UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

"LYRICS TRAINING AND LISTENING SKILL"

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Cristina del Roció Jordán Buenaño, holder of the I.D No. 1804010500, in my capacity as supervisor of the Research dissertation on the topic: **"LYRICS TRAINING AND LISTENING SKILL"** investigated by Miss. Dayanna Carolina Gamboa Galarza with I.D No. 1725921579, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled **"LYRICS TRAINING AND LISTENING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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TO:

    God, who put this dream in my heart, and through his blessing, I have been able to get this far. To my parents, who immense love gave me everything I needed, besides being the people who always gave me the strength to go ahead and not give up. To my younger sister, who always trusted me and put a smile on my face when I needed it most.

Dayanna.

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Dayanna.

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ABSTRACT

This research was conducted in an online educational environment, specifically with the sixth-semester course of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato with a total of 28 students. The focus of this research was to investigate the effectiveness of the Lyrics Training website on listening skills. For this purpose an experimental study was used which was carried out by applying a pre and post-test to all students, this test was taken from Cambridge PET exam B1 for the evaluation of listening skills in order to obtain results on the level of listening skill of the students before and after the treatment. As for the treatment, this was developed based on the three main stages of listening to a lesson, i.e., this began with the pre-listening stage, then proceeded with the listening stage and finally the post-listening stage was applied, using Lyrics Training activities during this process. For this purpose, 14 students were taken into account, which would be the experimental group and would be part of the treatment based on the use of Lyrics Training, while the remaining 14 students would be the control group and would not be part of the treatment. The intervention with the students for the application of the treatment lasted 2 weeks with a total of 5 class sessions. Additionally, a survey was administered in order to know the students' perception of using Lyrics Training in class to improve their listening skills. Finally, data analysis was performed using the paired samples t-test. The results showed that the use of Lyrics Training was effective in improving students' listening skills.

Keywords: Educational website, listening skill, Lyrics Training, technology tool.

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RESUMEN

Esta investigación se realizó en un entorno educativo en línea, específicamente con el curso de sexto semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, con un total de 28 estudiantes. El objetivo de esta investigación fue investigar la eficacia del sitio web Lyrics Training en las habilidades de escucha. Para ello se utilizó un estudio experimental que se efectuó aplicando una prueba previa y una prueba posterior a todos los estudiantes, esta prueba fue tomada del examen PET B1 de Cambridge para la evaluación de la habilidad auditiva con el fin de obtener resultados sobre el nivel de habilidad auditiva de los estudiantes antes y después del tratamiento. En cuanto al tratamiento, este se desarrolló en base a las tres principales etapas de escucha de una lección, es decir se comenzó con la etapa de pre-escucha, luego se procedió con la etapa de escucha y finalmente se aplicó la etapa de post-escucha procurando el uso de actividades con Lyrics Training durante este proceso. Para ello se tomaron en cuenta 14 alumnos, los cuales serían el grupo experimental y formarían parte del tratamiento basado en el uso de Lyrics Training, mientras que los 14 alumnos restantes serían el grupo control y no formarían parte del tratamiento. La intervención con los alumnos para la aplicación del tratamiento duró 2 semanas con un total de 5 sesiones de clase. Además, se administró una encuesta para conocer la percepción de los alumnos sobre la utilización de Lyrics Training en el ámbito educativo para mejorar sus habilidades auditivas. Por último, se efectuó un análisis de datos mediante la prueba t de muestras pareadas. Los resultados mostraron que el uso de Lyrics Training fue eficaz para mejorar la capacidad de escucha de los estudiantes.

Palabras clave: Capacidad de escucha, herramienta tecnológica, Lyrics Training, sitio web educativo.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Nowadays, students require innovative ways to acquire the English language, for this reason, the use of web tools is promoted more regularly. This study involves the use of a virtual tool for teaching the English language, aiming to help the reinforcement of communicative language skills. The present research focuses on the use of the Lyrics Training web tool and listening skills. The Lyrics Training web tool is a useful website to improve students' listening skills through the use of songs. In addition, this section will show previous research that is related to the use of the Lyrics Training website and listening skills.

A study conducted by Dharmawan and Prischilla (2018) entitled "The use of LyricsTraining.com on Listening Class of First Semester Students of English Education Study Program Teacher Training and Education Faculty (Fkip) Universities Bandar Lampung" stated that Lyrics Training is effective in improving the listening skill the research aimed to inquire students' perceptions about the implementation of LyricsTraining.com in the listening class. For this research, it was decided to use a descriptive qualitative method to find some behavioral phenomena of the students and to obtain details of the students' perceptions about the website. The participant's research was from the first semester of the English Education Studies Program of the Faculty of Training and Education (FKIP). In the data collection, observations, questionnaires, and interviews were applied. Finally, this study contributed to the present research because it demonstrated valuable results, through the instruments used, which influenced positively. That is, the contribution of this research was mainly evidenced by the increased interest and motivation of the students to improve listening skill, thus proving the effectiveness of using Lyrics Training.

A research carried out by Angelina (2020), entitled "The Strengths and Drawbacks of Lyrics Training Implementation in Basic Listening Course" aims to discover the qualities and disadvantages of executing Lyrics Training to act as an illustration of web-based CALL in the Basic Listening Comprehension course. In this research, Lyrics Training is a website that integrates YouTube videos with song lyrics focused on the listening skill development of English language learners. Also, for the research, a survey was used, and the population was 30 students in the first semester of the essential listening course. Also, a survey with shut and open-finished inquiries was utilized to gather some essential information. Finally, the aftereffects of this investigation showed the advantages that the students accepted the web tool "Lyrics Training" as an educational tool that helps to increase their language skills, and they also assured that Lyrics Training helped to increase their motivation to learn and acquire the language. This study supported the present research because it provided favorable results through the use of a survey, which showed that the student's perception of using Lyrics Training was positive. In addition, it was shown that listening skill had significantly improved through the use of the website.

The research conducted by Pitarch (2020), entitled "Enhancing Listening Skills and Learning Specific Language with Transcription Activities Using Lyrics Training" was a research where Lyrics Training is presented as a pedagogical tool for foreign language. In addition, the author emphasizes that the utilization of these tools has worked on the nature of conventional classes by joining extra tools that did not exist before. For this situation, Lyrics Training is an advanced application that permits understudies to the song and performs exercises like filling in the holes in the lyrics. This research aims to provide a theoretical basis to support the educational utilization of Lyrics Training to show language and assist with further developing students' listening abilities. As a result of this research, improvements are reflected on the control group, since the degree of exposure of the students to the content and the task was higher. Furthermore, it turned out to be a voluntary act, suggesting that this learning could be a central strategy to assist understudies with obtaining jargon, as well as to improve their general listening skills in a natural environment. The present research contributed to demonstrating that the use of Lyrics Training should be constantly supported and considered by both teachers and students, as it turns out to be a tool that stands out from conventional classes. Furthermore, it was observed

that it be a central strategy, as students had productive learning as well as volunteering by using Lyrics Training thus improving their listening skills.

A research carried out by Merve and Zekiye (2020), entitled "The effect of technology-based materials on vocational high school students' listening skill" with the aimed at examining the effect of technological materials such as Lyrics Training and its influence on the listening skills of students, is a research that also proposes to find out the perceptions of students and teachers about the use of technological materials in the classroom. In this research, the authors used mixed research methods. On the one hand, it could be observed that quantitative data were collected through pre-and post-test results with the participation of 178 Turkish students of pre-advanced level. Otherwise, it also can be observed that qualitative data were acquired from the utilization of semi-organized meetings to recognize instructors' and understudies' impressions of the use of technological materials such as the Lyrics Training website. Finally, the results indicated that technology-based materials such as the Lyrics Training website, and others contributed to the development of listening skills. In the quantitative results, technology-based materials were found to be more viable than course book-based materials; besides, the respondents favor innovation-based materials since they felt inspired in the classroom when they used them. This study contributed to the present research work by finding that the use of a website such as Lyrics Training are considered innovative by students and teachers. There is also the fact that this proposed website contributes positively to the development of listening skills.

The research conducted by Surayatika (2017), entitled "Using Website as a tool for practicing English Listening Skill" developed an investigation where he proposed that multimedia technology is valuable in showing listening because each sort of innovation gives freedom to students to investigate their listening procedures. This research was conducted to identify and analyze students' attitudes toward learning through technology tools such as using the Lyrics Training website in Taiwanese college students by using and applying an online survey. The results of this research showed that students had a positive attitude towards accessing technology and consequently using educational tools such as the Lyrics Training website which, they concluded, had helped to increase and improve listening skills.

Finally, the research concludes that the use of websites to practice listening comprehension can be good assistance for understudies to rehearse their language learning skills, obtaining positive results and attitudes from the students. Consequently, this study had a great impact on the present research study, as it shows a positive perception of the students when using Lyrics Training. At this point, a good acceptance is shown to rehearse listening skills by using the proposed educational tool.

A research carried out by Borromeo (2015), entitled "The Use of Lyrics Training Website to Improve Listening Comprehension" aimed to explore the execution of Information and Communication Technologies, explicitly sound and video joined with listening appreciation in English. The primary target was to know whether understudies at Universidad Veracruzana would acknowledge the utilization of Lyrics Training, the site that joins recordings from YouTube containing verses to further develop listening cognizance, during their English courses. The methodology used for this research was action research. Twenty students from the Bachelor of English Language participated during the implementation, who used the Lyrics Training website and finally gave their feedback on their experience about the use of the technological tool. The questionnaire and the feedback were developed online. As conclusions of this research, the students' comments showed a positive experience using Lyrics Training and even gave suggestions for improving the website. More important is the fact that listening comprehension could be improved by using this tool. Most of the students were able to remember words from the songs, which leads one to believe that technology has a positive impact on language learning. This paper had a great contribution to the present study because it exposes the effectiveness of the use of Lyrics Training, besides providing suggestions from the students on the use of the website.

The research conducted by Azhari and Adnam (2018), entitled "The use of Lyrics Training Website to improve student's listening comprehension in Senior High School" developed an investigation where the authors propose that listening is one of the language skills to master and a teacher needs to teach students in learning English. Also, the authors presented listening learning media that motivated students to apply English in their daily life. In addition, a teacher must be creative to make

auditory learning more enjoyable as it is important in the learning process. This research showed that it is necessary to apply an interesting technique and the appropriate means to learn to listen. Also, it was proposed that by using these tools understudies are charmed and prodded to learn it. In this article, the essayist requested that how further foster understudies' listening insight through LyricsTraining.com online website page. This site provides bona fide, extensive, new, and fascinating listening taking in materials from different sorts of music videos on YouTube. In addition to students, and educators, who can likewise make their material by making a record on LyricsTraining.com site concluding that it is an effective and promising motivational tool to improve students' listening skills. Consequently, this work was of important contribution because it suggests the encouragement of the use of Lyrics training as it is effective in mastering English language listening skills. Also, the source of perception that students gained from using the website were positive and influential to continue with the acquisition of listening skills.

The research conducted by Kusumaningsih, Wiyanti, and Ramadhiyanti (2019), entitled "Websites Practicing to develop Listening Skills" was focused on educational websites, where they used a qualitative study to showed how effective English language learning and communication skills are, using educational websites such as Lyrics training website for students. To develop this research, it was necessary to use a questionnaire and an interview to collect the data. The results of this study reflected the positive attitudes of students towards using websites like Lyrics training to practice listening and continuously improve communication skills through the practice and use of this website. In this research, opportunities to learn and practice listening skills and the use of autonomous learning strategies were also evidenced as a tool to help students strengthen their language skills. Therefore, this work contributed to the present research because it helped to corroborate the positive attitudes shown by students in using Lyrics Training to improve listening skills. The effectiveness of the website, when used autonomously by the students, is another advantage provided.

A study conducted by Ohashi (2019), entitled "Listen up! Useful Materials for Intensive and Extensive Listening" researched that language learners can gain a

lot by participating in extensive and intensive practical listening. The Internet offers a wide variety of tools to choose from and focuses on listening skills, and indeed; it can be difficult for students and teachers to know which ones are correct to use. Also, in this article, the author presented a variety of listening materials that have been favorably evaluated. The main goal of the author is to familiarize both teachers and language learners with the CALL / MALL tools that they could incorporate into their lessons and recommend their students for study outside of class. Through this research, the author provides readers with examples of listening comprehension materials useful in the acquisition of listening skills. In addition, the article proposes ways in which teachers can support the use of websites that enhance students' out-of-class listening. Finally, this article sought to support language teachers who wish to facilitate the development of their students' L2 skills through the use of online audio materials such as the Lyrics Training website, which proved to be attractive and easy to use for the students and teachers who used it. This research provided valuable information on how a website like Lyrics Training can be interesting and effective to use to improve listening skills. In addition, it provides confidence in implementing educational websites, as they were proven to be effective, easy and fun to use.

The research carried out by Casañ (2020), entitled "Lyrics Training: Una propuesta Docente para la Enseñanza de lengua Extranjera" focused on being a didactic proposal through the use of the game Lyrics Training, which proposed a series of activities that can be developed in class as a motivational factor for students. The methodology used in this research was a research and documentation work, which sought to contextualize the theoretical framework of the research by reviewing the main educational theories in history. As for the level in which this proposal was focused, it was for students with an A2-B1 level of English with a total of 4 sections. It is worth mentioning that the design of the activities, despite having as an objective the practice of different skills, has been focused on the main theme of the game Lyrics Training. Also, after the proposal, a discussion section was made in which comments on some of the most relevant aspects of the use of Lyrics Training in the classroom can be reviewed. Thus concluding that the usefulness of Lyrics Training is indisputable since it provides the teacher with numerous resources and turns out to be a motivating element for the students. This research supported the present research because it showed that Lyrics Training can be used as a tool employed during class

sections as something innovative. In addition, the research provided valuable information on the effectiveness of the website when used in an educational setting, specifically with A2 and B1 learners, as was the case in this research.

Finally, all the research mentioned above supports the present research since the results of the studies concluded that the use of Lyrics Training is effective for the development of listening skills in students of different ages and educational centers where the use of Lyicstraining website was applied. Therefore, it was considered to do this research based on this theme "Lyrics Training and listening skill" since it will be able to verify and support that this app works in students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major in the sixth semester of the "Universidad Técnica de Ambato" through the application of this app for educational purposes and with a focus on listening skills in the English language.

1.2 Theoretical Framework

1.2.1 Independent Variable

Educational Technology

When talking about educational technology, one can deduce a wide possibility of using technological tools to educate students through a new and entertaining approach. According to Huang, Spector and Yang (2009), educational technology could be defined as that which involves the effective use of technology to support or facilitate the learning, performance, and instruction of both students and teachers. On the other hand, educational technology also refers to the use of tools, processes, procedures, resources, and strategies to enhance learning experiences in various contexts, such as formal, informal, non-formal, lifelong, and lifewide learning. Educational technology approaches have evolved in recent times from the use of educational tools and have grown rapidly to include devices and approaches such as mobile technologies, educational websites, virtual and augmented realities, collaborative, networking, cloud computing, flipped classrooms, and more.

In addition, the incorporation of technology today is a necessity in society in general and consequently in the educational field, as it allows to modify the traditional ways of teaching and learning a language. Moreover, technology adapts to the educational needs of teachers and students ensuring learning is presented in a

diverse range of forms and methods for all ages and for specific skills or needs as required by the learner.

Technology Tools in language

All teachers today use one or more technology tools; however, this teaching and learning process has been around for some time, although this does not guarantee that all teachers use it in their classes. Even though there are numerous sites planned and distributed on the Internet for learning and educating English, EFL teachers and students sometimes make little use of them. The textbook is often the main focus of many teachers meaning that they are using traditional and not innovative methods to learn a language (Abdul, 2008). Websites are useful tools for new language acquisition, they are innovative tools, and they help learners to review, practice, understand, reinforce, learn and improve their language skills. For this, there are several websites on the internet; however, one must differentiate the educational websites that serve one purpose or another. Websites often offer exercises and games for every language skill including vocabulary and grammar reinforcement, it all depends on the learner's need.

Lyrics Training

On the internet you can find several possibilities to practice and improve your listening skills, but there are few that combine entertainment in an educational approach as Lyrics Training does. According to Kahlil (2010), Lyrics Training is a website that uses YouTube music videos of popular English language songs and others to provide language learners with a pleasant method to rehearse their different language skills. This website has been developed to simplify the practice of language skills through the easy accessibility and usability of the Internet, it also offers game mode options to interact with the English language. On the other hand, according to Lyrics Training, it serves as an excellent and fun tool to practice and understand listening, pronunciation, and idioms of the language, although it will not be of much help if a learner wants to use this website as an English learning tool with no previous knowledge. That is why this website is intended for learners of the language, to facilitate their learning process and acquisition of language skills.

Lyrics Training is a free and easily accessible technological resource for language learners and teachers. This website is attractive to teachers who are looking for technological tools that capture the attention of students while learning the second language, especially for practicing listening skills, pronunciation, or even writing and vocabulary. This website encourages students' self-learning through the autonomous use and practice that learners give to the website at home or in their free time.

The accessibility of the website is favorable because it can be accessed from any device, which makes it a technological tool for the autonomy of students (Mohammed, 2020). To access the website, teachers and students have their roles. On the one hand, the role of the teacher will allow the teacher to create their activities based on the available videos. On the other hand, in the role of student the student will be able to enter to practice the work of his teacher or any other available on the website. This offers several possibilities for students to practice with the songs and lyrics they want, whether classical or modern or even with the musical genre of their choice.

With different levels of difficulty, as well as a timer that measures how long it takes a user to write each verse, this online program allows students to consolidate knowledge, develop and improve listening skills and pronunciation. The website features two modes of interaction with the lyrics. While watching the video of the song of choice, the lyrics are introduced underneath, in one of three unique ways:

- **Ways to use the website**

    1) In the "karaoke" mode, learners are allowed to read and sing any previously chosen audio-video, by selecting "Karaoke" at the bottom right the video will appear with its respective lyrics.

    2) In the fill-in-the-blanks, English language learners can choose this game mode to write the missing words from the lyrics of a specific song.

    3) In the 'multiple-choice' option spaces, it allows learners to choose the correct word that should be in the lyrics of the song.

Regardless of how the student chooses to use Lyrics Training, the interaction with the English language and language skills will be present through this website, mainly for the ability to listen and pronounce, although they can practice other skills

such as writing or even reading. A mainly Lyrics Training was designed to improve listening comprehension of the English language, and its use is based on the principle of CALL in teaching English. After choosing what type of activity to do, users can participate in the website by choosing the level of their preference.

- **Game mode**

The website helps students to choose from the four available options the level that best suits the learner according to the educational needs and difficulty to be experienced. These levels are available for each game mode ("karaoke", fill in the blanks, multiple-choice). The website classifies the songs by level of difficulty of the lyrics (speed and vocabulary), and by type of English (United Kingdom, United States, Canada, Australia, etc.).

When the student chooses the song of his preference to play, he must also select the difficulty level of the game, this means that according to the level of the game he will find more or fewer challenges with the number of words to fill in, write the missing words or choose them from four options.

➢ **Beginner level**

This level is equivalent to 10% difficulty and is ideal for students who are beginning to learn the language and want to strengthen their listening skills. Learners can begin to fill in 39 missing words out of 385 words for the selected video and according to the game mode chosen.

➢ **Intermediate level**

At this level, the difficulty representation would be 25% and is intended for learners who want to acquire and strengthen language skills. Students should complete 75 missing words out of a total of 385.

➢ **Advanced level**

The difficulty level for this level is 50% and is an ideal level for more experienced language learners, mainly to strengthen their listening skills while using the lyrics of a favorite song. Learners must complete 148 missing words out of 385

➢ **Expert level**

This last level represents a greater challenge, for this reason, it is represented with a difficulty level of 100%. Learners who choose this level

should complete 385 missing words out of 385 of the lyrics of the previously selected song. Usually, this level is recommended for users who are proficient in the language but want to practice and perfect their language skills such as listening skills, reading skills, vocabulary, etc.

According to Hamilton (2021), on the Lyrics Training website, after selecting the difficulty level, the video will start to play, and the student will be able to visualize the lyrics of the song in the subtitles section. At this point, the users must pay close attention and tune their ears very well because there will be empty spaces that must be filled according to what is heard in the song. This activity must be done accurately and quickly, otherwise, the song is paused until the learner manages to write the correct word. With the "backspace" option the user can repeat the part of the song he/she needs to hear one more time. If the correct word is not understood or deciphered the user can move on to the next phrase by pressing the "tab" key.

Lyrics Training is a website that encourages the fun of learning a new language, avoiding the typical materials that are used to teach and learn a second language. By using Lyrics Training every user will start learning English while listening to their favorite songs. The acquisition of vocabulary and expressions in the language will be noticeable by the users and even by the teacher. Moreover, continuous practice is essential to improve language acquisition, as over time students will be able to notice how their listening skills improve, even they will be able to recognize different accents such as American, Canadian, British, Irish, and Australian accents.

Lyrics Training and learning

Lyrics Training is an excellent way to learn and improve skills in languages such as English for students of different ages and language levels according to (Lewis R. , 2017). This website, by using song lyrics helps to learn new vocabulary, phrases and even strengthen grammar concepts by continuing to practice writing through the game mode of filling in missing words. Lyrics Training helps to train the ears; it also improves the ability to recognize sounds and words in foreign languages in a very short time and by training the brain almost unconsciously, as it is a website that can be very entertaining for many students by simply using songs as a means of language acquisition.

The innovation of the website is reflected in the use of music and songs from different genres, as this makes it a website that can help students hear different intonations and pronunciations of native and non-native speakers of different dialects of the English language. The approach used by Lyrics Training is innovative compared to the usual listening practice in language classes, where pronunciation errors are not accepted and therefore do not allow for the natural practice that students need to improve their language skills. On the contrary, by using an educational tool like Lyrics Training students are motivated to learn in a different and fun way.

1.2.2 Dependent Variable Conceptual Support

English language learning

The ability to learn a language is determined by the beginning of a learner's experience of language in early brain development, regardless of the particular form of experience the learner obtains. According to Stephen and Krashen (1975), conscious learning of a language such as English is favorably and continuously modified by error correction and the presentation of explicit rules specific to the language. Error correction refers to the type of pedagogical help and assistance that a teacher can give to the learner so that he/she can obtain the correct knowledge and thus the learner can handle the language according to his/her needs.

Traditionally, language learning involved teachers and learners in the same space to achieve language teaching-learning outcomes (Krashen, 1981). However, nowadays, both students and teachers are involved in the use and access to the Internet, which has to create new virtual learning environments in which students can learn even when they are outside and inside the classroom. The great advantages offered by this new implementation of language teaching and learning are reflected when students need to be autonomous and learn on their own using only the tools of a website to foster and improve their language skills.

Language skills

First of all, language skills are the skills that help students to be able to develop and use the English language correctly. When learning a language, learners

not only learn grammar, vocabulary, or simple expressions, but they also learn to encode a language and to be able to use it by practicing their language skills (listening skills, reading skills, writing skills, and speaking skills). For this reason, it is important to acquire the linguistic skills of a language, since they will allow second language learners to express themselves, understand, and write in the target language in order to communicate.

On the other hand, according to the author Scrivener (2011), systematized thinking is present in this process and unlike the linguistic skills these allow learners to think like what they know, that is, advanced thinking that allows them to think in a natural way in the English language. The four macro language skills for many language teachers are speaking, reading, and writing. However, language skills are classified into two parts. First, receptive skills; which means that the learner by reading or listening receives language information but does not produce it in any form, while productive skills are speaking and writing skills where learners produce language through their knowledge of it. Finally, the skills are produced interactively and not in isolation because learners would not be able to develop them easily, especially with speaking and listening skills.

Receptive Skills

Linguistic skills can be defined as a kind of instrument, which measures people's ability to understand and express themselves through a language, both orally and in writing. On the other hand, receptive ability is the way in which people give meaning to other people's speech, and this is produced by being able to see and hear a language through speech and writing. There are generalizations of this type of processing that apply to both reading and listening, and there are significant differences in reading and listening and how these skills are taught in the classroom.

Usually, the receptive ability also depends on the techniques, strategies, and even pedagogical materials used in the second language learning process. Receptive ability is reflected when a learner receives ideas through language but does not transmit them to others. This means that receptive language skills allow learners to acquire language through listening and reading but not to produce language through writing and speaking. Consequently, receptive skills are also considered passive skills (Delamain & Spring, 2000). Therefore, it is more difficult to assess them

because it is not possible to know if a student has acquired them or not. Language teachers teach and assess language through these linguistic skills, but usually, they must be combined between receptive and productive in order to obtain better educational results.

Listening Skill

Listening skills are as essential as the other three language skills that all second language learners must know in order to be able to communicate through language acquisition. According to Downs (2008), productive skills are considered more by teachers because these types of skills can be assessed through production reflected in a student's writing or speaking. However, receptive skills are essential for students to be communicative through language acquisition; if students did not practice this skill they would not be able to know how to pronounce English words, much less be able to communicate with others using a second language.

For many linguists listening skill is a process that must be monitored and requires continuous practice in order to construct meaning from listening to different sounds that help a learner differentiate the linguistic functions that language can have, and listening is a basic skill for second language acquisition because it is a skill that allows communication in different environments whether educational or sociocultural.

Listening subskills

It is necessary to differentiate between the use of one skill and another because each skill requires different activities and different processes in order to take full advantage of them (Jawi & Fadwa, 2010). For this reason, the acquisition of skill will also depend on the frequency with which it is used. So it is necessary first of all to identify the subject. Second, it is necessary to know how to predict and guess what information will be heard. Third, it should be read and listened to for general understanding. Finally, it should focus on specific information and data.

This type of sub-skills will allow students to acquire the language quickly and confidently, in addition, it should be mentioned that practice is essential to achieve the learning objectives set by the teacher and the student. The acquisition of listening

skills is a progressive process that requires the effort of the learners in order to learn a language.

Listening stages of a lesson

According to Fadwa and Jawi (2010), for a successful listening-oriented English class, three main stages (a pre-listening stage, a listening stage, and finally a post-listening stage) should be considered. By using these stages in a classroom lesson second language learners will be able to understand and acquire listening comprehension in an effective way and without any confusion or gaps in knowledge. These stages are the stages of a listening comprehension lesson plan:

1. **Pre-listening stage**

   At this stage, teachers aim to engage students in activities before the one that will be used for the learners' listening comprehension. These activities are related to:

   a) **Arousing students' interest;** with the audio that will be used in their listening comprehension.

   b) **Helping students to be attentive;** to the information that will be presented in the audio (vocabulary, important facts, etc.).

   c) **The teacher can implement techniques and methods;** to help students acquire and practice the language.

2. **While listening stage:**

   This stage is very important because it involves the focus of the lesson presented through the listening skill activity used by the teacher. In addition, grammar points, vocabulary, or any other lesson is emphasized at this stage. The types of activities that are developed in this stage can be three. First, there are multiple answer questions, then there are the true-false questions, and finally the activity of detecting errors.

3. **Post listening stage**

   In this activity, learners can perform activities related to the main activity that was used for their listening comprehension. Usually, learners

should have understood the listening comprehension and the main activity to be able to perform this type of activity, as it has a relationship with the previous stage. Some activities that could be proposed by the teacher could be:

      a. **Amplification of information:** it is related to the while listening stage.

      b. **Using information from the last activity:** to complete a new activity.

      c. **Giving opinions**: some solutions to a problem presented in the last while listening stage.

1.3 Objectives

1.3.1 General Objective:

- To investigate the effectiveness of Lyrics Training website on listening skills.

1.3.2. Specific objectives:

- To identify the initial level of listening skills before using the Lyrics Training website.
- To determine the level of listening skills after using the Lyrics Training website.
- To establish students' perception of using the Lyrics Training website as a learning tool.

1.4 Description of the fulfilment of the objectives

In order to fulfill the general objective of investigating the effectiveness of the Lyrics Training website on listening skills, a treatment based on Lyrics Training was applied. This treatment was applied during 5 class sections, where students performed activities in Lyrics Training to practice their listening skills. In addition, the two-game modes of the website were used according to the level of the students and the website was used most of the time.

The first specific objective to identify the initial level of listening skills before using the Lyrics Training website was properly fulfilled. For this, a pre-test was applied, which was taken from the Cambridge PET exam B1 standardized test. Only the listening part was considered and applied. The test was applied to the 28 students before applying the proposed treatment. To obtain the initial level scores, the four parts of the test were evaluated using an adapted rubric.

The second specific objective to determine the level of listening skills after using the Lyrics Training website was successfully achieved. This is reflected by the application of a post-test after applying the treatment. This post-test as well as the pre-test was taken from the standardized Cambridge PET listening exam B1. The results of the post-test were obtained by using an adapted rubric. In addition, the scores obtained by the 28 students showed an improvement in the listening level after the treatment was applied.

The third specific objective which deals with establishing students' perception of using the Lyrics Training website as a learning tool was fulfilled. This was possible through the application of a survey to the students where it was sought through the five proposed questions to know the perceptions of the students about Lyrics Training. Parameters such as strongly disagree, disagree, neither disagree nor agree, agree, and strongly agree were taken into account. This survey showed relevant data where it is mostly shown that students strongly agree to use Lyrics Training to improve their listening skills.

CHAPTER II

METHODOLOGY

2.1 Materials

This research was successfully developed through the use of institutional, human, technological, and digital resources. First of all, the research was developed at Universidad Técnica de Ambato in Pedagogía de los Idiomas Nacionales y Extranjeros major at sixth semester with a total of 28 students. The English level of the students was targeted at B1 according to the Common European Framework. In order to develop the experiment during the established time, several instruments were used to fulfill the objectives of this research.

Among the main instruments is the use of a pre-test and a post-test, which were used as instruments to identify the students' level of listening skills. These standardized test instruments were taken from the Cambridge PET Listening exam B1, from which the full test was taken. First, the pre-test was applied to begin the experiment; this pre-test helped to identify the initial level of listening skills of all students. Next, the treatment proposed in this research was applied using Lyrics Training as the main focus. Finally, the post-test was applied to check if the students improved their listening skill level after the applied treatment. It should be noted that both the pre-test and post-test were the same, and the time of each test lasted 40 minutes in total. Each part of the test had its audio that was repeated twice in total with 25-second intervals for the student's reading of the questions. On the other hand, part 1 of the test consisted of seven multiple-choice questions (A, B, C) where the correct image had to be chosen. Part 2 of the PET exam consisted of six multiple-choice questions (A, B, C), and the audios were about attitudes and opinions. Continuing with part 3 of the test, students had to fill in the six blanks about a radio announcer. Finally in part 4 students had to complete six multiple-choice questions (A, B, C) about a radio interview.

For this research, also a survey was used as a qualitative data collection technique. This survey was proposed to be applied to find out the perceptions of sixth

semester PINE undergraduate students in using the Lyrics Training website to improve their listening skills. This survey was administered to 28 male and female students after they were finished with the treatment. In addition, the survey consisted of a total of 5 questions with a Likert scale with items like (strongly disagree, disagree, neither disagree nor agree, agree, and strongly agree) as options. The survey was administered to the students using Google Forms to obtain accurate data and facilitate data collection. It is worth mentioning that the survey was previously validated by two experts from the Universidad Técnica de Ambato and aspects such as (correspondence of the instrument questions with the objectives, technical quality, and language) were considered in order to be suitable for its application to students.

2.2 Methods

To conduct the research it was first necessary to apply an experimental investigation. In this research, the independent variable is "Lyrics Training", which helps to observe the effects produced in the dependent variable, which in this case is "auditory ability". In this case, the data were obtained from a pre-and post-test applied to sixth-semester students of PINE to compare the results obtained before and after the treatment. For this purpose, two equal groups of students of the same parallel were randomly chosen for experimentation. Therefore, the first group consisted of 14 students, who belonged to the independent variable, while the other group of 14 students belonged to the dependent variable. It is worth mentioning that one of the groups was exposed to the independent variable while the other group was not. According to Arias (2006), experimental research focuses on a procedure, which consists of subjecting a group of individuals of the same course, to a treatment. This research is also characterized by obtaining data through experimentation and comparing them.

On the other hand, a quasi-experimental research was used in the present investigation, where the independent variable (Lyrics Training web page) causes effects on the dependent variable (listening ability), so it is argued that it is a quasi-experimental research. It is intended to work with a group previously selected by the researcher, which in this case is the sixth semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major. Therefore, it was foreseen to work with 28 students of the chosen level. Finally, the group with which the researcher works has been

previously selected and was a single subject in the sixth semester curriculum. According to Hernández, et al. (2014), in order to apply quasi-experimental research the study group must be previously selected and not randomly selected. On the other hand, this type of research is known because in this weekly manipulates at least one independent variable to observe the relationship and the effect it causes on the dependent variable.

It is also considered field research because this type of research allows the study of the facts that were manifested during the process in the Universidad Técnica de Ambato, through a direct approach to the reality of the sixth-semester students of the "CALL" subject at "Pedagogía de los Idiomas Nacionales y Extranjeros " major. Burgess (1984), pointed out that this type of research is intended to create a scheme that provides information on the current condition and situation of the place where the research will be conducted.

On the other hand, it is also a bibliographic research because this type of research allows having scientific knowledge of previous research and analytical information and data found in books, web pages, repositories, journals, and more documents that provide valuable information for the development of the research. According to Eaton (1964), bibliographic research should include the selection of sources of scientific information. These sources are useful to know and analyze previous information about both the independent variable (Lyrics Training website) and the dependent variable (listening skill).

Finally, regarding the level of research this research is oriented to be exploratory since the proposal of the thematic web Lyrics Training and auditory ability arises as an innovative idea where it is intended to look for the why of the facts establishing causes and effects that provide a hypothesis to the research. Therefore, both variables are related and the existing relationship between them is tested.

2.3 Procedure

For the collection of data for this research, a pre-test, a post-test, and a survey were used, which after being applied respectively yielded data such as the individual scores that were obtained from the students' ratings, in addition to the perceptions

about the use of Lyrictraining. Through this analysis, it was possible to observe the differences that exist between the results of the pre-test that was applied at the beginning to the students without treatment and the post-test that was applied after the treatment with the use of Lyrics Training. Both the pre-test and the post-test have a score of 25 points.

To carry out this research project, lesson plans were developed and distributed for five sections during two weeks of classes in virtual mode. On the other hand, all classes were initiated through the zoom meeting corresponding to the sixth semester, This tool was a means of interaction between teacher and student throughout this process. For this processing, the researcher, assuming the role of teacher, introduced the general information for the students to get an idea of the objective of this experiment and about the sections that would be carried out during the five class sessions planned.

The students were then asked to enter the "Google Forms" link to take the pre-test, the duration of which was 40 minutes with 25-second time intervals for reading and familiarization of each part of the test. This test contained four parts in total and was evaluated on 25 points in total. On the other hand, in the first-class section, students were explained how to use the Lyrics Training website and the different activities they can perform through this platform (three-game modalities). They were shown how to access the website and how to register to start using it. We continued with the explanation to the students on how to perform the first two activities through the use of the Lyrics Training website, in which they had to watch and listen to the video proposed on the website based on the song "Wonderwall-Oasis" to practice their listening skills. In the first activity, students had to choose the correct words according to the proposed song. In the second activity, using Lyrics Training, they had to fill in the blanks of the song. Finally, the students had to complete an activity to strengthen their listening skills through the use of "liveworksheet", where they had to complete what was required based on the same song proposed from the beginning of the class.

The second class session started with questions to the students such as (What is the meaning of the phrase "Sky Full of Stars" in their opinion, Have you ever seen a clear sky at night, When was it, How was your experience) the students shared their

answers orally and voluntarily in class. On the one hand, students used in the first and second activity of the class the Lyrics Training website to strengthen their listening skills. In the first activity, students had to pre-listening to the song "A sky full of stars- Coldplay" and choose the correct answers according to what they heard. In the second activity, they had to continue with a post-listening where they had to write in the blanks the missing phrases and words based on the same song of the pre-listening. Finally, to finish with the class section, the students had to enter a "liveworksheet" to complete what was required based on the whole song, where they had to join, complete, write their own opinion, and order the lyrics of the song previously suggested.

The third class session began with the use of "Jamboard" where the students placed their perception of the phrase (just the way you are). It continued with the pre-listening through the use of the song "Just the way you are-Bruno Mars" where the students had to use Lyrics Training and choose the correct answers through the use of this web page and the video that was presented through it. The second activity used Lyrics Training again to continue the while listening where the students had to complete the sentences of the song mentioned above. Finally, in the post-listening, they had to complete the activity in "Liveworksheets" and send it to the teacher.

In the fourth class session we first used "Jamboard" to know the students' perception of the phrase ("Hello from the outside"), then we continued with the submission of the activity in Lyrics Training where the students had to choose the correct answers to the song "Hello-Adele", the same song was used for the second activity where they had to write the correct answers using phrases and missing words from the song's lyrics. Finally, in liveworksheets the students completed a set of activities to end the post-listening session of the class.

The fifth and last class session was based on the song "Rolling in the Deep-Adele" where through some questions we could know the student's perception about the meaning of the phrase "Rolling in the Deep" and their options about the use of this phrase. Continuing with the first activity, the students used Lyrics Training to choose the correct phrases from the lyrics of the aforementioned song. In the second activity using Lyrics Training the kids had to complete the correct words. Finally, for this class, the students completed the worksheet using Liveworsheets.

Consequently, regardless of the student's subject of study, the application and use of the Lyrics Training website were encouraged to develop and practice listening skills through autonomous tasks. This means that the game modalities offered by the website were adapted according to the students' listening skills in a pre-listening and while listening.

Finally, this last session of this experiment was also used for the application of the post-test. For this part of the experiment, the students were asked to perform the post-test at the indicated time (40 minutes). This test contained four parts and was evaluated on 25 points. Finally, by the teacher's instruction to enter the google forms link containing the survey, which was completed by the students for 5 minutes, and thus concluded the last session of the experiment. In addition, it is worth mentioning that clear instructions were given to complete this last class session.

2.4 Population

This research was developed and focused on the students of the sixth semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major of the Universidad Técnica de Ambato. This research was carried out with duration of two weeks assisting the students with online instructions for the present pandemic of Covid 19. Students received at least five sections with online instructions to motivate students' autonomy in acquiring listening skills. In addition, students received a pre-test, a post-test and also a survey which were used as instruments for this research. In addition, these instruments were validated according to the parameters established by the experts.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter refers to all the information obtained during this research process with the sixth-semester students of the PINE major at the Universidad Técnica de Ambato. It is worth mentioning that in this third chapter you can find relevant information about the results obtained before and after the treatment of the control and experimental groups. In order to adequately show the results, all this information is represented in tables and figures and each one of them contains its respective explanation and analysis.

It is important to mention that the experiment was conducted with 28 students in a total of which the entire course was randomly divided in half, i.e., 14 students were part of the control group and the remaining 14 of the experimental group. The students in the control group performed the pre-test and post-test but did not undergo any treatment, while the students in the experimental group took the pre-test and post-test but also underwent a treatment based on the use and practice of the Lyrics Training website. The results of a survey applied to the students were also collected to find out their perception of the use of Lyrics Training in English classes to improve their listening skills.

This chapter contains three different categories where the first one focuses on the results obtained from the pre-test and post-test before and after the treatment, where figures and tables are shown representing the results obtained from the pre-test with the control group and the experimental group, which are transformed to a mean over 10 points, as well as the representation of the results obtained from the post-test in both groups and a general comparison between both tests on the results obtained from the control group and the experimental group.

In the second category, the verification of the hypothesis is represented through the use of three tables showing the correlation between the results obtained, as well as the verification that the hypothesis proposed in this research is accepted. This could be deduced through the verification of the results of the pre and post-test

that were analyzed by the SPSS software and the T-test statistic, where it could be verified that the value of the mean was lower and therefore the null hypothesis was rejected, while the proposed hypothesis was accepted.

Finally, there is the analysis and interpretation of the survey consisting of five questions, which was applied after the treatment and its data are represented in tables and figures according to each question. An analysis of each question and its respective interpretation can also be found, which shows that the student's perception of the use of Lyrics Training was mostly accepted and very much accepted by the sixth-semester students of the PINE course.

3.1.1 Pre-test from control and experimental group

Table 1.

Pre-test average score out of 10

Test	Control group	Experimental group
Pre-test	4.97	5,05

Note: Results obtained from the control and experimental groups of the pretest.

Figure 1.

Pre-test average score over 10
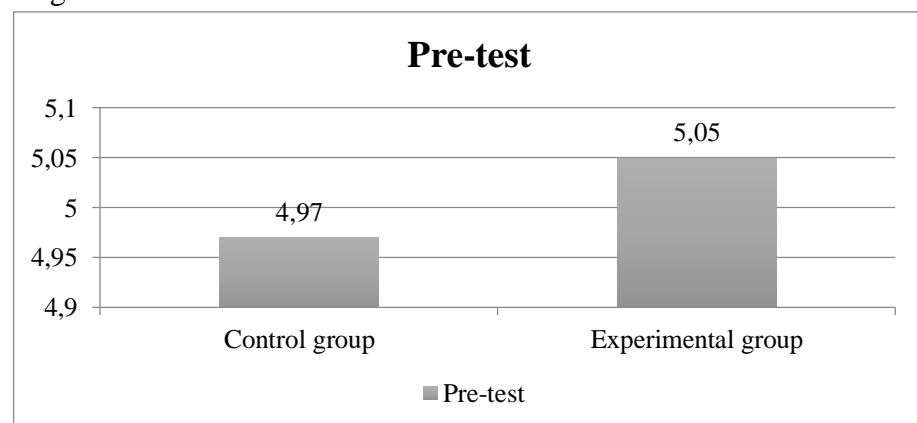
Fig.: Results obtained from the control and experimental groups of the pretest.

Analysis and interpretation

Table 1 and Figure 1 show the average score out of 10 points obtained by the 28 students in the control group and the experimental group in the listening pre-test. It is observed that in the first column the students of the control group obtained 4.97 points out of a total of 10, while in the right column the results of the experimental group are shown, where the students obtained 5.05 points out of a total of 10.

Therefore it can be verified that in general the whole course had a poor listening comprehension competence because both groups i.e. the control group and the experimental group did not reach a high score or above the minimum required average i.e. higher than 7. Although all students are at the same level, there is a difference of 0.08 between the results of the experimental group and the control group.

3.1.2 Post-test from control and experimental group

Table 2.

Post-test average score over 10

Test	Control group	Experimental group
Post-test	5,88	8,34

Note: Results obtained from the control and experimental groups of the post-test.

Figure 2.

Pre-test average score over 10
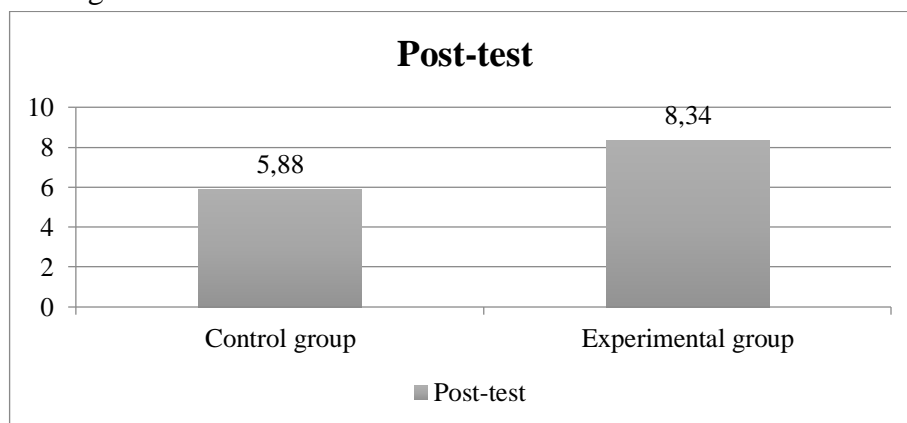
Fig.: Results obtained from the control and experimental groups of the post-test.

Analysis and interpretation

In Table 2 and Figure 2 we can see that the average score out of 10 points obtained by the 28 students of the control group and the experimental group in the listening post-test is shown. It is observed that in the first column the students of the control group obtained 5.88 points out of a total of 10, while in the right column the results of the experimental group are shown, where the students obtained 8.34 points out of a total of 10.

Therefore it can be observed through the results that the experimental group had a remarkable increase in score, while on the contrary, the control group remained with a low score, and there is a clear difference between the control group and the experimental group of 2.46 points. Therefore, it can be deduced that in this case, the experimental group showed an improvement in listening comprehension after having applied the corresponding treatment.

3.1.3 Pre-test and Post-test comparison between control and experimental group

Table 3.

Pre-test and post-test average score over10

Control		Treatment	
Pre-test	**Post-test**	**Pre-test**	**Post-test**
4.97	5,88	5,05	8,34

Note: Comparison of the results obtained from the pre-test and post-test of the control and experimental groups.

Figure 3.

Pre-test and post-test average score over 10

Overall results of the pre-test and post-test average score over 10
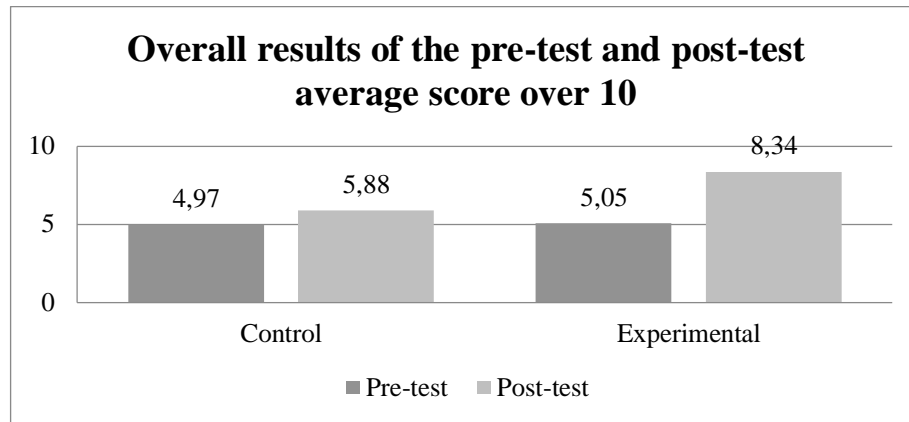
Fig.: Comparison of the results obtained from the pre-test and post-test of the control and experimental groups.

Analysis and interpretation

Figure and table number 3 represent a comparison between the scores obtained on the pre-test and post-test on a total of 10 points on the PET B1 test data taken beforehand from both the experimental and control groups. At the beginning of the experiment, the control group scored 4.97 out of 10 on the pre-test and 5.88 on the post-test. However, the experimental group scored 5.05 on the pre-test and 8.34 on the post-test. This means that there was an evident improvement of 2.46 in the experimental group.

According to the data yielded perhaps from the standardized test scores that were taken by the students, it can be easily deduced that the experimental group has obtained a high score, unlike the control group that remained with a low score and without a noticeable improvement. It should be noted that the group that was exposed to the treatment through the use of Lyrics Training, i.e. the experimental group improved and effectively developed a better understanding of the listening skill, thus concluding that the use of the Lyrics Training website helped to significantly improve the listening skill of the students.

3.2 Verification of hypotheses

To verify the hypothesis and prove that the proposed treatment worked, it was necessary to use SPSS Software to show the results of the pre-test and post-test those

were applied. For this, the statistical method of the paired samples T-test was used, which makes a comparison of two equal samples but at different times in this case of the pre-test and post-test used during this research at the beginning and after the treatment. In addition, the statistical method of T shows the "mean" that was collected from the tests (pre-test and post-test) plus the standard deviation, the correlation between both elements for the approval of the hypothesis about "the use of Lyrics Training influences listening skills in 6th semester students in PINE major at Universidad Técnica de Ambato.

Table 4.

Paired samples statistics

Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre-test	12.6429	14	4.70036	1.25622
	Post- test	20.8571	14	3.27830	.87616

Note: Results obtained from the SPSS software.

Table 5.

Paired samples correlations

Paired samples correlations

		N	Correlation	Sig.
Par 1	Pre-test & Post-test	14	.426	.129

Note: Results obtained from the SPSS software.

Table 6.

Paired samples test

				Paired samples test					
			Paired differences				T	Degrees	P
		Mean	Std. Desviation	Std, Error mean	95% Confidence interval of the difference		Statical value	of fredom	value
					Lower	Upper			
Pair 1	Pre-test Post-test	-8.21429	4.44070	1.18683	-10.77827	-5.65030	-6.921	13	000

Note: Results obtained from the SPSS software.

The tables presented show the statistical results obtained through the averages obtained by the experimental group during the application of the pre and post-test to test the alternative hypothesis. On the one hand, Table 4 shows the results in which the mean obtained can be observed, where it is verified that there is variation between the values of the pre and post-test which had a score of 25 points established by Cambridge, thus showing a difference between the means and the standard deviation.

On the other hand, Table 5 shows the results of the correlation of the pre and post-test of 426 and with a total of 14 students. Finally, Table 6 shows the confidence interval of the difference where the lower is -10.77827 and the upper is -5.65030 which helps us in the verification of the hypothesis using the P-value. Therefore it can be corroborated in this case that the P-value is .000 which is a value less than .005 so the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted which has been tested. The use of Lyrics Training influences listening skill

3.3 Survey analysis and interpretation

Question N° 1.

You enjoyed using the Lyrics Training website in the classroom

Table 7.

To enjoy using Lyrics Training

Criteria	Frequency of agreement	Percentage
Strongly disagree	2	7,1%
Disagree	1	3,6%
Neither disagree nor agree	5	17,9%
Agree	13	46,4%
Strongly agree	7	25%
Total	28	100%

Note: Results obtained from the first question of the survey.

Figure 4: To enjoy using Lyrics Training
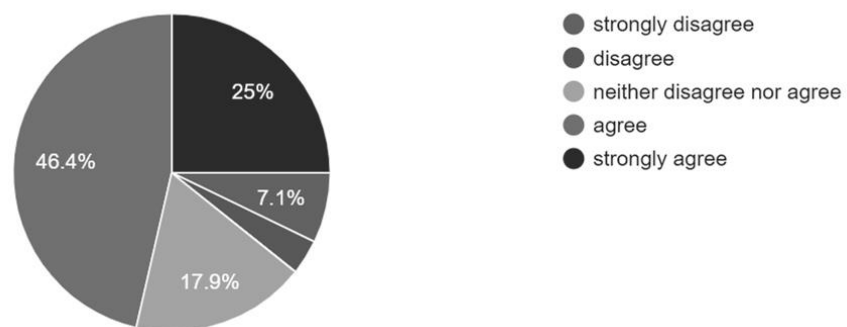
Fig.: Results obtained from the first question of the survey.

Analysis and interpretation

Table number 7 contains six different aspects According to the data reflected by the result of the applied survey 2 students representing 7.1% responded that they strongly disagree about the perception of enjoyment of using the Lyrics Training

website in the classroom. While 1 student representing 3.6% responded that they disagree about the perceived enjoyment of using the Lyrics Training website in the classroom. In addition, 5 students representing 17.9% responded that they neither disagree nor agree with the perceived enjoyment of using the Lyrics Training website in the classroom. 13 students representing 46.4% responded that they agree on the perception of enjoyment of using the Lyrics Training website in the classroom. Finally, there are 7 students representing 25% who are Strongly Agree on the perception of enjoyment of using the Lyrics Training website in the classroom.

Looking at the results, it can be concluded that the highest percentage of students are in Agree and strongly agree about enjoying using the Lyrics Training website in the classroom. This means that students do enjoy using the Lyrics Training website.

Question N° 2.

Lyrics Training helps you practice your listening skills

Table 8.

To practice listening skills

Criiteria	Frequency of agreement	Percentage
Strongly disagree	1	3,6%
Disagree	0	0%
Neither disagree nor agree	2	7,1%
Agree	15	53,6%
Strongly agree	10	35,7%
Total	28	100%

Note: Results obtained from the second question of the survey.

Figure 5:

To practice listening skills
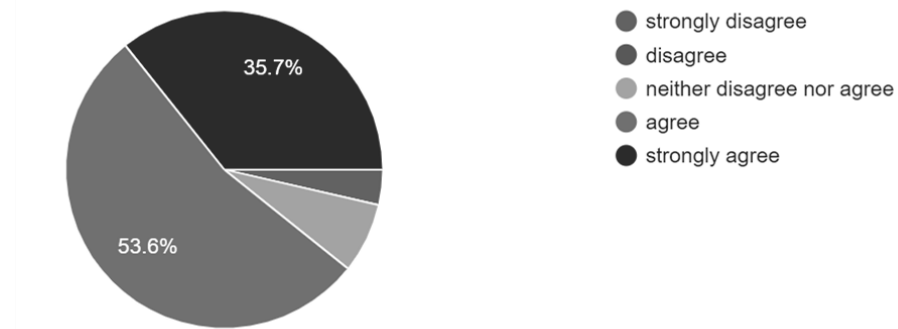
Fig.: Results obtained from the second question of the survey.

Analysis and interpretation

Table number 8 contains six different aspects According to the data reflected by the result of the applied survey 1 student representing 3.6% responded that they strongly disagree about the perception that Lyrics Training helps them practice their listening skills. While 0 students representing 0% responded that they disagree about the perception that Lyrics Training helps them practice their listening skills. In addition, 2 students representing 7.1% responded that they neither disagree nor agree with the perception that Lyrics Training helps them practice their listening skills. 15 students representing 53.6% responded that they agree with the perception that Lyrics Training helps them practice their listening skills. Finally, there are 10 students representing 25% who are Strongly Agree with the perception that Lyrics Training helps them practice their listening skills.

Looking at the results, it can be concluded that the highest percentage of students are in Agree and strongly agree on the item stating that Lyrics Training helps them practice their listening skills. This means that Lyrics Training does help students practice their listening skills.

Question N° 3.

Lyrics Training was easy and convenient to use.

Table 9.

To convenient to use

Criteria	Frequency of agreement	Percentage
Strongly disagree	0	0%
Disagree	2	7,1%
Neither disagree nor agree	6	21,4%
Agree	13	46,4%
Strongly agree	7	25%
Total	28	100%

Note: Results obtained from the third question of the survey.

Figure 6: To convenient to use.
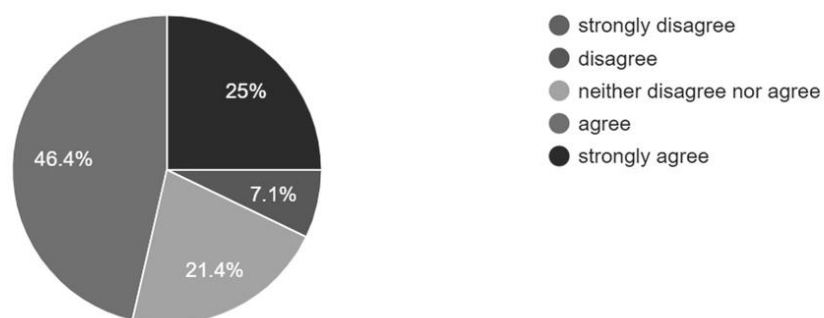
Fig.: Results obtained from the third question of the survey.

Analysis and interpretation

Table number 9 contains six different aspects according to the data reflected by the result of the applied survey where 0 students representing 0% responded that

they strongly disagree about the perception that Lyrics Training was easy and convenient to use. While 2 students representing 7.1% responded that they disagree about the perception that Lyrics Training was easy and convenient to use. In addition, 6 students representing 21.4% responded that they neither disagree nor agree with the perception that Lyrics Training was easy and convenient to use. On the other hand, 13 students representing 46.4% responded that they agree on the perception that Lyrics Training was easy and convenient to use. Finally, 7 students representing 25% responded that they strongly agree with the perception that Lyrics Training was easy and convenient to use.

Looking at the results, it can be concluded that the highest percentage of students are in agree and strongly agree on the item stating that Lyrics Training was easy and convenient to use. This means that Lyrics Training was easy and convenient to use for the students.

Question N° 4.

Lyrics Training made you feel motivated to learn English

Table 10.

To feel motivated to learn English

Criteria	Frequency of agreement	Percentage
Strongly disagree	1	3,6%
Disagree	0	0%
Neither disagree nor agree	5	17,9%
Agree	15	53,6%
Strongly agree	7	25%
Total	28	100%

Note: Results obtained from the fourth question of the survey.

Figure 7: To feel motivated to learn English
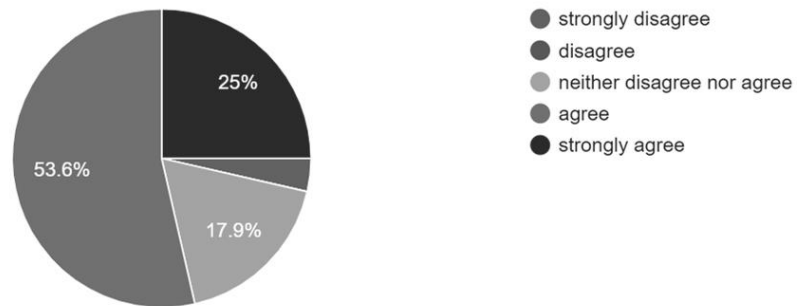
Fig.: Results obtained from the fourth question of the survey.

Analysis and interpretation

Table number 10 contains six different aspects according to the data reflected by the result of the applied survey where 1 student representing 3.6% responded that they strongly disagree about the perception that Lyrics Training made them feel motivated to learn English. While 0 students representing 0% responded that they disagree with the perception that Lyrics Training made them feel motivated to learn English. In addition, 5 students representing 17.9% responded that they neither disagree nor agree with the perception that Lyrics Training made them feel motivated to learn English. On the other hand, 15 students representing 53.6% responded that they agree with the perception that Lyrics Training made them feel motivated to learn English. Finally, 7 students representing 25% strongly agree on the perception that Lyrics Training made them feel motivated to learn English.

Looking at the results, it can be concluded that the highest percentage of students are in Agree and Strongly agree on the item stating that Lyrics Training made them feel motivated to learn English. This means that Lyrics Training does make students feel motivated to learn English.

Question N° 5.

You found using Lyrics Training to be different and entertaining

Table 11.

To find Lyrics Training different and entertaining

Criteria	Frequency of agreement	Percentage
Strongly disagree	1	3,6%
Disagree	0	0%
Neither disagree nor agree	3	10,7%
Agree	17	60,7%
Strongly agree	7	25%
Total	28	100%

Note: Results obtained from the fifth question of the survey.

Figure 8: To find Lyrics Training different and entertaining
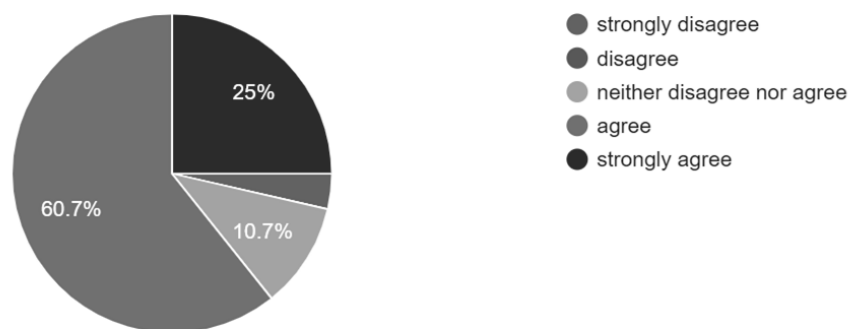
Fig.: Results obtained from the fifth question of the survey.

Analysis and interpretation

Table number 11 contains six different aspects according to the data reflected by the result of the applied survey where 1 student representing 3.6% responded that

they strongly disagree about the perception that they found using Lyrics Training to be different and entertaining. While 0 student representing 0% responded that they disagree with the perception that they found using Lyrics Training to be different and entertaining. In addition, 3 students representing 10.7% responded that they neither disagree nor agree with the perception that they found using Lyrics Training to be different and entertaining. 17 students representing 60.7% responded that they agree with the perception that they found using Lyrics Training to be different and entertaining. Finally, there are 7 students representing 25% who are strongly agreed on the perception that they found using Lyrics Training to be different and entertaining.

Looking at the results, it can be concluded that the highest percentage of students are in Agree and strongly agree on the item stating that they found using Lyrics Training to be different and entertaining. This means that Lyrics Training is different and entertaining for the students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the corresponding analysis of the results obtained related to the treatment and application of instruments on the use of the Lyrics Training web site, relevant information was obtained through which the researcher can establish the following conclusions and recommendations

- The efficacy of the use of Lyrics Training in the auditory skills of students in the sixth semester of the PINE course at the Universidad Técnica de Ambato was evident in this research. This was verified with the results of the application of the pre and post-test where a difference was found between the control group and the experimental group after the treatment, this means that the experimental group who used the treatment based on Lyrics Training website obtained an improvement in their average of 8.34, while the control group did not show a noticeable improvement.

- It was possible to identify the initial level of the students' listening skills before starting the treatment based on the use of Lyrics Training, through the results of the pre-test, where it was shown that the level of listening skills of the sixth-semester students was deficient with an average of 4.97 for the control group and with an average of 5.05 for the experimental group, thus being low averages in both cases.

- It was possible to determine the level of listening skills after the treatment based on the use of Lyrics Training website with the application of the post-test to the experimental group, which improved notably obtaining an average of 8.34, so it can be deduced that the experimental group through the use of Lyrics Training improved its listening ability notably. On the other hand, in the case of the control group, there was no evident improvement according to the results of the post-test since this group obtained an average of 5.88, which does not indicate an improvement in listening skills.

- It was possible to establish the students' perception of the use of Lyrics Training, after the intervention, where students mostly stated that they agreed and strongly agreed that using Lyrics Training they had fun, that this website helped them to practice their listening skills, for them it was easy and convenient to use it, also, they felt motivated to learn English, and stated that using Lyrics Training was different and entertaining. Therefore, it can be established that the sixth-semester students strongly agree and agree with using Lyrics Training for their listening skills.

4.2 Recommendations

After having investigated and applied the Lyrics Training website on listening skills with students in a learning environment, and based on the information obtained, the following recommendations should be taken into account.

- In order to have positive effects on the acquisition of listening skills in students, it is recommended that teachers promote the use of the Lyrics Training website. This will help to practice the listening skill of the students, as the promotion of this website is effective and conducive to its use in class, as shown by the data collected in this study. The use of Lyrics Training was effective for the experimental group, which after using the proposed website significantly improved their listening skills.

- It is advised that in order to identify the listening skills of students, standardized tests such as the Cambridge PET listening exam should be chosen, which will help to know the initial level of the students and according to those possible results, a tool that allows students to practice and improve their skills such as Lyrics Training website. This website offers different levels of complexity for students promoting and acquiring listening skills.

- It is strongly recommended that to determine the level of listening skills after using the Lyrics Training website with students, a subsequent standardized test, such as the Cambridge PET listening test, be used. This way you can check the effectiveness of using a website like Lyrics Training, which is easy for students to access and very useful to practice

the listening skills of students who had some problems at the beginning, but after using Lyrics Training can be checked through the post-test to help them improve.

- Considering the perception of the majority of students who liked the use of Lyrics Training, it is highly recommended that teachers implement this website in the classroom to achieve a better understanding of listening skills. It has been shown that with the use of this website, continuous and easy practice will be achieved in which students will have fun reinforcing their listening skills. This can be inferred since the students agreed and strongly agreed with the use of this web page. Therefore, students prefer to perform activities with the help of Lyrics Training as it provides fun, practice, easy accessibility, motivation, and entertainment considering these perceptions it can be fully recommended to use Lyrics Training in students.

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Annexes

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 18 de Octubre del 2021

Doctor
Marcelo Núñez

Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Lyrics Training and Listening Skill" propuesto por la estudiante Dayanna Carolina Gamboa Galarza, portadora de la Cédula de Ciudadanía 1725921579, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMIÑO**
....
Lic. Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Lesson Plan 1	
Institution: Universidad Técnica de Ambato at PINE major	**Subject:** CALL
Teacher: Dayanna Gamboa	
Level: Sixth Semester	
Number of Students: - Young adults (from 20 to 24)	
Time: 60 minutes	
Objectives: Students will be able to: • To learn new vocabulary related to songs • To develop listening skills through hands-on practice with activities • To use the Lyrics Training website as a pedagogical aid.	

Time	Activity|	Tools and Materials
15 minutes	**Pre- listening activity** • Introduce myself to the students and talk about what will be done during the class sections. • Explain what Lyrics Training website is all about and explain how to use it "***link to enter the app: https://es.lyricstraining.com/***" • Send students the activity through the Lyrics Training website to practice new vocabulary and expressions. The activity is about (***Multiple choice***) according to the song "***Wonderwall-Oasis***"	**Zoom** **Lyrics Training website:** https://lyng.me/Ut7I4VxsEt?rku/c!dayacarogamboa

10 minutes	**While listening Activity** • Send the students the activity through the "Lyrics Training website" and explain to them what to do. Activity about (***Multiple choice***) • Review the correct answers with the students.	**Lyrics Training website:** https://lyng.me/Ut7I4VxsEt?rk8/w!dayacarogamboa
20 minutes	**Post listening Activity** (***Asynchronous activity***) • Send the Liveworksheets activity link to students. • Explain what students should do in the activity according to the song. .	**Liveworksheets:** https://es.liveworksheets.com/2-pi1188467qo

Source: Field research

Author: Gamboa, D. (2021)

<table>
<tr><td colspan="3" align="center">**Lesson Plan 2**</td></tr>
<tr><td colspan="2">**Institution:** Universidad Técnica de Ambato at PINE major</td><td align="center">**Subject:**
CALL</td></tr>
<tr><td colspan="3">**Teacher:** Dayanna Gamboa</td></tr>
<tr><td colspan="3">**Level:** Sixth Semester</td></tr>
<tr><td colspan="3">**Number of Students:** - Young adults (from 20 to 24)</td></tr>
<tr><td colspan="3">**Time:** 60 minutes</td></tr>
<tr><td colspan="3">**Objectives:**

Students will be able to:

• To learn new vocabulary related to songs

• To develop listening skills through hands-on practice with activities

• To use the Lyrics Training website as a pedagogical aid.</td></tr>
<tr><td align="center">**Time**</td><td align="center">**Activity|**</td><td align="center">**Tools and Materials**</td></tr>
<tr><td>10 minutes</td><td>**Pre- listening activity**

• Ask the students (*What is the meaning of the phrase "Sky Full of Stars" in their opinion, Have you ever seen a clear sky at night, When was it, How was your experience*).

• Send students the activity through the Lyrics Training website to practice new vocabulary and expressions. The activity is about (***Multiple choice***) according to the song "*Sky Full of Stars* "</td><td>**Zoom**
Lyrics Training website:
https://lyng.me/HK5ofqYS7
K?rLd/c!dayacarogamboa</td></tr>
<tr><td>10 minutes</td><td>**While listening Activity**

• Send the students the activity through the "Lyrics Training website" and explain to them what to</td><td>**Lyrics Training website:**
https://lyng.me/HK5ofqYS7
K?rEr/w!dayacarogamboa</td></tr>
</table>

	do. Activity about (***fill in the blanks***) • Review the correct answers with the students.	
10 minutes	**Post listening Activity** • Send the Liveworksheets activity link to students. • Explain what students should do in the activity according to the song.	**Liveworksheets:** https://es.liveworksheets.com/2-cx1192891zo

Source: Field research

Author: Gamboa, D. (2021)

<table>
<tr><td colspan="3" align="center">**Lesson Plan 3**</td></tr>
<tr><td colspan="2">**Institution:** Universidad Técnica de Ambato at PINE major</td><td>**Subject:**
CALL</td></tr>
<tr><td colspan="3">**Teacher:** Dayanna Gamboa</td></tr>
<tr><td colspan="3">**Level:** Sixth Semester</td></tr>
<tr><td colspan="3">**Number of Students:** - Young adults (from 20 to 24)</td></tr>
<tr><td colspan="3">**Time:** 60 minutes</td></tr>
<tr><td colspan="3">**Objectives:**

Students will be able to:

• To learn new vocabulary related to songs
• To develop listening skills through hands-on practice with activities
• To use the Lyrics Training website as a pedagogical aid.</td></tr>
<tr><td align="center">**Time**</td><td align="center">**Activity|**</td><td align="center">**Tools and Materials**</td></tr>
<tr><td>20 minutes</td><td>**Pre- listening activity**

• Ask students to enter "*Jamboard*" and write down what they think the phrase "*Just the way you are*" means.
• Send students the activity through the Lyrics Training website to practice new vocabulary and expressions. The activity is about (*Multiple choice*) according to the song "*Just the way you are-Bruno Mars* "
• Ask students to listen to the song and write in one sentence what they think the song is about; this activity will be done through the zoom chat.</td><td>**Zoom**
Jamboard:
https://jamboard.google.com/d/1phvcYZN3E-4NFm3y0XXlR8U-9YtjqIef4wlAeXpBf3o/edit?usp=sharing

Lyrics Training website:
https://lyng.me/HJ3ymUHmIJ?rLR/w!dayacarogamboa</td></tr>
</table>

20 minutes	**While listening Activity** • Send the students the activity through the "Lyrics Training website" and explain to them what to do. Activity about (*fill in the blanks*) • Review the correct answers with the students.	**Lyrics Training website:** https://lyng.me/HJ3ymUHmIJ?rEQ/c!dayacarogamboa
15 minutes	**Post listening Activity** • Send the Liveworksheets activity link to students. • Explain what students should do in the activity according to the song. .	**Liveworksheets:** https://es.liveworksheets.com/2-rg1192895gr

Source: Field research

Author: Gamboa, D. (2021)

<table>
<tr><td colspan="3" align="center">**Lesson Plan 4**</td></tr>
<tr><td colspan="2">**Institution:** Universidad Técnica de Ambato at PINE major</td><td align="center">**Subject:**
CALL</td></tr>
<tr><td colspan="3">**Teacher:** Dayanna Gamboa</td></tr>
<tr><td colspan="3">**Level:** Sixth Semester</td></tr>
<tr><td colspan="3">**Number of Students:** - Young adults (from 20 to 24)</td></tr>
<tr><td colspan="3">**Time:** 60 minutes</td></tr>
<tr><td colspan="3">**Objectives:**

Students will be able to:

• To learn new vocabulary related to songs

• To develop listening skills through hands-on practice with activities

• To use the Lyrics Training website as a pedagogical aid.</td></tr>
<tr><td align="center">**Time**</td><td align="center">**Activity|**</td><td align="center">**Tools and Materials**</td></tr>
<tr><td>20 minutes</td><td>**Pre- listening activity**

• Ask students to enter "*Jamboard*" and write down what they think the phrase *"Hello from the outside"* means.

• Send students the activity through the Lyrics Training website to practice new vocabulary and expressions. The activity is about (*Multiple choice*) according to the song "*Hello-Adele* "

• Ask students to listen to the song and write in one sentence what they think the song is about; this activity will be done through the zoom chat.</td><td>**Zoom**
Jamboard:
https://jamboard.google.com/
d/1pqpifu0kG2vsqvDEQbBi
BN24pHV2ZPNvW1Cq8Sb
ZY00/edit?usp=sharing

Lyrics Training website:
https://lyng.me/HaJ3ymUsra
?rE5/c!dayacarogamboa</td></tr>
</table>

20 minutes		**While listening Activity** • Send the students the activity through the "Lyrics Training website" and explain to them what to do. Activity about (*fill in the blanks*) • Review the correct answers with the students.	**Lyrics Training website:** https://lyng.me/HaJ3ymUsra?rEo/w!dayacarogamboa
15 minutes		**Post listening Activity** • Send the Liveworksheets activity link to students. • Explain what students should do in the activity according to the song. .	**Liveworksheets:** https://es.liveworksheets.com/2-af1192913tv

Source: Field research

Author: Gamboa, D. (2021)

<table>
<tr><td colspan="3" align="center">**Lesson Plan 5**</td></tr>
<tr><td colspan="2">**Institution:** Universidad Técnica de Ambato at PINE major</td><td>**Subject:**
CALL</td></tr>
<tr><td colspan="3">**Teacher:** Dayanna Gamboa</td></tr>
<tr><td colspan="3">**Level:** Sixth Semester</td></tr>
<tr><td colspan="3">**Number of Students:** - Young adults (from 20 to 24)</td></tr>
<tr><td colspan="3">**Time:** 60 minutes</td></tr>
<tr><td colspan="3">**Objectives:**

Students will be able to:

• To learn new vocabulary related to songs

• To develop listening skills through hands-on practice with activities

• To use the Lyrics Training website as a pedagogical aid.</td></tr>
<tr><td>**Time**</td><td align="center">**Activity|**</td><td>**Tools and Materials**</td></tr>
<tr><td>20 minutes</td><td>**Pre- listening activity**

• Ask the students (*What is the meaning of the phrase "**Rolling in the Deep**" in their opinion, What would you use the phrase "rolling in the deep" to refer to?, In what situation would you use the phrase "rolling in the deep"?*

• Send students the activity through the Lyrics Training website to practice new vocabulary and expressions. The activity is about (**Multiple choice**) according to the song "**Rolling in the Deep** "

• Ask students to listen to the song and write in one sentence what they think</td><td>**Zoom**
Lyrics Training website:
https://lyng.me/HqYNA9pm 9q?rEj/c!dayacarogamboa</td></tr>
</table>

	the song is about; this activity will be done through the zoom chat.	
20 minutes	**While listening Activity** • Send the students the activity through the "Lyrics Training website" and explain to them what to do. Activity about (***fill in the blanks***) • Review the correct answers with the students.	**Lyrics Training website:** https://lyng.me/HqYNA9pm9q?rEK/w!dayacarogamboa
15 minutes	**Post listening Activity** • Send the Liveworksheets activity link to students. • Explain what students should do in the activity according to the song. .	**Liveworksheets:** https://es.liveworksheets.com/2-vj1192905dl

Source: Field research

Author: Gamboa, D. (2021)

Cambridge English: Preliminary (PET)
Listening (Pre-test)

Name: _____

Part 1

- In part 1 of the Preliminary English Test (PET) you listen to seven short recordings and for each recording you has to choose the best of three pictures. You can listen to the audio twice.
- There are seven questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.

1. What will the weather be like at the weekend? *   *1 point*
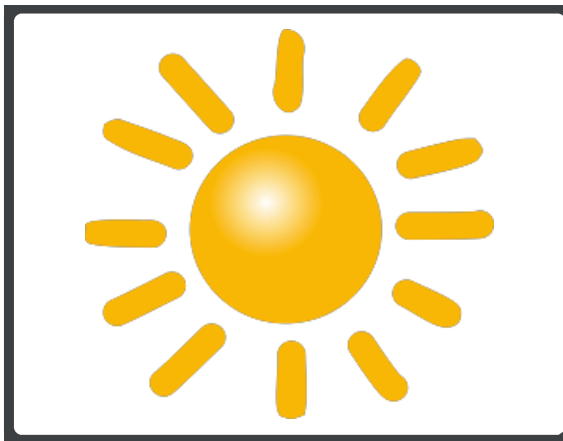
A ⬭   B ⬭

C ⬭

2 . What did the woman do on holiday?   *1 point*

A   ◯   B ◯
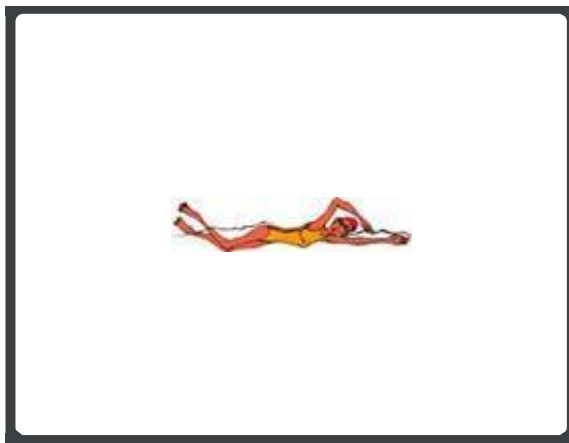
C ◯

3 . Where is the mas's book?   *1 point*

A ⬭

B ⬭

C ⬭

4 . What do they need to buy?   *1 point*
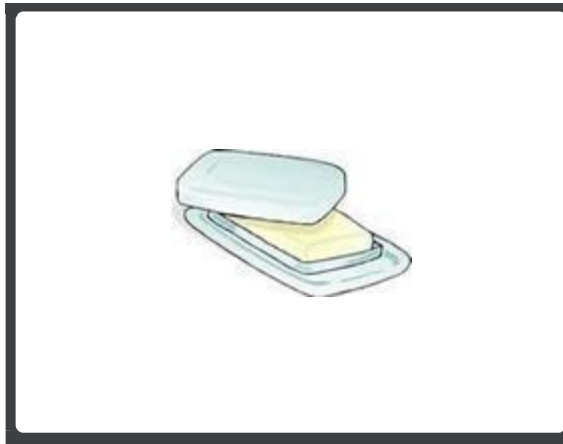
A ⬭
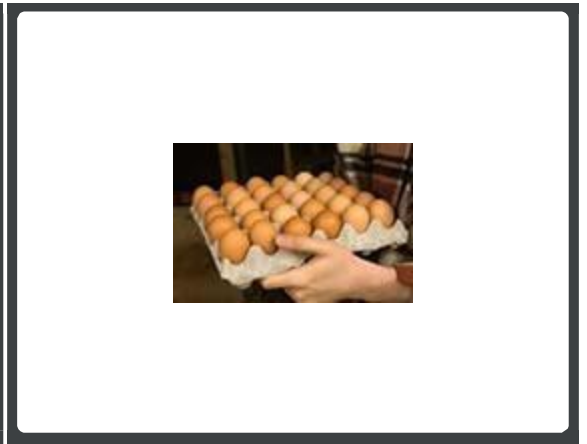
B ⬭

C ⬭

5 . What is the woman's son studying at the moment?   *1 point*

A ⬭
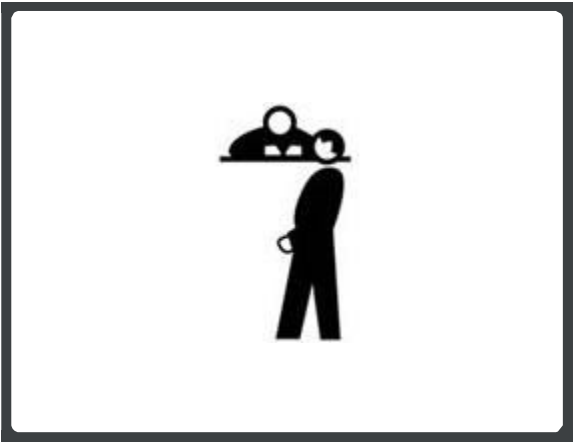
B ⬭

C ⬭

6. What is in the suitcase?   *1 point*

A ⬭
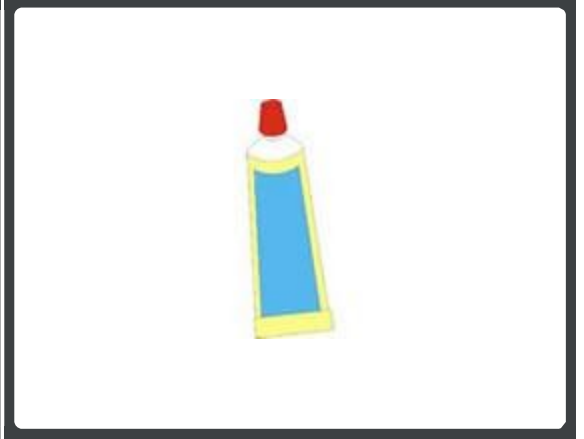
B ⬭

C ⬭

7.What does the man's brother look like?   *1 point*
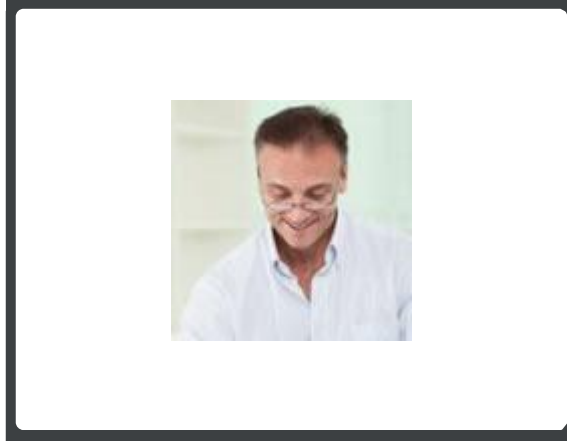
A ⬭

B ⬭

C ⬭

Part 2

- In part 2 of the Preliminary English Test (PET) you listen to six short recordings for attitudes and opinions, and choose the right option (A, B, C). You can listen to the audio twice.
- There are six questions in this part. For each question listen to a short recording and answer the question.

1. You will hear two friends talking about buying a new camera. Where does the woman recommend buying one? *   *1 point*

◯ A From a website

◯ B From a mall

◯ C From a local shop

2. You will hear two friends talking about a film they have just seen. They agree that the film would be better if... *   *1 point*

◯ A it had fewer special effects.

◯ B it was shorter.

◯ C the costumes were better.

3. You will hear a man talking about a job he has just been offered. Why does he feel happy about it? *   *1 point*

◯ A He has always wanted a job like this

◯ B He will not have to travel far.

◯ C He will be able to learn new skills.

4. You will hear two people talking about an arrangement they have made with a friend. The woman thinks that if their friend is late, they should ... *   *1 point*

◯ A wait for her.

◯ B go without her.

◯ C go somewhere nearer.

5. You will hear two people talking about local curry restaurant. They both agree that ... *

1 point

◯ A the food is good quality.

◯ B the service was good.

◯ C the price was reasonable.

6. You will hear two people talking about climbing. The woman wants the man to ... *

1 point

◯ A give her some climbing advice.

◯ B help her choose some climbing shoes.

◯ C work out with her.

Part 3

- This is a longer monologue. While you listen you need to complete some notes. There are six gaps to complete. You can listen to the audio twice.

- You will hear a radio announcer giving details about a local Motor Show.
- For each question, fill in the missing information in the spaces. Write no more than three words and/or a number. To answer you must place your answer followed by a comma Example: 30th November, Five Tree, Present, Fast Food, Sodas, 80 *

6 points

Eastbrook Motor Show

Date:	
Location:	Show Ground
Displays:	Old cars and buses
	Cars of the
Famous People:	Jack Tyler from the Television Show
	Top Racing Driver Michael Boreman
For Ladies:	Stalls selling gifts, jewellery and clothes
	Competition - Guess the number of
	in the car
Price of Family Ticket:	£

Part 4

- You listen to a longer recording and answer 6 multiple choice questions. You can listen to the audio twice.

- You will hear a radio interview with the manager of a summer activity course. For each question, choose the correct answer.

1 This year, the course will run for...   *1 point*

◯ A. siw weeks

◯ B seven weeks.

◯ C eight weeks.

2 The problem last year was that... *   *1 point*

◯ A few people wanted to attend.

◯ B there were too few workers.

◯ C there was nothing to do on rainy days.

3 This, year, for the first time, children will... *   *1 point*

◯ A do creative activities.

◯ B do new outdoor sports.

◯ C organise events.

4 Molly doesn't think children will come for six weeks because...   *1 point*

◯ A it's too expensive.

◯ B they will do the same activities again and again.

◯ C their parents will want to spend time with them

5 The course isn't open to teenagers because... *   *1 point*

○   A Molly thinks they aren't interested in the activities which are available.

○   B Molly thinks they should spend time with young people of a similar age.

○   C: Molly's staff think that teenagers are difficult to please.

6 It's important that parents of children attending the course... *   *1 point*

○   A: pay the full amount immediately.

○   B: choose the activities the child wants to do when they apply.

○   C: inform Molly about any food the child cannot eat.

Annex 4: Adapted rubric for listening tests

	Area of concern 1	Need work 2	Good 3	Very good 4
Ability to focus	The student was no ability to concentrate on the listening task and was easily distracted and inattentive	The student found it difficult to concentrate on the listening test but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding	The student did not understand enough vocabulary or information to answer the questions	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions	The student showed a good general understanding of the vocabulary and information, with most questions completed	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details	The student was unable to grasp specific detail when listening and did not include them in the answers	The student showed a limited ability to listen for details, specific information was occasionally included	The student was able to include the most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
Accuracy of answers	Student's answers were mostly left out or unrelated to the information given	Student included a small amount of information, however, a lot was left out or was not accurate	Answers were mostly accurate and related to the information given, with a only a few errors.	The content was always accurate and related to the information given.

Source: This rubric was adapted from iRubric: English Listening skills rubric

Author: Gamboa, D. (2021)

Annex 5: Survey

Survey

(Sixth Semester from Pedagogía de los Idiomas Nacionales y Extranjeros).

Theme:

Lyrics Training and listening skill

Objectice:

- The purpose of this survey is to analyze the students' perceptions towards the use of Lyrics Training website, which requires selecting one of the following options.

Instructions:

- Select one option for each question based on your opinion.

	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
1. You enjoyed using the Lyrics Training website in the classroom					
2. Lyrics Training helps you practice your listening skills					
3. Lyrics Training was easy and convenient to use.					
4. Lyrics Training made you feel motivated to learn English					
5. You found using Lyrics Training to be different and entertaining					

Link for survey: https://forms.gle/3L5ZHJZVfH3XktzX8

Annex 6: Lyrics Training activities

Source: Lyrics Training

Author: Gamboa, D. (2021)

Annex 7: Liveworksheets activities

My worksheets
Shared / Private

Search my private worksheets

Order results: Newest first

Hello-Adele

Rolling in the deep -Adele

Just the Way You Are- Bruno Mars

Sky full of stars - Codplay

Wonderwall – Oasis

Source: Liveworsheets
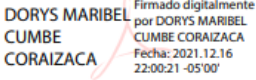
Author: Gamboa, D. (2021)

Zoom
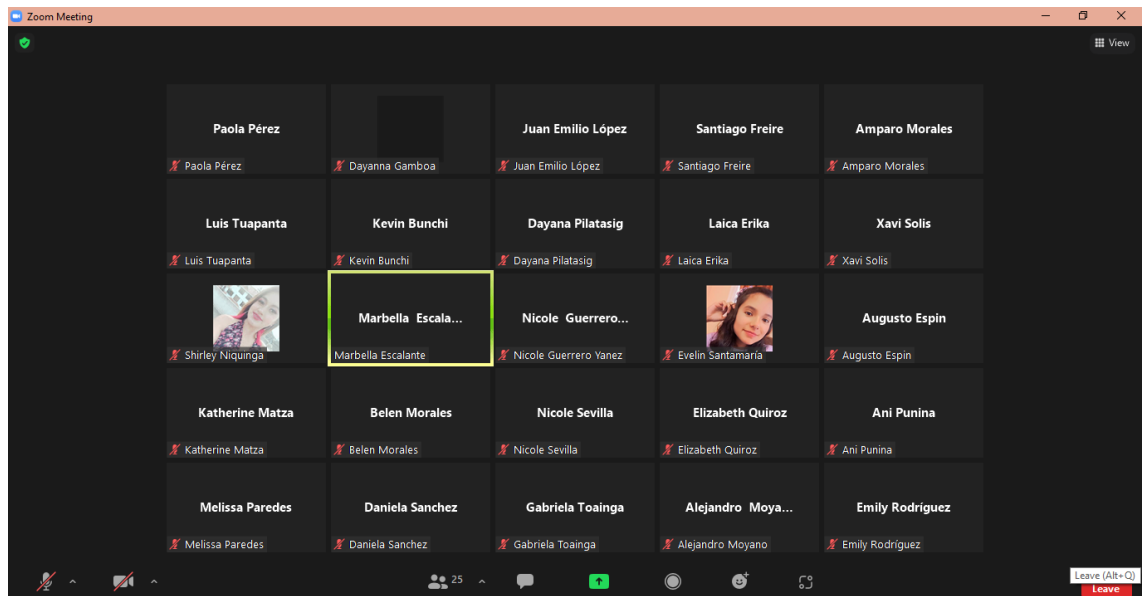
Source: Zoom

Author: Gamboa, D. (2021)

Annex 8: Survey instrument validation

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		

Validator's Information	Dorys Cumbe	1803694569	DORYS MARIBEL CUMBE CORAIZACA — Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA Fecha: 2021.12.16 22:00:21 -05'00'
	First and last Names	ID Number	
	UTA Professor	December nd, 2020	
	Profession	Date	Signature

EXPERT JUDGMENT EVIDENCE

I, Mg. Dorys Maribel Cumbe Coraizaca with, I.D. No. 1803694569, certify that I conducted the expert judgment on this instrument designed by Dayanna Carolina Gamboa Galarza, with I.D. No. 1725921579 for the Final Degree Project entitled "LYRICSTRAINING AND LISTENING SKILL" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December ----, 2020.

Sincerely,

DORYS MARIBEL Firmado digitalmente por
CUMBE DORYS MARIBEL CUMBE
CORAIZACA CORAIZACA
Fecha: 2021.12.16 22:00:44
-05'00'

Mg. Dorys Cumbe
I.D. 1803694569

VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
#	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		

Validator's Information	Mg. Edgar Encalada Trujillo	050182417-1	
	First and last Names	ID Number	EDGAR GUADIA ENCALADA TRUJILLO
	UTA Professor	December 20th , 2020	
	Profession	Date	Signature

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Guadia Encalada Trujillo with, I.D. No. 050182417-1, certify that I conducted the expert judgment on this instrument designed by Dayanna Carolina Gamboa Galarza, with I.D. No. 1725921579 for the Final Degree Project entitled "LYRICSTRAINING AND LISTENING SKILL" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 20th, 2021

Sincerely,

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

_____

Mg. Edgar Encalada Trujillo
I.D. 0501824171

Annex 10: Urkund report

Curiginal

Document Information

Analyzed document	CHAPTER I CC.pdf (D125794646)
Submitted	2022-01-22T07:12:00.0000000
Submitted by	
Submitter email	dgamboa1579@uta.edu.ec
Similarity	9%
Analysis address	cristinadjordanb.uta@analysis.urkund.com

Sources included in the report

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Receiver: wilmaesuarezm.uta@analysis.urkund.com

⊞ 4

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ROCIO JORDAN
BUENAÑO