TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

"STUDENTS' PERCEPTIONS ABOUT THE USE OF LYRICS TRAINING TO ENHANCE LISTENING COMPREHENSION"

Research report before obtaining the bachelor degree in National and Foreign Language

Pedagogy, English Major

Authors:

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PUJILI-ECUADOR

August 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **"Students' perceptions about the use of Lyrics Training to enhance Listening Comprehension"**, and researched by **Quiña Calispa Katherine Lizbeth**, ID number **172630902-2**, and **Santamaria Caseres Erika Lissette**, ID number **185006364-3**, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí August, 2022

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González Ortiz Olga Lorena, PhD.

ID: 100237727-1

COMMITTEE APPROVAL

The research report entitled ""**Students' perceptions about the use of Lyrics Training to enhance Listening Comprehension**"", has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí August, 2022

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GRATITUDE

We express our gratitude to God for giving us life and allowing us to complete this stage of professional training. Likewise, to the Technical University of Cotopaxi for contributing to our academic development, so that we can be people with values and teachings. To the teaching staff for having shared with us their knowledge and experience during the different phases of the career, especially to our esteemed tutor Ph.D. Lorena González for the assistance and willingness provided her during the development of this project. Finally, we are infinitely grateful to our families for being our main motivation and perseverance to achieve the proposed objectives.

Katherine & Erika

DEDICATION

Full of love, gratitude, and satisfaction, I dedicate this project to my parents, Gabriela and Fernando because they are my pride and greatest treasure. To my sisters, Dayana, Jeniffer, and Yadira for always trusting and motivating me to complete this process. Especially, to my daughter Arleth for coming into my life and being the one who inspires me to give a better version of myself every day. To Adrian for the love and support during this process. To my partners, Ery and Lucy, for their dedication and patience during this career. Furthermore, without leaving behind, all my family and loyal friends have been my fundamental pillar to move forward. Thank you so much for being part of my life and for allowing me to be part of your pride. This is for you.

Katherine

DEDICATION

With love, I want to dedicate this project to the most important people in my life. To my parents, Fanny and Baltazar for their unconditional support, to my brother, my sisters, and nephews for giving me their love and trust in me from the first day I started this great adventure. And above all to my son Mathias who was my strength and support to never give up, without you none of this would be possible. To all of you, infinite thanks for allowing me to dedicate this achievement to you, filling you with pride, and making my happiness yours. And of course, thanks to Kathy and Lucy for the friendship that they gave me during this career.

Erika

TECHNICAL UNIVERSITY OF COTOPAXI

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Authors:

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Erika Lissette Santamaria Caseres

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ABSTRACT

Lyrics Training is a technological tool used in the educational field that will provide benefits in the motivation of the learning process and in the improvement of the student's skills, especially listening comprehension, which is a fundamental skill in the acquisition of a foreign language. This qualitative study aims to analyze the students' perception of the use of Lyrics Training to enhance listening comprehension. Data was collected by means of a survey with eight questions and analyzed through the thematic analysis process. Participants were eighteen students from the eighth semester of English at the Technical University of Cotopaxi during April - August 2022 academic term. The main findings show the positive influence based on the participants' opinions through the use of Lyrics Training which enabled them to develop their listening comprehension. As for the benefits, they highlighted the accessibility of the website, which helped to improve spelling and pronunciation, as well as the enjoyment of learning, which allowed them to feel motivated and increase their vocabulary knowledge. On the other hand, they also faced some difficulties due to their lack of understanding of the colloquial words in the songs and technological problems that impeded the listening process. Finally, the application of Lyrics Training is considered a useful technological tool to learn and develop skills in a foreign language such as English. Based on these findings, it is suggested that teachers can adapt Lyrics Training in their classroom lessons to develop listening comprehension activities that will help them to achieve satisfactory performance in their students.

Keywords: Lyrics Training, Listening Comprehension, Songs, English, Technology.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "PERCEPCIONES DEL ESTUDIANTE SOBRE EL USO DE LYRICS TRAINING PARA MEJORAR LA COMPRENSIÓN AUDITIVA"

Autores:

Katherine Lizbeth Quiña Calispa

Erika Lissette Santamaria Caseres

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RESUMEN

Lyrics Training es una herramienta tecnológica utilizada en el ámbito educativo que aportará beneficios en la motivación del proceso de aprendizaje y en la mejora de las habilidades del alumno, especialmente la comprensión auditiva, la cual es una habilidad fundamental en la adquisición de una lengua extranjera. Este estudio cualitativo pretende analizar la percepción de los alumnos sobre el uso del Lyrics Training para mejorar la comprensión auditiva. Los datos se recogieron mediante una encuesta con ocho preguntas y se analizaron mediante el proceso de análisis temático. Los participantes fueron dieciocho estudiantes del octavo semestre de inglés de la Universidad Técnica de Cotopaxi durante el período académico abril - agosto 2022. Los principales hallazgos muestran la influencia positiva basada en las opiniones de los participantes a través del uso del Lyrics Training que les permitió desarrollar su comprensión auditiva. En cuanto a los beneficios, destacaron la accesibilidad del sitio web, que ayudó a mejorar la ortografía y la pronunciación, así como disfrutaron del aprendizaje, lo cual les permitió sentirse motivados y aumentar sus conocimientos de vocabulario. Por otro lado, también se enfrentaron a algunas dificultades debido a su falta de comprensión de las palabras coloquiales de las canciones y a problemas tecnológicos que impidieron el proceso de escucha. Por último, se considera que la aplicación del Lyrics Training es una herramienta tecnológica útil para aprender y desarrollar habilidades en una lengua extranjera como el Inglés. A partir de estos resultados, se sugiere que los profesores puedan adaptar Lyrics Training en sus lecciones de clase para desarrollar actividades de comprensión auditiva que les ayude a obtener un rendimiento satisfactorio en sus estudiantes.

Palabras claves: Lyrics Training, Comprensión auditiva, Canciones, Inglés, Tecnología.

INDEX

1. **ENERAL INFORMATION**

Theme: "Students' Perceptions About The Use Of Lyrics Training To Enhance Listening Comprehension"

Starting date: April, 2022

Ending date: August, 2022

Place of Research: English Major Career at the Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: Educational Sciences, Majoring in English

Linked Research Project: Formative research

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

Work team: PhD. Lorena Gonzáles, Katherine Quiña, Erika Santamaria

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Knowledge Area: Education

Research Line: Education, communication, and design for human and social development.

Research Line of the career: Innovation in the teaching and learning of the English language as a foreign language.

2. PROBLEM STATEMENT

Nowadays, living in a globalized world, learning a foreign language is fundamental, and English is one of them. For that reason, the constant use of Information Technology allows the use of technological tools through websites, applications and platforms that allow students to develop the different English language, which makes it an easy challenge to overcome for EFL students. In fact, teaching a foreign language in an effective, useful way for student requires good teaching strategies and resources that motivate students and improve their different English skills such as reading, writing, listening, and speaking to maintain optimism in their EFL learning and language acquisition process (Hashim & Yunus, 2018). Independently, some researchers have conducted studies on the influence of Lyrics Training to improve listening skill in which they consider one of the most difficult skills. In this sense, the problem in this project encompasses the main causes such as the lack of opinions about Lyrics Training. Likewise, unawareness of the benefits improving listening skills and the low knowledge about the usefulness of Lyrics Training. This way, the main effects may be a weakness in receptive communication skills, a low level of comprehension and demotivation of the student in this area, and incorrect pronunciation of words due to limited listening comprehension.

On the other hand, previous researches in order to know what are the students' perspectives, attitudes or opinions about it, show that it helps to increase students' interest and motivation to learn listening (Redaski, 2015) and could improve their listening skills in an easier way to promote autonomous learning and helps them to acquire new vocabulary through listening activities (Meilinda, 2019). All these results show the perceptions of English language learners about the implementation of Lyrics Training. Therefore, there are previous studies in different contexts on the use of Lyrics Training, but little is known about the opinions of the students at the Technical University of Cotopaxi about the benefits and usefulness of Lyrics Training in the development of Listening Comprehension. This way, two research questions guided the study:

-What are the students' opinions about benefits Lyrics Training in English language learning?

-What are students' main challenges using Lyrics Training in their listening comprehension?

3. OBJECTIVES

3.1. General objective

To analyze the students' perception about the use of Lyrics Training to enhance listening comprehension in eight-semester students of English career at the Technical University of Cotopaxi. To analyze the students' perception about the use of Lyrics Training to enhance listening comprehension in eight-semester students of English career at the Technical University of Cotopaxi.

3.2. Specific objectives

1. To examine the theoretical foundations of the Lyrics Training to improve the listening comprehension.
2. To describe students' opinions about benefits Lyrics Training in English language learning.
3. To establish students' main challenges using Lyrics Training in their listening comprehension.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objective	Activities	Verifications Means
1. To examine the theoretical foundations of the Lyrics Training to improve the listening comprehension.	• Search for bibliographic sources. • Select relevant information. • Write the theoretical draft	Theoretical Framework
2. To describe students' opinions about benefits Lyrics Training in English language learning.	• Data collection. • Analysis of the open-ended survey. • Categorize the results • Interpretation of the students' opinions	Survey Analysis and discussion of results
3. To establish students' main challenges using Lyrics Training in their listening comprehension.	• Write findings	Conclusions

5. JUSTIFICATION

Currently, the English learning requires searching for new strategies and didactic resources that encourage students to improve their language skills. In this sense, there are many technological tools that help students to improve language skills, especially listening comprehension. Some researchers mention the benefits to use different websites or applications to increase the English level. For this reason, the research on this topic is interesting because it highlights the use of Lyrics Training, as a good learning tool to practice the English language.

For that reason, this project is carried out in the educational field in order to know the students' perceptions regarding the Lyrics training website to practice their English skills, especially listening comprehension. This way, compiling the main information data from the open survey. As a result, this research was feasible to be conducted because the students provided us with their relevant information about Lyrics Training according to their own criteria.

In this sense, this project will benefit the pre-service teachers of the Pedagogy in National and Foreign Languages career. We want to achieve with this project that teachers and students implement the Lyrical Training in English classes to develop the teaching of the English language. Likewise, students will be able to use this technological tool in their daily-life to enhance their English language skills, so that they will feel motivated in the learning process. Finally, the results of this research will help future researchers to conduct further studies on English listening comprehension in education.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1.Background

The analysis of previous studies showed the usefulness of Lyrics Training as a technological resource that facilitates the process of learning and teaching a second language. Such information was compiled from bibliography reviews of the databases of different digital journals and academic dissertations. Thereby, the information gathered from these academic sources concludes that it allows both teachers and students to practice and improve their English language skills, especially listening comprehension. Therefore, the most recent research on the use of Lyrics Training to improve listening comprehension is as follows:

Meilinda (2019) carried out a study whose main objective was to find students' perceptions toward using lyrics training applications to improve their listening skills. They applied this research to a group of 30 students chosen from 3 classes in the sixth semester of the English Education Department of IAIN Salatiga. The researcher applied a qualitative method through instruments like questionnaires with open-ended questions and documentation from screenshots of the questionnaire that students' perceptions have answered to make an analysis. The main findings of this study showed the usefulness of this application. In this sense, they could improve their listening skills in an easier way to promote autonomous learning and helps them to acquire new vocabulary through listening activities.

Redaski, et.al (2019) developed research whose aim was to investigate the students' perceptions of the implementation of Lyrics Training in Listening class in a group of students in the first semester of English at Universitas Bandar Lampung. In this case study, the participants were thirty-four students with a wide different range of English proficiency that they had been learning for 12 years from all their years in school until Senior High School, also from English Courses. The researchers applied a descriptive qualitative method, through different instruments like observations, questionnaires, and interviews. This data was analyzed by using descriptive analysis techniques and thematic analysis. The main findings of this research mention that the students develop listening skills during class and the surveys show positive attitudes in increasing the students' interest and motivation in learning listening, however, there were negative attitudes because some learners had low knowledge of vocabulary for that reason it was difficult to complete the listening activities.

Borromeo (2015) claims the use of the Lyrics Training website to improve listening comprehension. The main objective was to know if students from the Universidad Veracruzana would accept the use of Lyrics Training, a website which combines audio and video from YouTube with songs' lyrics as a game, to improve their listening during their English courses. The participants were twenty students of English Language career from the Universidad Veracruzana. The researcher applied an action research methodology, and for the data collection elaborated a questionnaire with open-ended questions to give the chance to express their ideas about it, after he analyzed the information in a spreadsheet file with all answers collected from the online questionnaire on Google Docs. The main findings showed a positive experience in which teachers and students work together and facilitate the interaction with the foreign language, also create autonomous work and facilitate the English learning because some students were able to recall words from the songs, which demonstrated Lyrics Training has positively impacts teaching and learning process.

Cuenca (2016) examined the influence of the application of Lyrics Training in the development of Auditory Competence in students of level A2 of Universidad Tecnologica Indoamerica. So, the participants consisted of fifty-one students from the third level divided into the experimental group and control group for 6 weeks. The researcher applied a pre-test to assess the student's level of auditory skills at the beginning; later the researcher applied a post-test to identify the advance in the implementation. The results obtained show that the use of songs as a didactic, pedagogical and motivational resource is achievable to gradually improve the listening process and generate a positive environment to work between students and a teacher.

6.2. Theoretical Framework

6.2.1. Perceptions

Olaodu 2003 (as cited in Santrock, 2006) claims that perception is "the process of organizing and interpreting sensory information to give meaning" (p.150). In this way, the previous author above said that perception refers to the interpretation of meanings about what we caught through our senses and the way we perceive our surroundings about it. Moreover, the perception process consists of three stages: selection, organization, and interpretation. The first one is selecting information from the environment, the second one is the organization according to certain similar patterns and the last one is interpretation, which refers to the process of giving meaning to the selected after they are categorized to make sense, these interpretations may give different meaning by viewpoint (Ou, 2017). In this way, the perception process depends on each person who analyzes and determines their perception of different problems, topics, or situations.

In addition, a student's perception is considered a process of preferential treatment for information received from an object, allowing them to interpret the observed object to determine an interpretation by stimuli (Kurniawan, 2015). Therefore, it is a point of view on an issue or problem. As we see it, each student's perspective is different, it can be approached from different angles to establish to get a better interpretation.

6.2.2. Students' perception

According to Kurniawan (2015) claims that student's perception is considered a process of preferential treatment for information received from an object, allowing them to interpret the observed object to determine an interpretation by stimuli. Therefore, it is a point of view on an issue or problem. As we see it, each student's perspective is different, it can be approached from different angles to establish a better interpretation. Furthermore, Nazara (2017) mentioned that "students' perception plays a very important role in the entire language teaching and learning process" (p.6). Therefore, the previous author refers to the importance that the student has in expressing his feelings and answers about the new challenges of his environment during the learning process. These perceptions help others to analyze the different issues or problems.

Portnov & Moshe (2013) affirm that the importance of students' perception allows others to understand and appreciate the importance of learning for their future and to be ready to invest efforts in being successful in the teaching and learning process. Therefore, the differences in the students' points of view help both the teacher and the students to analyze and understand issues or problems and how to solve them with these opinions. That is, the perceptions of the students are considered useful in the academic field because through them arguments can be known and the importance of something can be determined.

6.2.3. English as a Foreign Language

Putra (2020) mentions that when learning another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. That refers to a foreign language is based on learning a language other than the mother tongue, which is not the most used in the daily life of the student and the environment to develop the proposed activities.

Besides, according to the Ministry of Education (2016) mention "English as a foreign language focuses on the challenge of introducing learners into a culture of readers and writers in that learners will want to learn English because the tasks and texts are fun, engaging, and in English" (p.48). For this reason, it is necessary to implement innovative teaching methods, strategies, and techniques in the educational field through activities that motivate to learn a language and thus improve language skills.

6.2.4. Receptive and Productive skills

The English language has been divided into categories of language skills such as; receptive and productive skills. Besides, these skills are different in that receptive skills center on receiving information while productive skills focus on the skills needed to give it (Masduqi, 2016). In the same way, Hossain (2015) points out that skills are fundamental parts of the process of learning a second language and they have two subdivisions; the first is receptive or interpretive which refers to listening and reading. And, the second is productive or expressive, these are speaking and writing. Thus, these skills allow learners to acquire a second language.

Markström (2019) point out that "skills of reception are reading and listening and these skills allow the student to understand what another person is attempting to tell them" (p.5). Based on what the author previously mentioned that learners through listening and reading skills aim to interpret messages and use their knowledge to understand language. Furthermore, Aljawi (2010) remarks that "receptive skills are the different ways in which people extract meaning from the discourse they see or hear" (p.4). Therefore, these skills enable people who can receive information while performing various activities to understand and define the purpose of the message in the English language.

Otherwise, the productive skills are speaking and writing both require some form of language output, thus learners need to produce the language in spoken or written form (Golkova & Hubackova 2014). In this sense, the learners need to produce the language at the moment using of the correctly linguistic knowledge to establish effective communication in a second language. Furthermore, Astawa et al., (2017) mention that in the educational fields "through speaking and writing activities, students are allowed to experience using the target language" (p.1). Thus, it employs writing and speaking are overriding in the classroom because the students are encouraged to express meaning by producing proper oral or written utterances using the foreign language.

6.2.5. Listening

Listening refers to the action of listening to what others say and trying to understand what it means, that is, the communication process where there will be the possibility of interaction between living beings. So, according to Chauhan (2015), mention it is considered an ability to identify and understand what others say or speak. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and gauging the meaning.

Instead, "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening" (Hendrawaty and Brown, 2014). That refers to the importance of people-focused attention when listening, having a perception of what will really allow identifying the elements of the message, the speaker, and the context. In addition, it is the ability to interpret the messages and meanings of others.

6.2.6. Listening Comprehension

According to Kim & Pilcher (2016) listening comprehension encompasses multiple processes that are involved in understanding and creating a sense of spoken language such as recognizing speech sounds, the meaning of individual words, and syntax comprehension. Ahmadi (2016) mentions that "Listening comprehension is the different processes of understanding the spoken language" (p.8). That refers to when the learners try to hear and repeat that listened to knowing speech sounds, the comprehension of meanings of the words, and understanding the syntax of sentences.

This way, these authors also mention that the development of listening comprehension skills helps students to be successful in learning languages and motivates them to interact using the English language. Likewise, Pourhosein & Banou (2016) states that "Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues" (p.124). Therefore, listening comprehension is an essential part of learning a second language as it is the key to acquiring and developing other English language skills.

However, some learners consider it difficult to acquire listening comprehension due to unawareness of the sound of words and difficulty recognizing them (González, 2019). Thus, listening comprehension is seen as a difficult skill because of how little it is applied in class since people have many complications when it comes to developing it, so more work is needed to improve it. For this reason, teachers or learners can use strategies or file audio methods in the different stages to have the best listening comprehension (Londoño, 2012). Therefore, the teacher must concentrate on developing this ability through proper methodology strategies, methods, and didactic resources to have successful listening comprehension and make the most of language learning opportunities.

6.2.7. Stages of Listening

The listening process involves six stages which consisting of hearing, attending, understanding, remembering, evaluating, and responding. (Arustamyan 2015 as cited in Nuna, 2001)

1. Hearing is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need listen to hear.
2. Paying Attention, it refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.
3. Understanding which consist of analyzing the meaning is what we have heard and understanding symbols we have seen and heard.
4. Remembering it means that an individual, in addition to receive and interpret the message has also added it to the minds' storage bank, which means that the information will be remembered in our mind.
5. Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
6. Responding, a stage in which, according to response, the speaker checks if the message has been received correctly and gives good feedback.

As explained above, listening is not only listening but also paying attention, understanding, remembering, evaluating, and responding. However, searchers only focus on the mnemonic because mnemonic involves receiving and interpreting the message sent to the mind's storage bank, which means the information will be stored in the mind of the user. we. In addition, with good memorization, students will also have the ability to evaluate and respond.

6.2.8. Listening Strategies in Second Language

Sushmitha (2019) mentioned that "Listening strategies are techniques or activities that contribute directly to the recall of listening input." Explain that they the importance to apply a series of strategies and activities to the process of developing the listening skill. So, listening activities should be arranged from basic to more complex as the learners gain in English language

(Saraswaty, 2018, p.148). According to Bite (2013) mention as a strategy Top-down are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened to.   Top-down strategies are for listening for the main idea, predicting, drawing inference and summarizing. On the other hand, Bottom-up strategies are text-based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to concentrate on specific details while listening and recognize word-order patterns.   But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages.

6.2.8.1. Cognitive strategies

As the main strategy that language learners use to help them process, store and recall new information. So according to Wah (2019) establish four strategies will be analyzed as follows:

First, is when the listeners are trying to comprehend the input task without translation. This strategy, reflect on directs the listener's attention to the meaning and structure of the target language. The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by using his/ her knowledge of words from the target language to sentences. That help beginning listeners they can use their small vocabulary repertoire to develop their comprehension.

The third cognitive strategy is depending on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. In this strategy, the student can locate the main idea quickly and understand the language input, and the fourth cognitive strategy is guessing the meaning by relying on any clues (contextual or linguistic). Finally, use this strategy when listeners do not know all the words or do not understand the sentence, especially when they have not heard enough or the meaning is not clear.

6.2.8.2. Metacognitive strategies

According to Renukadevi (2014), are described as conscious development in one's metacognitive abilities, such as planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention, and parsing) are important because they oversee, regulate or direct the language learning process. That students are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners and they think clearly about inaccuracies when the failure occurs during an activity.

6.2.8.3. Socio effective strategies

Muttia (2020) mentioned are strategies that help students regulate and control emotions, motivations, and attitudes toward learning, as well as help students, learn through communication and interaction with others. Therefore, Wah (2019) mentions the socio-effective strategies "as the techniques, listeners employ to collaborate with others, to verify understanding, or to lower anxiety", that take into account mental techniques and problem-solving by the teacher and learners during interaction and help learners develop their independence and autonomy in learning.

6.2.9. Online Tool Website 2.0

According to Quisnia (2020) mentions that Web 2.0 "is one of the most beneficial tools, which combines the same requirements, benefits, and easy installation as well as desktop applications, so the user only needs a technological device, internet connection, and the predisposition to achieve and complete all the activities" (p.20). This way, the author refers to using websites as a positive aspect due to globalization allowing both teachers and students to good develop their skills through technology tools that facilitate the acquiring of a second language. Additionally, web 2.0 today is a new generation worldwide, it is widely utilized to encourage the teaching and learning process in learners (Konstantinidis et al., 2013). Thus, the employment of the different technological tools similar to Lyrics Training helps learners to the development of skills in the teaching and learning process in EFL classes.

In addition, if the various applications, platforms, or websites are incorporated into lesson plans, it will possibly enable the teacher to achieve the class objectives (Medina, 2018). In this sense, the integration of technological tools in lesson plans can generate a positive impact on their students' learning. Further, the major benefit to use online tools that adjust to students' needs to improve or reinforce their skills, it is the effective manner of teaching a foreign language (Kouser & Majid, 2021). This way, teachers can adapt Lyrics Training activities depending on the student's needs and support the English language learning while at the same time improving their English skills. Therefore, there are many websites and platforms where the students can practice the English language, especially listening comprehension as follow:

6.2.9.1 ELLLO

English Listening Lesson Library Online the acronym of ELLLO is a website designed to allow people to rehearse and develop their listening skills. It contains many English audio materials that can be accessed freely by language learners using internet-equipped devices such as cellphones, tablets, computers, and others. This way, the digital library provides listening activities and quizzes for learners with different language levels. Moreover the regular listening file, the website also allows students to practice their oral skills in various forms following activities that help increase the students' performance (Palangngan, et. al, 2016)

6.2.9.2 ESL Lab

ESL-Lab website focuses on providing learners with listening activities that explore different issues and fields. This website is similar to ELLLO, the website encloses thousands of audio files that can be accessed freely through technological resources with an internet connection. These different accessibility options make it easy for language learners to use the website anytime and anywhere. The website provides listening practice for language learners at all proficiency levels. The website allows language learners to practice their listening comprehension using these sections (Albiladi, 2019).

6.3. Lyrics Training

Lyrics Training is an interactive self-study website that provides authentic materials to improve ESL/EFL listening skills (Azhari, 2018). In this sense, it is considered a helpful tool to understand and improve skills, especially auditory skills like the correct pronunciation of words, for learners of different target languages. Likewise, Medina (2018) mentions that on this website the learners can rehearse listening to videos (songs) to acquire knowledge of new vocabulary, phrases, expressions, and even grammatical rules through listening exercises such as; fill-gap, choose the hidden word, and others. Definitely, Lyrics Training can be used by both teachers and students to train their ears while learning or recognizing the new vocabulary of a second language through the lyrics of songs.

In addition, Hadian (2015) states that Lyrics Training will help a lot to familiarize their hear with the target language for significantly improving the ability to recognize and retain the words, and sounds of the English language. Thus, it permits the teachers to design different exercises for students' training where they can interact and enjoy while catching and recognizing the words and this way interpreting the meanings of utterances. Moreover, the Lyrics Training website combines videos and files from YouTube like a game-based activity with songs' lyrics (Borromeo, 2015). Another important characteristic of Lyrics Training is designed for anyone, regardless of their language level, and at the same time, while watching the video of the song you have chosen, it offers three different ways of presenting the lyrics, such as "karaoke" style, with the opportunity to read or sing, as well as spaces to write the missing words and spaces for multi-language selection (Lewis, 2017).

6.3.1. Lyrics Training Roles

- **Students' Role**

Elasthink (2018) mentions the steps where the student can start enjoying the benefits of Lyrics Training for their language learning process. First the user must register, creating a username and password. Then he must fill in all his personal information such as names, date of birth, complete the verification codes and finally add his email address, he will receive a validation notification. Then the user will begin to use it freely, which must select his favorite song, choose the level that can be beginner, intermediate, advanced or expert which are exercises to complete between 41 to more than 409 words of a song. And it has two modes to start which can be writing mode in which you must listen and write the missing word and on the other hand the choice mode which will display four words are in the right side of the video in order to be chosen by students according to what they listen to.

Finally, students can listen two or more times to understand the missing word and will complete all the songs.

- **Teachers's Role**

Maldonado (2019) mention "This website offers teachers all over the world the opportunity to bond with students by using their favorite songs with services offered in 13 languages." That is, that the teacher have the opportunity to design the activities that consider more appropriate when decide to teach from this website and the level of his students.

First, you have to select a song. Based on the musical tastes of your students, according to the grammar they want to learn, or a musical genre of your preference. Then, you must write a title for your lesson, choose the level and the game mode. Then you select the number of words to be filled in by the students, which can be between 29 or 286 blanks. Finally, designate a single student to complete the activity, you can ask them to sing the song and ask for the missing words while the teacher writes. Another option for the teacher is to print out the lyrics, which will give each student the opportunity to listen, write and spell on their own. Where you have

the option to choose which words you want to erase and include the option to show missing words at the bottom, add a line index and a date/name line.

6.3.2. Listening Sub-Skill Improve in Lyrics Training

Katawazai, et.al (2019) mention "Sub-skills are as the building blocks for the main skills of learning and mastering a language" (p.1236). It means that learning can develop in the abilities mastered that influence a more complex skill that is effective in language learners.

Galarza (2022) mention that Lyrics Training capture the attention of students while learning the second language, especially for practicing listening skills, pronunciation, or even writing and vocabulary.

6.3.2.1. Pronunciation

Pronunciation is the way of producing the sound that makes meaning. This includes different segments such as stress, time, rhythm, intonation, and voice which are used by speakers when they speak (Gilakjani & Sabouri, 2016). So, Gilakjani (2016) mention "pronunciation is learned by repeating sounds and correcting them when produced inaccurately." That is, when a person is in contact with the sounds in a specific language, it will be easier to listen and understand what the speaker means.

6.3.2.2. Grammar

Khansir & Pakdel (2016) defined grammar as the analysis of the structure of a language that includes basic axioms such as verb tenses, articles, and adjectives, that are encountered in a corpus of speech or writing. So, it is believed that grammar has always been an essential component since it provides the speaker with the needed structures to organize words and ideas in a comprehensible form (Alghanmi1 & Shukri, 2016). Another definition of grammar is the form of words that change themselves within a language, by means of fragments of units grouped together in such a way as to give meaning to words and phrases to produce sentences in a language (Cubillo & Hernández, 2015).

6.3.2.3. Vocabulary

According to Agustin & Ayu (2021) defined "vocabulary is all the words that a person knows or uses and it is all the words in a particular language" (p.2). That is, it is the basis of knowledge to increase linguistic skills, in which the lexicon increases, through a set of single, compound words and idioms. They also mention that there are steps that can help students improve their vocabulary, such as selection, definition, presentation, and use (Katawazai, Haidari & Sandaran,2019).

6.3.3. Features of Lyrics Training

6.3.3.1. Game mode

Learners see the differnt option in the home page. After, they confronted with a variety of selections. At the begin they choose the song, and decide the game mode; gap fill exercise, or "karaoke" mode in the bottom-left, the music video will play with the full-lyrics. This activity allows the learners to play the video and shows the lyrics to complete lyrics, this highlight and changes the line color, which is in progress (Mill, 2010). This way, the learners are able to control the time of lyrics delivered by pressing and selecting the specific line to sing or repeat using distinct modes for practicing your listening.

These modes allow users to preview the song before taking part in game mode. When learners ready, the language learner can select a game mode as follow; beginner, Intermediate, Advance and Expert.
According to Quisnia (2020) says the website offers the Game mode (Multiple choice mode) as follows:

- **Beginner level:** Learners do not have a great level choose beginners to complete a gap-fill activity with 10% which 39/385 missing words in the transcript of the lyrics.
- **Intermediate level:** Learners have an adequate level of choosing intermediate to complete a gap-fill activity with 25% which 91/385 missing words.

- **Advanced level:** Learners have sufficient abilities in listening comprehension of choosing intermediate to complete a gap-fill activity with 50% which 1983/385 missing words.
- **Expert level:** Learners have an excellent domain in the foreign language choosing expert to complete a gap-fill activity with 100% and users are ready to complete all missing words.

Likewise, learners can use different devices and utilize this website which is a modern technology to make letarning easy and entertaining by watching the most popular or favorite music videos published on YouTube to learn (Meilina, 2019). Therefore, the technological tool allows learners to develop or increase English language skills.

6.3.4. Advantages of using Lyrics Training

Lyrics Training is a useful tool for improving the English language teaching and learning process.

According to Angeline (2020), Lyrics Training is useful to learners which learn a second language because it "improves the students' academic achievement, especially in terms of their pronunciation, vocabulary mastery as well as their listening ability" (p.123). The previous author indicated that the use of this website improves the performance of students in the different areas of English. Furthermore, another great advantage of using this tool is that it increases the students' learning motivation in a foreign language such as English, so students can show more interest in practicing listening comprehension using their favorite songs (Dixon & King, 2011). In this sense, the learners feel more confident and relaxed using this tool to practice their listening comprehension and acquire new knowledge about the second language. Likewise, Fiori (2021) mentioned that "Lyrics training promotes interactive listening comprehension through pop culture and exposes users to phonological and dialectal variation in an implicit manner" (p.3).That refers to when students practice through songs that help music to expand users' lexical repertoire like vocabulary, expression, and slang that exposes students to the dialect.

6.3.5. Disadvantages of using Lyrics Training

The use of the Lyrics Training website has some disadvantages for learners when learning the English language.

Based on Angelina (2020) states that "Absence of Clues" made it difficult for the students to listen correctly, these problems are the pronunciation and accent of the native speakers singing the songs (Angeline 2020, p.6). The last author mentions that the main problem when students use this website is that it hinders the auditory learning process. Moreover, Mills (2010) mentions that another disadvantage is students' attention to particular linguistic forms as well as the unusual syntax, as some song lyrics, in which there are reduced forms, e.g., "wanna" and "gonna", might be confusing to low-level learners without adequate explanation from the teacher. Thus, the previous author considers that the teacher must be controlled the lesson plan to achieve successful listening comprehension due to an extended linguistic context that appears in some lyrics of songs in a foreign language.

6.3.6. How teach listening with Lyrics Training

Körkkö & Kotilainen (2019) mentions that personal development plans (PDP) as a tool to promote teacher career development. The PDP becomes an integral part of the school's strategy and is used as a development and evaluation tool in schools, which means that it reveals existing competencies, reflects on past performance and stimulates future learning objectives by formulating action plans to achieve them. In this way, the PDP framework helps the teacher to establish a class objective with the aim of evaluating the students at the end of the English class. Movva,et. al. (2022), for a successful listening-oriented English class, three main stages (a pre-listening stage, a listening stage, and finally a post-listening stage).

6.3.6.1. Pre-listening Stage

At this stage, learners are provided with everything they need to listen and understand the auditory text. This is where the teacher makes the learners listen, arouses their curiosity and informs them about the objective, in which he/she provides them with a context of the topic or the type of task to be performed.

In fact, it help learners to be attentive to the information presented in the audio (vocabulary, important facts, etc.) and the teacher can apply techniques and methods to help learners acquire and practice listening comprehension learners to acquire and practice the language.

6.3.6.2.Listening Stage

This is the stage is very important where the focus is on improving the students' listening skills and assessing their comprehension. Here the teacher assigns activities to complete while listening like, multiple choice answer questions, true-false and detecting errors. Also, it will be necessary to listen to the text more than once to complete their listening exercises. The listening activities focus mainly on: contextualizing, explaining, and teacher modeling of strategies to monitor comprehension, appropriate listening behaviors, questioning during the task, and seeking clarification.

6.3.6.3.Post-Listening Stage

The exercises are planned to broaden the topic or language of the listening material. These planning activities allow students to relate what they have heard more closely to their feelings and experiences, which allows teachers to check and review knowledge and verify listening comprehension in terms of reflection, skill transfer and achievement at different levels.

6.3.7. Planning with Lyrics Training

Lyrics facilitate the teaching of foreign languages. In this way, the purpose of this website is to help people practice listening to songs and playing a game by completing the lyrics of a song. While the user is listening to a song, he enters the lyrics, earns points for getting it right, and loses the game for making too many mistakes and correct them in the activity. (Borromeo, 2015).

In this sense, the use of the Lyrics Training website allows teachers to create a virtual lesson where learners should complete the listening activities according to the teacher's plan for the English classroom. In this way, the teacher can use a different framework to create a listening lesson, he needs to focus on achieving the objective of the class with the Lyrics Training website. In this case, the researchers present a lesson with PDP Framework as an example of how to plan a lesson plan. (See annex 2)

6.3.7.1.Teaching with Lyrics Training.

Quisnia (2019) mentions that there are different activities that help the teacher to teach listening skills; multiple choice, fill in the gaps, karaoke, and print option. In this sense, the educator can create interactive multiple-choice and fill-in-the-blank exercises depending on the selection of the level and the development of the activity. Therefore, the teacher will choose which activity is ideal to implement in the class plan in this way the student achieves the objective of the class. In addition Mills (2010) mentions that users should complete the gap-fill exercise using the lyrics transcription below the video while the video will not continue until the missing word is filled in. At the bottom left, a timer is displayed along with the number of missing words remaining and the number of spaces the user has skipped, and at the end, the score appears in the system. Therefore, the teacher will elaborate the Lyrics lesson according to the level of the students, in this way these types of activities help the students to improve their English language skills. Furthermore, Fiori (2021) mentions that print Lyrics is located under every song the full set of lyrics for printing or saving as a PDF, and the option to manually select which words to omit for fill-in-the-blank tasks. It means, the teacher has another option to teach the English language, this type of activity allows students to remember the vocabulary and improve their spelling while helping them to acquire knowledge of the foreign language.

6.3.7.2.Assessment with Lyrics Training

Educators can assess students through Lyrics Training. It means that students can do the activity and when they finish, they check the words they have entered correctly, allowing them to see their score instantly (Medina 2019). In this sense, the way to evaluate the students is easier for the teacher since the scores can be saved in the system, and learners can also see the place of the score in order with their classmates at the end of the listening activity. Additionally, Borromeo mentions that

"Once the song was finished, the website showed a total score which was calculated automatically based on the speed of the answer and penalizing for each second spent without typing a word and that caused the video to auto-stop, as wrong answer" (p.7). It means that this type of assessment allows teachers to review the scores and analyze the performance of the students in the listening comprehension lesson. Therefore, Lyrics Training supports English activities and, at the same time, is also a means of evaluating the progress of the students.

7. METHODOLOGY
7.1.Research Design and participants

This qualitative research aims to analyze the students' perceptions about the benefits and usefulness of Lyrics Training in this way to respond to the research questions; What are the students' opinions about benefits Lyrics Training in English language learning?, and what are students' main challenges using Lyrics Training in their listening comprehension?. Therefore, Mohajan (2018) states that qualitative research "explores people's behavior, perspectives, feelings, experiences, and what lies at the core of their lives. The basis of it lies in the interpretive approach to social reality, and in the description of the lived experience of human beings"(p.2). This research focuses on descriptive study to describe the students opinions through open survey to analyzing data generated during the research process. In this way, McCombes (2022) claims that "descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions" (p.2). As a result, a descriptive study will focus on the educational field and on a specific group of students that will allow us to discover aspects related to the topic. Finally, this research was conducted in the 8th semester of majoring in English, at the Technical University of Cotopaxi, which is a public university in Ecuador. 18 students of about 21 to 45 years old participated in the study, 61,1% were female and 38,9% were male. All participants have Spanish as their mother tongue.

7.2.Data Collection Process

Data were collected over the use of Lyrics Training, which was presented in the subject of Technological Tool in EFL, so all the students had previous experience in using y Lyrics Training to practice their English skills, especially listening comprehension. Thus, an "Open-ended survey" (See annex 1) was applied in order to know students' overall perception. The survey was divided into two parts the first is about the demographic questions and the second was eight open-questions about the students' perceptions of use Lyrics Training. Thus, the development of this instrument took into account other similar studies.

7.3.Data Analysis

The researchers analyze the students' opinions and experiences regarding Lyrics Training in development to Listening Comprehension through Thematic Analysis. This method focuses on analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns to determine an objective. (Braun and Clarke, 2006). Firstly, researchers read eighteen answers in the open survey, identified the most important extracts, and categorized them according to the research questions. After, we selected extracts whose ideas were repeated in at least three students' opinions. Finally, we categorized the information depending on the research questions. Therefore, the information related to the first question was categorized based on the benefits; help to improve spelling and pronunciation, enjoy learning, student's motivation, and increase new vocabulary. The information related to the second question was classified into the following categories on lack of understanding, and problems with technology. Finally, after analyzing the responses from the survey, extracts that were repeated the most were located in the previously identified categories. In this way, the researchers interpreted the answers of the students.

8. ANALYSIS AND DISCUSSION OF RESULTS

The researchers analyzed and interpreted the information about the students' opinions and experiences regarding the Lyrics Training. That's why, this section presents the main excerpts of the open survey applied to students who used this tool. The researchers found the following data according to students' answers. Thus, it is separated into categories according to the research questions.

RQ1. What are the students' opinions about benefits of Lyrics Training in the learning of the English language?

To answer the first research question about the students' opinions about the benefits of Lyrics Training in the learning of the English language, we analyzed information from the open-ended survey. The categories related to the first question were: accessibility of the website, improving spelling and pronunciation, enjoy learning, students' motivation, and increase new vocabulary.

Category A: Accessibility

It is the possibility of accessing a certain thing or facility to do so, in this case, students can perceive, understand, navigate and interact with the Lyrics Training.

Excerpts from the open survey

"Free, comprehensible, easy, and didactic" [Gratuita, comprensible, fácil y didáctica.]

"...I like to use Lyrics because is easy and interesting watch videos and play games" [Me gusta usar Lyrics porque es fácil e interesante ver videos y jugar juegos.]

"It is very easy to use Lyrics with any device when you have a good connection to the Internet" [Es muy fácil usar Lyrics con cualquier dispositivo cuando tienes una buena conexión a Internet.]

According to the students' perception, Lyrics Training is an easy, didactic, and free technological tool that helps them understand and improve their listening comprehension. In addition, they said that a good Internet connection allows them to browse this page in this way the students are interested in learning a foreign language. Lyrics Training is a website 2.0 that not require installation on a hard drive, only needs an internet browser and an internet connection, likewise is unique in that the users have access to learning with authentic material, current and interesting (Meilinda, 2019). Therefore, the author above and the student's opinions agree that Lyrics Training is a useful website that allows students to easily interact and use different devices with an Internet connection, which allows them to increase their learning of the English language.

Category B: Help to improve the spelling and pronunciation

Spelling and pronunciation are important sub-skill which influence in listening comprehension to achieve the English Language Learning.

Excerpts from the open survey

"It helps to learn the language better by learning to pronounce, spell and write words correctly according to what I hear." [Ayuda a aprender mejor el idioma al aprender a pronunciar, deletrear y escribir correctamente las palabras de acuerdo con lo que escucho.]

"I can memorize the words, first I need to read the letter, choose the song…….and complete the activity." [Puedo memorizar las palabras, primero necesito leer la letra, elegir la canción... y completar la actividad]

"Through Lyrics I was able to improve my listening and speaking skill." [Mediante Lyrics pude mejorar mi habilidad de escuchar y hablar]

"….Lyrics training help me improve my listening comprehension in another language." ["…Lyrics training me ayuda a mejorar mi comprensión auditiva en otro idioma".]

"This tool facilitates to development both listening skill and writing skills through the activities of complete…" [Esta herramienta facilita el desarrollo tanto de la habilidad auditiva como de la escritura a través de las actividades de completar…]

".... I didn´t understand well some words and when using this tool I was able to enhance how to spelling and pronunciation" [.... No entendía bien algunas palabras y al usar esta herramienta pude mejorar la forma de escribir y pronunciación.]

The students express that Lyrics Training helped them to develop English sub-skills, such as spelling and pronunciation. This tool was beneficial for them to comprehend the language by means of different listening activities like filling in the blanks (multiple-choice or write way), or karaoke. In this sense, Cuenca (2021) presents similar results, researcher mentions that music has been used as an educational means to improve pronunciation which has a high level of influence on the learning processes. Likewise, Elizalde (2015) claims that the use of different song lyrics helps the

student to increase vocabulary and, in this sense, improve spelling. Therefore, the previous researchers agreed that for adequate development of learning the English language. Students should use the different listening activities provided by Lyrics Training to facilitate listening comprehension. In this way they will achieve a better understanding of the foreign language.

Category C: Enjoy learning}

Love for learning is a willingness to seek out new experiences and new learning opportunities to improve the English language learning process.

Excerpts from the open survey

"...it is interesting to practice listening to music videos"[...es interesante practicar escuchando videos musicales.]

"I consider that this tool is usefull becase we can enjoy ourself to listen our favorite music without forget the main proposal (Learn English)." [Considero que esta herramienta es útil porque podemos disfrutar escuchando nuestra música favorita sin olvidar la propuesta principal (Aprender inglés)]

"Yes, I enjoy use the lyrics training, especially for learning English by songs" [Sí, me gusta utilizar lyrics training, especialmente para aprender inglés con las canciones]

Most of the participating students express that enjoying learning through songs was an interesting part of the Lyrics Training practice. In this way, they can concentrate on the listening process at the same time they complete the listening activities the fun way. In the similar study Gamboa (2022) states that "lyrics Training is a website that encourages the fun of learning a new language, avoiding the typical materials that are used to teach and learn a second language" In this sense, Gamboa's opinion and students' answers mention that the interaction with Lyrics Training encourage English language learning and the use of songs facilitates students' learning.

Category D: Students' motivation

Student motivation is the process in which students' attention is focused on achieving their school goals and their attitudes are directed toward improvement their students' performance with dedication and effort.

Excerpts from the open survey

"This tool allows me to use my favorite songs to practice my listening, this motivates my learning."[Esta herramienta me permite usar mis canciones favoritas para practicar mi listening, esto motiva mi aprendizaje.]

"...it is a funny and interactive way to improve English skills" [...es una forma divertida e interactiva de mejorar las habilidades en inglés.]

"Lyrics Training motivates me to learn a new language because it is an entertaining way to study." [Lyrics Training me motiva a aprender un nuevo idioma porque es una forma entretenida de estudiar.]

The students say that Lyrics Training motivates their English learning process. In addition, the interaction between the students and the Lyrics Training enables the acquisition of the second language. Furthermore, they consider that this tool allows them to learn while using their favorite songs in a fun way. Based on a similar study, Medina (2019) states that "students are motivated to improve their listening through their favorite musical genre" (p.82) Therefore, taking into account Medina's results, it is correct to say that Lyrics Training is a useful tool that can help to increase students' motivation and make them more engaged in English language acquisition at the same time, improve their student performance in listening comprehension.

Category E: Increase new Vocabulary

Language is the main means of communication of people, which is through the knowledge and meaning of words that is able to refer to things with a name and is the same for all people in their environment.

Excerpts from the open survey

"I think this website help improve the learning about some phrases, or words unknown. ……" [Creo que este sitio web ayuda a mejorar el aprendizaje de algunas frases o palabras desconocidas.]

"It is a good way to increase your English level, improve your listening comprehension, and even learn new unknown words." [Es una buena manera de aumentar tu nivel de inglés, mejorar tu capacidad de escuchar e incluso aprender nuevas palabras desconocidas.]

The students opine that when they practice learning new vocabulary by completing the listening activities, it also allows them to increase their knowledge of words, improve their vocabulary and learn new phrases to develop their skills in English. The similar study of Zhang & Graham (2020) mentions that "helping learners to gain a wide range of vocabulary knowledge is a fundamental issue for improving their general language proficiency globally" (p.1018). Therefore, the importance of acquiring vocabulary is an essential part when learning a new language and engaging in listening skills because it facilitates the communication process that will allow the student to exchange ideas, opinions, and experiences in the English language.

RQ 2: What are students' main challenges using Lyrics Training in their listening comprehension?

To answer the second research question about the students' main challenges using Lyrics Training in their listening comprehension, we analyzed the open-ended survey. Data suggest the following challenges for students: lack of understanding, and problems with technology.

Category F: Lack of understanding

This is a state of incomprehension in the face of something unknown, which causes confusion and misunderstanding about issue or problematic.

Excerpts from the open survey

"I often got low scores because it was hard to understand the words" [...A menudo sacaba puntajes bajos porque era difícil entender las palabras.]

"....some singers pronounce the words differently and It confuses me."[...algunos cantantes pronuncian las palabras diferente y me confunde.]

"It was difficult to understand the songs with different words structure like wanna " [Fue difícil entender las canciones con diferentes estructuras de palabras como wanna.]

"......sometimes it was not well understood because some songs played quickly.." [.....a veces no se entendía bien porque algunas canciones se tocaban rápido.]

"... I couldn't finish the activity due to I didn't understand some words" [...A veces no pude terminar la actividad debido a que no entendía algunas palabras.]

The students opine that Lyrics Training presents some challenges when using it. Besides, they have difficulty at the moment of listening to some songs for the different lexical contexts as colloquial words; gotta, wanna, gonna, and others. In addition, they also mention that another problem was the pronunciation of certain words sung by some of the singers. This results in students not completing the listening activities and obtaining low scores in some lyrics song. In this sense, the similar study to Redaksi, et. al. (2019) who assert that students feel more confused "being unaware of the word you are listening to, but being capable of typing it, might show that the listener can listen and comprehend what is being said" (p. 9). Therefore, taking into account the student's response and Redaksi's conclusion, these challenges hinder the acquisition of the second language, in this way the students have a low level of listening comprehension.

Category G: Technological problems

It is the lack of access to devices that provide a stable connection to the Internet. That interferes with the ease of browsing and studying online during an activity.

Excerpts from the open survey

"...in my cell phone was difficult to use Lyrics because my internet was slow." [...en mi celular era difícil de usar Lyrics porque mi internet era lento.]

I think the main problem could be a lack of internet connection or a bad signal during the listening practice." [Creo que el principal problema podría ser la falta de conexión a Internet o una mala señal durante la práctica de escucha.]

"Some students haven't an appropriate device with which they can use this app." [Algunos estudiantes no tienen un dispositivo apropiado con el que puedan usar esta aplicación.]

"I would not probably have a interner access, could be a electricty problem or just bad connection." [Probablemente no tendría acceso a Internet, podría ser un problema de electricidad o simplemente una mala conexión]

The learners manifest that the low internet connection is an impediment to practice and completing the activities on Lyrics Training. On the other hand, they mention that not have a good device that can download this technology tool. In the similar study of Husniyah (2018) indicates that using websites is enjoyable and innovative, but since the speed of the Internet is usually low, the learning process can be affected. Therefore, the results of Husniyah and the perceptions of the students agree that the technical problem could prevent the correct development of listening in the Lyrics Training activities, which decreases the acquisition of English language learning. Mitra (2020) students and teachers face problems due to slow internet and connectivity issues, with around 10 percent not equipped to access instruction online.

9. RESEARCH IMPACTS

This research project had an educational and technological impact as it allows us to reflect on the importance of the use of technological tools like Lyrics Training to practice English skills, especially listening comprehension, and thus improve the teaching-learning process of English as a foreign language. Likewise, it could provide a theoretical guide for teachers to design and implement activities using Information and Communication Technologies for English language classes. In addition, this study could be used by other researchers as a basis for future projects related to the subject. Therefore, this work contributes to encouraging English teachers and students to implement the use of technological tools in their learning process to better acquire knowledge of the English language.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

The benefits of Lyrics Training in learning English language show that it is an easy and free technological tool that helps them to understand and improve their listening comprehension. Moreover, they express that learning through songs was an interesting part during the practice that they can develop different sub-skills such as listening, spelling and pronunciation. Additionally, they felt motivated and had a lot of fun during their English language learning this way, the interaction between the students and the Lyrics Training increased their vocabulary knowledge and they acquired a second language.

At the same time, some challenges were undergone by students during the use Lyrics Training such as the difficulty of understanding the colloquial words in some songs, which is difficult for students with little knowledge of English vocabulary at the moment to complete the Lyrics activities. In addition to mentioning that due to the lack of internet connection it is not possible to carry out the completion activities and the lack of a fixed device to download.

10.2. Recommendations

Teachers can adapt this website within a lesson plan in which listening comprehension activities to obtain satisfactory performance. This way, employing this learning tool can be an excellent idea to motivate English classes. Besides, the different activities that allow the teacher to establish a good interaction between the website and the student for their easy use and many ranges of songs, it is a very good practical option for the listening skill.

Once the main challenges of Lyrics Training have been identified, it is recommended that teachers provide better instruction and support to students with low vocabulary levels in listening skills to increase their knowledge in English language. In this way, it provides easy accessibility, motivation and entertainment for each student.

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12. ANNEXES

12.1.   Annex 1. Open- ended survey

"TECHNICAL UNIVERSITY OF COTOPAXI"

Pedagogy of National and Foreign Languages mention In English

Survey directed to students.

Instructions: Please read and answer each question carefully.

Objective: To examine the students' perspective about the use of Lyrics Training in the development of listening comprehension.

Demographic Questions

-Gender: Male/ Female   -Age:

Open Questions:

1. What were the devices you used the most to practice Lyrics Training? Why?
2. Do you like to use Lyrics Training to practice your listening comprehension?
3. Do you consider that the frequent use of Lyrics Training is effective to improve English skills? Which ones?
4. Do you consider that you increased your motivation by using Lyrics Training?
5. Do you think how Lyrics Training helped you develop your sub-skills (grammar, pronunciation, vocabulary)?
6. What was your experience using Lyrics Training in your learning process?
7. What do you think were the positive aspects of using the Lyrics Training website?

8. What do you think were the main problems or challenges in using Lyrics Training to improve your listening comprehension?

ANNEX 2

12.2. Lesson Plan with PDP for listening skills

PDP Framework

LESSON PLAN 1

Area: English as a Foreign Language   **School Year:** 2021 - 2022   **Educational Track:** Higher

Education   **Institution:** Technical University of Cotopaxi   **Learning Mode:** Online   **Class Schedule:** Afternoon

Teacher's Name: Katherin & Erika   **Method:** PDP

Group: 14- 15 years old	Date: 21st August, 2022.	Time: 45 minutes	No. of students: 20
Topic: "Silent Night"		**Recent Language work:** Listening skills vocabulary	
Aims: To develop listening skills in students.			
Learning Objective: At the end of the lesson, SWBAT show understanding of the vocabulary of Chirstmas by completing listening comprehension exercises, and then record their answers to two discussion questions.			
Assesment: Students listen to the audio about silent night and record an audio.			
Succes Indicators: Students can understand main ideas and some details in the audio "Silent Night" using contextual			

Anticipated problems - solutions: The listening comprehension level of some students is low. The teacher will give simple instructions and check comprehension through questions to make sure students understand. Also, some students have internet connection problems. The teacher will provide students with the recording of the class and interact on Whatsapp when it is necessary.			
Timing	**Teachers' activity**	**Students' activity**	**Materials**
Warm Up- Activity			
5 minutes	• The teacher starts the lesson with a discussion question to give an idea about the listening topic. • What do you think about Christmas carols?	• Students analyze the question and give the answer.	• Zoom
Pre Stage			
15 minutes	• The teacher presents three pictures related to the topic. • The teacher asks students to look at the pictures and make guesses. • Teacher gives instructions to do a matching activity in which students have to connect words with the correct picture. • The teacher presents the keys words about the song. -God -Christmas	• Students look at the pictures and make guesses of each one to know what the listening is going to be about. • They listen carefully to the teacher' instructions. • Students match the vocabulary with the different definitions and then compare theiranswers.	• Zoom • Pictures • Liveworksheet

	- Peace		
During Stage (early)			
10 minutes	• The teacher gives instructions to go to the link in Lyrics Training.com. • The teacher presents the listening to material about "Silent Night" and plays the audio. • The teacher explain the mode of the game, that is to multiple choice.	• Students go to the website Lyrics Training. • Students listen carefully and start to listen the song.	• Audio https://es.lyricstraining.com/play/HCaJ3ymIbC?t=1661448020626#ohq/c!erislinda12
During Stage (final)			
10 minutes	• The teacher asks some questions about the song. • The teacher say to start with the activity.	• Students start to playing to the song "Silent Night" • Students select the best option.	• Lyrics Training

Post Stage			
5 minutes	• Teacher ask students to have low score to repeat again the lyrics with the correct words.	• Students who have a low scores to do the activity again.	• Lyrics Training
Homework / Further work: Send a lyrics of the song "Just the way you are" that students complete the missing words.			