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**Theme: SPOTIFY'S PLATFORM AND THE LISTENING SKILL**

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Ambato – Ecuador

2021

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PhD. Veronica Chicaiza, holder of the I.D No. 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: **“SPOTIFY'S PLATFORM AND THE LISTENING SKILL”** investigated by Mr. Elias Daniel Lalaleo Andaluz I.D No. 1804058129, 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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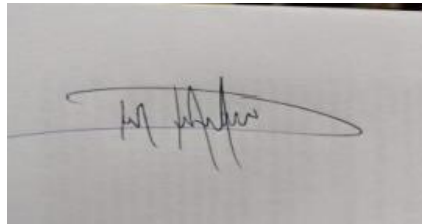
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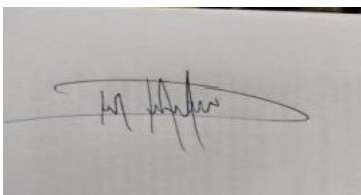
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Elias.

## **DEDICATION**

First of all, I thank God for giving me one more day of life in my years of study and the knowledge of achieving all my goals, as well as my mother who has helped me in my career giving me advice and supporting me academically and morally to fulfill my dreams.

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EXTRANJEROS**

**ABSTRACT**

**TITLE:** “SPOTIFY'S PLATFORM AND THE LISTENING SKILL”

**AUTHOR:** Elias Daniel Lalaleo Andaluz

**TUTOR:** PhD. Veronica Chicaiza

The purpose of the current research is to evaluate the influence that Spotify platform has in the listening skill. The design of this investigation was quasi-experimental with one experimental group to which a CAE pre- test and post-test was applied. The population was a group of 31 students of the seventh semester from Pedagogy of National and Foreign Languages Major at Universidad Técnica de Ambato. It should be mentioned that the development of the experiment based on the evaluation of the listening skill lasted 6 hours. These six hours were divided in 3 weeks in which certain activities were applied by using the Spotify Platform; some educational podcasts were used to improve the listening skill since they provide conversations of native English speakers in the British accent. In addition, students were taught using standardized lesson plans which were focused on listening subskills such as detail information, specific information and listening for gist. Each lesson was designed to teach each part of CAE listening section. To gather the results, the researcher applied a pre- and post- test taken from the Preliminary English test by Cambridge which asses the listening skill (CAE). The purpose was to determine the level of students before and after using the Spotify Platform. Furthermore, the results of each part of CAE listening section were in increase of 18.9 to 25.5 these showed that the use of Spotify Platform contribute to the improvement of the listening skill. The initial and final average data were analyzed and to do so the Nonparametric of two related samples test of Wilcoxon was applied.

**Key words: Spotify platform, Listening skill, Detail, Specific information and listening for gist**

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**EXTRANJEROS**  
**RESUMEN**

**TITULO:** “SPOTIFY PLATFORM AND LISTENING SKILL”

**AUTOR:** Elias Daniel Lalaleo Andaluz

**TUTOR:** PhD. Veronica Chicaiza

El propósito de la investigación actual es evaluar la influencia que tiene la plataforma Spotify en la habilidad de escuchar. El diseño de esta investigación fue cuasi-experimental con un grupo experimental al que se le aplicó una prueba previa y una prueba posterior CAE. La población fue un grupo de 31 estudiantes del séptimo semestre de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Técnica de Ambato. Cabe mencionar que el desarrollo del experimento basado en la evaluación de la habilidad auditiva duró 6 horas. Estas seis horas se dividieron en 3 semanas en las que se aplicaron determinadas actividades mediante el uso de la Plataforma Spotify; Se utilizaron algunos podcasts educativos para mejorar la habilidad de escuchar, ya que brindan conversaciones de hablantes nativos de inglés con acento británico. Además, a los estudiantes se les enseñó utilizando planes de lecciones estandarizados que se centraban en las subhabilidades auditivas, como información detallada, información específica y comprensión auditiva. Cada lección fue diseñada para enseñar cada parte de la sección de escucha de CAE. Para recopilar los resultados, el investigador aplicó una prueba previa y posterior extraída del examen preliminar de inglés de Cambridge que evalúa la habilidad de comprensión auditiva (CAE). El propósito era determinar el nivel de los estudiantes antes y después de usar la plataforma Spotify. Además, los resultados de cada parte de la sección de escucha de CAE aumentaron de 18,9 a 25,5, estos mostraron que el uso de la plataforma Spotify contribuye a la mejora de la habilidad de escucha. Se analizaron los datos promedios inicial y final y para ello se aplicó la prueba No paramétrica de dos muestras relacionadas de Wilcoxon.

**Palabras Clave:** Plataforma Spotify, habilidad de escuchar, Detalle, Información específica y comprensión auditiva

**CONTENT**

## CHAPTER I. THEORETICAL FRAMEWORK

### 1.1 Investigative Background

Currently at present, there are several researches about Spotify`s platform and the Listening Skill which were examined in different contexts, and these studies consist of several purposes, and focuses in order to analyze them according to the different author`s perspective. In this situation the issue of low level of Listening skill has developed to be one of the inquiry subjects for years and considered as one of the critical features in second or foreign language acquisition.

Claudius (2018) proposed the topic “The use of Spotify to increase English listening skills”, which was developed in Politeknik Ubaya, Indonesia. The aim was finding whether the use of Spotify could develop students ` English listening skills. Furthermore, the study was qualitative descriptive method by using a questionnaire. It was divided into 3 sections, such as section 1 habits in using Spotify, section 2 impact of using Spotify to improve English listening skills, and section 3 impact of using Spotify on academic achievement. The subjects of the study were 10 active students of Business English study program Politeknik Ubaya. Moreover, the results shown that the use of Spotify is successful to improve English listening skills.

Andriani (2019) stated the research named “The use of SPOTIFY application to improve student`s ability in listening through English Song”, which was carried out in Muhammadiyah University of Makassar. Investigation aimed to find out the improvement of the students` listening ability by using Spotify. Moreover, this research is based on pre-experimental method which involves of pre- test, and post-test by using quantitative approach. The subjects were 205 students from first semester of English Department of Muhammadiyah University of Makassar. Furthermore, the results shown that listening through English song by using Spotify application could increase students listening ability in terms of recognizing phoneme words of English song.

According to the investigation of Saputra (2018), teachers and students are adapted to almost always use the same teaching methods in the English classroom such as the use of books, CDs, audios as the conventional method which tends to be bored for students. Therefore, teaching methods should change according to the age, for

example the implementation of online resources since the internet has become fundamental in our lives, students manage web pages or applications that have videos, audios and podcasts, such as spotify and youtube. The result of this research aims to change the perception of students to be able to study a foreign language using videos and to be able to apply it in class

In Addition, Rorimpandey (2019) pointed out that YouTube can be an education tool and a medium that can be used to meet the difficulties of students' needs. There are many types of videos with various types of themes that are exceptional, motivating and entertaining in order to enjoy and that can be used in class lessons. Additionally, this type of research consisted of a quasi-experiment with Pre-test and Post-test Control group. This research was carried out in the English Department of FBS Unima Tondano, and the population 250 students from first semester. The conclusion is that the worth of listening comprehension in Basic listening subjects are higher than those using YouTube videos compared to using conventional means.

Nursyarah et al. (2019) focused on studying to expand the understanding of how English learners use their self-motivation strategy while using extensive listening to stay motivated when faced with various types of situations that disturb their learning process. It is necessary to keep them motivated to learn independently by using various resources available on the Internet, such as YouTube, BBC learning English or TED Ed, to shape their habit of developing English listening. Furthermore, 4 learners from one of the Indonesian public universities were chosen to do extensive listening activities. As a result, this research presented that most participants use environmental control strategies in order to evade ecological conflicts, satiety control to remove boredom, and metacognitive control to achieve their emphasis and attention.

Abdulrahman et al. (2018) established the objective of investigate the listening comprehension of students through Podcasts in their research. It is worth mentioning that Podcasts are considered as innovative technological tools which can be used in the English classroom to improve the study of the English language. The research was carried out with two groups of students who used a quasi-experimental investigation which allowed them to identify the level of the students in the listening skill. The results showed that students learn more through technological activities

such as Podcasts, so this study recommends using Podcasts and other types of online tools for learning the English language.

Saputra and Fatimah (2018) claimed in the research how the most innovative technological media like TED and YouTube can influence Extensive Listening. To do so, this study probed the improvement of teaching practice through participatory action research. The population of this study is taken from an English course at the University of Indonesia in the Extensive Listening class. The results show great learning in the implementation of the activities in class. However, the use of TED and YouTube helps students to improve their English vocabulary in class hours and in individual assignments because they create a different and more creative dynamic.

Nursyahdiyah (2018) focused on finding the use of podcasts in English to improve students' listening skills. To achieve this goal, the investigator collected information from classroom action research, that was conducted in four steps, such as plan, action, observation and reflection. The subjects of this study were forty eighth grade students from MTsN Kabanjahe. During this research, the data analysis technique was applied through the use of qualitative and quantitative data. As a result, the finding of the analysis presented that there was a development in the ability of the students in order to listen. The data can conclude that the ability of students in listening skills has been improved through the use of podcasts in English as medium of learning.

Rizkan et al. (2018) pointed out the following objective in their research: To identify if using youtube is more useful than using audio to teach listening skills. In addition, the study was carried out at IKIP-PGRI Pontianak, and the research population was second semester students in the English Studies Program. The statistical analysis was given considering quantitative data taken from the listening comprehension test in order to know the listening ability of the students. The outcomes showed that: First, Youtube is more useful than audio for the listening ability of students in the second semester of IKIP PGRI-Pontianak students

Gozalp (2018) claimed that nowadays there is great use of technological tools or web 3.0 pages. This research is carried out to determine the influence that music technology has in the area of teaching in the different levels of English. To do so, different tools were used which were: a survey, a questionnaire and open questions were asked about the use of technology in their daily lives to the students of 3 different courses first, second and third level. However, the result was not very

positive because the data analyzed showed that students use music technology incorrectly due to they do not have a tutor who helps them to take advantage of this technology to promote their learning.

All these investigations show important contributions to my research because they give me terms about investigations carried out on tools used such as YouTube, Spotify, Instagram, etc. These web 3.0 tools that nowadays help us understand that technology has become very useful in our daily lives. In addition, with technological advancement we can work and improve our studies or our skills by focusing on innovative applications such as spotify which helps us improve our listening skill by listening to entertainment, educational and music podcasts of different genres.

### **Independent Variable Theoretical Support**

#### ***Network***

Khan (2019) states that the Internet is revolutionizing our society, our economy, and our technological systems. No one knows for certain how far, or in what direction, the Internet will be able to evolve. But no one should underestimate its importance. Finally, this author also argue that the Internet's magnitude is thousands of times what it was only a decade ago. It is estimated that about 60 million host computers on the Internet today serve about 200 million users in over 200 countries and territories. Today's telephone system is still much larger: about 3 billion people around the world now talk on almost 950 million telephone lines (about 250 million of which are actually radio-based cell phones)

According to Asadullah (2018) e-platforms are being considered as a new model of organizing economic and social activities which have led to a growing interest in research on this topic amongst IS scholars. As a result, the digital platforms' literature has grown significantly over the last decade. Yet, scholars call for more research on the topic as platforms evolve and many questions remain unanswered. Furthermore, in a general term defined a platform as a basic technology, on which other technologies are developed and if these technologies are equipped with tools that enable the creation of virtual learning environments, we can speak of e-learning platforms.



Sharda (2017) establishes that multimedia authoring involves collating, structuring, and presenting information in the form of digital expression, which can incorporate text, audio, and still and moving images. Moreover, Schreiber et al. (2018) in his study "Companion to Humanities Computing" state that a multimedia computer system is one that is capable of input or output of more than one medium. Typically, the term is applied to systems that support more than one physical output medium, such as a computer display, video, and audio. Occasionally, multimedia is used to refer to the combination of text and images on a computer display terminal. It is argued by some experts also that the term medium can also refer to an input device such as a keyboard, mouse, microphone, camera, or another sensor. Regarding computer input, multimedia then refers to the capability of using multiple input devices to interact with a community system.

### ***Educational resources***

There are countless educational resources related to education. Nowadays these resources have greater presence in learning-teaching processes. There can be several conceptualizations according to Pinto et al. (2012) regarding what means an educational medium or resource can be described as any method that the teacher uses to use in the elaboration of a curriculum in order to facilitate content development, provoke situations or meetings to enrich the evaluation.

One of the main reasons that can be mentioned is that the development of Educational applications is not a simple task, direct communication between student and teacher in a classroom is far superior in any way, but the design of educational resources in a network can be considered of great value to the conventional training to which it is carried out. The use of the internet and its popularity in both home and professional fields is collaborating in them field of education, configuring new training systems easily accessible and more flexible Internet based. (Martínez and Cabero, 2012)

The use of the internet in education is being a source of influence due to the undeniable impact that has generated the use of this educational resource but we must take into account that this impact will be generated both in the present and in the future, It is important to note that the new generation is evolved on par with the development of this network, that is why the computer industry is forced to introduce the educational resource of the internet in all the environments surrounding a being human. In the country of Ecuador there is an educational resource that is generating great impact

especially with virtual platforms, "Educate Ecuador" is a space the which contains educational content in digital format which are part of the online educational services, so says (López, 2011) .This space is directed for students, teachers and for the entire educational community, it serves as a tool to support the pedagogical field and for the different processes of teaching, these are related to the curricular improvement of education and for knowledge update.

It is important to note that online or digital educational resources provide teachers an opportunity to improve the relationship with their students since these can identify properties establish, classify differences and similarities, possibility of manipulating, solving problems, observing and discovering, on the other hand promotes the creationof values such as cooperation, respect, solidarity, tolerance among others, generating with it that the learning-teaching process is the most correct.

### ***Spotify Platform***

Prey et al. (2020) mention that Spotify platform there are different types of audios which are used by all users for different types of activities such as entertainment or study. Through an ascertained analysis of the application we can find different categories of podcasts such as stories, crimes, comedy, society and culture, health, educational, technology, influential audios, and games that can be changed to all languages with their respective lyrics. In the category of stories, we can find fairy tales, scary stories or tales of different people that tell their anecdotes. About crimes we can find real crimes, stories of serial killers and legends.

In addition, educational podcasts are the most used by the community because they provide us with information on how to improve a language like English, French and Italian. These technological podcasts share information about 21st century technology and business. The Ramsey show is an example because it tells us about how to improving a business based on technology. Finally, we find influential audios which are lectures and talks that talk about different topics like TED.

The Spotify platform related to teaching is very useful. Today a higher percentage of the population runs the Internet at home, and that percentage increases dramatically year after year. On the other hand, there are many people who various reasons cannot go to educational centers, and try to study for their account (for example, people who

enrolled in the Distance University for reasons labor, for living away from university centers, etc.) In these cases, Spotify can be used to teach these people, since there are subjects for which is necessary explanation and from home you could keep track, without need to waste valuable time on commuting.

You can also say that teaching through audio media it is not something new, since technology advances and people can be easily involved by new technologies. The individuals need constant training of the technological tools offered by the medium. Thereby, they can learn how to access different interactive platforms, such as Spotify which includes a variety of information, both political, social, cultural, which you can easily use them during class time.

### **Dependent Variable Theoretical Support**

#### **Language**

Language according to Hernandez et al. (2007) has transformed human consciousness because allows the development of new ways of thinking and the acquisition of knowledge leads us to seek a theoretical explanation about relationships existing between thought. One of the most important stages is the development of language, producing changes constants depending on the information and knowledge you process.

Besides, language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. These connections are complex: for example, they tell you when to use slang with a friend or formal language with a boss, how to judge a candidate's campaign speeches, and whether to abbreviate an email. All of these acts require knowledge of the language, as well as the cultural and social forces acting on that language. As you work through this textbook, you will study these various forces, especially as they function within the United States.

Furthermore, language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or

written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning.

### **Receptive skills**

As far as receptivity is concerned, it is the most common human trait, as with the birth itself; the child starts receiving various impressions through its senses. Traditional notion of listening being a passive activity and speaking as the most active, has become obsolete now, since the decoding of the message calls for an active participation in the communication between the participants. Brown states “Listening ability lies at the very heart of all growth, from birth through the years of formal education the better those learning skills are developed, the more productive our learning efforts”. Sreena and LLankumaran (2018) mention that extensive listening to the ‘real’ as opposed to purpose-written English is very satisfying since it demonstrates that the student’s efforts in the classroom will pay bonuses in life in an English-speaking environment.

Furthermore, the type of auditory comprehension exercise must be taken into account and for this the Authors Córdoba et al. (2005) mention that based on events, essays and experiments carried out it is concluded that the exercises related to comprehension auditory should base a practice to generate the attention of students, also, they mention that a general rule for teachers is to prepare students to understand what they will hear in real life. Exercises are more efficient if they are structured around a duty, saying of otherwise, students should perform activities in response of what they listened to demonstrate their understanding of the spoken topic.

In the first type of “listening without responding” exercise, students should listen to large amounts of text helped with visual support, i.e. graphics about the topic discussed. Some examples that can be cited about the first exercise can be listen

following a written text or listen and be helped by visual materials or it can also be listening to songs, stories, movies and Television programs.

Finally, the last exercise, which is listening as a basis for discussion and study, it is intended that students understand what they hear so that subsequently analyze it, that is, interpret and evaluate what you hear, something very I practice doing a group listening exercise where three or four groups belonging to the same class listen only part, this information will be understood only if all groups share all the information heard if stress.

### **Listening Skill**

Glenn (2009) in his article entitled “A Content Analysis of Fifty Definitions of Listening” defines self-understanding as:

Invisible mental process, making it difficult to conceptualize it. People that are in a process of listening to differentiate and select different sounds that can be given in the same place and time, understand both grammatical structures and vocabulary, interpret the intention and the emphasis, interpret and retain, everything mentioned above is found within an immediate context as a socio-cultural context wider. While it is true the definition described above is related to a socio-cultural aspect, its emphasis reflects the trends that they exist in terms of languages, much importance is attached to both phonological, structural and lexical aspects of the language, but not its socio-cultural component, which is of paramount importance today.

In the present decade the author Vandergrift (2016) determines a new definition about listening, this being the following:

“Auditory comprehension is to receive the expressions that come from the transmitter known as "receptive orientation," represent and construct meaning “Collaborative orientation”, finally creating a meaning through imagination, participation, and empathy all this known as “the transformative orientation”. On the other hand, auditory comprehension is the complex and active interpretation in which the listener generates a relationship between what he already knows and what he hears”.

## **1.2 Objectives**

### **General Objective**

- To evaluate the influence that Spotify platform has in the listening skill of students from Pedagogy of National and Foreign Languages Major at Universidad Técnica de Ambato.

### **Specific Objectives**

- To identify the impact of using Spotify`s Platform.
- To analyze the level of the students in the listening skill.
- To determine how useful the Spotify platform is in the listening skill.

### **Description of the fulfillment of objectives**

First, to accomplish the general objective, it will be crucial to use several types of audio, such as podcasts related to different interesting topics like education, entertainment, history, but the researcher will apply podcasts regarding to education which are based on tips about how to improve the listening skills, and this material is suitable because students can learn the difference between American, and British accent, and guidelines about how to speak English fluently like native speakers.

Second, to fulfill this objective, it will be relevant to apply students a questionnaire which is validated at the beginning of the study in order to identify the impact of using Spotify`s platform, and the subjects for this research are the students from the seventh semester. This group is formed by 33 students. In addition, the validated questionnaire consists of ten questions that are based on how useful the platform is in order to enhance the listening skills in class, so students have to answer them specifically focused on their personal experience of using it for academic or entertainment purposes.

Third, to achieve this objective, it will be essential to provide students a pre-test of the Certificate in Advanced English (CAE). Thus, the researcher will take it in order to analyze the level of the students in the listening skills. The CAE listening section is divided into four parts that allow students to develop listening comprehension related to several topics.

Finally, to reach the last objective, it will be necessary to apply a range of activities that are developed according to Spotify`s podcasts. Thus, these activities will consist of different types of questions like: multiple choice, completion, matching and they will be asked by the researcher in order to check student`s understanding due to they will practice listening comprehension successfully.

## **CHAPTER II. METHODOLOGY**

### **2.1 Resources**

#### **2.1.1 Humans**

They are my assigned tutor and reviewers, PhD. Verónica Chicaiza, Dra Mg. Wilma Suárez Lcda and Mg. Ximena Calero. In addition, the students of the seventh of Pedagogia de los Idiomas Nacionales y Extranjeros

#### **2.1.2 Institutional**

The institution that was taken to carry out this research project was the Universidad Tecnica de Ambato and the students of Pedagogia de los Idiomas Nacionales y Extranjeros.

#### **2.1.3 Population**

In this research students of the seventh semester from Pedagogy of National and Foreign Languages Major at Universidad Técnica de Ambato were taken. Besides, the seventh semester class has 31 students and the ages between 20 to 22 years old.

#### **2.1.4 Procedure**

First of all, it was necessary to talk with the professor of English VII to have the proper permission to apply the experiment in class. Also, students' signatures were collected to be able to take screenshots of the classes. Furthermore, there was only one experimental group for the development of the research. A pre-test was applied using google forms to know the level of listening skill of the students. In addition, students were taught using standardized lesson plans which were focused on listening subskills such as Detail, Specific information and listening for gist, each of these lessons were designed to teach each part of CAE listening sections through the use of educational podcasts on the Spotify Platform. However, the development of the experiment to evaluate the listening skill took 6 hours of class in 3 weeks which were divided into activities, classes and the development of the research.

It must be emphasized that because the current pandemic the entire experiment was carried out online, also a WhatsApp group was created with the students to be able to share doubts about the classes.

In conclusion, to finalize the experiment a post-test was applied to determine if the students improve their listening skill.



## **2.1. Methods**

This investigation was carried out by using the Quantitative and Qualitative methods because it is essential to analyze the relationship between both variables. The information was gathered using structured instruments which were of great help for being applied with the population. Furthermore, gathered data was properly studied creating a base of mathematical results that were generalized for explaining the phenomenon observed. Then the Quantitative method allowed to produce statistical graphics about the results gotten. Here Quantitative method takes part because there was a description related to the observed and this way carry out the process of writing down the corresponding conclusions.

### **Basic Methods of Research**

## **2.2. Research approach**

The methodology of this research is related to different aspects such as the type of approach, type of research, operationalization of variables, techniques and procedures that will be used to carry out this research.

Fernandez (2016) points out that “the qualitative approach is investigated for students with which refers to getting answers to the questions raised in the investigation, in which it is necessary to know the scope of it”. At this point it will be detailed the strategy or plan to be carried out to obtain the necessary information to have answers to the hypothesis generated by the project.

This research is based on the analysis among the pre and post-test which were carried out in Pedagogy of National and Foreign Languages at Universidad Técnica de Ambato and the subjects for this investigation were the students from seventh semester. Therefore, the control group was formed by 33 students. Moreover, the research shows the total average that the 33 students got in the pre and post-test for each part of the CAE listening assessment criteria, such as grammatical and lexical resource, discourse management, pronunciation and interactive communication.

The basic, ad-supported version of Spotify is completely free. This platform offers unlimited access to the full catalog of music. However, subscribing to Spotify Premium is a great way to get rid of annoying ads. Thus, users can listen for free on smartphones, and tablets via through Spotify`s platform, but they can only listen om shuffle, so people can skip six times per hour, and they should be online.

Additionally, if they pay to upgrade to Premium, they can listen ad-free, play any song or album on demand, and download music as people prefer.

## **2.3 Basic modality of research**

### **2.3.1 Field Research**

The modality considered in this current investigation was a field research. It has to do with the development of the study in a determined area taking into consideration social aspects or circumstances. It involves also to be into the particular place and observe the individuals in order to analyze them, thus drawing conclusions which demonstrate the reality studied. In addition, field research also involves qualitative and quantitative data. This is because the investigator presents the information observed on a descriptive way, but also quantitative since data is distributed based on a numerical way considering the frequency. Watson (1999)

In addition, the emphasis was quantitative since information is required from the Students of the Universidad Técnica de Ambato that were collected through a survey validated by two professors from the Pedagogía de los Idiomas Nacionales y Extranjeros and the online observation method was used to know the real factors in the investigation.

This investigation was carried out in the seventh semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. In this case, the study was performed with students and familiarized themselves with the main problems they face every day, so this study was considered a work research. (Fernandez, 2016) points out that “the qualitative approach is investigated for students with which refers to getting answers to the questions raised in the investigation, in which it is necessary to know the scope of it . Furthermore, it was important to detail the strategy or plan that was carried out to obtain the necessary information to have answers of the hypothesis generated by the project.

### **2.3.2 Bibliographic research**

In the research work, the data collected, deepened, compared and explored, information from different points of view through books, scientific articles, citations, thesis, and virtual documentation in order to gather reliable and concise information related to the problem investigated.

## **2.4 Level or type of investigation**

This research was exploratory and descriptive. Descriptive research consists of describing phenomena, situations, contexts and events. This research was descriptive because I was able to describe different characteristics observed on a specific reality. Furthermore, this research is exploratory because I can show the effects that the use of Spotify could have on learning and improving the Listening skill.

#### **2.4.1 Exploratory Investigation**

Herssens and Saeys (2021) point out that exploratory research is based on vestibular, visual and proprioceptive information in relation to the base to be investigated. To investigate deeply it is necessary a peripheral vestibular investigation that are related to activities of daily life. However, the space-time parameters are investigated step by step in order to obtain a control strategy with the steps parameters

Exploratory investigation was based on in-depth research from the initial research to describe and identify the nature of the problem through the environment in which the problem is found. Also, identifying the boundaries of the environment in which the problem, opportunity or situation of interest are likely to reside and identify the factors that might be found and be of relevance of research.

#### **2.4.2 Descriptive Research**

Wang (2018) states that descriptive research must take into account corresponding stipulation. Stipulation is formed from the objective base and subjective needs showing its anthropological characteristics, standard nature is created at the time of research. Furthermore, when research reaches its limit, a basic form of human description is created taking into account data from a demographic segment.

The descriptive research was based on representing the attributes of the dependent and independent variable (Spotify's platform and the Listening skill).

#### **2.4.3 Hypothesis**

##### **Null Hypothesis**

Spotify platform does not influence the development of the Listening Skill receptors of the English language in the Seventh Semester of Pedagogy of National and Foreign Languages.

##### **Alternative Hypothesis**

Spotify platform influences the development of the Listening Skill receptors of the English language in the students Seventh Semester of Pedagogy of National and Foreign Languages.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

A survey was used before the application of the due experiment in order to know the students' reality. This survey has nine questions that were taken as the most relevant in order to be analyzed and get the proper results which have to do with the students' current reality about listening.

#### 3.2 Survey results

**Question 1.** - Which of these interaction sites of learning do you use to practice the listening skill?

**Table 1**

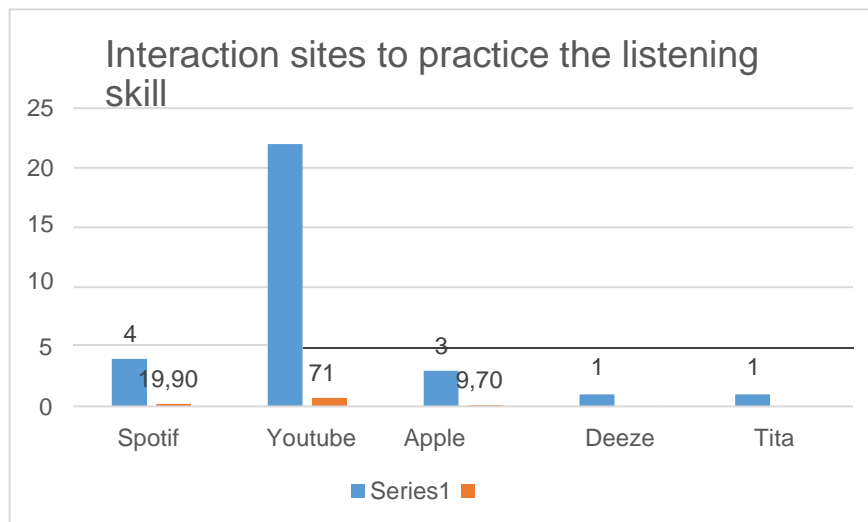
*Interaction sites to practice the listening skill*

<b>Interactive Platform</b>	<b>Students</b>	<b>Percentage</b>
Spotify	4	19,9%
Youtube	22	71%
Apple music	3	9,7%
Deezer	1	3,2%
Total	1	3,2%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

Figure 1 Interaction sites to practice the listening skill



**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

### **Analysis and interpretation**

Table 1 summarizes the data on interactive site to listening skill from a total of 31 students, Spotify referred to 4 students, and they showed the 19.9%. YouTube involved 22 students, and they highlighted the 71%. Apple music was based on 3 students, and they illustrated the 9.7%. Deezer reported 1 student, and it showed the 3.2%. The results highlight that 22 students use YouTube as most useful interactive site to listening skill which help them to enhance their listening skills in order to learn the English language effectively by using a tool that is useful for them because it is relevant that students use a site which contribute to their language learning progress. However, 1 student use Deezer, so he/she does not develop their listening skills deeply.

**Question 2. - Have you ever used the Spotify platform?**

**Table 2**

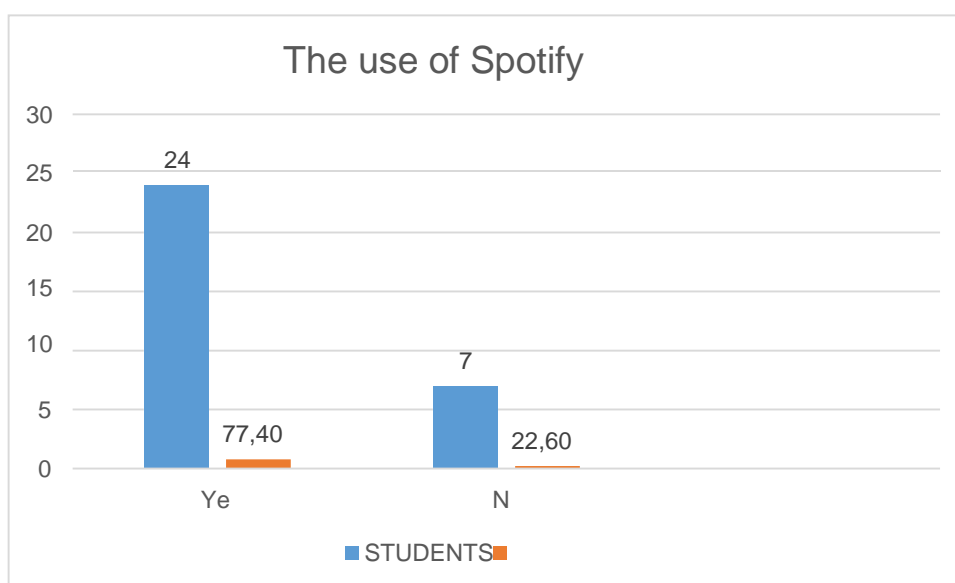
*The use of Spotify Platform*

<b>The Use Of Spotify Platform</b>	<b>Students</b>	<b>Percentage</b>
Yes	24	77,4%
No	7	22,6%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

Figure 2 The use of Spotify Platform



**Source:** Students of 7th at UTA

**Author :** Lalaleo, E.(2021)

**Analysis and interpretation**

Table 2 showed the use of Spotify platform from a total of 31 students. 24 students used this platform, and they summarized the 77.4 %, but 7 students did not use it and they illustrated the 22.6 %. It reports that 24 students use the Spotify platform because they can download it in this cell phone to listen different kinds of music according to their likes, and they can improve their listening skills by looking for their favorite music with lyrics that help students to comprehend the song better. Nevertheless, 8 students do not use Spotify platform, and they have some problems by improving their listening skills, such as learning new vocabulary, and also developing speaking skills.

**Question 3.** - Does your teacher use Spotify Platform to make you practice the listening skill?

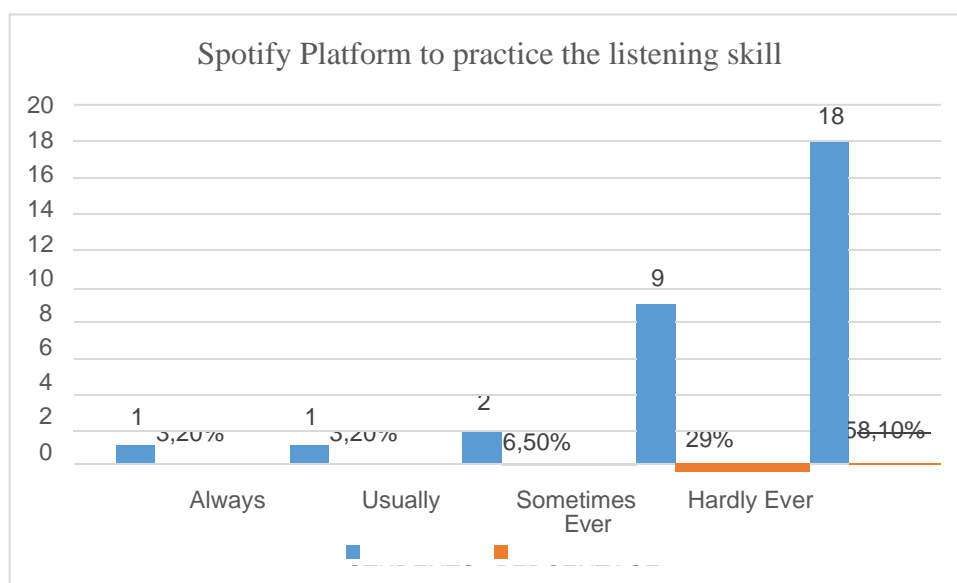
**Table 3**  
*Spotify Platform to practice the listening skill*

Frequency	Students	Percentage
Always	1	3,2%
Usually	1	3,2%
Sometimes	2	6,5%
Hardly Ever	9	29%
Ever	18	58,1%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

Source: Students of 3rd semester at UTA

Author: Lalaleo, E. (2021)

Figure 3 Spotify Platform to practice the listening skill



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

Table 3 detailed the use Spotify platform to practice the listening skill from a total of 31 students, always represented 1 student, and they showed the 3.2%. Usually referred to 1 student, and they highlighted the 3.2%. Sometimes involved 2 students, and they represented the 6.5%. Hardly ever was based on 9 students, and they illustrated the 29%. Finally, ever reported 18 students, and they showed the 58.1%. It means that 18 students ever use Spotify platform to practice the listening skill. Thus, it demonstrates teachers do not ask students to use or have it in their cell phones in order to listen to music in their leisure time by developing the English skills because it is helpful for them to practice the language. However, 1 student usually uses the Spotify platform, so he/she is good at the listening skill. Furthermore, 1 student always uses this platform as a tool for their language learning progress.



**Question 4.** - Do you know Spotify has easy access to practice the listening skill?

**Table 4**

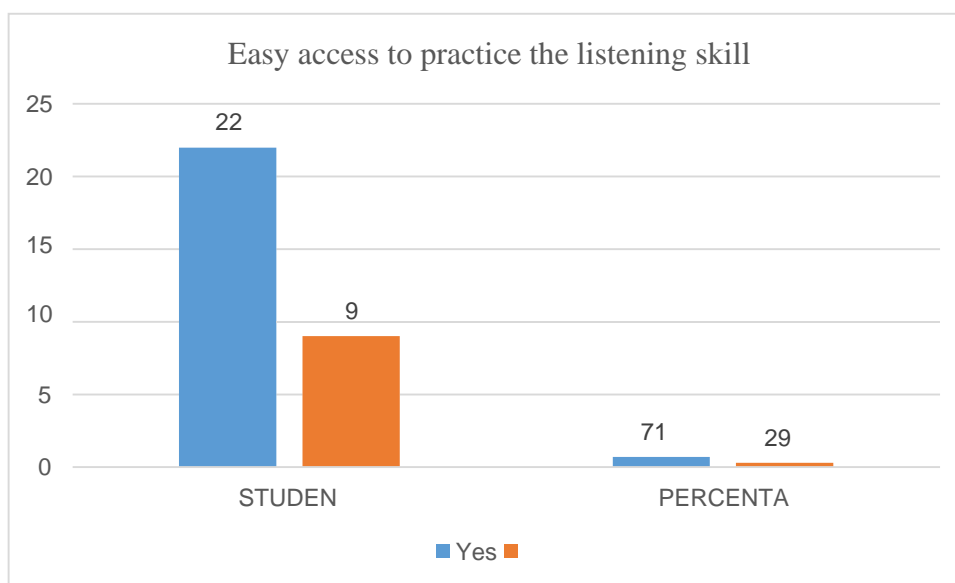
*Easy access to practice the listening skill*

<b>Easy access to Spotify</b>	<b>Students</b>	<b>Percentage</b>
Yes	22	71%
No	9	29%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

**Figure 4** Easy access to practice the listening skill



**Source:** Students of 7th at UTA

**Author :** Lalaleo, E.(2021)

### **Analysis and interpretation**

Table 4 highlighted the easy access to Spotify platform from a total of 31 students. 22 students used this platform, and they summarized the 71 %, but 9 students did not use it and they illustrated the 29 %. It shows that 22 students know the easy access to Spotify platform. Therefore, they have the advantage of exploring this platform, and finding useful podcasts that help them to enhance their listening skills or by listening to music according to their likes. However, 9 students do not know the easy access, and they need to practice the audio skills.

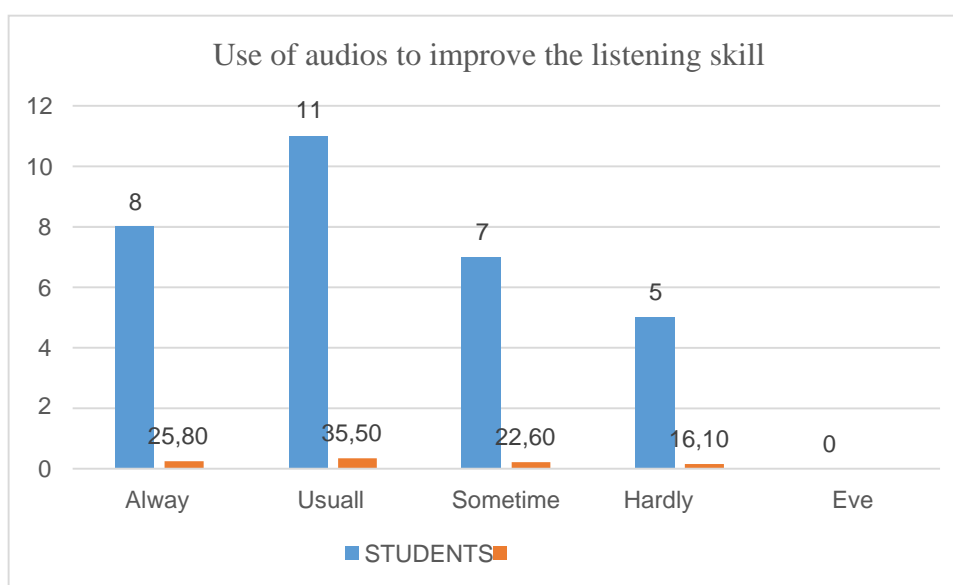
**Question 5.** Does your teacher use audios to improve your listening skill?

**Table 5**  
*Use of audios to improve the listening skill*

Frequency	Students	Percentage
Always	8	25,8%
Usually	11	35,5%
Sometimes	7	22,6%
Hardly Ever	5	16,1%
Ever	0	0%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA  
**Author:** Lalaleo, E. (2021)

Figure 5 Use of audios to improve the listening skill



**Source:** Students of 7th at UTA  
**Author :** Lalaleo, E.(2021)

**Analysis and interpretation**

Table 5 represented the use of audios to improve the listening skill from a total of 31 students, always focused on 8 students, and they highlighted the 25.8 %. Usually involved 11 students, and they reported the 35.5%. Sometimes referred to 7 students, and they showed the 22.6 %. Hardly ever was based on 5 students, and they illustrated the 16.1 %. Finally, ever described 0 students, and it showed the 0%. The results illustrate that 11 students believes that their teachers usually use audios which are useful to improve their listening skills by practicing their English language through online instruments, but 5 students believes that their teachers ever use these tools, so they cannot develop their listening skills successfully.

**Question 6.** - How often do you practice listening skill in your English classes?

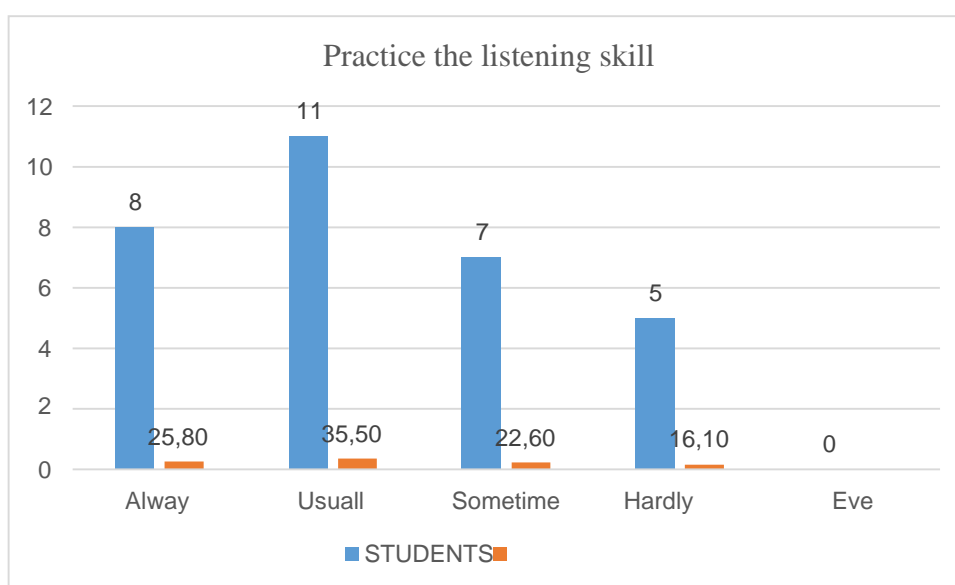
**Table 6**  
*Practice the listening skill*

Frequency	Students	Percentage
Always	8	25,8%
Usually	11	35,5%
Sometimes	7	22,6%
Hardly Ever	5	16,1%
Ever	0	0%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

Figure 6 Practice the listening skill



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

Table 6 showed the practice of listening skills in English classes from a total of 31 students. Always involved 8 students that summarized the 25.8%. Usually was based on 11 students who illustrated the 35.5%. Sometimes detailed the 7 students that represented the 22.6%. Hardly ever focused on 5 student who reported the 16.1%. Finally, ever referred to 0 students that showed the 0%. The results detail that 11 students usually practice the listening skills in order to have a suitable listening comprehension in English classes. Therefore, they are prepared because they have resources that help them to practice the language, and develop their listening skills. While 5 students hardly ever use these materials, so he/she needs supplies which are useful for his/her learning process.

**Question 7.** - How many times do you need to listen to an audio to understand it?

**Table 7**

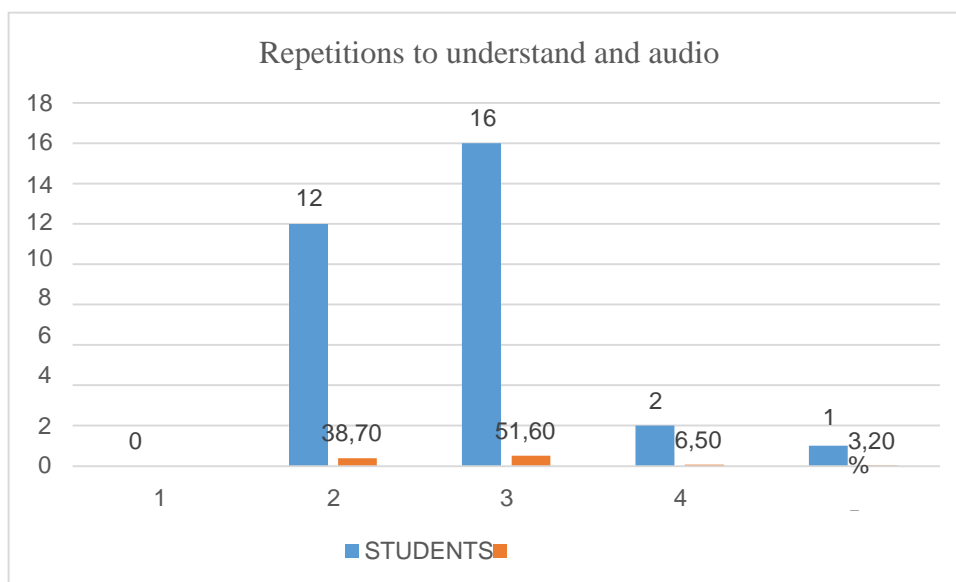
*Repetitions to understand and audio*

Frequency	Students	Percentage
1	0	0%
2	12	38,7%
3	16	51,6%
4	2	6,5%
5	1	3,2%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

Figure 7 Repetitions to understand and audio



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

Table 7 summarized the repetitions to understand an audio from a total of 31 students. The frequency of 1 referred to 0 students that illustrated the 0%. The frequency of 2 focused on 2 students who represented the 38.7 %. The frequency of 3 involved 16 students that reported the 51.6 %. The frequency of 4 was based on 2 students who showed the 6.5 %. Finally, the frequency of 5 highlighted 1 student that showed the 3.2%. It reports the repetitions to understand an audio to develop listening skills by improving auditive comprehension, 16 students need to listen to an audio, such as discussions, monologues, podcasts to understand them better. However, 1 student need to listen to it 5 times, so he/she has to practice the listening skills at home.

**Question 8.** - How often do you listen to music or podcast to improve your listening skill?

**Table 8**

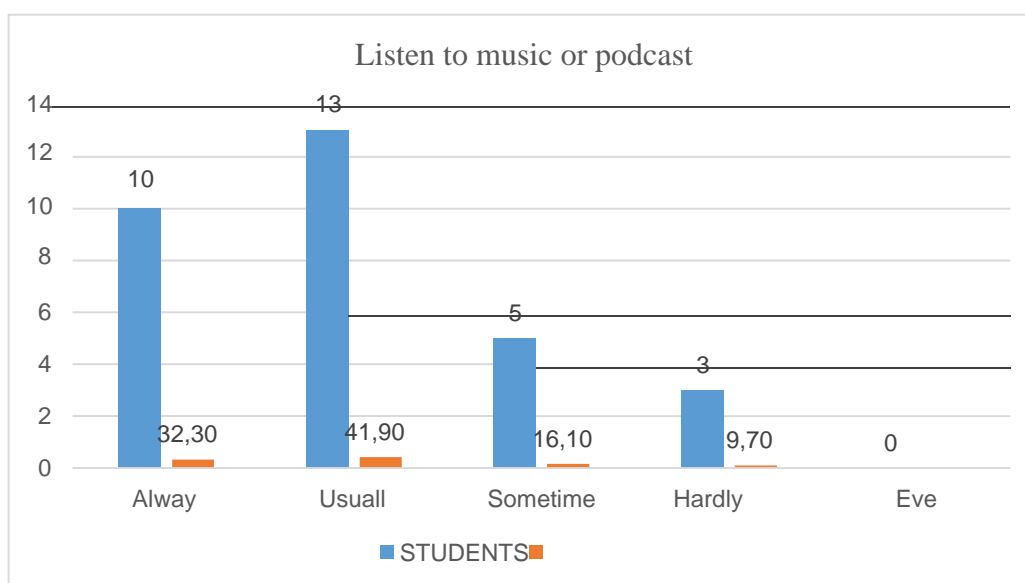
*Listen to music or podcast*

Frequency	Students	Percentage
Always	10	32,3%
Usually	13	41,9%
Sometimes	5	16,1%
Hardly Ever	3	9,7%
Ever	0	0%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

Source: Students of 3rd semester at UTA

Author: Lalaleo, E. (2021)

Figure 8 Listen to music or podcast



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

Table 8 summarized how often students listen to music or a podcast from a total of 301 students. Always referred to 10 students that illustrated the 32.3%. Usually focused on 13 students who represented the 41.9 %. Sometimes involved 5 students that reported the 16.1%. Hardly ever was based on 3 students who showed the 9.7 %. Finally, ever highlighted 0 students that showed the 0%. It reports the use of English language to develop listening skills by improving auditive comprehension, 13 students usually listen to music, and podcasts to improve the listening skills. Therefore, they are able to learn new vocabulary, and develop communication successfully. However, 3 students hardly ever do not listen to music, and podcasts, and they have problems by interacting with others.

**Question 9.** - How often do you practice the listening skill after class hours?

**Table 9**

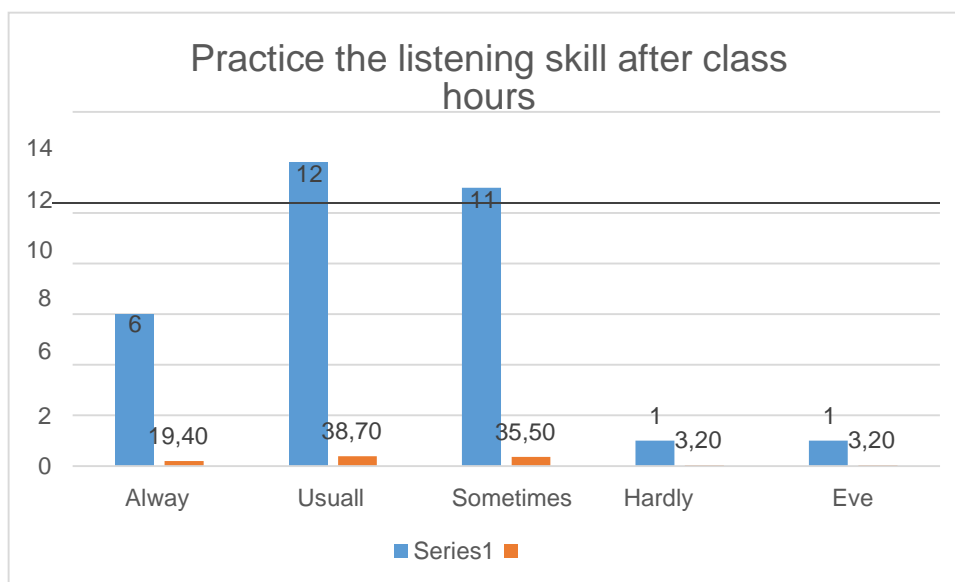
*Practice the listening skill after class hours*

Frequency	Students	Percentage
Always	6	19,4%
Usually	12	38,7%
Sometimes	11	35,5%
Hardly Ever	1	3,2%
Ever	1	3,2%
<b>TOTAL</b>	<b>31</b>	<b>100%</b>

**Source:** Students of 3rd semester at UTA

**Author:** Lalaleo, E. (2021)

Figure 9 Practice the listening skill after class hours



**Source:** Students of 7th at UTA

**Author :** Lalaleo, E.(2021)

### **Analysis and interpretation**

Table 9 presented the practice of listening skills after class hours from a total of 31 students. Always was based on 6 students who represented the 19.4%. Usually referred to 12 students that reported the 38.7%. Sometimes involved 11 students who reported the 35.5 %. Hardly ever detailed 1 student that highlighted the 3.2%. Finally, ever focused on 0 students who illustrated the 0%. The results prove that 12 students usually use support tools to practice the listening skills after class hours, so they are able to produce the English language effectively by researching extra information that helps them to reinforce their listening skills, and work on their autonomous learning. Nevertheless, 1 student hardly ever does not use these helpful tools because he/she needs to improve the listening skills.

### 3.3 Pre-test results

**Table 10**

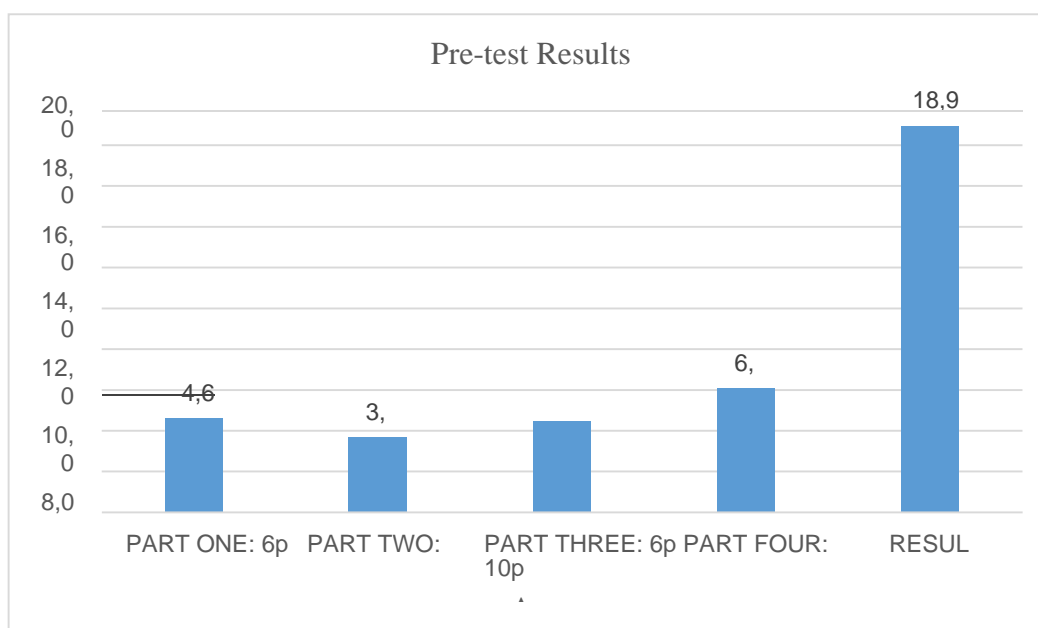
*Pre-test results*

Students	Part One: 6p	Part Two: 8p	Part Three: 6p	Part Four: 10p	Results
1	4	4	3	0	11
1	6	5	6	10	27
1	6	0	6	10	22
1	6	4	6	10	26
1	5	6	5	9	25
1	3	6	6	0	15
1	5	4	6	10	25
1	4	3	4	6	17
1	4	4	5	8	21
1	6	4	5	10	25
1	6	5	5	9	25
1	4	5	6	9	24
1	4	3	5	0	12
1	6	5	6	8	25
1	6	6	6	10	28
1	5	6	6	9	26
1	5	4	3	0	15
1	5	5	4	6	20
1	6	5	5	9	25
1	6	6	5	8	25
1	4	3	4	0	11
1	6	5	6	10	27
1	5	5	4	10	24
1	4	2	2	0	8
1	3	0	1	0	4
1	2	1	2	3	8
1	6	4	6	10	26
1	6	0	6	8	20
1	1	2	1	0	4
1	1	2	4	6	13
1	3	0	0	0	3
<b>TOTAL</b>	31				
<b>AVERAGE</b>	<b>4,6</b>	<b>3,7</b>	<b>4,5</b>	<b>6,1</b>	<b>18,9</b>

Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

Figure 10 Listening texts used by the teacher.



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

The following analysis is carried out with regard to the table above, which shows the results obtained from the pre-test by using the CAE exam, the listening section. This section is divided into part one (Detail or infer attitude), part two (Specific information), part 3(Detail or infer attitude) and part 4 (General information) and each of these parts has a score. Part one is 6 points, part two is 8 points, part three is 6 points, and part four is 10 points. Finally, the total of the complete section is 30 points that represent the highest score that students can get. Subsequently, the corresponding analysis of each part was carried out, so that an average of each was obtained.

This way, the due analysis of each of the aforementioned parts was carried out, so it was applied the corresponding formulas in order to determine the general average achieved by the group. In part one there was an average score of 4.6. Then in part two there was an average of 3.7. After in part three the average obtained was 4.5. And in part four, the average reached was 6.1 points. At the end, considering the final results obtained by the group of students, it was gotten as well the proper average of it and the points achieved in general were of 18,9.



After having studied these results, it is understood that the listening ability need to be correctly developed. This is established in the averages of each part of the reading section, since where the students presented more deficiencies was in part two, where the average does not even reach half of the range established in it. On the other hand, in the other parts of the reading section the averages exceed half of the maximum note, however a notable deficiency can still be highlighted. Thus, a more effective alternative is needed to develop this receptive skill.

### 3.4 Post-test results

**Table 11**

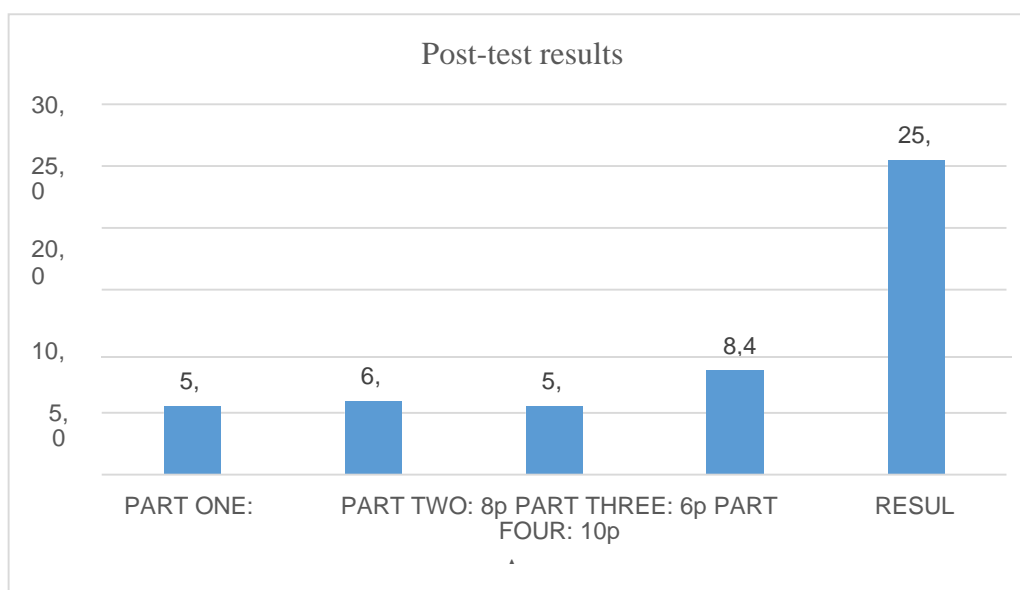
*Post-test results*

Students	Part One: 6p	Part Two: 8p	Part Three: 6p	Part Four: 10p	Results
1	6	5	6	9	26
1	6	3	6	9	24
1	6	8	6	10	30
1	6	8	6	10	30
1	6	6	6	10	28
1	6	7	6	10	29
1	6	6	6	10	28
1	6	6	6	8	26
1	6	6	6	10	28
1	4	5	5	10	24
1	6	7	6	10	29
1	6	7	6	10	29
1	6	7	6	0	19
1	6	3	6	7	22
1	6	7	5	8	26
1	6	8	6	8	28
1	6	7	6	10	29
1	3	5	4	6	18
1	6	8	6	10	30
1	5	6	6	8	25
1	5	7	5	7	24
1	6	8	5	8	27
1	6	8	6	10	30
1	6	5	6	10	27
1	1	0	2	1	4
1	6	5	6	10	27
1	3	7	2	2	14
1	6	6	6	10	28
1	6	0	6	10	22
1	6	6	6	10	28
1	6	8	6	10	30
<b>TOTAL</b>	31				
<b>AVERAGE</b>	<b>5,5</b>	<b>6,0</b>	<b>5,5</b>	<b>8,4</b>	<b>25,5</b>

Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

Figure 11 Listening texts used by the teacher.



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

### Analysis and interpretation

After having applied the corresponding experiment, the experimental group took a post-test to analyze if there was a change or an improvement in the listening ability of the students. This test was carried out again using a standardized test which is the CAE exam, from which only the listening part was considered. Then, the application of Spotify as an innovative tool for the development of the listening skill generated positive results, since through the use of some listening skills it was possible to guide the students so that they can better understand the audios or podcasts in the English language.

In the same way as with the pre-test, a series of calculations were made to obtain the averages of each of the parts of the CAE listening section, but this time to analyze the impact that arose after applying the experiment. So we have the following post-test results. In part one an average of 5.5 points was obtained, then in part two the average reached was 6.0 points, then in part three the calculation of the average gave a result of 5.5 points, later in part four, the average was 8.4 points. Finally, the general average of the grades achieved was 25.5 over 30 points.

Taking into account these post-test results, an improvement can be noticed in terms of listening ability in general. In addition, analyzing each part of the listening section it can be highlighted that each one generated better results. So at this point it can be

deduced that the Spotify platform did contribute to the development of listening ability, it is also necessary to point out that the different listening skills used during the experimentation allowed the students a better understanding of the listening material that was presented. So the impact of the treatment was totally positive.

### 3.5 Pre-test and Post-test results

**Table 12**

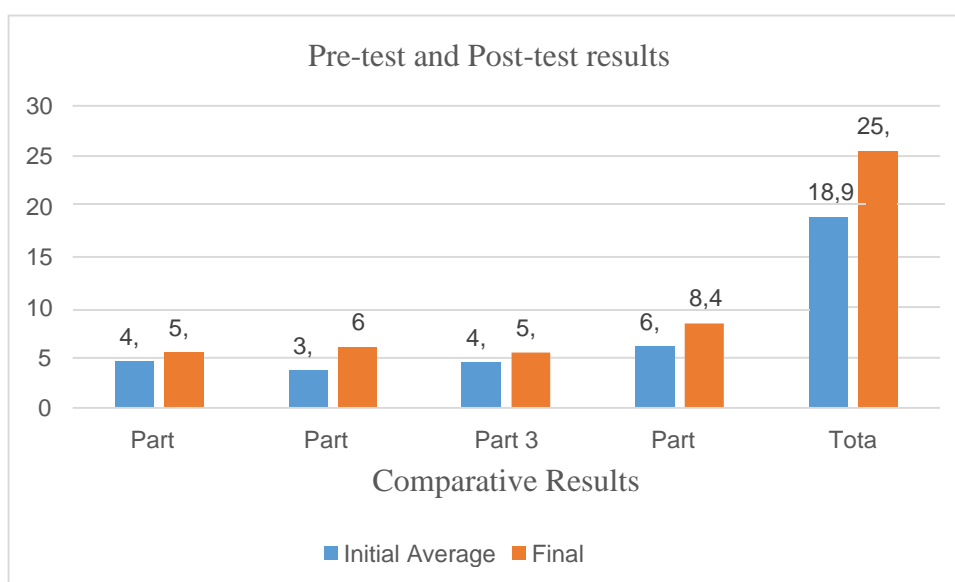
Pre-test and Post-test comparative results.

Parts	Initial Average	Final Average
Part 1	4,6	5,5
Part 2	3,7	6,0
Part 3	4,5	5,5
Part 4	6,1	8,4
<b>Total</b>	<b>18,9</b>	<b>25,5</b>

Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

Figure 12 Pre-test and Post-test comparative results.



Source: Students of 7th at UTA

Author : Lalaleo, E.(2021)

#### Analysis and interpretation

The table corresponding to the pre-test and post-test comparative results shows a positive change that highlights the effective development of the listening skill. So the Spotify platform was of great help to the students since they were able to use the technology to their benefit and allowed them to play different audios without any problem. In this way they could better understand the English language since through the audios they could hear the correct pronunciation of the words as well as their correct use in context.

In detail, comparing the initial averages with the final averages, it is established that in part one related to detail or infer attitude, in the pre-test there was a result of 4.6

which increased to 5.5 over 6 in the post-test, so an increase of 0.9 points is inferred in this part. Students were explained about the aforementioned skill as well as were given tips to complete this part successfully, and these are: you need to listen for clues in the text, use general knowledge to guess the meaning of what the speakers are saying. Then they were presented 3 different audios related to public speaking, London Underground and news media a from which learners were asked to respond multiple choice questions with regard getting details from the speaker. Then in part two about specific information, the starting average was 3.7 which increased to 6 points over 7, which is 2.3 points of increase. Students were taught about the mentioned skill where they were presented tips to complete on a good way this part: with the questions and answers get an idea of what you're listening to, predicting and trying to infer the answer, show understanding of what the speaker says by filling in the gaps. Then, they listened to a podcast about an interview with Diana McLeod related to happiness at work from which they get specific information to work on a completion task.

In part three that is about detail or infer attitude, the initial average obtained was only 2.3, however the final average increased to 4 points over 5, which is an improvement of 1.7 as a result of the proper explanation provided of the usage of this skill. Also, tips to fulfill multiple-choice question which are: eliminate answers that are clearly wrong, you have to develop the skill of guessing. Students were presented a long audio that had to do with Tim Cole talking about guidebooks which was used to get detailed information. Subsequently, part four related to getting general information, the initial average reached by the students was 6.1 points. After applying the experiment, the average in this part of the CAE listening section increased to 8.4 points, showing an improvement because in the experimental process learners were presented the correct way of using this skill by providing tips: listen and say why each speaker changed their job, both tasks simultaneously, you've got 5 minutes to copy your answers. After, students listened to five short extracts about personality tests and were asked to gist for information to complete matching activities

For these reasons there was such improvement. In the final part, the general average of the notes of the entire reading section was 18.9 points at the beginning of the investigation, however, after the experiment that involved the practice of each part of CAE listening section: part one (Detail or infer attitude), part two (Specific

information), part 3 (Detail or infer attitude) and part 4 (General information). Throughout different activities applied to the experimental group, the average of the whole test increased to 25.5 points out of 30 total points. So, the scoring shows that the experiment was useful. Thus, each part of the speaking section improved which means that students really got engaged by the use of Spotify platform as an innovative way to carry out English classes, specifically to develop listening skill. Students found interesting using it, also it was interactive since they can find a number of audios or podcast related to the target language.

### Hypothesis verification

Once the experiment was done it is required to continue with the next part that has to do with analysis of the data obtained in the experiment. This information has to be properly analyzed, and to do so it was used the SPSS program. The initial and final average data were taken to be studied, these numbers are scattered reason why the Nonparametric of two related samples test of Wilcoxon was applied. Thereby, to check if the hypothesis alternate which is Spotify platform influences the development of the Listening Skill receptors of the English language in the students Seventh Semester of Pedagogy of National and Foreign Languages.is accepted or rejected.

**Table 13**  
*Wilconxon signed Ranks test*

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 <sup>a</sup>	,00	,00
Positive Ranks	5 <sup>b</sup>	3,00	15,00
Ties	0 <sup>c</sup>		
Total	5		

- a. Final.A < Initial.A
- b. Final.A > Initial.A
- c. Final.A = Initial.A

### Test Statistics<sup>a</sup>

	Final.A - Initial.A
Z	-2,032 <sup>b</sup>
Asymp. Sig. (2-tailed)	,042

- a. Wilcoxon Signed Ranks Test
- b. Based on negative rank

SPSS program provided both tables were data is analyzed. The first one states the ranks obtained from the result of a subtraction of the final average and the initial average having as a result negative ranks (a) equal to zero, positive ranks (b) equal to 5, ties (c) equal to zero. Then, two mean ranks which are 0,00 and 3,00. The sum of ranks generated two results and these are 0,00 and 15,00. After, in the next table there is the test statistics, the asymptotic significance that is related to the hypothesis which presents a value of (0,042). This value is less than the range of reliability and this is (0,05). This establishes that the alternate hypothesis H1 is totally accepted, so it is valid and the null hypothesis H0 is rejected. Therefore, Spotify platform influences the development of the Listening Skill receptors of the English language in the students Seventh Semester of Pedagogy of National and Foreign Languages.

### **Discussion**

The alternate hypothesis was accepted according to the analysis done with the assistance of the SPSS program. It means that students obtained positive benefits from the use of Spotify platform to develop listening skill, this is demonstrated by comparing the pre-test and post test results which point out a significant enhancement of each part of the CAE listening section. It is worth mention that some listening strategies were used during the treatment in order to get students follow a path which was focused on completing the reading section. In other words, the strategies presented had to do with each part so students had the tools enough to acquire a better understanding of listening materials.

In addition, explanations given and activities worked in class were essential for students since they learnt how to listen audios, podcasts and so many others and catch the ideas from them. This way, they acquired abilities to face with different auditory materials and also by practicing through the different tasks which were focused on the listening skills presented it was possible to increase the level of listening in the students. Then, taking into account the results of the whole section it can be inferred that they got better scores. The application of the experiment stated that learners need to work and learn the target language by using innovative tools or supplementary materials that catch their attention.

Mentioning also that students nowadays know how to use technology, so it is fundamental to take advantage of these devices in order to learn different things, in this case the English language. Spotify platform as it was demonstrated in this current



investigation can be part of English classes to practice listening ability. However, it is required to select the correct audios according to the students' level but the most important and positive of it is that learners can have access a number of times to the audios to understand the information shared. This way they will be surrounded by the foreign language and will learn rapidly.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

- There is an influence in the use of Spotify platform and the development of listening skills meanwhile Spotify platform best it completely. Evidently, the alternative hypothesis was approved with an element of centrality of 0,42. However, the null hypothesis was excluded.
- There is a great impact of using Spotify platform to apply in Education. Nevertheless, some students use YouTube to practice the listening skills, meanwhile most of them use Spotify platform because it provides them different types of audios, and they can improve the listening skills successfully. Thus, this multimedia application also can be used in the English learning process of students in order to foster students` listening skills development.
- There is an improvement of student`s level in the listening skill. To begin with the application of the pre-test, I observed that they did not have a good level of listening. However, after the application of the post-test, students improved their skills effectively because of the experiment that was focused on providing them audios, such as podcasts, and practice deeply.
- Spotify platform is beneficial in the improvement of the Listening Skill because students enhance their audio skills by using this platform, and listening to podcasts. Moreover, they use it to learn more vocabulary, and improve their speaking skills.

### 4.2 Recommendations

- It is recommended to consider the use of Spotify platform by the English teachers in order to practice listening skill since it is an application that everybody can access easily. So that English teachers may develop listening activities there, learners need to access to the corresponding audio and then start working on the task. Besides, learners can listen the single audio without interruptions because each learner can work in his/her own devices. Thus, completing the whole work in stated time by the teacher in order to avoid abusing of the advantage of this tool.

- It is a reality that Spotify platform is really useful to improve the listening skill considering the results. Therefore, teachers first have to know about this tool, it involves its use and manage, then they can open the class by explaining how to use the mentioned platform during the class, establishing rules and tips to take advantage of this tool. On the other hand, it is known as well that a few students prefer to work with YouTube because of its easy manage. But the real problem is that this multimedia application can be misused, also students get distracted easily with contents there.
- For improving the listening comprehension teachers must consider focusing on the individual skills of it as it was demonstrated in the experiment. The whole experimentation was based on individual parts of the CAE which stated different ways to catch the information and themselves were developed throughout the treatment. For this reason the Spotify platform had wonderful results as an innovative tool to be used in classes. In summary, learners require steps related to how to improve listening skill by working with this app.
- Teachers have to monitor students while they are using Spotify platform to avoid the misused of technology. In addition, activities have not always to be related to answer multiple-choice questions but to learn vocabulary. Teacher and students can discuss about the meaning of unknown words. Besides, as they hear the audios they learn about the correct pronunciation of several words.

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## ANNEXES

### Annex 1

### CARTA DE COMPROMISO

Ambato, 5 de Mayo 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

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: " SPOTIFY'S PLATFORM AND LISTENING SKILL ". propuesto por el estudiante Elias Daniel Lalaleo Andaluz, portador de la Cédula de Ciudadanía, 1804058129 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la 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 digitalmente por:  
SARAH  
JACQUELINE  
IZA PAZMIÑO

.....  
Lic.Sarah Jacqueline Iza Pazmiño,Mg  
C.I. 0501741060  
0984060528  
sj.iza@uta.edu.ec

*Source: Annex 3*

*Author: Lalaleo, E. (2021)*

## Annex 2

Survey: <https://forms.gle/koYPVYdD9bTrAKFH6>

# UNIVERSIDAD TECNICA DE AMBATO

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
SPOTIFY AND LISTENING SKILL

Objective: To investigate the impact that Spotify platform has in the listening skill of students from Pedagogy of National and Foreign Languages Major at Universidad Técnica de Ambato.

Instructions: Read the questions carefully, and choose the correct answer by clicking on the best option. Once you finished click on the submit bottom. All the questions need to be answered

Student's survey

---

Correo electrónico \*

Correo electrónico válido

---

Este formulario recopila correos electrónicos. [Cambiar la configuración](#)

---

Gender

- Male
- Female

1. Which of these interaction sites of learning do you use to practice the listening skill?

- Spotify
- Youtube
- Apple music
- Deezer
- Tital

---

2. Have you ever used the Spotify platform?

- Yes
- No



3. Does your teacher use Spotify Platform to make you practice the listening skill?

Always

Usually

Sometimes

Hardly Ever

Ever

---

4. Do you know Spotify has easy access to practice the listening?

Yes

No

5. Does your teacher use audios to improve your listening skill ?

Always

Usually

Sometimes

Hardly Ever

Ever

---

6. How often do you practice listening skill in your English classes?

Always

Usually

Sometimes

Hardly Ever

Ever

7. How many times do you need to listen to an audio to understand it?

1

2

3

4

5

---

8. How often do you listen to music or podcast to improve your listening skill?

Always

Usually

Sometimes

Hardly Ever

Ever

...

9. How often do you practice the listening skill after class hours ?

Always

Usually

Sometimes


Hardly Ever

Ever


### Annex 3

### Validation of the survey

TABLAS DE VALIDACIÓN PARA ENCUESTAS A ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS											
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		
6	X				X				X		
7	X				X				X		
8	X				X				X		
9	X				X				X		

Validator's Information	Mg. Dorys Cumbe	1803694569	DORYS MARIBEL CUMBE CORAIZACA  <small>Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA Fecha: 2021.06.15 09:04:02 -05'00'</small>
	FULL NAME	ID NUMBER	
	UTA Professor	Jun 10 <sup>th</sup> , 2021	
	PROFESSION	DATE	

TABLAS DE VALIDACIÓN PARA ENCUESTAS A ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS											
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											
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4											
5											
6											
7											
8											
9											

Validator's Information	Mg. Xavier Sulca		 <small>Firmado digitalmente por:</small> <b>MANUEL XAVIER SULCA GUALE</b>
	FULL NAME	ID NUMBER	
	UTA Professor	Jun 10 <sup>th</sup> , 2021	
	PROFESSION	DATE	

## Annex 4

Pre-test: <https://forms.gle/FZi1kTENaxwzquheZ>

# CAE-Pre-Test for Listening Skill



This is a standardized test, please complete all the questions and read their prompts respectively. The exam is limited to 40 minutes.

Fuente(2021 EngExam.info)

Correo electrónico \*

Correo electrónico válido

Este formulario recopila correos electrónicos. [Cambiar la configuración](#)

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

<https://drive.google.com/file/d/1k89a7H0MzAPm5duKJDMjmosXPUfiytcK/view?usp=sharing>

### Extract One

You overhear two friends, John and Diane, discussing holiday plans.

1 John thinks Diane's indecision about the holiday is \*

- A unreasonable in view of her financial position
- B surprising since her holiday is well overdue
- C understandable given how much money is involved

2 How does Diane feel about the prospect of a break from work? \*

- A nervous that her boss will regret promoting her
- B worried that staff will take advantage of her absence
- C doubtful whether she can clear her backlog of work in time

Extract Two.

You overhear two friends discussing a new film.

---

3 Why has the film been refused a certificate allowing it to be shown to children? \*

- A The soundtrack makes it too frightening in places
  - B The plot is too psychologically complex
  - C The opening images are too violent
- 

4 The friends agree that the original story on which the film is based \*

- A is written in a rather unusual style
- B gives a convincing portrayal of a historical character
- C manages to keep the reader in suspense until the end

Extract Three

You hear an interview with the architect Ingrid Chapman, who is talking about an office building she has recently designed.

---

5 What does Ingrid think is the best feature of the new building? \*

- A the amount of light that comes in
  - B the space she has created for staff interaction
  - C the way each floor has its own facilities
- 

6 What does she suggest companies with outdated office buildings should do? \*

- A employ her to design a more modern building
- B ask staff what kind of workplace they would like
- C use imagination to improve aspects of the offices

Part 2. You will hear a guide taking a group of visitors around a museum. For questions 7-14, complete the sentences.



<https://drive.google.com/file/d/1JVt9AsdInSC0CbE6QcINuq0JXKv8KEpV/view?usp=sharing>  
Do not use capital letters and use (,) if it is necessary for two answers.

This museum houses objects collected by the 7 \_\_\_\_\_ based in the city.. \*

Texto de respuesta breve

It has one of the country's best galleries containing 8 \_\_\_\_\_ exhibits. \*

Texto de respuesta breve

Separate the answers with (,).The museum's displays of 9 \_\_\_\_\_ and 9 \_\_\_\_\_ are closed to visitors at present. \*

Texto de respuesta breve

The section called 10 \_\_\_\_\_ is popular with young people. \*

Texto de respuesta breve

The picture galleries contain works on various themes by 11 \_\_\_\_\_. \*

Texto de respuesta breve

The museum's 12 \_\_\_\_\_ needs modernising. \*

Texto de respuesta breve

The guide uses the word 13 \_\_\_\_\_ to describe the Rutland Dinosaur's effect on people. \*

Texto de respuesta breve

Polystyrene was used to reconstruct most of the Rutland Dinosaur's 14\_\_\_\_\_. \*

Texto de respuesta breve

Part 3. You will hear part of a radio interview in which Harry and Jennifer, two members of an after-work adult drama class, are asked about their reasons for attending the class. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

<https://drive.google.com/file/d/1aqgyMrVUjQW3apot7UReFhbWSckDazCr/view?usp=sharing>

15 How does Jennifer feel about working with strangers in the class? \*

- A resigned to the need for it
- B doubtful about the value of it
- C relaxed in her attitude towards it
- D excited at the thought of it

16 According to Harry, the improvisation sessions \*

- A require some careful preparation
- B enable him to use his imagination
- C allow him to show his acting talent
- D encourage him to relate to the group

17 What does Jennifer say about improvisation? \*

- A It is important not to make a mistake
- B It is necessary to be aware of the timing
- C You should be familiar with the character you invent
- D You need to be completely involved in the activity



18 In Jennifer's opinion, playing written parts will \*

- A be less challenging than improvisation
  - B include research into previous performances
  - C involve guidance from an expert
  - D lead to competition for parts
- 

19 Jennifer says that the drama classes have taught her how to \*

- A improve her interaction with people
- B manage groups of people
- C develop her natural acting skills
- D be satisfied with minor achievements

20 Harry was annoyed because the newcomer to the group \*

- A interrupted the class by arriving late
  - B was reluctant to participate
  - C seemed unaware of the mood of the group
  - D wasted the tea break with pointless questions
-

## Part 4. You will hear five short extracts in which British people are talking about living abroad.



<https://drive.google.com/file/d/1mJSBog-qpnJbhp6VHZitKC12tg2MiAzi/view?usp=sharing>

**TASK ONE.** For questions 21-25, choose from the list A-H each speaker's present occupation.

- A business person
- B pensioner
- C doctor
- D farmer
- E diplomat
- F student
- G engineer
- H architect

21 Speaker 1 \*

Texto de respuesta breve

22 Speaker 2 \*

Texto de respuesta breve

23 Speaker 3 \*

Texto de respuesta breve

24 Speaker 4 \*

Texto de respuesta breve

25 Speaker 5 \*

Texto de respuesta breve

TASK TWO . For questions 26-30, choose from the list A-H the main advantage each speaker mentions about living where they do. Use capital letters.

- A a beautiful language
- B friendly people
- C luxury accommodation
- D a good climate
- E interesting challenges
- F varied sports
- G a high salary
- H excellent food



26 Speaker 1 \*

Texto de respuesta breve

---

27 Speaker 2 \*

Texto de respuesta breve

---

28 Speaker 3 \*

Texto de respuesta breve

---

29 Speaker 4 \*

Texto de respuesta breve

---



30 Speaker 5 \*

Texto de respuesta breve

---

Annex 5

**Lesson plan 1 (Listening skill)**

**CAE Listening part 1**

**DAY AND WEEK:** 18/6/2021      **LESSON LENGTH:** 40 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 30 students

**MATERIALS and AIDS:** Teacher's book, handouts, speakers, computer, Spotify podcast.

**OBJECTIVES:** Students will be able to understand the detailed information from the 3 different podcast audios related to public speaking, London Underground and news media.

**I ASSUME the students can already / already know:** Students need to identify the speaker's opinion.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

1. Understanding complex terms, sentences and phrases.
2. Being confused with the 3 different Spotify podcast.

**In order to SOLVE these PROBLEMS, I have planned to:**

1. Giving new vocabulary related to the 3 different topics.
2. Giving clear guidelines according to each Spotify podcast.

**Spotify Platform:** Spotify Podcast

**Listening skill:** Detail or infer attitude

Resource: Spotify, RealLife , English, Podcast.2021

<b>STAGE AND TIME</b>	<b>OBJECTIVE</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Make a brief review about Spotify Platform</b> 7 minutes	<b>Familiarizing with Spotify Platform</b>	1. Teacher ask students if they have used Spotify platform by listening Podcast audios.	1. Students are familiar with the use of Spotify Platform by listening Podcast audios.
<b>Present a short introduction about CAE listening part 1</b> 7 minutes	<b>Providing as much information as possible</b>	2. Asks students if they have some information or ideas about CAE listening part 1.	2. Students have to share their ideas about CAE listening part 1.
<b>Practice the listening using a Spotify podcast.</b> 5 min	<b>Identifying the detailed information.</b>	3. Ask students to complete the following exercise to practice CAE Listening part 1	3. Students have to complete the listening exercise following the instruction of the teacher
<b>Apply the CAE listening test part 1</b> 15 min	<b>Listening to infer attitude.</b>	4. Asks students to pay attention to the instructions in order to develop the CAE listening pre-test part 1.	4. Students have to pay attention to the instructions given by the teacher in order to develop the CAE listening pre-test part 1.
<b>Exercise practice</b>	<b>Reinforcing the listening skill.</b>	5. Asks students to download Spotify's platform, and find a podcast audio about a topic they	5. Students have to download Spotify's platform, and find a podcast audio about a topic they

		like. Then, asks students to listen to the podcast chosen in order to get detailed information.	like. Then, students have to listen to it in order to get detailed information.
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## ***Resources***

Podcast 1:

<https://drive.google.com/file/d/1xBFYWzba3fRFdpkZGweBYrrjCITTBc0a/view?usp=sharing>

### **Speaker 1**

#### **1 How did the speaker feel during the move?**

- A He felt it might be impossible to downsize.
- B He found the experience very exciting.
- C He was relieved to get rid of so many things.

#### **2 How does he feel about his new flat?**

- A He hates the uncluttered space.
- B It can seem very enclosed and cramped.
- C He enjoys spending time in it.

### **Speaker 2**

#### **3 How did the speaker feel about her dream home?**

- A She had nightmarish dreams about it.
- B She was horrified by the size.
- C It made her feel nervous at times.

#### **4 What is the best thing about the house for the speaker?**

- A being able to accommodate some heirlooms
- B being able to get rid of some of the larger furniture she owned
- C having the room to store away larger possessions

### **Speaker 3**

#### **5 What is the speaker's opinion about city centre living?**

- A It can be unexpectedly quiet.
- B He loves the hustle and bustle.
- C He can't wait to escape from it.

#### **6 What does he say about his partner?**

- A She feels trapped by the proximity of other buildings.
- B She misses not having an outside space.
- C She finds city living far too expensive.

Answers: 1 A 2 B 3 C 4 A 5 B 6 B

## Activity 2

Podcast 2:

<https://drive.google.com/file/d/1Fcdh0MXqXJSzI9lJPqWKqsZlICbaODCz/view?usp=sharing>

Part 1

You will hear three different extracts. For questions 1-6 choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

### Extract One

**You will hear two people talking about public speaking**

- 1. Both speakers refer to a feeling of**
  - A. Over confidence
  - B. Embarrassment.
  - C. Achievement.
  
- 2. The two speakers agree that a big problem with speakers in public is**
  - A. Losing the audience attention during a speech.
  - B. Choosing the wrong content for a speech.
  - C. Feeling nervous at the thought of giving a speech.

### Extract Two

**You will hear a part of a radio programme about the London Underground**

- 3. The poster campaign came at a time when**
  - A. Various aspects of life in London were changing
  - B. Many people were reluctant to travel on the Underground
  - C. The use of posters for advertising was increasing
  
- 4. What does Zoe say about the content of the posters?**
  - A. It only appealed to a certain type of person.
  - B. It contrasted with real life for many people.
  - C. It influenced the lifestyles of some people.

### Extract Three

**You will hear two people discussing the news media**

- 5. What opinion does the man express about the news media?**
  - A. It does not deserve its reputation.
  - B. It has become more influential
  - C. Its standards have risen
  
- 6. The woman mentions medical stories**
  - A. To explain her attitude to the news media
  - B. To illustrate the importance of the news media



**C.** Feeling nervous at the thought of giving a speech.

Answers: 1.**B** 2**C** 3**A** 4**B** 5**A** 6**A**

## *Resources*

Podcast 1:

<https://drive.google.com/file/d/1xBFYWzba3fRFdpkZGweBYrrjCITTbC0a/view?usp=sharing>

### **Speaker 1**

#### **1 How did the speaker feel during the move?**

- A He felt it might be impossible to downsize.
- B He found the experience very exciting.
- C He was relieved to get rid of so many things.

#### **2 How does he feel about his new flat?**

- A He hates the uncluttered space.
- B It can seem very enclosed and cramped.
- C He enjoys spending time in it.

### **Speaker 2**

#### **3 How did the speaker feel about her dream home?**

- A She had nightmarish dreams about it.
- B She was horrified by the size.
- C It made her feel nervous at times.

#### **4 What is the best thing about the house for the speaker?**

- A being able to accommodate some heirlooms
- B being able to get rid of some of the larger furniture she owned
- C having the room to store away larger possessions

### **Speaker 3**

#### **5 What is the speaker's opinion about city centre living?**

- A It can be unexpectedly quiet.
- B He loves the hustle and bustle.
- C He can't wait to escape from it.

#### **6 What does he say about his partner?**

- A She feels trapped by the proximity of other buildings.
- B She misses not having an outside space.
- C She finds city living far too expensive.

Answers: 1 A 2 B 3 C 4 A 5 B 6 B

### Activity 2

Podcast 2:

<https://drive.google.com/file/d/1Fcdh0MXqXJSzI9lJPqWKqsZlICbaODCz/view?usp=sharing>

### Part 1

You will hear three different extracts. For questions 1-6 choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**Extract One**

**You will hear two people talking about public speaking**

**7. Both speakers refer to a feeling of**

- D. Over confidence
- E. Embarrassment.
- F. Achievement.

**8. The two speakers agree that a big problem with speakers in public is**

- D. Losing the audience attention during a speech.
- E. Choosing the wrong content for a speech.
- F. Feeling nervous at the thought of giving a speech.

**Extract Two**

**You will hear a part of a radio programme about the London Underground**

**9. The poster camping came at a time when**

- D. Various aspects of life in London were changing
- E. Many people were reluctant to travel on the Underground
- F. The use of posters for advertising was increasing

**10. What does Zoe say about the content of the posters?**

- D. It only appealed to a certain type of person.
- E. It contrasted with real life for many people.
- F. It influenced the lifestyles of some people.

**Extract Three**

**You will hear two people discussing the news media**

**11. What opinion does the man express about the news media?**

- D. It does not deserve its reputation.
- E. It has become more influential
- F. Its standards have risen

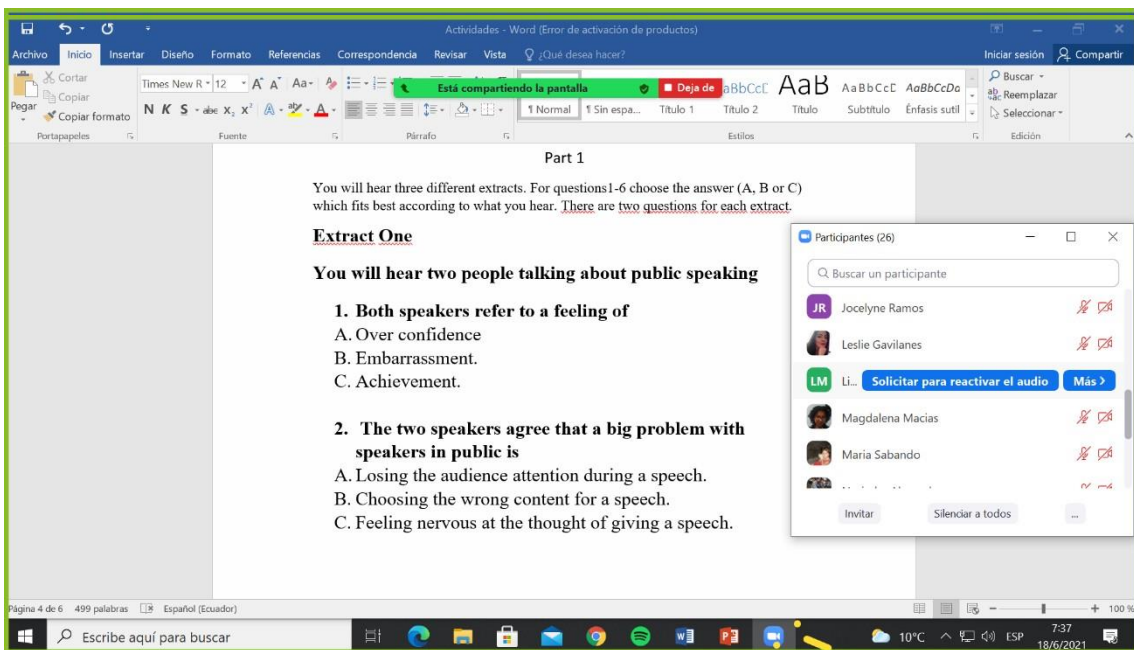
**12. The woman mentions medical stories**

- D. To explain her attitude to the news media
- E. To illustrate the importance of the news media
- F. Feeling nervous at the thought of giving a speech.

Answers: 1.B 2C 3A 4B 5A 6A

Evidences





Zoom Reunión

Archivo Inicio Insertar Vista

Cortar Copiar Pegar Copiar formato Portapapeles

Daniel Lalaleo Ramírez Iván Edgar Encalada

# Evelyn Arroba

Participantes (21)

Buscar un participante

- DL Daniel Lalaleo (Yo)
- EE Edgar Encalada (Anfitrión)
- AL Amanda López
- Briones Gabriel
- BR Bryan Rivera
- EM Erika Mariño
- ET Erika Tipanquiza
- EA Evelyn Arroba
- FV Fernando Villacís
- GV Gabriel Vaca
- IT Isabel Torres
- JZ Jennifer Zuleta

Invitar Reactivar mi audio

Salir

Página 1 de 6 499 palabras Cancelar silenciar ahora Iniciar video Participantes Compartir pantalla Más

Escribe aquí para buscar

10°C 7:02 18/6/2021

Annex 6

**Lesson plan 2 (Listening skill)**

**CAE Listening part 2**

**DAY AND WEEK:** 18/6/2021      **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 31 students

**MATERIALS and AIDS:** Teacher's book, handouts, speakers, computer, Spotify podcast.

**OBJECTIVES:** Students will be able to understand the specific information from an interview with Diana McLeod about happiness at work.

**I ASSUME the students can already / already know:** Students need to have some idea of what you're listening for before you listen and while you're listening.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

3. Understanding complex terms, sentences and phrases.
4. Understand the context of sentences with the interview.

**In order to SOLVE these PROBLEMS, I have planned to:**

3. Giving new vocabulary related to the interview.
4. Giving clear guidelines according to the Spotify podcast.

**Spotify Platform:** Spotify Podcast

**Listening skill:** Specific information

**Resource:** Spotify, RealLife , English, Podcast.2021

<b>STAGE AND TIME</b>	<b>OBJECTIVE</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Make a kahoot game about Spotify Platform</b> 10 minutes	<b>Familiarizing with Spotify Platform</b>	5. Presents the kahoot game and give instructions about how to complete the previous exercise related to Spotify Platform.	4. Students pay attention to the instructions and complete the kahoot game.
<b>Present a short introduction about CAE listening part 2</b> 10 minutes	<b>Providing as much information as possible</b>	6. Asks students if they have some information or ideas about CAE listening part 2.	5. Students have to share their ideas about CAE listening part 2.
<b>Practice the CAE listening part 2 using a Spotify podcast.</b> 10 min	<b>Identifying the Specific information.</b>	7. Ask students to complete the following exercise to practice CAE Listening part 2	6. Students have to complete the listening exercise following the teacher's instructions.
<b>Apply the CAE listening test part 2</b> 15 min	<b>Listening to specific information.</b>	8. Asks students to pay attention to the instructions in order to develop the CAE listening pre-test part 2.	4. Students have to pay attention to the instructions given by the teacher in order to develop the CAE listening pre-test part 2.
<b>Exercise practice</b>	<b>Working on extra exercises about listening skill.</b>	5. Asks students to listen a free interview to reinforce the CAE listening part 2 .	5. Students have to search a free interview. Then, students have to listen to it in order to get specific information.



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## *Resources*

**Kahoot:** <https://play.kahoot.it/v2/lobby?quizId=41012596-3923-4690-89d5-5cca7c22daf3>

### **Spotify Podcast 1:**

[https://drive.google.com/file/d/1MwkzvmLxPj5yEl7eq2iTWj7czU8F8k\\_e/view?usp=sharing](https://drive.google.com/file/d/1MwkzvmLxPj5yEl7eq2iTWj7czU8F8k_e/view?usp=sharing)

### **Activity 1**

**Listen to an interview with Diana McLeod about happiness at work.**

**Complete the sentences**

- 1 In the survey various \_\_\_\_\_ were ranked according to how interesting people felt they were.
- 2 Apparently, teachers said they enjoyed being able to employ their \_\_\_\_\_.
- 3 If there is \_\_\_\_\_, it's almost impossible to enjoy your work.
- 4 The \_\_\_\_\_ of bullying in smaller companies is not as high as in bigger ones.
- 5 When you work for yourself, it can be difficult to separate the work and leisure \_\_\_\_\_.
- 6 Being responsible for one's own \_\_\_\_\_ is likely to make people happy.
- 7 In the long run, \_\_\_\_\_ can be reduced by financial incentives.
- 8 A job incentive could actually be demotivating if you suspect you don't \_\_\_\_\_ it.

Answers:

- 1 careers
- 2 creative skills
- 3 job insecurity
- 4 incidence
- 5 boundaries
- 6 destiny
- 7 motivation
- 8 deserve

### Activity 2

**Spotify Podcast 2:**

<https://drive.google.com/file/d/1WajhHwJtTT3ZMX1YOjv98uKmhWIDywwv/view?usp=sharing>

**Part 2**

**You will hear part of a talk about the invention of the microwave oven.**

**For questions 1-8.**

**Complete the sentences with a word or a short phrase**

**The invention of the microwave**

1. The invention of the microwave oven began when a chocolate peanut bar \_\_\_\_\_ in Percy Spencer's pocket.
2. Spencer had previously invented a method for \_\_\_\_\_ the tubes used in radar equipment.
3. Spencer's first experiment involved putting \_\_\_\_\_ near to some radar equipment.
4. In his next experiment, an egg was put into a kettle and it \_\_\_\_\_.
5. The first microwave oven was set up in \_\_\_\_\_ in Boston in 1946.
6. The first microwave oven got its name as a result of \_\_\_\_\_ at the company.
7. One problem with the first microwave oven was that \_\_\_\_\_ did not change color in it.
8. When a microwave oven that could be placed on top of a \_\_\_\_\_ was produced, sales began to rise.

Answers:

- 7 melted
- 8 mass -producing
- 9 some popcorn
- 10 exploded
- 11 a restaurant
- 12 a competition
- 13 meat
- 14 counter

# Evidences

A screenshot of a Kahoot! quiz question. The question is "Which of these options is wrong according to spotify premium?". There are four options represented by colored bars with icons: a red bar with a triangle (3 votes), a blue bar with a diamond (12 votes, marked correct), a yellow bar with a circle (3 votes), and a green bar with a square (1 vote). Below the bars are four options: "Unlimited skips" (marked incorrect), "Cannot download music" (marked correct), "Play music without an internet connection." (marked incorrect), and "Add free music" (marked incorrect). The interface includes a "Mostrar contenido" button, a "Finalizar juego" button, and a game PIN: 5898424.

Which of these options is wrong according to spotify premium?

3 12 3 1

Mostrar contenido

Finalizar juego

Unlimited skips ✗

Cannot download music ✓

Play music without an internet connection. ✗

Add free music ✗

2/5 kahoot.it PIN de juego: 5898424

A screenshot of a Kahoot! game over screen. The title is "Spotify platform". The screen shows a podium with three winners: Michelle Ruiz (2nd place, 4563 points, 5 de 5), David Calvache (1st place, 4576 points, 5 de 5), and Karen (3rd place, 4089 points, 5 de 5). Below the podium, a "Finalistas" box shows two other participants: Bryan Ri... (4th place) and Rodrigo... (5th place). The background is purple with confetti. The interface includes a "Detener compartición (Alt+S)" button and a "Siguiente" button.

Spotify platform

Detener compartición (Alt+S)

Siguiente

Michelle Ruiz 2 4563 5 de 5

David Calvache 1 4576 5 de 5

Karen 3 4089 5 de 5

Finalistas

4 Bryan Ri...

5 Rodrigo ...

The screenshot shows a Spotify interface on a Windows desktop. The main content area displays a playlist titled "188 - 15 Useful Expressions Natives Use..." from "The RealLife English Podcast". The episode title is "Expressions Natives Use All the Time". The description reads: "Do you ever wish that you could speak more like a native? In today's podcast Ethan and Andrea will teach you 15 advanced English expressions that natives use all the time!". Below the description, there are three album covers: "English Vocabulary", "THE BRITISH ENGLISH", and "PODCAST". The left sidebar shows the Spotify navigation menu with options like "Inicio", "Buscar", "Tu biblioteca", "Crear playlist", "Canciones que te gust...", and "Tus episodios". The right sidebar shows "Actividad de los amigos" with recent activity from "Francisco López" and "dreamrn". The bottom of the screen shows the Windows taskbar with the search bar, taskbar icons, and system tray.

RealLife ENGLISH PODCAST

Está compartiendo la pantalla

Deja de

Expressions Natives Use All the Time

daniellalaleo

Inicio

Buscar

Tu biblioteca

Crear playlist

Canciones que te gust...

Tus episodios

Bacán

MANSIÓN REGGAETÓN

VALLENATOS SOLO EXITOS

Alzate y jessie uribe

Today's Top Hits

Tropical

Actividad de los amigos

Francisco López

Amor Sin Mentiras • José Rodríguez

¡¡ TAT!

dreamrn

Counting Stars • OneRepublic

Native

Descripción del episodio

Do you ever wish that you could speak more like a native? In today's podcast Ethan and Andrea will teach you 15 advanced English expressions that natives use all the time!

También puede que te gusten

English Vocabulary

THE BRITISH ENGLISH

PODCAST

188 - 15 Useful Expressions Natives Use...

The RealLife English Podcast

0:03 26:31

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12°C

9:24

23/6/2021

Annex 7

**Lesson plan 3 (Listening skill)**

**CAE Listening part 3**

**DAY AND WEEK:** 30/06/2021      **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 31 students

**MATERIALS and AIDS:** Teacher's book, handouts, speakers, computer, Spotify podcast.

**OBJECTIVES:** Students will be able to understand the detailed information from a Tim Cole talking about guidebooks.

**I ASSUME the students can already / already know:** Students need to know adjectives and adverbs that describe feelings and attitudes.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

5. Understanding complex terms, sentences and phrases.
6. Understand the context of sentences with the Tim Cole talking.

**In order to SOLVE these PROBLEMS, I have planned to:**

5. Giving new vocabulary related to the talk.
6. Giving clear guidelines according to the Spotify podcast.

**Spotify Platform:** Spotify Podcast

**Listening skill:** Detail or infer attitude.

**Resource:** Spotify, RealLife , English, Podcast.2021

<b>STAGE AND TIME</b>	<b>OBJECTIVE</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Make a Quizzis game about CAE Listening part 2</b> 10 minutes	<b>Feedback about CAE Listening part 2.</b>	9. Presents the quizzis game and give instructions about how to complete the previous exercise related to CAE listening part 2.	7. Students pay attention to the instructions and complete the quizzis game.
<b>Present a short introduction about CAE listening part 3</b> 10 minutes	<b>Providing as much information as possible</b>	10. Asks students if they have some information or ideas about CAE listening part 3.	8. Students have to share their ideas about CAE listening part 3.
<b>Practice the CAE listening part 3 using a Spotify podcast.</b> 10 min	<b>Identifying the Detailed information.</b>	11. Ask students to complete the following exercise to practice CAE Listening part 3	9. Students have to complete the listening exercise following the teacher's instructions.
<b>Apply the CAE listening test part 3</b> 15 min	<b>Listening to Detailed information.</b>	12. Asks students to pay attention to the instructions in order to develop the CAE listening pre-test part 3.	4. Students have to pay attention to the instructions given by the teacher in order to develop the CAE listening pre-test part 3.
<b>Exercise practice</b>	<b>Reviewing the CAE Listening part 3 .</b>	5. Asks students to review by themselves the CAE listening part 3 .	5. Students have to search extra information about CAE listening part 3.

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## *Resources*

**Quizzis:** <https://quizizz.com/join?gc=8824363&from=challengeFriends>

**Spotify Podcast 1:**

<https://drive.google.com/file/d/1rVrT33eVHbriMmj8IPfwwr9j4XLJwEMO/view?usp=sharing>

**Activity 1**

**You will hear Tim Cole talking about guidebooks. Choose the answer (A, B or C) which fits best according to what you hear.**

**1 Once, when Tim used a guidebook in Australia,**

- A he found the best budget hotel ever.
- B it took him ages to find the place he was looking for.
- C he ended up at an unexpected destination.

**2 Tim believes the problem with guidebooks is that**

- A some of them are very poorly researched.
- B many things have changed by the time you read the book.
- C they are only regularly updated.

**3 The thing Tim particularly dislikes about guidebooks is**

- A the recommendations about where to eat.
- B that they have too much information about nightlife.
- C the limited amount of information about history and culture.

**4 Other things which should be included in guidebooks are**

- A clear and detailed maps of the area.
- B as much information as possible about an area.
- C good pictures of well-known tourist sites.

**5 What is Tim's view on digital guidebooks?**

- A They can be problematic when downloading.
- B He can't find what he wants as easily as he can in a traditional guidebook.
- C He likes the fact that they're tailored to your individual requirements.

**6 What did Tim like about Twitter tourism?**

- A It allowed him to meet more local people than tourists.
- B The advice from other travellers was extremely helpful.
- C He discovered some unusual things to do.

Answers:

- 1 C
- 2 B
- 3 A
- 4 A
- 5 B
- 6 C

## Activity 2

### Spotify Podcast 2:

[https://drive.google.com/file/d/1NjIO9qwObgB7BJQJxMRv2vR\\_LnUhhd\\_8/view?usp=sharing](https://drive.google.com/file/d/1NjIO9qwObgB7BJQJxMRv2vR_LnUhhd_8/view?usp=sharing)

### Part 3

**You will hear a radio interview about someone who has been having ballet lessons. For questions 1-6, choose the answer (A, B, C, D) which fits best according to what you hear.**

- 1. What does Rupert say about fact that he is doing ballet classes?**
  - A. Other people have ridiculed him of it.
  - B. He expects to be mocked for it.
  - C. It is not as unusual as people might think.
  - D. People may think it is not really true.
  
- 2. Rupert says that before he started doing ballet classes**
  - A. He had been doing routine physical fitness training.
  - B. His knowledge of ballet had been growing.
  - C. Ballet had taken over from football as his greatest interest.
  - D. He had been considering doing ballroom dancing again.
- 3. Rupert says that when the idea of ballet lessons was suggested to him**
  - A. He thought it was a joke.

- B. He was unsure exactly what would be involved.
- C. He began to have unrealistic expectations of what he could achieve.
- D. He initially lacked the confidence to do it.

**4. One of the advantages of ballet that Rupert mentions is that**

- A. It leads to fewer injuries than other physical activities
- B. It has both physical and mental effects.
- C. It is particularly good for certain parts of the body.
- D. It is more interesting than other forms of exercise.

**5. What does Rupert say about the sessions ?**

- A. The content of them is varied.
- B. Some of the movements is them are harder than others for him.
- C. All of the movements in them have to be done accurately.
- D. They don't all involve basic movements.

**6. What does Rupert say about his progress at ballet?**

- A. It has been much more rapid than he had expected.
- B. It has made him consider giving up his other training.
- C. It has given him greater appreciation of the skills of professionals.
- D. It has led him to enroll for certain exams.

Answers:

- 1 B
- 2 A
- 3 D
- 4 B
- 5 C
- 6 C

Evidences



CAE Listening part 3 - PowerPoint (Error de activación de productos)

Participantes (27)

Buscar un participante

- Macias Magdalena
- AL Alexandra Llerena
- Alison Taco
- AL Amanda López
- Cordova Ricardo

Invitar Silenciar a todos

## General Tips

- The first answer comes at the start of the section and at the end.
- This is the section with the most text.
- Underline key words.
- Cambridge use distractors in this section.
- Eliminate answers that are clearly wrong.
- You have to develop the skill of guessing

Diapositiva 3 de 4 Español (Ecuador) 12°C 10:12 30/6/2021

Actividad de los amigos

dreamn Virgen - Adolescents's Orquesta Ahora Más Que Nunca 15 hr

Participantes (26)

Buscar un participante

- AL Alexandra Llerena
- AL Amanda López
- BR Bryan Rivera
- Cordova Ricardo
- EM Erika Mariño

Invitar Silenciar a todos

## Beyond Borders with Ethan #4: What to Do if People Criticize You

The RealLife English Podcast

27 jun - 74 min.

### Descripción del episodio

Anna Khoma, @HannahKhoma on Instagram, is an English learner and teacher, accent coach, and vlogger from Chernivtsi, Ukraine. On her YouTube channel, English Fluency Journey, she

0:00 73:35

12°C 10:18 30/6/2021

Actividades class 3 - Word (Error de activación de productos)

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Portapapeles Copiar Copiar formato Portapapeles Fuente

Estilos Edición

Participantes (24)

DL Daniel Lalaleo (Anfitrión, yo)

Macias Magdalena

AL Alexandra Llerena

AL Amanda López

BR Bryan Rivera

Invitar Silenciar a todos

Actividades class 3

**Activity 1**

You will hear Tim Cole talking about guidebooks. Choose the answer which fits best according to what you hear.

1 Once, when Tim used a guidebook in Australia,

A he found the best budget hotel ever.

B it took him ages to find the place he was looking for.

C he ended up at an unexpected destination.

2 Tim believes the problem with guidebooks is that

A some of them are very poorly researched.

B many things have changed by the time you read the book.

C they are only regularly updated.

3 The thing Tim particularly dislikes about guidebooks is

Página 1 de 4 594 palabras Inglés (Estados Unidos)

10:29 30/6/2021

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Actividades class 3 - Word (Error de activación de productos)

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Estilos Edición

Participantes (24)

PC Paulina Chicaiza

QJ Quiña Josue

RI Ramirez Iván

RR Rodrigo Recalde

TE Tipanquiza Erika

Invitar Silenciar a todos

Activity 2

**Part 3**

You will hear a radio interview about someone who has been having ballet lessons. For questions 1-6, choose the answer (A, B, C, D) which fits best according to what you hear.

1. What does Rupert say about the fact that he is doing ballet classes?

A. Other people have ridiculed him of it.

B. He expects to be mocked for it.

C. It is not as unusual as people might think.

D. People may think it is not really true.

2. Rupert says that before he started doing ballet classes

A. He had been doing routine physical fitness training.

B. His knowledge of ballet had been growing.

C. Ballet had taken over from football as his greatest interest.

D. He had been considering doing ballroom dancing again.

3. Rupert says that when the idea of ballet lessons was suggested to him

Página 3 de 4 584 palabras Inglés (Estados Unidos)

14°C 10:51 30/6/2021

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Annex 8

**Lesson plan 4 (Listening skill)**

**CAE Listening part 4**

**DAY AND WEEK:** 02/07/2021      **LESSON LENGTH:** 45 minutes    **LEVEL:** 7<sup>th</sup> level    **#STUDENTS:** 31 students

**MATERIALS and AIDS:** Teacher's book, handouts, speakers, computer, Spotify podcast.

**OBJECTIVES:** Students will be able to understand the general idea or gist information from four short extracts about personality tests.

**I ASSUME the students can already / already know:** Students need to understand the context of the extracts and what you have to listen for.

**I ANTICIPATE that the students will have PROBLEMS with the following:**

7. Understanding complex terms, sentences and phrases.
8. Understand the context of the four extracts and identify each one.

**In order to SOLVE these PROBLEMS, I have planned to:**

7. Giving new vocabulary related to the topic.
8. Giving clear guidelines according to the Spotify podcast.

**Spotify Platform:** Spotify Podcast

**Listening skill:** General information or listening for gist.

**Resource:** Spotify, RealLife , English, Podcast.2021

<b>STAGE AND TIME</b>	<b>OBJECTIVE</b>	<b>TEACHER</b>	<b>STUDENTS</b>
<b>Make a kahoot game about Spotify Platform</b> 10 minutes	<b>Feedback of CAE Listening part 4</b>	13. Presents the kahoot game and give instructions about how to complete the previous exercise related to CAE listening part 3.	10. Students pay attention to the instructions and complete the kahoot game.
<b>Present a short introduction about CAE listening part 4</b> 10 minutes	<b>Providing as much information as possible</b>	14. Asks students if they have some information or ideas about CAE listening part 4.	11. Students have to share their ideas about CAE listening part 4.
<b>Practice the CAE listening part 4 using a Spotify podcast.</b> 10 min	<b>Identifying the General information.</b>	15. Ask students to complete the following exercise to practice CAE Listening part 4.	12. Students have to complete the listening exercise following the teacher's instructions.
<b>Apply the CAE listening test part 4</b> 15 min	<b>Listening for gist information.</b>	16. Asks students to pay attention to the instructions in order to develop the CAE listening pre-test part 4.	4. Students have to pay attention to the instructions given by the teacher in order to develop the CAE listening pre-test part 4.
<b>Exercise practice</b>	<b>Reviewing about all the CAE listening test.</b>	5. Asks students to review by themselves the four parts of CAE listening test .	5. Students have to search extra information about the CAE listening test. Also, students have to be prepared for the whole test.



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## Resources

**Kahoot:** <https://play.kahoot.it/v2/lobby?quizId=41012596-3923-4690-89d5-5cca7c22daf3>

**Spotify Podcast 1:** <https://drive.google.com/file/d/1yeA-meQfGw5EMbMWUkX5tgxugGa5JOPj/view?usp=sharing>

## Activity 1

**You will hear four short extracts in which people are talking about personality tests. While you listen, you must complete both tasks.**

### Task 1

For questions 1–4, choose from the list (A–G) why each speaker did the test.

**A** They found it impossible to resist.

**B** They were curious about this kind of test

**C** They hadn't planned to do it.

**D** They like volunteering for experiments.

**E** They were obliged to do it.

**F** They needed help with a problem.

**G** They had to do it as part of a job application.

(1) Speaker

1 \_

(2) Speaker

2 \_

(3) Speaker

3 \_

(4) Speaker

4 \_

### Task 2

For questions 5–8, choose from the list (A–G) what each speaker's feelings were after they got the results.

<b>A</b> worried about the future ramifications	(5) Speaker 1 _____
<b>B</b> annoyed that they hadn't done a test like this before	(6) Speaker 2 _____
<b>C</b> satisfied that they have the right job	(7) Speaker 3 _____
<b>D</b> staggered at how true the results were	(8) Speaker 4 _____
<b>E</b> regretful at having done the test	
<b>F</b> unhappy with the procedures used to get results	
<b>G</b> furious about what the test supposedly revealed	

Answers:

**1 C**

**2 E**

**3 A**

**4 B**

**5 E**

**6 G**

**7 D**

**8 F**

## Activity 2

### Spotify Podcast 2:

<https://drive.google.com/file/d/1k26APUIZpKsfmU1eRU90IHwDtulDYafn/view?usp=sharing>

### Part 4

**You will hear five short extracts which people are talking about people they know.**

**While u listen you must complete both tasks.**

**Task 1**

For questions 1–5, choose from the list (A–H) the description each speaker gives of the person.

- |                             |               |
|-----------------------------|---------------|
| <b>A</b> critical           | (1) Speaker 1 |
|                             | _____         |
| <b>B</b> easily influential | (2) Speaker 2 |
| <b>C</b> tough              | _____         |
| <b>D</b> careless           | (3) Speaker 3 |
| <b>E</b> moody              | _____         |
| <b>F</b> cruel              | (4) Speaker 4 |
| <b>G</b> arrogant           | _____         |
| <b>H</b> deceitful          | (5) Speaker 5 |
|                             | _____         |

**Task 2**

For questions 6–10, choose from the list (A–H) the description each speaker gives of the person.

**A** sympathy

**B** confusion

**C** loyalty

**D** amusement

**E** guilt

**F** envy

**G** fear

**H** annoyance

(6) Speaker 1 \_\_\_\_\_

(7) Speaker 2 \_\_\_\_\_

(8) Speaker 3 \_\_\_\_\_

(9) Speaker 4 \_\_\_\_\_

(10) Speaker 5

\_\_\_\_\_

Answers:

1 G

2 C

3 E

4 A

5 H

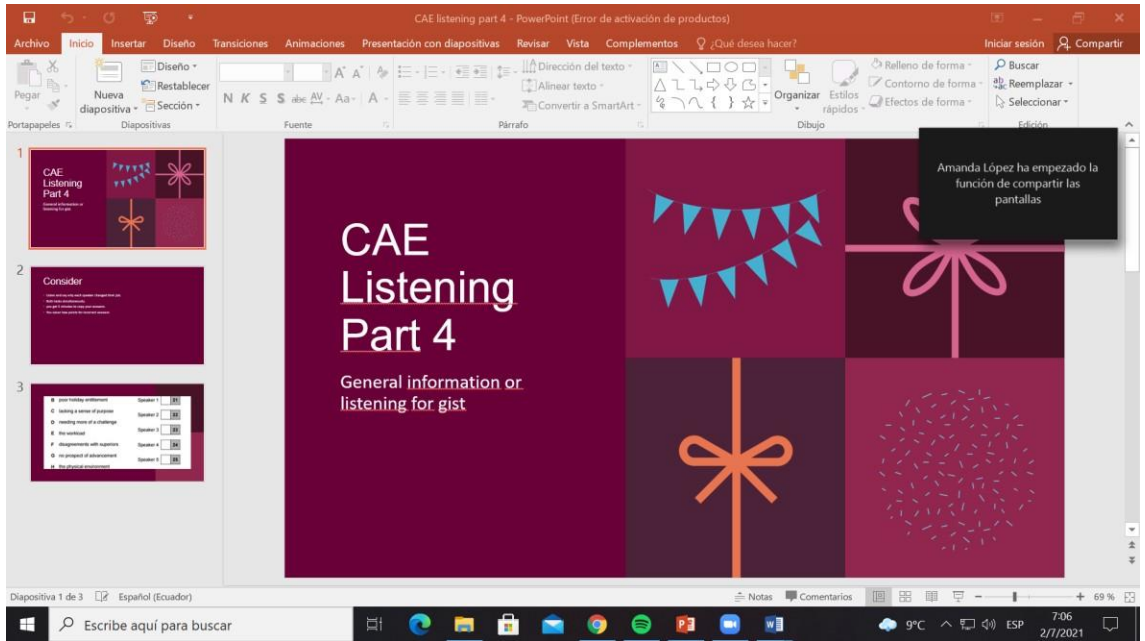
6 C

7 F

8 H

9 D

10 A





Activity class 4 - Word (Error de activación de productos)

Herramientas de tabla

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Buscar Reemplazar Seleccionar

Edición

Activity 2

**Part 4**

**You will hear five short extracts which people are talking about people they know.**

**While u listen you must complete both tasks.**

**Task 1**

For questions 1–5, choose from the list (A–H) the description each speaker gives of the person.

A critical

B easily influential

C tough

D careless

E moody

F cruel

(1) Speaker 1 \_\_G\_\_

(2) Speaker 2 \_\_C\_\_

(3) Speaker 3 \_\_E\_\_

(4) Speaker 4 \_\_A\_\_

Amanda López

Página 2 de 3 350 palabras Inglés (Estados Unidos)

9°C 7:09 2/7/2021

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## Annex 9

### Post-test:

# CAE-Post-Test for Listening Skill

This is a standardized test, please complete all the questions and read their prompts respectively. The exam is limited to 45 minutes.

Fuente(2021 EngExam.info)

Correo electrónico \*

Correo electrónico válido

Este formulario recopila correos electrónicos. [Cambiar la configuración](#)

Part 1. You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

<https://drive.google.com/file/d/1Z1uQORXWp3dE9l87qS62v969Zm8YyUcm/view?usp=sharing>

### Extract One

You hear part of an interview with a broadcaster who is talking about a series of programmes he presented about landscape painting.

1 Why did he decide to include a picture by a politician? \*

- A to point out how painting helps people in different ways
- B to show some interesting points about styles of painting
- C to stress that amateur art can equal professional painting

2 How does he feel about the process of drawing? \*

- A The activity relaxes him
- B He is ashamed of the results
- C Concentrating on it is exciting

Extract Two.

You hear an amateur pilot called Gina Nesbit talking about doing aerobatics in her small plane.

---

3 What does Gina find hard about learning new aerobatic movements? \*

- A It is difficult to practise without any instructions
  - B Trying out some of them makes her feel sick at first
  - C She can get nervous flying the plane unaccompanied
- 

4 What gives Gina most pleasure when taking part in competitions? \*

- A the relief she feels after completing a sequence of actions
- B the satisfaction of knowing she has performed accurately
- C the pride she takes in preparing as thoroughly as possible

Extract Three

You overhear a chef called George talking to a friend about his daily routine.

---

5 What does George appreciate most about riding a motorbike? \*

- A It allows him to avoid the traffic jams on the way to work
  - B It reminds him of when he was a teenager
  - C It gives him some time for himself
- 

6 Which is George's favourite object in his house? \*

- A the kitchen table
- B the shower
- C the cooker

Part 2. You will hear an art teacher called Rosa Weston giving a talk about making mosaics – works of art that are made out of small pieces of glass and stone. For questions 7-14, complete the sentences. Remember, do not capitalize and (,) if it is necessary



<https://drive.google.com/file/d/1lpg4xbpCqztmSTERxvDLRyHosUhery36/view?usp=sharing>

Rosa feels that the real experts in mosaics were the 7 \_\_\_\_\_.\*

Texto de respuesta breve

Rosa says that the greatest changes have occurred in the 8 \_\_\_\_\_ of mosaics.\*

Texto de respuesta breve

Until recently, modern mosaics were mostly found in 9: \_\_\_\_\_ and swimming pools.\*

Texto de respuesta breve

Rosa says that the process of making mosaics calls for both 10 \_\_\_\_\_.\*

Texto de respuesta breve

Most students attend what's called a 11 \_\_\_\_\_ as part of their course.\*

Texto de respuesta breve

Rosa admits that making mosaics can be compared to doing 12 \_\_\_\_\_.\*

Texto de respuesta breve

Rosa gives the example of ashtrays and 13 \_\_\_\_\_ as objects that are now being made using mosaics. \*

Texto de respuesta breve

---

Rosa has even considered putting a mosaic border on 14 \_\_\_\_\_ . \*

Texto de respuesta breve

---

Part 3. You will hear part of a radio programme in which two people, Sally White and Martin Jones, are discussing the popularity of audio books. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.



[https://drive.google.com/file/d/1uDvKdGPw9y\\_gEEUqUuJlPdWBMV8JjkuM/view?usp=sharing](https://drive.google.com/file/d/1uDvKdGPw9y_gEEUqUuJlPdWBMV8JjkuM/view?usp=sharing)

---

15 Sally feels that the main advantage of audio books is that they \*

- A encourage children to read more
- B make more books accessible to children
- C save parents from having to read to children
- D are read by experienced actors

16 What does Martin say about the woman who came into his shop? \*

- A She no longer worries about long journeys
  - B Her children used to argue about what to listen to
  - C She no longer takes her children to France
  - D Her children don't like staying in hotels
- 

17 Martin says that in the USA there is a demand for audio books because people there \*

- A were the first to obtain audio books
- B have to drive long distances
- C are used to listening to the spoken word on the radio
- D feel that they do not have time to read books

18 Sally says that authors may record their own books on tape if \*

- A their book has just been published
  - B they want it read a certain way
  - C they have already read extracts from it aloud
  - D there are no suitable actors available
- 

19 According to Sally, successful abridgements depend on \*

- A their closeness to the original
- B the length of the original
- C the style of the author
- D the type of story

20 Martin feels that unabridged versions \*

- A are better than abridgements
- B can be too expensive
- C contain too much detail
- D are becoming more popular

## Part 4. You will hear five short extracts in which people are talking about starting a business.



<https://drive.google.com/file/d/166eyueNVcNXvY7L5rkKc2leKAqNpF3bF/view?usp=sharing>

**TASK ONE** For questions 21-25, choose from the list A-H the reason each speaker gives for starting a business.

- A careers advice
- B redundancy
- C family relocation
- D taking early retirement
- E a newly discovered skill
- F an idea in an article
- G a disagreement at work
- H a friend's advice



21 Speaker 1 \*

Texto de respuesta breve

22 Speaker 2 \*

23 Speaker 3 \*

Texto de respuesta breve

---

24 Speaker 4 \*

Texto de respuesta breve

---

25 Speaker 5 \*

Texto de respuesta breve

---

**TASK TWO** For questions 26–30, choose from the list A–H the comment each speaker makes about their business.

- A It has made a lot of money
- B It fills a gap in the market
- C It has added variety to life
- D It was difficult to begin with
- E It is lonely and exhausting
- F It provides little social contact
- G It is causing family problems
- H It has meant a lot of travelling



26 Speaker 1 \*

Texto de respuesta breve

---

27 Speaker 2 \*

Texto de respuesta breve

---

28 Speaker 3 \*

Texto de respuesta breve

---

29 Speaker 4 \*

Texto de respuesta breve

---

⋮

30 Speaker 5 \*

Texto de respuesta breve

---

## Annex 10

Ambato, 11 de Junio del 2021

Sres.

Estudiantes de Cuarto Semestre "A" de la carrera de PINE

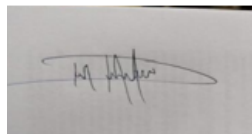
Presente

De mi consideración:

Yo, Elias Daniel Lalaleo Andaluz, con C.I 180405812-9, estudiante de Noveno Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del SEPTIMO SEMESTRE "A" DE PINE, me concedan la autorización para realizar la aplicación del Trabajo de Titulación: "Spotify Platform and Listening Skill", y en conjunto solicito el permiso para realizar capturas de pantalla de las clases.

Segura de contar con la aprobación a mi petición, quedo muy agradecida.

Atentamente



Elias Daniel Lalaleo Andaluz

C.I 180405812-9

Estudiante de Noveno Semestre

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros



Annex 11

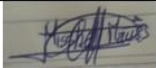




ESTUDIANTES DE TERCER CUARTO "A" CARRERA DE PINE

Autorización de los estudiantes. Firmas escaneadas como Imagen.

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4	Soria Tavo Erika de los Angeles		1804781381
5	Arroba Chango Evelyn Jahaira		1850590231
6	Ouiña Suarez Iosue Alexander		1803825551

7	Villacis Calvache Fernando David		1804478053
8	Medina Carrasco Gloria Lizbeth		1805361639
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17	Sabando Falcones María Elizabeth		2350118069
18	Gavilanes Guerrero Leslie Sabine		1850035757
19	Tixi Moya Jhonny Fabián		1805059829
20	Briones Viñan Gabriel Eloy		1850735299
21	Guerrero Quinato Karen Elizabeth		1804750782
22	Mariño Pérez Erika Estefanía		1805485669

23	Macías Moreno Magdalena Misshell		2300153331
24	Torres Alvarez Mónica Isabel		1804969424
25	Recaide Jumbo Marlon Rodrigo		0504313644
26	Ramos Aguilar Jocelyne Estefanía		1805314679
27	Lozano Çelleri Adriana Nicole		1805276373

28	Tipanquiza Minguano Erika Leonela		1805691449
29	Rivera Ramon Bryan Steven		1805104005
30	Castro Altamirano Carla Sofia		1805404835
31	López López Amanda Lizbeth		1804750543

Annex 12



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ELIZABETH  
CHICAIZA  
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