skill, and 54%, which corresponds to 15 students, answered sometimes. While in the second time 82%, that involves 23 students, indicated that they feel motivated when they do activities to develop the listening skill, and 18%, which involves 5 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students feel motivated when they do activities to develop the listening skill. It can be interpreted that their motivation to complete listening comprehension activities will increase at using Lyrics Training website.

**Question N° 2:** Do you like to use websites as technological tools to practice your listening?

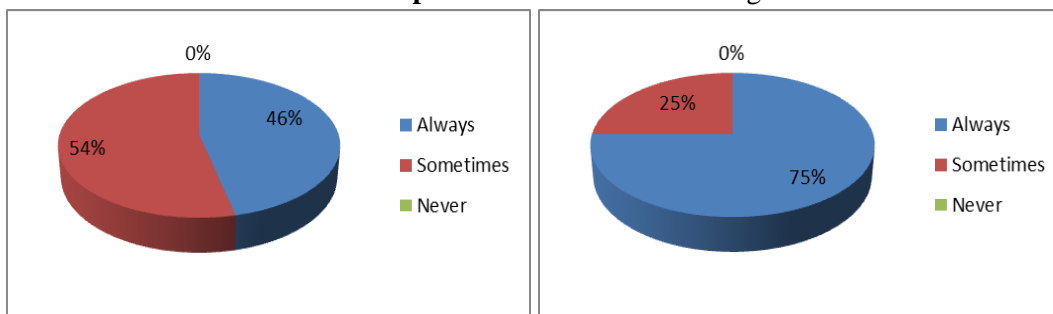
**Table 4:** websites as technological tools

OPTIONS	BEFORE		AFTER	
<b>Always</b>	13	46%	21	75%
<b>Sometimes</b>	15	54%	7	25%
<b>Never</b>	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 8:** websites as technological tools



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 46% of them, which corresponds to 13 students, answered that they like to use websites as technological tools to practice their listening, and 54%, which corresponds to 15 students, answered sometimes. While in the second time 75% of them, which corresponds to 21 students, indicated that they like to use websites as technological tools to practice their listening, 25%, which corresponds to 7 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students liked to use websites as technological tools to practice their listening skill.



**Question N° 3:** Do you like to complete the lyrics of a song, by filling gaps, while you listen to it to improve your listening skill?

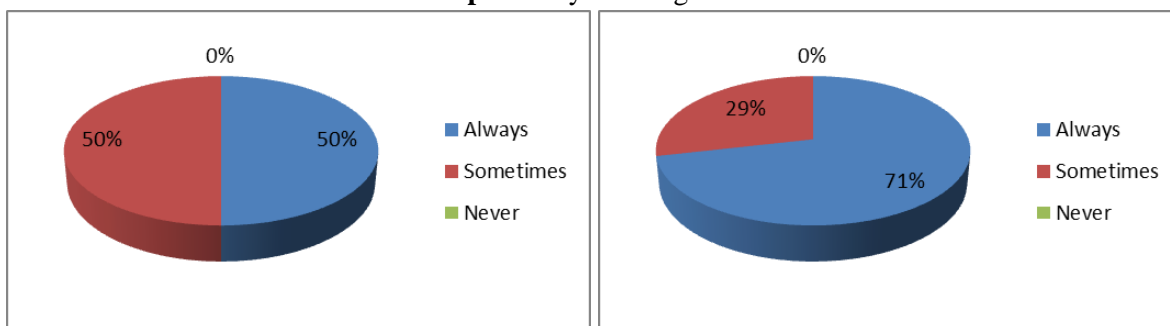
**Table 5:** lyrics songs activities

OPTIONS	BEFORE		AFTER	
	Count	Percentage	Count	Percentage
Always	14	50%	20	71%
Sometimes	14	50%	8	29%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 9:** lyrics songs activities



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 50% of them, which corresponds to 14 students, answered that they like to complete the lyrics of a song, by filling gaps, while they listen to it to improve their listening skill, and 50%, which corresponds to 14 students, answered sometimes. While in the second time 71% of them, which corresponds to 20 students, indicated that they like to complete the lyrics of a song, by filling gaps, while they listen to it to improve the listening skill, and 29%, which corresponds to 8 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students like to complete the lyrics of a song, by filling gaps, while they listen to it to improve their listening skill. It can be interpreted that they have fun in completing lyrics of songs through the Lyrics Training website.

**Question N° 4:** Do you like to complete the lyrics of a song, by selecting, while you listen to it to improve your listening skill?

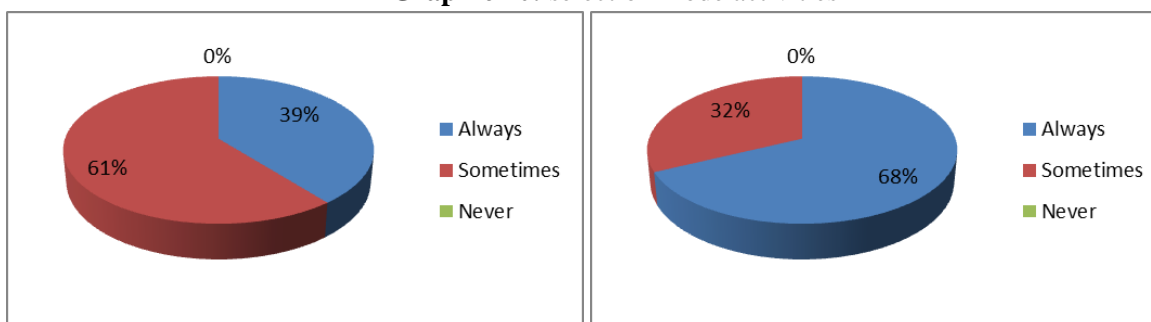
**Table 6:** selection mode activities

OPTIONS	BEFORE		AFTER	
<b>Always</b>	11	39%	19	68%
<b>Sometimes</b>	17	61%	9	32%
<b>Never</b>	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 10:** selection mode activities



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 39% of them, which corresponds to 11 students, answered that they like to complete the lyrics of a song, by selecting, while they listen to it to improve their listening skill, and 61%, which corresponds to 17 students, answered sometimes. While in the second time 68% of them, which corresponds to 19 students, indicated that they like to complete the lyrics of a song, by selecting, while they listen to it to improve their listening skill, and 32%, which involves to 9 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students like to complete the lyrics of a song, by selecting, while they listen to it to improve their listening skill. It can be interpreted that they have fun in completing lyrics of songs, by selecting, through the Lyrics Training website.

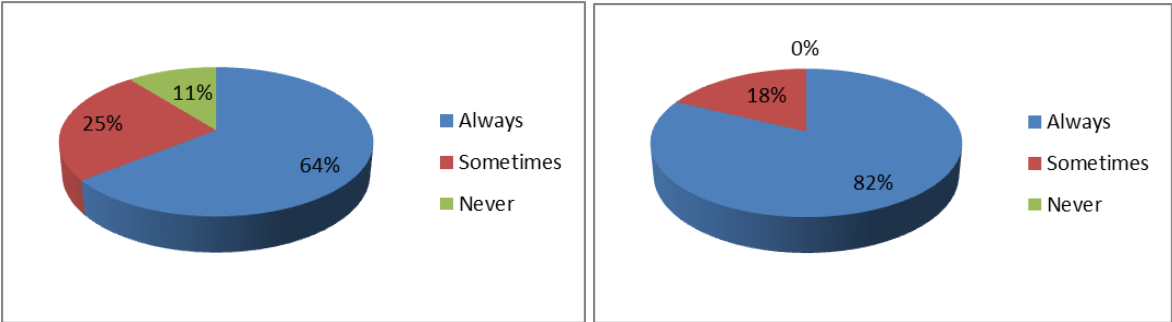
**Question N° 5:** Do you feel motivated in improving your listening through your favorite music gender?

**Table 7:** favorite music gender

OPTIONS	BEFORE		AFTER	
	Count	Percentage	Count	Percentage
Always	18	64%	23	82%
Sometimes	7	25%	5	18%
Never	3	11%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**Graphic 11:** favorite music gender



**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 64% of them, which corresponds to 18 students, answered that they feel motivated in improving their listening through their favorite music gender, 25%, which corresponds to 7 students, answered sometimes and 11%, which involves 3 students, answered never. While in the second time 82% of them, which corresponds to 23 students, indicated that they feel motivated in improving their listening through their favorite music gender, and 18%, which corresponds to 5 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students feel motivated in improving their listening through their favorite music gender. It can be interpreted that they enjoy listening to their favorite music genders at the same time they improve their understanding.

**Question N° 6:** Do you think the use of Lyrics Training will increase the students' listening comprehension and motivation in English classes?

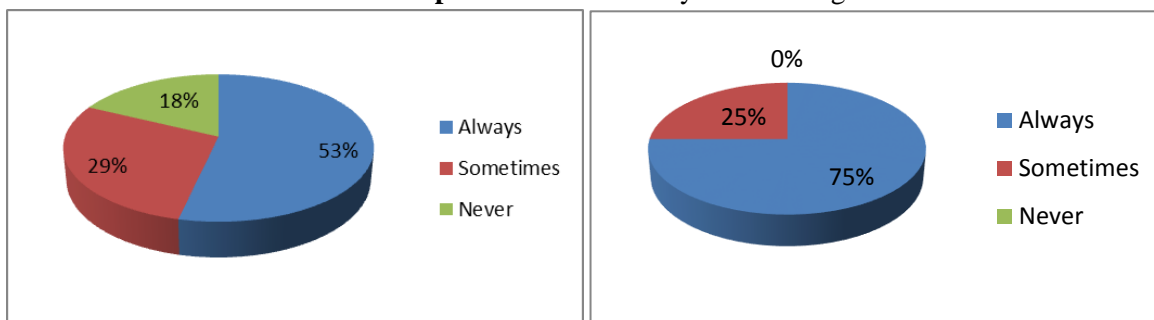
**Table 8:** the use of Lyrics Training

OPTIONS	BEFORE		AFTER	
	Always	15	53%	21
Sometimes	8	29%	7	25%
Never	5	18%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 12:** the use of Lyrics Training



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 53% of them, which corresponds to 15 students, answered that they think the use of Lyrics Training will increase the students' listening comprehension and motivation in English classes, 29% that corresponds to 8 students answered sometimes and 18%, which corresponds to 5 students, answered never. While in the second time 75% of them, which corresponds to 21 students, indicated that they think the use of Lyrics Training will increase the students' listening comprehension and motivation in English classes, and 25%, which involves to 7 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students, after using the website, think the use of Lyrics Training will increase the students' listening comprehension as well as the motivation in English classes.

**Question N° 7:** Do you consider teachers should include musical websites as learning tool in listening classes?

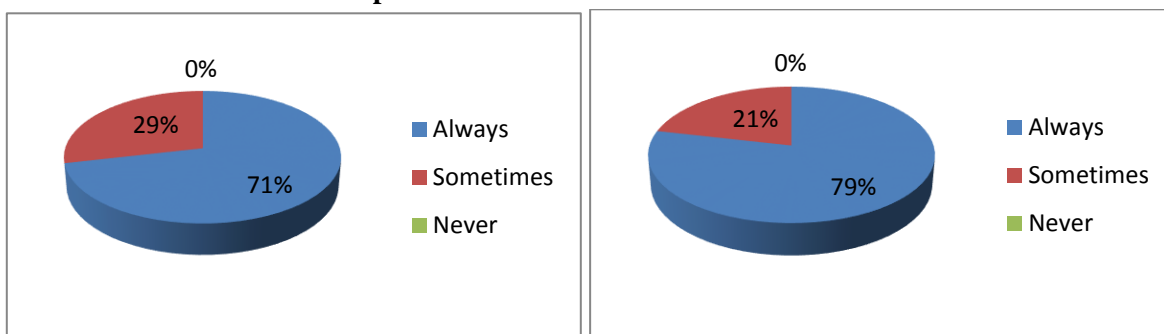
**Table 9:** musical websites included in classes

OPTIONS	BEFORE		AFTER	
<b>Always</b>	20	71%	22	79%
<b>Sometimes</b>	8	29%	6	21%
<b>Never</b>	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 13:** musical websites included in classes



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 71% of them, which corresponds to 20 students, answered that they consider teachers should include musical websites as learning tool in listening classes, and 29%, which corresponds to 8 students, answered sometimes. While in the second time 79% of them, which corresponds to 22 students, indicated that they consider teachers should include musical websites as learning tool in listening classes, and 21%, which involves to 6 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students consider teachers should include musical websites as a learning tool in listening classes. It can be also interpreted that using learning tools in listening classes by teachers will help them improve their understanding.

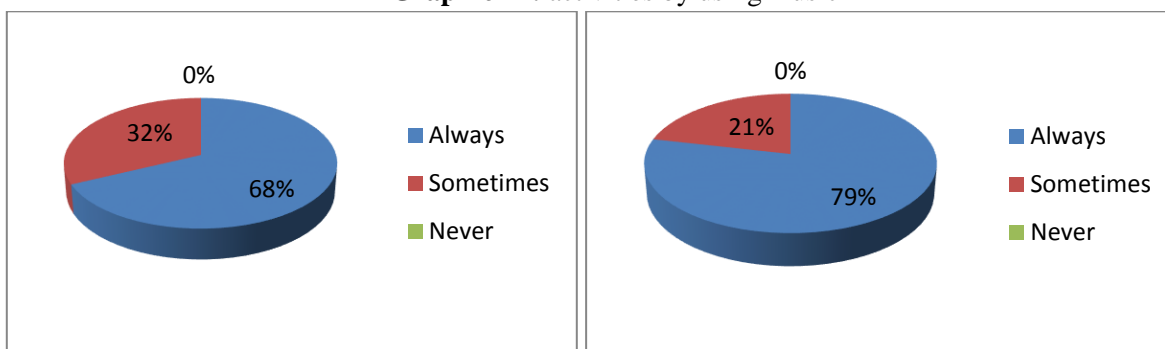
**Question N° 8:** Do you think the teacher should use listening comprehension activities by using music?

**Table 10:** activities by using music

OPTIONS	BEFORE		AFTER	
	Always	19	68%	22
Sometimes	9	32%	6	21%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

Source: Survey directed to university students  
 Elaborated by: Medina, T. (2019)

**Graphic 14:** activities by using music



**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 68% of them, which corresponds to 19 students, answered that they think the teacher should use listening comprehension activities by using music, and 32%, which corresponds to 9 students, answered sometimes. While in the second time 79% of them, which corresponds to 22 students, indicated that they think the teacher should use listening comprehension activities by using music, and 21%, which involves to 6 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students consider teachers should include music in listening comprehension activities. It can be also interpreted that they prefer activities that involve music rather than the ones which don't.

**Question N° 9:** Do you consider completing lyrics of songs helps you in the comprehension of words?

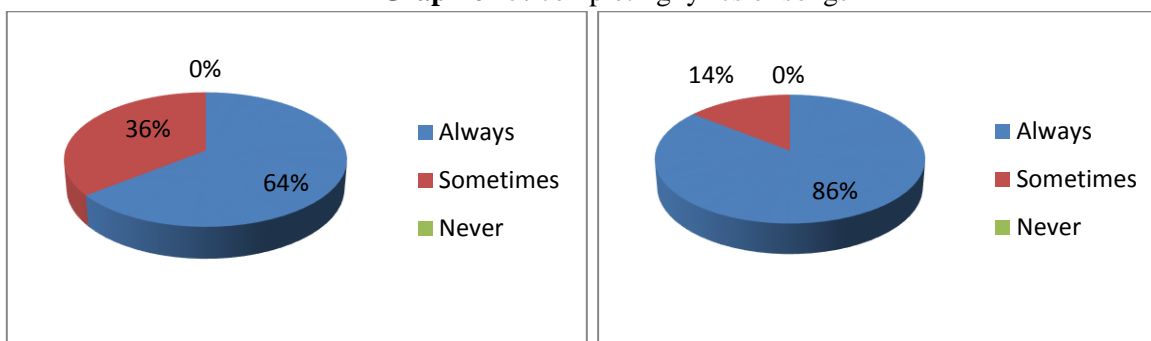
**Table 11:** completing lyrics of songs

OPTIONS	BEFORE		AFTER	
	Count	Percentage	Count	Percentage
Always	18	64%	24	86%
Sometimes	10	36%	4	14%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 15:** completing lyrics of songs



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 64% of them, which corresponds to 18 students, answered that they consider completing lyrics of songs helps them in the comprehension of words, and 36%, which corresponds to 10 students, answered sometimes. While in the second time 86% of them, which corresponds to 24 students, indicated that they consider completing lyrics of songs helps them in the comprehension of words, and 14%, which involves to 4 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students consider that activities related to completing lyrics of songs will help them in the comprehension of words. It can be also interpreted that after using the website they liked to complete some lyrics of different gender songs.

**Question N° 10:** Can you understand the words at using listening comprehension activities?

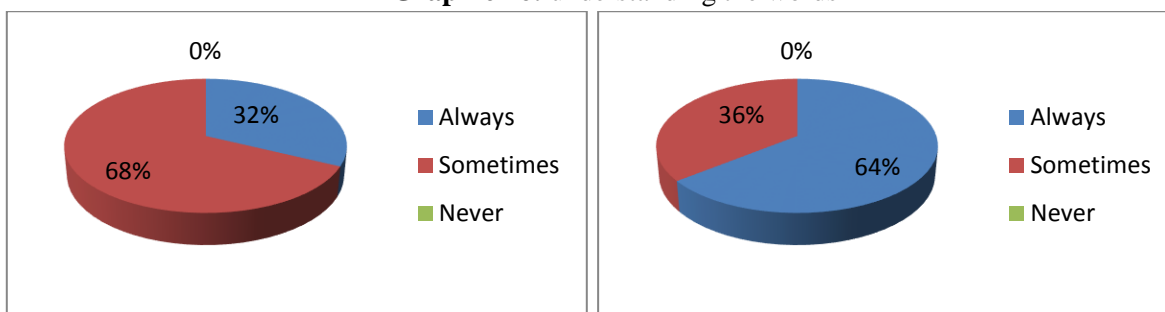
**Table 12:** understanding the words

OPTIONS	BEFORE		AFTER	
Always	9	32%	18	64%
Sometimes	19	68%	10	36%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 16:** understanding the words



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 32% of them, which corresponds to 9 students, answered that they understand the words at using listening comprehension activities, and 68%, which corresponds to 19 students, answered sometimes. While in the second time 64% of them, which involves to 18 students, indicated that they understand the words at using listening comprehension activities, and 36%, which corresponds to 10 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students understand the words at using listening comprehension activities. It can be also interpreted that after using the website they liked to complete activities through completion of lyrics.



**Question N° 11:** Can you find some commands in the lyrics of a song?

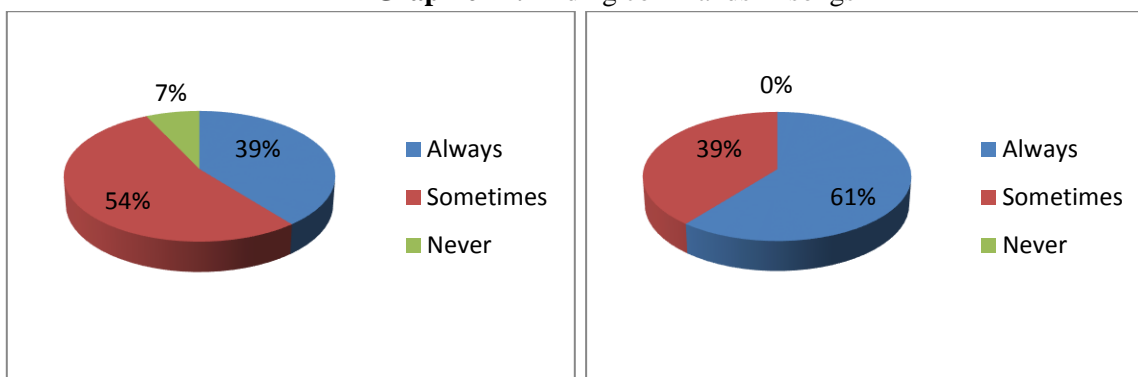
**Table 13:** finding commands in songs

OPTIONS	BEFORE		AFTER	
Always	11	39%	17	61%
Sometimes	15	54%	11	39%
Never	2	7%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 17:** finding commands in songs



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 39% of them, which corresponds to 11 students, answered that they find some commands in the lyrics of a song, 54%, which corresponds to 15 students, answered sometimes and 7% that involves 2 students answered never. While in the second time 61% of them, which corresponds to 17 students, indicated that they find some commands in the lyrics of a song, and 39%, which involves to 11 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students find some commands in the lyrics of a song. It can be also interpreted that after using the website they find more commands than at the beginning.

**Question N° 12:** Can you identify a word by just listening to it?

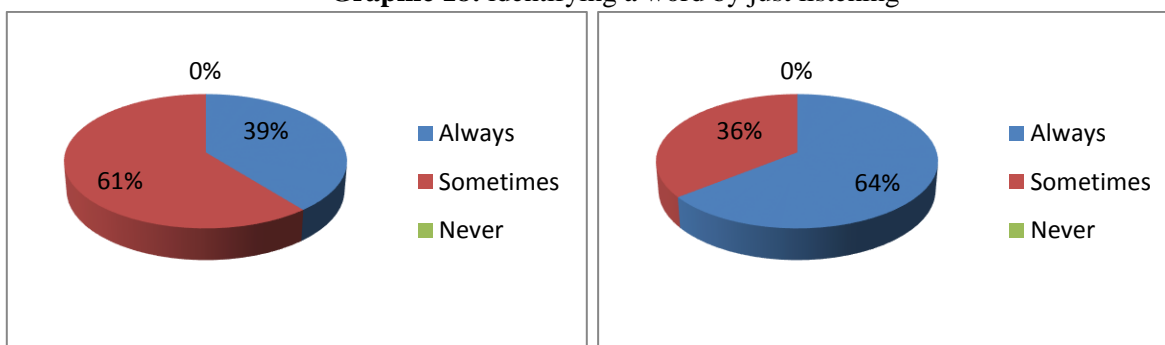
**Table 14:** identifying a word by just listening

OPTIONS	BEFORE		AFTER	
Always	11	39%	18	64%
Sometimes	17	61%	10	36%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

Source: Survey directed to university students

Elaborated by: Medina, T. (2019)

**Graphic 18:** identifying a word by just listening



Source: Survey directed to university students

Elaborated by: Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 39% of them, which corresponds to 11 students, answered that they identify a word by just listening to it, and 61%, which corresponds to 17 students, answered sometimes. While in the second time 64% of them, which involves to 18 students indicated that they identify a word by just listening to it, and 36%, which involves to 10 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students after using the website they felt able to identify more words by just listening to it rather than the beginning.

**Question N° 13:** Can a song give you a general view of culture?

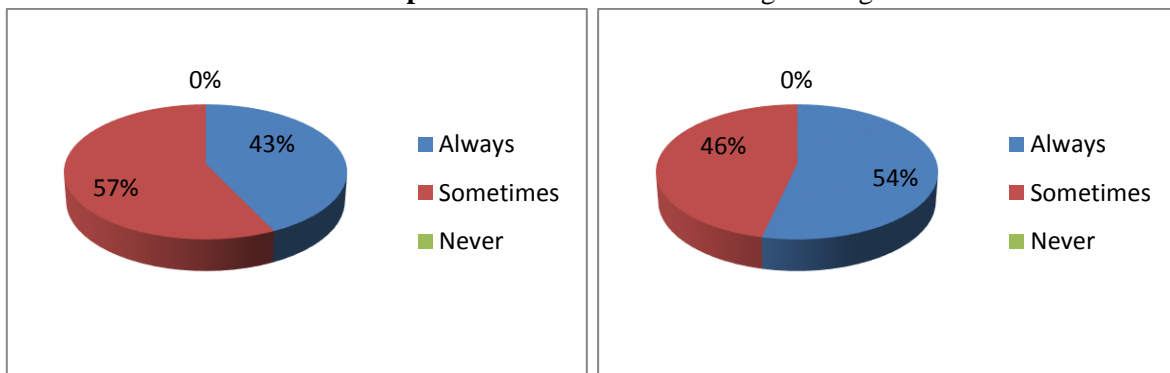
**Table 15:** view of culture through a song

OPTIONS	BEFORE		AFTER	
Always	12	43%	15	54%
Sometimes	16	57%	13	46%
Never	0	0%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 19:** view of culture through a song



**Source:** Survey directed to university student

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 43% of them, which corresponds to 12 students, answered that they think that a song can give a general view of culture, and 57%, which corresponds to 16 students, answered sometimes. While in the second time 54% of them, which involves to 15 students, indicated that they think that a song can give a general view of culture, and 46%, which corresponds to 13 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students after using the website they say that a song can express culture.

**Question N° 14:** Do you consider that the lyrics of the songs express culture?

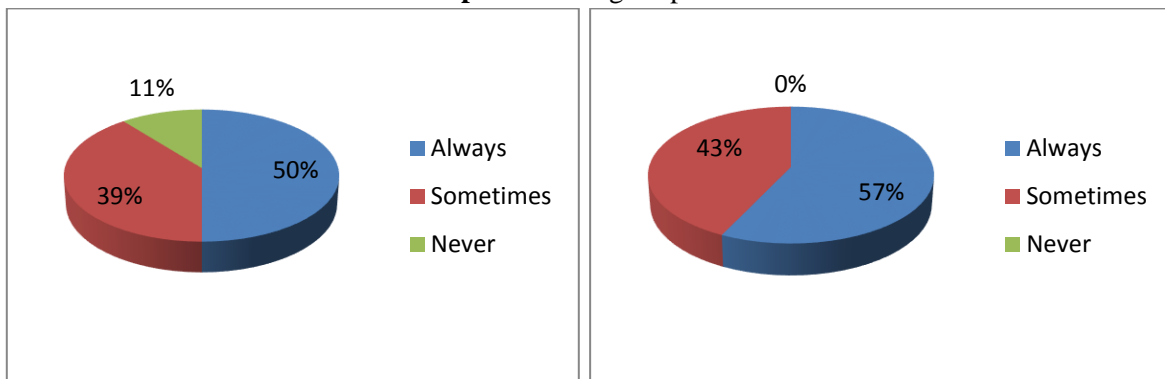
**Table 16:** songs express culture

OPTIONS	BEFORE		AFTER	
Always	14	50%	16	57%
Sometimes	11	39%	12	43%
Never	3	11%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 20:** songs express culture



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 50% of them, which corresponds to 14 students, answered that they consider that the lyrics of the songs express culture, 39% that involves 11 students answered sometimes and 11%, which corresponds to 3 students, answered never. While in the second time 57% of them, which corresponds to 16 students, indicated that they consider that the lyrics of the songs express culture, and 43%, which corresponds to 12 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students after using the website they say the lyrics of the songs express culture.

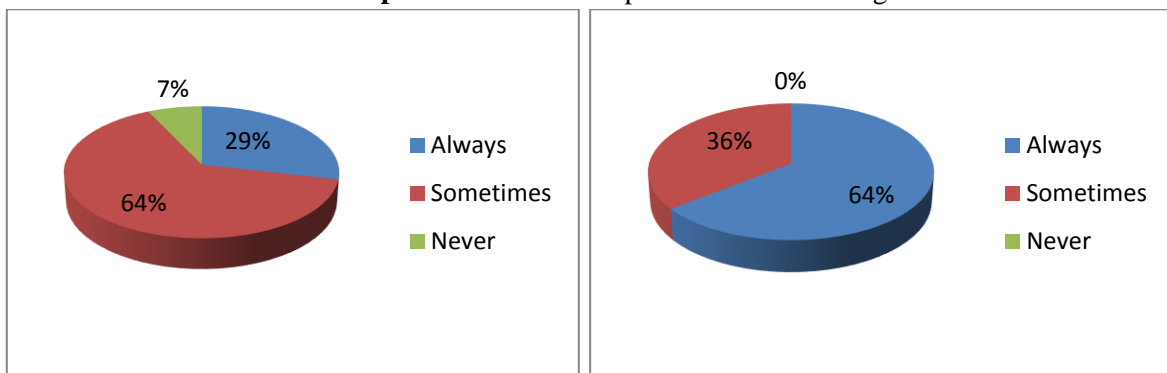
**Question N° 15:** Can you easily understand informal expressions used in songs?

**Table 17:** informal expressions used in songs

OPTIONS	BEFORE		AFTER	
	Always	8	29%	18
Sometimes	18	64%	10	36%
Never	2	7%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

Source: Survey directed to university students  
 Elaborated by: Medina, T. (2019)

**Graphic 21:** informal expressions used in songs



**Source:** Survey directed to university students  
**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 29% of them, which corresponds to 8 students, answered that they can easily understand informal expressions used in songs, 64% that involves 18 students answered sometimes and 7%, which corresponds to 2 students, answered never. While in the second time 64% of them, which corresponds to 18 students, indicated that they can easily understand informal expressions used in songs, and 36%, which involves to 10 students, answered sometimes. Through the results analyzed in this question, it showed that a large group of students after using the website, understanding informal expressions used in songs was easy for them.

**Question N° 16:** Can you complete information in detail after playing with music?

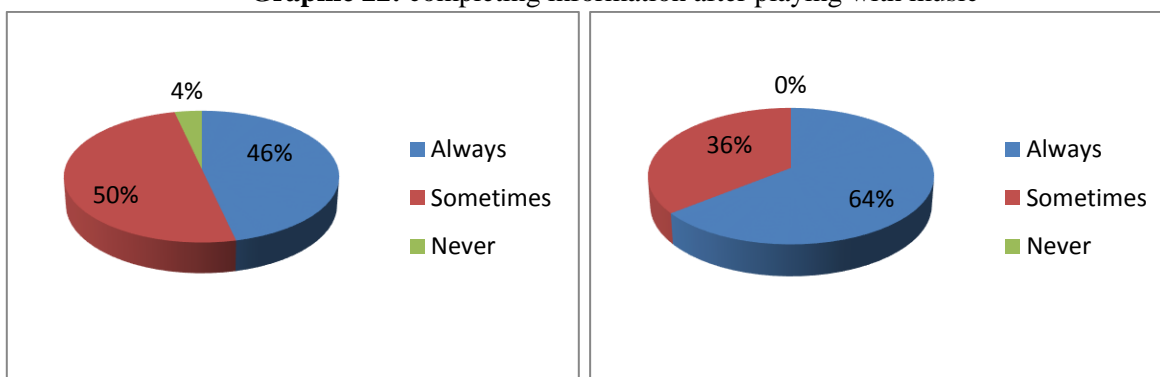
**Table 18:** completing information after playing with music

OPTIONS	BEFORE		AFTER	
Always	13	46%	18	64%
Sometimes	14	50%	10	36%
Never	1	4%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

Source: Survey directed to university students

Elaborated by: Medina, T. (2019)

**Graphic 22:** completing information after playing with music



Source: Survey directed to university students

Elaborated by: Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 46% of them, which corresponds to 13 students, answered that they can complete information in detail after playing with music, 50% that involves 14 students answered sometimes and 4%, which corresponds to 1 student, answered never. While in the second time 64% of them, which corresponds to 18 students, indicated that they can complete information in detail after playing with music, and 36%, which corresponds to 10 students, answered sometimes. Through the results analyzed in this question, it was obtained that a large group of students can complete information in detail after playing with music. It can be also interpreted that after using the website it was easy for them to complete information by filling blanks in the lyrics, after playing with music.

**Question N° 17:** Do you believe that Lyrics Training stimulates the listening for specific information?

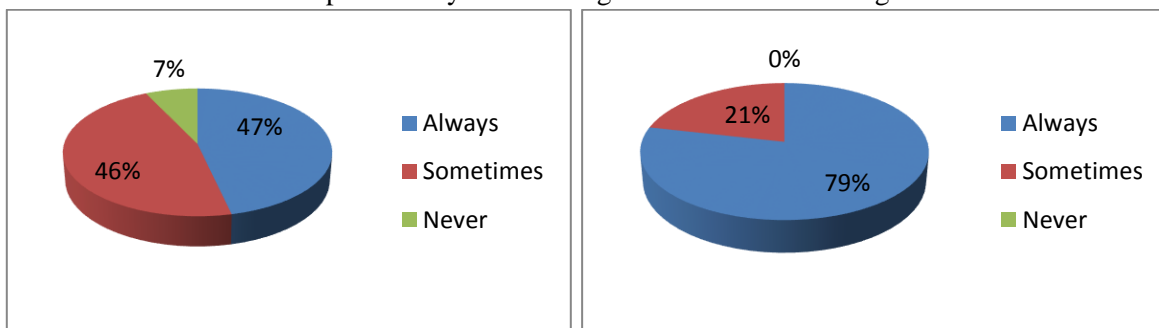
**Table 19:** Lyrics Training stimulates the listening skill

OPTIONS	BEFORE		AFTER	
<b>Always</b>	13	47%	22	79%
<b>Sometimes</b>	13	46%	6	21%
<b>Never</b>	2	7%	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**Graphic 23:** Lyrics Training stimulates the listening skill



**Source:** Survey directed to university students

**Elaborated by:** Medina, T. (2019)

**ANALYSIS AND INTERPRETATION:** In the survey addressed to the students, in the first time 47% of them, which corresponds to 13 students, answered that they believe Lyrics Training always stimulates the listening for specific information, 46% that involves 13 students answered sometimes and 7%, which corresponds to 2 students, answered never. While in the second time 79% of them, which involves to 22 students, indicated that they believe Lyrics Training always stimulates the listening for specific information, and 21% that involves to 6 students answered sometimes. Through the results analyzed in this question, it showed that a large group of students after using the website it was easy for them to complete the lyrics of songs. So, they believe that the listening for specific information can be stimulated by Lyrics Training website.

### **4.3 VERIFICATION OF THE HYPOTHESIS**

For the verification of this research project called: "Lyrics Training and the listening comprehension of the English language". The execution of T- test was done in order to calculate and verify the hypothesis.

**Independent variable:** Lyrics Training

**Dependent variable:** Listening comprehension

#### **4.3.1 Approach of the hypothesis**

**Null Hypothesis (Ho):** Lyrics Training DOES NOT influence the students' motivation to develop the listening comprehension skill of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato.

**Initial Hypothesis (H1):** Lyrics Training DOES influence the students' motivation to develop the listening comprehension skill of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato.

#### **4.3.2. Significance level Selection**

After a long process of analysis and interpretation of obtained results previously then, let's continue with the verification of the hypothesis for which it is made, the use of level  $\alpha = 0.05$  belonging to 95% reliability.

#### **4.3.3 Description of the population**

For the investigation of this project it was worked with 28 first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato in the academic period September 2018 - February 2019.

#### **4.3.4 Specification of the statistics**

In order to perform the hypothesis testing, a survey was applied that measured the student's opinion towards different questions, with the following options: Always (1); Sometimes (0,5); Never (0), the value was respectively assigned for each question, then a score was computed for each student by adding their corresponding results. This was made for the pre survey and the post survey. Then, a t-test was applied in order to compare the statistical differences in their responses before and after the treatment, and a significant difference was found ( $p < 0,05$ ).



**Table 23.** T-test for the means of the pre survey and the post survey

	<i>Pre Survey</i>	<i>Post Survey</i>
Average	11,4821429	14,875
Variance	2,89781746	1,10416667
Observations	28	28
Statistic t	-9,46326968	
P(T<=t) one tail	2,2874E-10	
Critical value of t (one tail)	1,70328845	

**Source:** Excel

**Elaborated by:** Medina, T. (2019)

Consequently, this result suggests that students viewed themselves as more having a positive attitude as well as a better overall understanding of English in the post survey than in the pre survey. It means that the null hypothesis (H0) is rejected and the alternative one (H1) is accepted, which says: Lyrics Training DOES influence the students' motivation to develop the listening comprehension skill of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

After all the process in which the influence of the independent variable, Lyrics Training, on the dependent variable, listening comprehension; the following conclusions were established:

- ❖ The insight of students in relation to the use of the Lyrics Training website was possible to look at. They appeared to have accepted it as a tool to improve their listening comprehension. This may show the acceptance of the website that can be supported by the majority of the students who agreed that Lyrics Training is a great tool to improve listening comprehension skill as well as the motivation in English classes.
  
- ❖ The website Lyrics Training is free, novel and due to its pedagogical characteristics, it can be set up according to the particular needs of each student. It becomes an attractive tool for meaningful learning from another language. The activities presented about completing the lyrics of songs in Lyrics Training made students get involved in the comprehension of words and it has a positive influence on the development of their listening skill in the English language.
  
- ❖ The range of activities of Lyrics Training allows the teacher to choose which song or level is more appropriate to students. However, students feel motivated in improving their listening through their favorite music gender. They enjoy listening to their favorite music genders at the same time they improve their understanding. In addition, to be able to work with the song of preference, the vocabulary can be set up to achieve educational objectives. It means teacher can omit any word to be completed in the filling activity.
  
- ❖ Students considered that these exercises helped them improve their comprehension of words. By listening to a song, and reading and typing its lyrics, they mentioned they liked to complete the lyrics of a song, by filling gaps, they have fun in doing the activity through the website. They also had the opportunity to hear how a word is pronounced. So, they felt able to identify more words by just listening to it rather than the beginning.

- ❖ The insertion of this Lyrics Training website, by teachers, as part of a technological tool in listening classes, showed that a large group of students feel motivated when they do activities to develop the listening skill. Also, their motivation to complete listening comprehension activities will increase at using Lyrics Training website.

## 5.2 RECOMMENDATIONS

After all the process in which the influence of the independent variable, Lyrics Training, on the dependent variable, listening comprehension; the following recommendations were established:

- ❖ Include this website within a lesson plan in which listening comprehension activities are going to be done. Due to its application as a learning tool, it's great to motivate in English classes as well as to improve the listening skill while listening to music.
- ❖ Inquire the options presented by the Lyrics Training website, since it has a wide range of activities, which allow the teacher to establish an effective interaction between the website and the student; due to its easy use and a wide range of songs, it's a really good practical option.
- ❖ Since this research shows a great acceptance of this website, teacher should use it. They ought to create an account, apply the activities that the Lyrics Training website has and set up the vocabulary, verbs, or any part of speech of words that will be listened and learned in English classes.

- ❖ Previews to complete a listening activity or task it is important to consider that each stage of the listening comprehension process (pre listening, while listening and post listening) is essential to obtain effective results.
  
- ❖ Apply this website that is designed for teachers and students, since it runs in pedagogical aspects, didactic and motivational, which guides the teaching-learning process to improve listening comprehension, the most important in communication.

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## **2 Annexes**

### **Annex 1: Research Paper**

# **LYRICS TRAINING AND THE LISTENING COMPREHENSION SKILL**

# **LYRICS TRAINING Y LA DESTREZA DE LA COMPRENSION AUDITIVA**

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## **ABSTRACT**

The application of Lyrics Training website, in listening comprehension classes, increases learners' interest, motivation and also the comprehension of words. Otherwise, the absence of this website in listening comprehension activities may be the reason of students' poor listening comprehension skill. Besides, the significant aim of this research work has been to analyze the importance of the use of the Lyrics Training website as a learning tool in the listening comprehension of the English language in the first semester students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad

Técnica of Ambato. Moreover, to collect the data a survey was used, which was applied to 28 students. Therefore, the results suggest that there is a relationship between Lyrics Training and the listening comprehension of the English language. Altogether, the research presented that the execution of the website in comprehension activities helps to emerge learners' interest in listening tasks, to enhance their comprehension skill and to influence in the development of listening competence.

**Key words:** Lyrics Training, listening comprehension, website, learning tool.

## RESUMEN

La aplicación del sitio web Lyrics Training, en las clases de comprensión auditiva, aumenta el interés, la motivación y también la comprensión de las palabras en los estudiantes. De lo contrario, la ausencia de este sitio web en las actividades de comprensión auditiva puede ser la razón de la poca habilidad de comprensión auditiva de los estudiantes. Además, el objetivo principal de este trabajo de investigación ha sido analizar la importancia del uso del sitio web Lyrics Training como herramienta de aprendizaje en la comprensión auditiva del idioma Inglés en los estudiantes del primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Además, para recopilar los datos se utilizó una encuesta, que se aplicó a 28 estudiantes. En la que, los resultados sugieren que existe una relación entre Lyrics Training y la comprensión auditiva del idioma Inglés. Por lo tanto, la investigación expone que la ejecución del sitio web en las actividades de comprensión ayuda a surgir el interés de los alumnos en los ejercicios de escucha, mejorar su capacidad de comprensión e influenciar en el desarrollo de la competencia auditiva.

**Palabras clave:** Lyrics Training, comprensión auditiva, sitio web, herramienta de aprendizaje.

## **I. INTRODUCTION**

It is important to motivate the student to learn the foreign language in all possible ways. This time we will rely on music, but more concisely on the Lyrics Training website as one of the funniest learning tools that can be used in class. In addition, it is worth mentioning that there are several websites on pronunciation that are recommended to use in a class. The same ones that help to improve the listening comprehension and practice the accent and / or pronunciation of the different words or phrases that exist in the foreign language through karaoke-style music videos, but what better to mention to Lyrics Training.

However, Sánchez (2009) mentions that the song as a manifestation of ideas, situations, feelings and experiences of people is one of the best tools in teaching a foreign language, since all the approaches that can be done to this are linked. Besides, it should be noted that Lyrics Training more than being a website, where students can have fun learning the pronunciation of words through music, favors linguistic immersion in them. Lyrics Training helps to learn new vocabulary words or phrases and even verbs. In addition, it helps to reinforce grammar when completing filling gap activities by writing the missing words in each sentence of the lyrics of a song.

This academic paper has an essential objective: analyze the use of the Lyrics Training website as a learning tool in the listening comprehension of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato. Besides, this also has three specific objectives:

- ❖ To determine the importance of using Lyrics Training in its application as a learning tool in English language.
- ❖ To analyze how Lyrics Training helps to improve the listening comprehension.
- ❖ To study the relationship between Lyrics Training and the listening comprehension of the English language.

## **II. LYRICS TRAINING WEBSITE**

Due to the technological advance, students can surf online and find websites that can be very useful in learning the English language. As previously mentioned, Lyrics Training is a website where the ear can be trained, through music videos, to quickly understand the pronunciation of different words of the language. Elasthink, (2018), the same person who operates this website, states that through the website users participate in a community

whose main purpose is the encouragement of language learning through the exchange of educational and recreational content with other users. The website is intended to be a tool for all those interested in learning languages as well as for the artists and musical works are known.

Moreover, Borromeo (2015) defines it as a website which mixes audio and video from YouTube with songs' lyrics like a game. So, Lyrics Training will help a lot to train the ear in order to significantly improve the ability to retain the word, recognize the sounds and identify the words of the English language. Allowing the brain to quickly grasp the words recognize them and finally interpret them (Maes, 2001). Thus, student or participant's comprehension will be improved by learning vocabulary or phrases, and what better to enjoy listening to good music at the same time.

### **III. INVESTIGATIVE BACKGROUND**

The research work carried out by Borromeo, (2015), with the topic "The Use of LyricsTraining Website to Improve Listening Comprehension" reached the following results: action research was used as the methodology with twenty participants. First, they were asked to use the website. They received an email with a link which they had to click on and solve it. Then, they had to answer a questionnaire provided online aimed to obtain impressions about the use and effectiveness of the website.

Their overall comments showed a positive experience when using this website. So, it showed that it helps to improve their listening comprehension. Most students remembered words from the song, which shows how technology may influence the learning of a language in a positive manner.

Another research work carried out by Cuenca (2017) with the theme "Aplicación educativa Lyrics Training en el desarrollo de la competencia auditiva, en estudiantes de los paralelos A y B, del nivel A2 de la Universidad Tecnológica Indoamérica, durante el período 2016" reached the following results: a quasi-experimental research was applied in the population consisted of 51 students divided into the experimental group and control group. In both were applied a pre-test. Then, the experimental group used Lyrics Training for 6 weeks. After, both groups were evaluated by a post-test. So, the results were clear, it confirmed the influence of the educational application "Lyrics Training" in the development of listening competence.

### **IV. THE CONTRIBUTION OF LYRICS TRAINING IN THE SKILLS.**

#### **Receptive skill**

Pdominguez (2008) points that the skills are fundamental parts in the process of learning a second language and they have two

subdivisions. The first is receptive or interpretive. This refers to the ability to listen and read respectively. The second is productive or expressive. These are related to speaking or writing respectively. Besides, it should be noted that the word "skill", in English, translated into Spanish means "destreza", the same that, in educational terms goes hand in hand with learning. This process is full of usual practices, in what matters is not only listening but knowing how to listen.

Furthermore, according to Wix (2015), skills are associated with the behaviorist theories that point to learning as a process of habit formation and in which the important thing is the "know-how" rather than just "knowing". Being excellent in a skill requires a lot of practice and constant exposure to the language. So, there is no another way or strategy to learn a second language without the constant practice of it. For example training the ears with podcasts or recordings and even music videos, in such a way that the pronunciation of the words of the second language is easier to recognize, understand and interpret.

To communicate in an effective way, it is essential to have working the listening skill at 100 to provide an enjoyable communication (Dcameron, 1999). Being that if a person does not have this skill developed, the result of lack of practice, the messages to be transmitted would sometimes be misunderstood. The communication would be vain and the

understandable message emitted by the sender would be frustrating for the receiver.

### **Listening Comprehension**

Listening skill is definitively developed by constant practice. And this not only applies for listening, but also for speaking and reading skills (Gonzales, 2000). Several activities can be done in the classroom for developing listening, even the informal teacher-talk is the best material that can be used in the classroom to practice it (Penny, 2013). For instance, the activities can be developed in different places either at home, in the library, in the classroom or even online. The purpose has to be for students constantly practice each subject taught in class by the teacher for the benefit of improving the listening skill.

Haroun (2001) mentions three listening Sub-skills: **Listening for gist**; it refers to use listening tasks to get a general or main idea for the total listening. It is not mandatory to understand every single word. **Listening for specific information**; it refers to get specific details, trying to discover a particular piece of information, after listening. **Listening in detail**; it is when the listener listens, again and again, paying attention to all the words and trying to understand all possible information.

Furthermore, Chighizola (2006) defines listening comprehension as a skill or linguistic ability that each person can develop to perfection. Firstly, the understanding of a

message transmitted orally may not be received clearly in some cases. That's why the listening comprehension is considered as an active skill that fully interprets the message transmitted, leading to a coherent response. In addition, this skill consists of five sub-competences. These are: grammatical, sociolinguistic, sociocultural, discursive and strategic. These complement each other and lead to make the listening skill perfect, but of course, that perfection entails a lot of practice.

Listening comprehension is essential to language acquisition then more attention needs to be paid for achieving its effectiveness (Feiten, 1991). A good comprehension is of great importance and it is even established as a fundamental aspect that every human being must possess and use it in every communication or interaction with other people. Moreover, speaking or expressing opinions without having previously listened them well, the message can be misunderstood by the receiver and therefore answered in an unexpected way. However, unfortunately not all people have this skill because some are likely to be deaf or have no sense of hearing (Eduardo, 2014). Besides, it must also be remembered that in ancient times it was first the oral skill, which works together with the listening, before the written one. People did not have pen, paper or any resource to express their thoughts or ideas in a written way.

## **V. METHOD OF INVESTIGATION**

### **Field research**

Field research, for Bunge (2000), allows collecting data directly from the reality where it is presented. The data obtained is called primary or firsthand. So, this is a field research because it will be accomplished in the place of the facts with all the involved subjects from *Pedagogía de los Idiomas Nacionales y Extranjeros*. Furthermore, this study aims to obtain important information about the problem and to achieve the project's objectives.

### **Bibliographical research**

Bibliographical research is a type of research focused on discovering new facts based on concepts and criteria from different authors (William, 2011). So, this research is bibliographical, since it takes information from books, magazines, publications from the internet, among others. Furthermore, it is based on the criteria and concepts from different authors about the Lyrics Training website and the listening comprehension.

### **Collection of Information**

In the development of this research work, surveys were the instrument in the field to investigate and a questionnaire was used as a technique for students. The technique and instrument were taken respectively from the operationalization of variables that involved "Lyrics Training and the Listening Comprehension".

Then, a survey was applied for the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros with 17 items and 3 options in which their answers were: always, sometimes and never.

## VI. RESULTS

### Specifications of the statistics

In order to perform the hypothesis testing, a survey was applied that measured the student's opinion towards different questions, with the following options: Always (1); Sometimes (0,5); Never (0), the value was respectively assigned for each question, then a score was computed for each student by adding their corresponding results. This was made for the pre survey and the post survey. Then, a t-test was applied in order to compare the statistical differences in their responses before and after the treatment, and a significant difference was found ( $p < 0,05$ ).

**Table 1.** T-test for the means of the pre survey and the post survey

	Pre Survey	Post Survey
Average	11,4821429	14,875
Variance	2,89781746	1,10416667
Observations	28	28
Statistic t	-9,46326968	
P(T<=t) one tail	2,2874E-10	
Critical value of t (one tail)	1,70328845	

**Source:** Excel

**Elaborated by:** Medina, T. (2019)

**Decision:** Consequently, this result suggests that students viewed themselves as more having a positive attitude as well as a better overall

understanding of English in the post survey than in the pre survey. It means that the null hypothesis (H0) is rejected and the alternative one (H1) is accepted, which says: Lyrics Training DOES influence the students' motivation to develop the listening comprehension skill of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato.

## VII. DISCUSION

After all the process about the influence of the independent variable, Lyrics Training, on the dependent variable, listening comprehension; the following aspects were noted. First, through the results analyzed in some questions, a large group of students after using the website they felt able to identify more words by just listening to it rather than the beginning. Besides, students after using the website think the use of Lyrics Training will increase the students' listening comprehension as well as the motivation in English classes.

Inquiring the options presented by the Lyrics Training website, since it has a wide range of activities, which allow the teacher to establish an effective interaction between the website and the student; due to its easy use and a wide range of songs, it's a really good practical option. So, this website runs in pedagogical aspects, didactic and motivational, which guides the teaching-learning process to improve listening comprehension, the most important in

communication. Also, teachers should use it. They ought to create an account, apply the activities that the Lyrics Training website has and configure the vocabulary, verbs, or any part of speech of words that will be listened and learned in English classes.

Finally, since this research shows a great acceptance of this website, it means Lyrics Training DOES influence the students' motivation to develop the listening comprehension skill of the English language in the first level students from Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato

## VIII. CONCLUSIONS

- ❖ The insight of students in relation to the use of the Lyrics Training website was possible to look at. They appeared to have accepted it as a tool to improve their listening comprehension. This may show the acceptance of the website that can be supported by the majority of the students who agreed that Lyrics Training is a great tool to improve listening comprehension skill as well as the motivation in English classes.
- ❖ The website Lyrics Training is free, novel and due to its pedagogical characteristics, it can be set up according to the particular needs of each student. It becomes an attractive tool for meaningful learning from another language. The activities presented about completing the lyrics of songs in Lyrics Training made students get involved in the comprehension of words and it has a positive influence on the development of their listening skill in the English language.
- ❖ The range of activities of Lyrics Training allows the teacher to choose which song or level is more appropriate to students. However, students feel motivated in improving their listening through their favorite music gender. They enjoy listening to their favorite music genders at the same time they improve their understanding. In addition, to be able to work with the song of preference, the vocabulary can be set up to achieve educational objectives. It means teacher can omit any word to be completed in the filling activity.
- ❖ Students considered that the exercises completed in the website helped them to improve their comprehension of words. By listening to a song, and reading and typing its lyrics, they mentioned they liked to complete the lyrics of a song, by filling gaps, they have fun in doing the activity through the website. They also had the opportunity to hear how a word is pronounced. So, they felt able to identify more words by just listening to it rather than the beginning.
- ❖ The insertion of this Lyrics Training website, by teachers, as part of a technological tool in listening classes,



showed that a large group of students feel motivated when they do activities to develop the listening skill. Also, their motivation to complete listening comprehension activities will increase at using Lyrics Training website.

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## **Annex 2: Students Participation**

Customized Exercise / Highscores  
present tense

Worldwide My Country **My Friends**

1		silvia_solis		890 points	2 weeks
2		Airamrach		890 points	2 weeks
3		marylive11		890 points	2 weeks
4		BlazeFerdinand		890 points	2 weeks
5		JorgeALobito		890 points	2 weeks
6		Angela0310		845 points	2 weeks
7		Adriana123lizbeth		765 points	2 weeks
8		anabelenpullutaxi29		710 points	2 weeks

Back Start Game

Customized Exercise / Highscores  
Verbs and vocabulary

Worldwide My Country **My Friends**

19		Maycoolo		613 points	3 weeks
20		MartinC15		603 points	3 weeks
21		gaonal91		502 points	3 weeks
22		silvyktherine		487 points	3 weeks
23		Pichoon26		475 points	3 weeks
24		adriana_criollo		430 points	3 weeks
25		kati26		342 points	3 weeks
26		EvelynCisneros		90 points	3 weeks

Back Start Game

### Annex 3: Survey Addressed to Students

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTA DE CIENCIAS HUMANAS Y DE LA EDUCACION



## CARRERA DE IDIOMAS

### MODALIDAD PRESENCIAL

**Survey for students from First Level from Pedagogia de los Idiomas Nacionales y Extranjeros.**

**Objective:** The following survey aims to determine the influence of Lyrics Training within the process of learning English, for which it is requested to read carefully and select one of the options.

**Direction:** Read each item carefully and answer with a check (✓) in the box.

Name:	Always 1	Sometimes 0,5	Never 0
1. Do you feel motivated when you do activities to develop the listening skill?			
2. Do you like to use websites as technological tools to practice your listening?			
3. Do you like to complete the lyrics of a song, by filling gaps, while you listen to it to improve your listening skill?			
4. Do you like to complete the lyrics of a song, by selecting, while you listen to it to improve your listening skill?			
5. Do you feel motivated in improving your listening through your favorite music gender?			
6. Do you think the use of Lyrics Training will increase the students' listening comprehension and motivation in English classes?			
7. Do you consider teachers should include musical websites as learning tool in listening classes?			
8. Do you think the teacher should use listening comprehension activities by using music?			
9. Do you consider completing lyrics of songs helps you in the comprehension of words?			
10. Can you understand the words at using listening comprehension activities?			
11. Can you find some commands in the lyrics of a song?			
12. Can you identify a word by just listening to it?			
13. Can a song give you a general view of culture?			
14. Do you consider that the lyrics of the songs express culture?			
15. Can you easily understand informal expressions used in songs?			
16. Can you complete information in detail after playing with music?			
17. Do you believe that Lyrics Training stimulates the listening for specific information?			

**Annex 4:** Urkund Analysis

**Documento** [Research Work-Medina Tania.docx](#) (D47913800)

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