



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
“LYRICS TRAINING AS A SELF-ASSESSMENT TOOL FOR
ENHANCING ENGLISH LISTENING COMPREHENSION IN
UNIVERSITY STUDENTS”

RESEARCH PROJECT

As a Prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES

Authors: Olivares Posligua Nagelly Yaribel

Boya Alburqueque Carla Liliana

Advisor: Sánchez Paguay Jefferson Alberto, MSc.

La libertad-Ecuador

2026

La Libertad, October 29th, 2025

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “LYRICS TRAINING AS A SELF- ASSESSMENT TOOL FOR ENHANCING ENGLISH LISTENING COMPREHENSION IN UNIVERSITY STUDENTS” prepared by Boya Alburqueque Carla Liliana and Olivares Posligua Nagelly Yaribel, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Lcdo. Jefferson Sánchez Paguay, MSc

Advisor

Statement of Authorship

We, Boya Alburqueque Carla Liliana, with ID number 0959293549 & Olivares Posligua Nagelly Yaribel, with ID number 0927895276, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "LYRICS TRAINING AS A SELF-ASSESSMENT TOOL FOR ENHANCING ENGLISH LISTENING COMPREHENSION IN UNIVERSITY STUDENTS" certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.



Boya Alburqueque Carla Liliana

AUTHOR



Olivares Posligua Nagelly Yaribel

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility;
the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



Boya Alburquerque Carla Liliana

AUTHOR



Olivares Posligua Nagelly Yaribel

AUTHOR

Board of Examiners



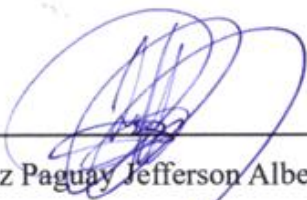
García Villao Rosa Tatiana, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



León Abad Eliana Geomar, MSc.

SPECIALIST PROFESSOR



Sánchez Paguay Jefferson Alberto, MSc.

ADVISOR



Párraga Solórzano Rudy Jonathan, MSc.

UIC PROFESSOR

Acknowledgment I

First and foremost, I would like to express my deepest gratitude to God for allowing me to reach this significant moment in my life. His constant guidance, strength, and blessings have been my greatest source of inspiration throughout this academic journey. I thank Him for giving me the perseverance, wisdom, and courage to overcome every challenge along the way.

I would also like to express my sincere appreciation to my friend and professional partner from China. I am grateful for his valuable knowledge and for introducing me to the wonderful Chinese language and culture. His vision and support have broadened my understanding of education and cross-cultural learning.

Additionally, I would like to extend my heartfelt gratitude to all my professors from the Pedagogy of National and Foreign Languages career. Their passion for teaching and dedication deeply influenced my learning journey. Their guidance shaped my professional identity and personal growth, making a lasting impact on my life.

My gratitude is also extended to my thesis advisor, MSc. Jefferson Sánchez, for his feedback throughout this time, his patience, and the knowledge and recommendations shared during this journey.

Likewise, I am grateful to my classmates and friends on this academic journey. Their motivation and support made this experience memorable and enjoyable.

Finally, I would like to conclude by sharing a phrase that has continually inspired me to pursue and achieve my greatest dreams: 'Perseverance is the key to future success.'

Carla Liliana Boya Alburqueque

Acknowledgment II

First, I would like to express my gratitude to God for having accompanied and guided me throughout this academic process. Without Him, this achievement would not have been possible.

Special thanks to the students who participated in this study for their collaboration and willingness to share their experiences, which were essential to the research.

I am also grateful to my English language pedagogy teachers, who shared their knowledge and passion for education, inspiring me both academically and personally.

I am grateful to my thesis advisor, MSc. Jefferson Sanchez, for his support, guidance, and patience throughout the development of this research. His constructive feedback was important and necessary for the completion of this project.

A sincere appreciation to my classmates and friends who were part of this journey and made this process more enjoyable, accompanying and encouraging us in the most difficult moments.

Finally, I thank my family, especially my parents, Carolina and Byron, whose unconditional love gave me the motivation to achieve this goal. Their constant support has been my greatest strength throughout my studies.

Nagelly Yaribel Olivares Posligua

Dedication I

Primarily, I dedicate this Project to God, who has granted me the opportunity to reach this point, the culmination of my long-held aspiration to complete my degree through considerable effort and dedication. He has enabled me to achieve my present and future objectives, as I continually place my trust in his divine wisdom and benevolence.

I also dedicate this accomplishment to my greatest supporters, my beloved parents, Flavio Boya and Llisela Albuquerque. Through every circumstance, they stood by me with unconditional love and care. Their motivation and faith inspired me to pursue my dreams and never give up. They are the main reason behind this achievement, becoming a professional English language pedagogue.

- With love, Carla Liliana Boya Albuquerque

Dedication II

I dedicate this project to God for guiding every step and my decisions, allowing me to achieve my goals. I also dedicate it to my family, especially my siblings and my parents, Byron Olivares and Carolina Posligua, whose love and unconditional support have been fundamental to my success.

- With love, Nagelly Yaribel Olivares Posligua

Abstract

This study aimed to describe the use of LyricsTraining, a music-based platform and interactive listening activities, as a self-assessment tool for improving listening comprehension among university students learning English as a foreign language. The research was conducted using a qualitative phenomenological approach, allowing the researchers to understand participants' experiences, perceptions, and strategies when using the platform to improve listening comprehension. The participants were seven students' pedagogy of national and foreign languages from Universidad Estatal Peninsula de Santa Elena, selected through purposive sampling. Data was collected through individual online interviews and analyzed according to four main categories: self-assessment strategies, how the app contributes to the development of listening comprehension, the platform's innovation compared to other traditional listening activities, and students' overall perceptions of using LyricsTraining as a self-assessment tool. Examining the results, the researchers concluded that LyricsTraining promotes independent learning. This is because students were able to identify their mistakes, monitoring their progress, and implementing strategies to reinforce their learning. Additionally, students noted significant progress in vocabulary recognition, pronunciation, and listening skills. The app was also perceived as a motivating and engaging tool with the power to transform traditional learning into an enjoyable experience. The study recommends incorporating this type of digital tool into English classrooms to promote autonomy, motivation, and continuous improvement of English skills, especially in listening comprehension.

KEY WORDS: LyricsTraining, Self-assessment, Listening comprehension, English, Foreign Language, Songs, music.

Resumen

Este estudio tuvo como objetivo describir el uso de LyricsTraining, una plataforma musical con actividades interactivas de escucha, como herramienta de autoevaluación para mejorar la comprensión auditiva entre estudiantes universitarios de inglés como lengua extranjera. La investigación se llevó a cabo mediante un enfoque fenomenológico cualitativo, lo que permitió comprender las experiencias, percepciones y estrategias de los participantes al usar la plataforma para mejorar su comprensión auditiva. Los participantes fueron ocho estudiantes de Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Estatal Península de Santa Elena, seleccionados mediante muestreo intencional. Los datos se recopilaron a través de entrevistas individuales en línea y se analizaron según cuatro categorías principales: estrategias de autoevaluación, la contribución de la aplicación al desarrollo de la comprensión auditiva, la innovación de la plataforma en comparación con otras actividades de escucha tradicionales y las percepciones generales de los estudiantes sobre el uso de LyricsTraining como herramienta de autoevaluación. Tras examinar los resultados, los investigadores concluyeron que LyricsTraining promueve el aprendizaje autónomo. Esto se debe a que los estudiantes pudieron identificar sus errores, monitorear su progreso e implementar estrategias para reforzar su aprendizaje. Además, observaron un progreso significativo en el reconocimiento de vocabulario, la pronunciación y la comprensión auditiva. La aplicación también fue percibida como una herramienta motivadora y atractiva, capaz de transformar el aprendizaje tradicional en una experiencia placentera. El estudio recomienda incorporar este tipo de herramienta digital en las clases de inglés para fomentar la autonomía, la motivación y la mejora continua de las habilidades lingüísticas, especialmente en la comprensión auditiva.

PALABRAS CLAVE: LyricsTraining, autoevaluación, comprensión auditiva, Inglés, Lengua Extranjera, canciones, música.

Index

Advisor's Approval	2
Statement of Authorship	3
Declaration	4
Board of examiners	5
Acknowledgment I	6
Acknowledgment II	7
Dedication I	8
Dedication II	9
Abstract	10
Resumen	11
Index	12
Tables Index	15
Introduction	16
Chapter I	19
The Problem	19
1.1. Research Topic	19
1.2. Title of Project	19
1.3. Problem Statement	19
1.4. Justification	20
1.5. Problem Question	22
1.5.1. General Question	22
1.5.2. Specific Questions	22
1.6. Objectives	22

1.6.1. <i>General Objective</i>	22
1.6.2. <i>Specific Objectives</i>	22
Chapter II	23
Theoretical Framework	23
2.1. Background	23
2.1.1 <i>International Studies</i>	23
2.1.2 <i>National Studies</i>	24
2.2. Pedagogical Basis	25
2.2.1 <i>Multiple Intelligences Theory (Howard Gardner)</i>	25
2.2.2 <i>Constructivism</i>	25
2.3. Theoretical Basis	26
2.3.1 <i>Listening Comprehension in EFL</i>	26
2.3.2 <i>Self-Assessment in Language Learning</i>	27
2.3.3 <i>Technology in EFL Assessment</i>	28
2.3.4 <i>Music and songs in EFL Learning</i>	29
2.3.5 <i>Lyrics Training as a Learning and assessment Tool</i>	30
2.4. Legal Basis	31
2.4.1 <i>Constitución de la República del Ecuador</i>	31
2.4.2 <i>Ley Organica de Educación Intercultural</i>	31
Chapter III	33
Methodological Framework	33
3.1. Method	33
3.1.1 <i>Qualitative Research</i>	33

3.2. Type of Research.....	33
3.2.1. <i>Phenomenological Study</i>	33
3.3. Data Collection Techniques	34
3.3.1. <i>One-on-One Interview</i>	34
3.4. Instrument.....	35
3.4.1. <i>Questionnaires</i>	35
3.5. Type of question.....	35
3.5.1. <i>Open-ended Questions</i>	35
3.6. Data Collection, Processing and Resources	36
3.7. Population and Sample	37
Chapter IV.....	39
Analysis of Findings.....	39
4.1. Questions Report	40
4.2 Analysis and Interpretation of data.....	42
Chapter V.....	45
Conclusions and Recommendations	45
5.1. Conclusions	45
5.2. Recommendations.....	46
References	49
Annexes.....	55
Annex A: Certified Anti-plagiarism System.....	55
Annex B: Questionnaire.	57
Annex C: Transcripts of interviews.....	58

Tables Index

Table 1	36
Table 2	40

Introduction

In recent years, teaching has undergone many significant changes, especially in English as a second language, due to the integration of technology and student-centered approaches. Among the four linguistic English skills (listening comprehension, speaking, reading comprehension, and writing), listening comprehension remains one of the most complex skills for students, as it requires not only auditory perception but also the ability to decode sounds, identify vocabulary, and interpret meaning in real-time contexts. Even though it is an important skill, listening comprehension is often underestimated in traditional classrooms, where teaching methods tend to focus on grammar, vocabulary, memorization, and written assessments.

The development of digital platforms such as LyricsTraining offers a variety of innovative ways to develop listening skills in a much more interactive, autonomous and motivating way. The aim of this digital learning tool is to combine music with language learning, in which students will be able to fill in the missing Lyrics of the song, identify words, and receive feedback, allowing them to develop their listening comprehension skills. Through this process, students engage in self-assessment, analyzing and recognizing their own progress and areas for improvement, resulting in the promotion and significant improvement of student autonomy and the development of their language skills. Self-assessment transforms students into active participants in their learning process, which improves their accountability and learning progress.

Nowadays, music is well recognized around the world as a powerful educational tool which improves listening comprehension, pronunciation, and vocabulary acquisition. By providing authentic, repetitive and emotionally engaging content, music helps learners to process natural speech patterns, diverse accents and intonation in a relaxed and enjoyable

environment. However, English teaching practices in Ecuador's educational sphere continue to be largely based on traditional models that prioritize written exams and teacher-centered methods, which limits students' opportunities to develop autonomous listening comprehension skills.

Similar difficulties are encountered by students in the National and Foreign Language Education program at the Universidad Estatal Península de Santa Elena in their regional environment. Although they recognize the importance of listening comprehension in their academic and professional development, they often find it hard to understand native English speakers due to their limited exposure to the language, the lack of interactive tools in their learning environment, and the absence of opportunities to assess their language skills. Without the appropriate technological resources to help students monitor their progress, they may feel demotivated and, as a result, improve slowly in developing this fundamental skill.

The purpose of this research is to examine the LyricsTraining platform, a self-assessment tool designed to improve college students' English listening comprehension skills. Specifically, this study explores how this platform can be used to improve students' fluency and listening comprehension. The integration of technology, music, and instant feedback on the platform is aligned with the principles of constructivism and multiple intelligences theory, thus promoting active learning, autonomy, and diverse learning strategies. LyricsTraining encourages active learning and autonomy by enabling students to interact with diverse materials and evaluate their own performance, strengthening listening comprehension and promoting motivation, autonomy and confidence.

To provide a comprehensive review of this research, the article is divided into five chapters, which are outlined below:

Chapter I introduces the research problem, objectives and rationale. Chapter II develops the theoretical framework, including international and national studies. It cites the pedagogical and theoretical foundations, as well as the legal basis, that support the integration of technology and self-assessment in English language learning. Chapter III describes the applied methodology, including the qualitative approach, data collection techniques, instruments and participants.

Chapter IV presents the analysis and interpretation of the results obtained from interviews with students. Finally, Chapter V provides a summary of the conclusions and recommendations derived from the study, emphasizing the potential of LyricsTraining to enhance listening comprehension and encourage independent learning in higher education.

Chapter I

The Problem

Research Topic

Songs, Self-assessment, and Listening Comprehension

Title of the project.

Lyrics Training as a Self-assessment Tool for Enhancing English Listening Comprehension in University Students.

Problem Statement

English is currently considered the world's language in diverse areas such as business, technology, and education. Among the four language skills, listening comprehension represents a fundamental competency, as it allows students to comprehend spoken information, interact fluently, and acquire new linguistic structures naturally. However, listening comprehension has long been recognized as one of the most difficult skills for English as a foreign language learners due to factors such as speaking speed, unfamiliar accents, and lack of exposure to authentic materials (Ali, 2020).

For this reason, researchers and educators around the world are exploring various innovative methods that align with students' interests, promote autonomy, and encourage self-assessment. One of these emerging strategies involves the use of music and digital platforms like LyricsTraining, which combine entertainment with language practice to support students' listening comprehension development (Quiña & Santamaria, 2022).

In countries like Ecuador, English language teaching generally follows the traditional model which consists of learning grammar using textbooks, memorizing vocabulary, listening

to the teacher's pronunciation to say a word correctly and evaluating their knowledge through written exams, because of this students focus on finishing the assigned tasks and complying instead of developing strategies for the different English skills such as listening, for example they play an audio and only check their correct answers but listening comprehension is not prioritized to achieve the learning objectives (Abad, 2023).

National and foreign language pedagogy students at Santa Elena Peninsula State University experience significant difficulties developing listening comprehension skills due to various factors. One of these is the lack of useful tools to make learning more effective and to motivate them (Panimboza, 2022). It is important for university students to achieve higher levels of English proficiency to meet academic requirements, access global knowledge, and improve their employability in an increasingly competitive job market.

In this context, the absence of self-assessment tools restricts students' autonomy and their ability to recognize their strengths and weaknesses (Butler, 2022). Implementing LyricsTraining as a self-assessment tool has the potential to address this issue; it enables students to take a proactive role in their academic development, facilitating the identification of errors in real time and providing a progressive means of monitoring their listening comprehension progress in a manner that is both enjoyable and motivating.

Justification

Listening comprehension is a fundamental skill for communication. Yet, it remains one of the most challenging for English as a Foreign Language (EFL) learners, especially in university settings, due to limited classroom practice and teacher-centered approaches that often overlook the importance of student autonomy (Velez, 2024).

Globally, English is the lingua franca of academia, business, technology, and other fields, meaning that students who cannot effectively understand spoken information in English are at a disadvantage when it comes to accessing information, participating in international networks, and improving their professional competitiveness (Quimosing 2022). Therefore, it is important and necessary to investigate topics related to innovative strategies that adapt to the interests and needs of students.

Although there is always an effort to include and improve English as a foreign language in the curriculum, many students graduate with a low level of the language, especially in listening comprehension. One of the main reasons is that assessments are typically conducted through written exams set by the teacher, which limit students from reflecting on their learning process, developing their autonomy, or using technology creatively to practice in a real-life context. (Picasso, 2024).

LyricsTraining is an excellent tool for learning English, engaging students' interests and making the learning process more entertaining and motivating. Alongside being entertaining, it enables students to identify errors and monitor their progress, making it an excellent self-assessment tool. This research considers LyricsTraining not only as a complementary activity, but as a self-assessment tool that allows students to monitor their performance and take responsibility for their learning. (Huang & Chen, 2023).

This research not only provides all the important theoretical information on the assessment of English language skills but also offers qualitative data on how students use the LyricsTraining platform as a self-assessment tool to improve their listening comprehension. All the information from the study is beneficial for both teachers and students because they can adapt strategies using technology where the student plays an active role in strengthening listening comprehension. Ultimately, this research seeks to bridge the gap between traditional

assessment and innovative practices that foster autonomy, motivation, and language exposure (Quiña & Santamaria, 2022).

Problem Question

How does using LyricsTraining as a self-assessment tool help students develop their listening skills?

Specific Questions

- What strategies do students use to check and improve their listening when working with LyricsTraining?
- In what ways does LyricsTraining help students understand spoken English better?
- What do students think about using LyricsTraining to evaluate and improve their listening comprehension?

General Objective:

To describe how the use of LyricsTraining as a self-assessment tool contributes to the development of English listening comprehension skills through students' perception analysis.

Specific Objectives:

- To explain the self-assessment strategies employed by students when using the LyricsTraining platform to strengthen their listening comprehension skills
- To identify how the Lyrics Training platform contributes to developing English Listening skills.
- To understand students' perceptions of the use of LyricsTraining as a self-assessment tool for enhancing their English listening skills.

Chapter II

Theoretical Framework

Background

International Studies

Not being able to recognize words or dialogues in English represents a great challenge and problem for students who study English as a foreign language. Temur (2024) explains that it is essential for students to improve their listening skills through constant exposure to music in English. His study used different songs after each class to identify the impact of learning through music on improving listening comprehension. The results were positive, so he recommends the application of this learning method in the educational process of other students.

On the other hand, it is important to highlight the significant influence of mobile devices for autonomous learning in listening, pointing out that digital platforms have a significant impact on students' academic performance because they are authentic, accessible, flexible, and promote autonomy (Fatimah et al. 2021). The study was carried out on an English university student who listened to English songs autonomously; this and other listening activities allowed her to develop a basic vocabulary in addition to improving her confidence and motivation.

Tasnim (2022) suggests the use of different materials, such as audios, videos, or songs, as a teaching tool for students who are learning English as a foreign language, which helps improve listening comprehension skills, adding that using songs creates a relaxed environment, which makes learning enjoyable. In his research, he used songs in a class, which had favorable results demonstrating the effectiveness of this method, considering different factors such as the needs of the students.

Sari and Rahmawanti (2022) analyze the benefits of listening to music in English to improve listening comprehension through questionnaires and written interviews with university students of English language education, noting that it can improve their listening skills in addition to making them feel more encouraged to continue learning dynamically. It also indicates that songs are a good tool to incorporate new vocabulary, learn grammar rules, and idiomatic expressions, among others.

National Studies

Velez (2024) mentions that the listening comprehension skill plays an important role when students are learning a foreign language, however, it is a difficult task to achieve because it not only involves receiving the words but it is a cognitive process to process the information that includes: listening, attention, comprehension, response and memory which work together and if one of these components is missing, listening comprehension cannot be achieved and we would only be listening without analyzing the information.

Flores (2023) affirms that self-assessment for learning English as a foreign language is a useful method that allows students to compare their acquired knowledge with what they should have and identify their strengths and weaknesses in areas that need improvement. Furthermore, self-assessment promotes student autonomy and active participation because monitoring progress is important for recognizing academic performance and knowing what to do to improve their learning of a new language.

Corella & Salcedo (2020) demonstrate that using songs to learn English has a positive impact on both listening comprehension and speaking skills. The results showed that the use of English songs effectively helps improve students' listening comprehension, pronunciation, and fluency, which increases their interest in actively participating in listening activities and expressing ideas and opinions more clearly.

Pedagogical Basis

Multiple Intelligence Theory

Howard Gardner's theory of multiple intelligences (MI) proposes that people demonstrate different aptitudes in several domains, such as linguistic, logical-mathematical, and musical. Within the context of foreign language teaching, MI suggests that musical activities such as singing, and rhythmic exercises are effective ways of accessing and enhancing language learning for students with a musical affinity (Sari & Rahmawanti, 2022). Numerous recent studies have applied MI to music education, finding positive effects on performance when strategies are explicitly designed to activate multiple abilities (Ni, Yang & Liu, 2024).

MI theory is the subject of academic debate: some authors consider it a useful pedagogical tool, while others criticize it as a “neuromyth” due to the lack of compelling evidence for independent neural bases for each “intelligence” (Waterhouse, 2023). The recommendation in pedagogical practice is to use MI as an inspirational framework for diversifying a range of activities, like integrating music for learners with a preference for music, but always to support decisions with evidence of learning, such as pre-post measures, comparisons, rather than assuming automatic effects simply by “aligning” different styles and intelligences.

Constructivism

According to Piaget's theory of cognitive constructivism, learning is the process by which students actively acquire knowledge through interaction with their environment and the process of resolving cognitive conflicts. During this process teachers play the role of intermediaries, creating situations that promote assimilation and adaptation. As for listening activities based on songs, Piaget proposes designing tasks that encourage experimentation,

prediction, comparison of hypotheses, and reconstruction of meaning, by predicting content before listening, confirming it while listening and reflecting on possible differences. This process promotes progressive assimilation (Allen, 2022). Incorporating manipulable tasks such as partial transcription, verse reconstruction, and comparison between versions responds to Piagetian principles of active learning and progression of cognitive schemas.

Theoretical Basis

Listening comprehension in EFL

The act of comprehending what is being said in a language that one does not native to is a complex cognitive process that involves both elementary (for example, the perception of sound, the deciphering of phonemes, and the recognition of words) and more sophisticated (for example, the construction of meaning, the utilization of contextual knowledge, and the generation of inferences) components. According to recent studies applying diagnostic models, the most common barriers for English as a Foreign Language (EFL) listeners are lexical identification and semantic/discourse comprehension. Thus, it is confirmed that listening involves not only 'hearing' but also processing and constructing a mental representation of the message (Goh, C. C. M., & Vandergrift, L., 2021).

Within a university learning environment, the absence of practical exposure to the language and the focus on conventional assessment methods, like written tests, can reduce the opportunity to practice and develop the metacognitive strategies necessary for improving listening skills (Bozorgian & Shamsi, 2023). In the field of education, this approach involves combining tasks that favor bottom-up processing, such as decoding tasks, phoneme discrimination, and partial dictations, with top-down activities (including schema activation, content prediction, and the use of context). It also promotes strategy instruction and distributed practice, which allows for multiple exposures to input (Kimura & Tsai, 2023).

There are concrete benefits to using songs as a teaching resource: they increase motivation, reduce anxiety, encourage distributed repetition, and facilitate lexical recognition and the prosodic routines needed to improve listening skills (Chang, 2024).

Improvements in both listening comprehension and vocabulary acquisition have also been shown to be achieved through interventions that combine guided listening to songs with pre-/while/post-tasks and repeated practice (Rahmawant & Sari, 2022). Hence, mobile devices and digital platforms should be used for autonomous practice, which enhances exposure and student-centered learning (Zainuddin, 2023).

Evidence indicates that listening comprehension in English as a foreign language (EFL) requires both perceptual processes and higher cognitive operations. In other words, it requires phonetic decoding and lexical recognition. It also requires meaning construction, inference, and the use of context. The diagnostic research shows that the most frequent difficulties are lexical identification and semantic-discursive comprehension, which confirms that “listening” is not a passive action, but rather an active construction of mental representation (Meng et al., 2023).

Self-Assessment in Language Learning

Jamrus & Razali (2019) highlights the importance of self-assessment and mentions that although it is difficult for teachers to give feedback, students play an important role in their learning process because they can self-assess their knowledge, in this way, critical thinking about their own learning is promoted, which helps them know whether they should review content again if necessary to achieve the objectives set.

Moreover, self-assessment is a vital part of the formative process. When learners have clear criteria and objective evidence, such as scores and session captures, as well as teacher support, they can use self-assessment to improve their self-regulation and critical thinking

skills with regard to their own learning (Butler, 2024). In line with previous research emphasizing the active role of learners in assessing their own learning, incorporating tools such as LyricsTraining, not just for entertainment, but as a methodical self-assessment tool, which enables musical practice to be transformed into actionable formative evidence (Huang & Chen, 2024).

In line with the idea that promoting critical thinking and targeted review through self-assessment can enhance listening comprehension, this must be carefully incorporated into instructional design. Specific tools, such as rubric, reflective journals, portfolios, and periodic calibrations, can be used to maximize its reliability and impact. Adopting this structured methodology guarantees that self-assessment evolves from mere evaluation to promoting metacognitive awareness and autonomous learning (Stan, I. 2024). Based on this approach, using LyricsTraining as a self-assessment tool to improve listening comprehension among university English students would be an effective strategy, provided it is implemented with clear criteria, structured reflection, and independent verification.

Technology in EFL Assessment

Incorporating technology into assessment is very helpful for observing students' progress, and based on the results, offering feedback by adapting different strategies according to the students' needs. For this reason, it is important that both students and teachers acquire digital skills that allow them to implement technology in teaching, learning, and assessment (Picasso, 2024).

It is essential for both educators and students to develop comprehensive digital listening skills in order to engage their abilities effectively. This redefines assessment as not just a measurement tool, but an integral part of the learning process itself. It fosters a more student-centered environment, where learners can actively engage in their own development

(Zainuddin, 2023). This aligns perfectly with the project's goal of utilizing LyricsTraining for self-assessment, as the platform provides students with immediate, quantifiable feedback that enables them to identify areas for improvement independently (Butler, 2024).

Music and Songs in EFL Learning

Music and songs provide authentic, repeatable, and motivating input; they reduce anxiety and facilitate memorization and recognition of prosodic patterns, all factors relevant to L2 listening comprehension. Research with university students has shown mostly positive perceptions of the use of music: students report that songs reduce anxiety, increase motivation, and help them with vocabulary recognition and pronunciation tasks (Kim et al., 2024).

Hence, as one of the most common activities among young people, listening to music is a highly motivating and interactive tool for language learning. Facilitating the recognition of new vocabulary and improving writing skills through the analysis of lyrics, music can also significantly improve pronunciation through the imitation of native speakers and familiarize students with different accents (Chang, 2024). Notably, research indicates that songs are especially beneficial in English as a Foreign Language (EFL) context, as they effectively enhance listening comprehension and vocabulary acquisition through the combination of audible information and the use of repetitive structures. In fact, the rhythmic patterns and melodies of music can facilitate the memorization of vocabulary and grammatical structures, whereas its emotional impact helps to alleviate anxiety, optimizing the learning environment (Pino et al., 2023).

Furthermore, empirical studies incorporating activities based on lyrical content have reported significant improvements in listening and vocabulary skills, providing evidence that interventions designed with pre-, during, and post-activities, allowing for controlled

repetitions, are highly efficient (Huang & Chen, 2024). In this way, music should not be considered just as a form of entertainment. When it is used in a planned way, it gives people the chance to practice and learn by repetition and feedback that is not direct. As a result, it can help people improve their listening skills.

Lyrics Training as a Learning and Assessment Tool

Lyrics Training is an interactive digital platform designed for language learning through music and lyrics to improve listening comprehension skills in students of English as a foreign language (EFL). On this platform, students can choose different difficulty levels, review song videos, read incomplete lyrics, and fill in the blanks or choose the hidden word. In this way, it helps students learn the correct pronunciation of words, acquire new vocabulary, phrases, expressions, and even grammar rules through listening comprehension exercises (Quiña & Santamaria, 2022).

Song lyrics contain grammatical structure, vocabulary, and idiomatic expressions, making them a useful learning tool because listening to them exposes students to the language, facilitating listening comprehension. Moreover, the repeated use of vocabulary in music enhances listening comprehension because listening to the same word repeatedly promotes habituation to its sound and facilitates differentiation (Chang, 2024).

However, the effectiveness of these resources is related to their integration into pedagogical practices, whether intentional or otherwise. In order to achieve optimal learning outcomes, educators should provide guidance to students on selecting suitable resources, as well as by integrating Lyrics Training with purposeful tasks, such as pre-listening and post-listening activities (Meng et al., 2023).

Legal Basis

This research is based on national regulations that guarantee the right to quality and innovative education. The Organic Law on Intercultural Education and The Constitution of the Republic of Ecuador establish the state's obligation to promote autonomous learning, critical thinking, and the use of information and communication technologies in educational processes.

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Constitución de la Republica del Ecuador, 2008, Artículo 26).

La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar (Constitucion de la Republica del Ecuador, 2008, Artículo 26).

Asegurar el mejoramiento continuo de la calidad de la educación; garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales (Ley Orgánica de la Educación Intercultural, 2011, Artículo 6).

These regulations confirm that the use of digital platforms such as Lyricstraining is not only a methodological alternative but also a right and an obligation within the educational system. They also promote the integration of student-centered technologies and methods, which implies autonomous learning and self-assessment.

The theoretical foundations of this study are related to the development of listening skills in English and the use of modern tools that allow students to assess and improve their own performance. In particular, it is worth emphasizing the importance of listening comprehension is one of the most complex skills in the context of English as a foreign Language, as it involves decoding sounds, recognizing vocabulary, and interpreting meanings in different contexts. Furthermore, self-assessment in learning is important because it fosters autonomy, allowing students to discover their strengths and weaknesses in order to set goals and take responsibility for their own learning process.

The difficulty of listening requires the incorporation of strategies and resources that encourage greater exposure to the language and that students become active participants in this process. For this reason, the use of songs in English teaching facilitates listening practice, vocabulary learning, and exposure to diverse accents. LyricsTraining is a song-based digital platform that combines listening practice with self-assessment through interactive activities with immediate feedback, which promotes autonomy, motivation, and constant monitoring of students' progress.

Chapter III

Methodological Framework

Method

Qualitative Research

This research was developed using a qualitative approach because it sought to understand the perceptions and experiences of eighth-semester national and foreign language pedagogy students regarding the use of the LyricsTraining application as a self-assessment tool for English listening comprehension. Tenny et al. (2022) indicate that the qualitative approach thoroughly explores the meanings and perceptions of real-life problems, going beyond the numerical measurement of outcomes. It focuses on answering questions about how and why, rather than how many.

The qualitative approach makes it possible to understand, describe, and interpret in depth the different perceptions that people have about a specific event. This type of research seeks to uncover the reasons for actions, that is, what motivates people's actions. These answers are obtained through communication with a specific population, either through interviews or focus groups, in order to understand their opinions (Radu, 2023).

Type of Research

Phenomenological Studies

The type of research adopted corresponds to phenomenological studies, since the purpose is to investigate the experiences of university students with the use of LyricsTraining. Ayton (2023) mentions that phenomenological study aims to understand, describe, and interpret the meaning of participants' experiences in relation to a phenomenon, in this case, the use of a technological tool for self-assessment of listening skills. This design allows for

the identification of perceptual similarities and gives students the opportunity to actively participate in their learning process.

Phenomenology focuses on studying people's experiences to understand and describe the meaning of those experiences based on a specific phenomenon to be analyzed. This type of study can refute generalized assumptions about a broader population because it is oriented toward a defined population, understanding the perceptions of individuals (McLeod, 2024).

Data Collection Techniques

One-on-one Interview

Data collection was carried out through individual interviews with open questions, which allowed the interviewees to expand their answers, ideas, and points of view through a flexible dialogue, generating a space of trust in which the answers are expressed freely in order to understand the personal experiences of the participants and subsequently carry out an interpretive analysis on the use of LyricsTraining as a self-assessment tool in listening comprehension in students.

An individual interview involves researcher and a participant in a direct, face-to-face or virtual conversation. This allows for in-depth exploration of opinions on a topic based on the participants' questions and answers. This is why it is an important tool for obtaining valuable information. It also offers privacy for responses and maintains security and confidentiality (Biden, 2024).

In this study, an eight-question open-ended questionnaire was used to conduct an virtual individual interview. Tegan (2022) considers that with this type of interviews non-verbal signals, spontaneous reactions and emotional responses can be observed when presenting the questions, which makes it an ideal technique for this study, since it seeks to

capture the essence of the experiences related to the use of the LyricsTraining application as a self-assessment tool for listening comprehension in English.

Instruments

Questionnaires

Data collection was conducted through individual interviews with 7 university students of English as a foreign language, complemented by a structured questionnaire consisting of eight open-ended questions. Interviews allow for in-depth exploration of LyricsTraining usage and detailed information about students' experiences, while the open-ended questionnaire allows respondents to reflect on their responses to gain a broader view of their use of the platform.

A questionnaire is a set of questions used to gather information necessary for research about opinions, experiences, or behaviors from a specific group of people. This data can be collected quickly, which is useful for researching a large population. Questionnaire questions can be closed, with single-choice options, or open, with the respondents creating a detailed response based on their own criteria (McLeod, 2023).

Type of question

Open-ended Questions

Open-ended questions allow participants to answer in their own words rather than choosing from a predetermined set of options. This also helps researchers gain a broader view of the topic under study, as it allows respondents to offer different and detailed opinions and provide a variety of data, something that would not be possible with closed-ended questions (Dossetto, 2024).

Open-ended questions offer numerous advantages, one of which is that they reveal more information than expected, as people can share experiences or knowledge they were previously unaware of. These reasoned responses provided valuable information for in-depth research on the specific topic, unlike closed-ended questions that limit responses (Rosala, 2024).

Data Collection, Processing, and Resources

Table 1

Data collection, processing and resources

Questions	Explanations
What?	To gather information on university students' experiences using LyricsTraining.
Where?	Universidad Estatal Península de Santa Elena
When?	Academic Period 2025-2
How?	Questionnaire, Open-ended questions
What for?	To describe how the use of LyricsTraining as a self-assessment tool contributes to the development of English Listening Comprehension Skills.

Note. This table shows in an organized manner the techniques and instruments that were used to collect data for the development of research according to the objectives, detailing how the information was obtained.

Population and Sample

Population

The population is the complete or total group of people who share common characteristics relevant to a research study and from whom information is desired, while the sample is the specific group drawn from the population to collect data. For research to be carried out, surveys must be conducted on a selected sample, and the results obtained are generalized to the population, that is, the sample represents the entire population. Therefore, it is important to determine the group of people for whom the research is directed to obtain information (Shukla, 2020).

The population of this study is made up of university students' pedagogy of national and foreign languages from Universidad Estatal Peninsula de Santa Elena in Ecuador who worked with the LyricsTraining platform to improve their English language skills. Kumar (2025) mentions that the selection of participants in qualitative research is defined according to the objectives set, prioritizing subjects who have had significant experiences with the phenomenon studied.

Sample

The sample was selected using purposive sampling, which, according to Ahmed (2024), is appropriate when seeking to obtain complete and detailed information from participants directly related to the object of study. Akman (2023) describes a sample as a minimum number of people representative of the population, selected according to established criteria based on the research objectives to participate in the study with the purpose of obtaining significant information, while ensuring the validity of the data collected. Through the sample, the results are interpreted and related to the specific phenomenon.

In this study, a sample of seven students' pedagogy of national and foreign languages from parallel 8/2 was selected because they met the fundamental criterion of having previously used the LyricsTraining platform as part of their learning process with listening practice activities. The diversity of perceptions and experiences collected allowed a better understanding of how this digital tool contributes to the development of self-assessment in listening comprehension.

Chapter IV

Analysis of Findings

The analysis and interpretation of the obtained data is presented in this chapter through interviews with seven university students from the major of Pedagogy of National and Foreign Languages who have used the LyricsTraining platform as a self-assessment tool to improve listening comprehension. The purpose of this section is to know, understand and analyze how students use the technological tool in their English language learning process.

The responses were organized into categories, selected by identifying common patterns and similarities in the interviewees' answers. The analysis was conducted based on the stated objectives and established categories, seeking to explain the self-assessment strategies, how the application contributes to the development of listening comprehension, and the students' general perceptions of the use of LyricsTraining as a self-assessment tool. Highlighting that the practices allowed students to identify their mistakes, monitor their progress, and improvements in listening comprehension

The results are presented in a structured manner, relating to participants' responses to the theories and concepts from the literature review. The findings highlight positive opinions, and the benefits students perceive when using music in their English language learning. This analysis, in addition to answering the research questions, opens new perspectives on the incorporation of interactive digital tools that integrate music, technology, and self-assessment in the teaching of English as a foreign language.

Questions Report

Table 2

Results obtained from the experiences of university students who have used the LyricsTraining platform as a self-assessment tool for enhancing their English listening comprehension.

CATEGORIES	ANSWERS	AUTHORS
1. Self-assessment strategies	Interviewed students mentioned that among the most used strategies is the repetition of fragments in the music that they cannot hear clearly. In addition, the platform gives immediate feedback by showing spelling errors in the words that are completed.	Feedback is an important element in formative assessment and students can receive it through self-assessment, which allows them to reflect on the quality of their learning, which encourages them to review the content as many times as necessary to achieve the learning outcomes. (Butler, 2022)
2. Improvements in Listening Comprehension	Interviewed students highlighted improvement in vocabulary, pronunciation, and listening skills. In addition, they mentioned feeling more confident in understanding native pronunciation.	Listening comprehension involves cognitive processes such as decoding, attention, and understanding meaning, which are enhanced through repeated exposure and authentic materials like songs (Vélez, 2024).

3. Interactive learning in LyricsTraining	Interviewees indicate that they feel motivated by the use of music in Lyrics Training, which makes the learning process more entertaining, interactive, and enjoyable. Students actively participate because they enjoy practicing and are focused on the dynamic and fun activities, unlike traditional methods that use tests.	Interest in music is a factor that influences motivation for learning. This is why it has a positive impact on society because it offers entertainment, is a useful tool for the mental and emotional development of individuals, and makes people feel relaxed and comfortable, which makes learning easier and makes them feel engaged. (Rahmawanti & Sari, 2022)
4. Perception and Recommendation	Students have a positive perception about the use of LyricsTraining because it is an effective self-assessment tool which they can check their level and progress. Therefore, they recommend the application because it is easy to use and combines music to make learning fun.	The integration of digital tools in language learning promotes learner autonomy, enhances engagement, and offers immediate feedback that supports self-regulation (Picasso, 2024).

Note. This table presents the obtained results from interviews with university students who used the LyrisTraining platform as a self-assessment tool for enhancing their English listening comprehension and its relationship with the theories and concepts developed in the bibliographic review.

Interpretation of Data from the Interview

From the interviews conducted for the study of LyricsTraining as a self-assessment tool for improving listening comprehension, four main categories were identified and analyzed: self-assessment strategies employed by students, the application's contribution to listening comprehension improvements, the platform's innovation compared to traditional practices, and students' overall perceptions of LyricsTraining's effectiveness as a self-assessment tool for listening skills. These categories were grouped according to the research objectives, the relationship between the questions, and the similarities in the answers. The four selected categories are presented in a table with a structured outline that contains clear information about the collected data. Through the students' responses, relevant insights were obtained from each category, and a connection was established to the literature review.

The first category analyzes the self-assessment strategies students used on the LyricsTraining app. Interview results show that when most participants repeated the songs several times or paused on specific parts, they did not understand, which helped to identify the difficulty in recognizing words by their sounds. This demonstrates that repetition is an effective strategy that helps distinguish the sounds of words and reinforces learning. They also stated that the immediate feedback provided by the app is a way to recognize performance, as it points out errors when misspelling a word and allows progress to be monitored in listening comprehension to identify areas they need to improve.

The second category focuses on the improvements observed by students in listening comprehension when using LyricsTraining. Responses showed significant progress, primarily in identifying new vocabulary, pronunciation, and speaking rate. Through exposure to music, students heard the language in a real-world context with native speakers, making learning more effective. The participants also said that using songs was a great way to get to hear all

kinds of different accents and idiomatic expressions. As well as improving their listening skills, they learned new vocabulary and how to use it in real-life contexts, including its correct pronunciation and spelling.

The third category examines interactive learning in LyricsTraining compared with traditional listening activities. Students highlighted the app as more dynamic, interactive and motivating than typical classroom exercises, suggesting that it could be a valuable tool for enhancing learning and engagement in the classroom. LyricsTraining allows students to learn at their own pace, repeat passages multiple times to recognize the sound, and receive immediate feedback, which is very helpful for independent learning. They also commented that traditional listening is often a bit boring, but that LyricsTraining is fun because it feels like a game that helps students learn with music based on their preferences. These perceptions reflect the platform's innovation, which fosters student motivation and engagement in their own learning by promoting self-directed learning, in which each student can monitor their progress.

Finally, the fourth category explains students' overall perceptions of the LyricsTraining app, which were positive. They mentioned that the digital platform is effective for practicing English skills, especially listening. The tool is easy to use, allows students to check their current English level, and provides a clear view of their progress immediately with feedback, making them active participants in their own independent learning. Additionally, students' strengths and weaknesses are identified to recognize areas where they need to improve and to gain more confidence when exposed to the language. Students also recommend its use because it combines music with learning, making the experience interactive and enjoyable.

The four categories analyzed show that LyricsTraining had a positive influence on the development of students' listening comprehension, as well as on learning new words or phrases and improving pronunciation, encouraging independent learning through self-assessment. The platform is considered an innovative resource that combines technology and music to make learning enjoyable and maintain student engagement.

The next chapter presents the conclusions and recommendations derived from the analysis of the results, which allowed the authors to better understand the experiences, perceptions, and strategies students used with LyricsTraining to improve their English listening comprehension through self-assessment. The conclusions highlight the main findings of the research, emphasizing its effectiveness in the educational field. It also offers suggestions for both teachers and students who wish to incorporate technology, music, and self-assessment into the process of learning English as a foreign language.

Chapter V

Conclusions

This research aims to examine how the use of the LyricsTraining platform as a self-assessment tool contributes to the development and enhancement of English listening skills among undergraduate students. Through the analysis of students' experiences, reflections, and perceptions, the research has demonstrated that combining technology-mediated learning with self-assessment significantly improves listening comprehension and learner autonomy when using the LyricsTraining platform, such as repetition, pausing and verifying the correctness of the lyrics after each attempt. This approach allowed students to identify errors, consider their listening strategies, and identify areas that could be enhanced. The platform's interactive features, such as immediate feedback and repetition functions, not only allowed them to recognize their weaknesses, as well as monitor their progress, but also enabled them to self-regulate in an effective manner.

In addition, the platform LyricsTraining offers an innovative, motivating and inspiring method of language learning, where music is employed as an authentic resource that enhances the cognitive and emotional engagement in the learning process. The platform provided immediate feedback, which plays a crucial role in developing autonomy by enabling students to monitor their progress in real time.

In this way, digital self-assessment tools can improve students' ability to independently and effectively evaluate their performance. Noticeable progress was demonstrated by participants in terms of listening comprehension, vocabulary acquisition, pronunciation, and the ability to recognize speech rates. By consistently using authentic listening sources such as songs, learners were exposed to natural pronunciation, connected

speech and diverse accents, which confirms that continuous exposure to the language improves English language skills.

This study emphasizes the key role of motivation and emotional connection during the learning process. Through the integration of music into language instruction, LyricsTraining has evolved the concept of listening practice, transforming it into a highly engaging, enjoyable and non-stressful experience. Students reported that using the platform increased their motivation to learn English by practicing independently and focusing on individual improvement rather than teacher evaluation.

Overall, the results indicated that the incorporation of digital technological tools such as LyricsTraining, which combine self-assessment methods with didactic strategies, allows students to actively participate in their learning to improve academic results. Using technology not only increased the variety of learning opportunities but also allowed for greater access to independent practice outside the classroom. This is in line with the global trend towards self-directed, technology-enhanced education.

Recommendations

As a result of the findings of this research, it is recommended that LyricsTraining and other digital tools should be systematically integrated into the university English curriculum. Due to the significant progress identified in listening comprehension and student autonomous learning, the language faculty should incorporate technology-based self-assessment activities as part of the main curriculum. These activities can be used as formative evaluation strategies, allowing learners to be able to identify their weaknesses and strengths, as well as their progress in real time, encouraging responsibility for their own learning process to be taken.

In addition, English teachers should incorporate authentic and creative listening comprehension resources, especially songs and multimedia resources, that encourage both cognitive and emotional engagement. Hence, connecting language practice with elements that reflect students' cultural and personal interests, learning becomes easier and more memorable. For this reason, universities should engage departments in developing activity strategies and song-based lessons where students can practice listening comprehension and self-assessment both in class and independently.

Formal classroom policies that recognize self-assessment as a key component of language learning should be established at the institutional level. Instead of being limited to written or standardized tests, assessments should also include technological and innovative tools which capture student progress in a more engaging and dynamic way. For this reason, institutions should organize professional development seminars for educators focusing on designing self-assessment rubrics, incorporating platforms like LyricsTraining, and analyzing feedback data to enhance teaching strategies.

Furthermore, fostering self-directed learning allows teachers and students to recognize the limitations of traditional methods and develop more effective strategies. Adopting diverse approaches that combine self-directed learning with didactic tools promotes equity because it acknowledges the variety of learning styles and the need to adapt to students' needs. Educational institutions should implement self-assessment strategies using technology to improve students' skills and boost their personal and academic progress.

In conclusion, this study is intended to promote a more autonomous, dynamic, and technologically inclusive model of language teaching, which transforms the practice of listening comprehension from a passive activity in the classroom to an active, creative, and

self-directed learning process. Hence, these pedagogical innovations reinforce that language learning is not just an academic requirement, but a transformative process which connects emotion, creativity, and critical thinking. Through continuous reflection, motivation, and the effective use of technological tools, students can make significant progress in listening comprehension and become more confident, autonomous, and inspired language learners.

References

- Abad, M. (2023). *EFL Teachers' Beliefs About Listening and Their Actual Listening Instructional Practices*. <https://www.redalyc.org/journal/1692/169274366008/html/>
- Ahmed, S. K. (2024). *How to choose a sampling technique and determine sample size for research: A simplified guide for researchers*.
<https://www.sciencedirect.com/science/article/pii/S2772906024005089>
- Akman, S. (2023). *What is a sample in research: Definition, examples & tips*. What Is A Sample In Research: Definition, Examples & Tips. <https://forms.app/en/blog/sample-in-research>
- Ali, A. (2020). *Using English Songs to Improve Young Learners' Listening Comprehension*. <https://www.semanticscholar.org/paper/Using-English-Songs-to-Improve-Young-Learners%60-Ali/b2f5dee1b45c10d3dc3641ccba519c22c9b4e7f2>
- Allen, A. (2022). *An introduction to constructivism: Its theoretical roots and impact on contemporary education*. *Journal of Learning Design and Leadership*, 1(1), 1–11.
https://ldjournal.web.illinois.edu/wp-content/uploads/2022/09/Andrew-Allen-Constructivism_JLDL_Vol1Issue1September2022.pdf
- Ayton, D. (2023). *Chapter 6: Phenomenology*. *Qualitative Research – A Practical Guide For Health And Social Care Researchers And Practitioners*.
https://oercollective.caul.edu.au/qualitative-research/chapter/_unknown_-6/
- Biden, A. (2024). *Focus Groups or One-on-One Interviews: What's better?* Tools4dev.
<https://tools4dev.org/blog/focus-groups-or-one-on-one-interviews-whats-better/>

- Bozorgian, H., & Shamsi, E. (2023). *A Review of Research on Metacognitive Instruction for Listening Development*. *International Journal Of Listening*, 1-16.
<https://doi.org/10.1080/10904018.2023.2197008>
- Butler, Y. G. (2023). Self-assessment in second language learning. *Language Teaching*, 57(1), 42-56. <https://doi.org/10.1017/s0261444822000489>
- Chang, A. C. (2024). *The Effects of Varying Practice Modes on L2 Learners' Vocabulary Retention through Songs: Listening, Singing, and Oral Reading*. <https://eric.ed.gov/?q=The+Effects+of+Varying+Practice+Modes+on+L2+Learners%e2%80%99+Vocabulary+Retention+Through+Songs%3a+Listening%2c+singing%2c+and+oral+reading&id=EJ1452065>
- Constitución de la República del Ecuador, Registro Oficial 449 de 20 de octubre de 2008.
https://www.oas.org/juridico/pdfs/mesicic4_ecu_const.pdf
- Corella, G. B. R., & Salcedo, V. K. S. (2020). *The impact of using english songs on listening and speaking skills in an EFL classroom*.
<https://dspace.utpl.edu.ec/handle/20.500.11962/26734>
- Dossetto, F. (2024). *Open-ended questions vs. close-ended questions: examples and how to survey users*. <https://www.hotjar.com/blog/open-ended-questions/>
- Fatimah, A. S., Santiana, S., & Sulastri, F. (2021). *Learner's experience on the use of mobile device for autonomous listening: A narrative inquiry*. *Fatimah | Journal Of Language And Linguistic Studies*.
<https://www.jlls.org/index.php/jlls/article/view/2024>
- Flores, F. G. E. (2023). *Self assessment for the development of English language speaking skill*. Repositorio Digital UCE.

<https://www.dspace.uce.edu.ec/entities/publication/3f13f62d-4fce-4b97-9c8f-9b06220b611a>

Goh, C. C. M., & Vandergrift, L. (2021). *Teaching and Learning Second Language Listening*.
<https://doi.org/10.4324/9780429287749>

Huang, Y., & Chen, K. T. (2024). *Supporting EFL Listening Ability and Vocabulary Acquisition with Lyrics Training App*. *International Journal Of Instruction*, 17(2), 539-560. <https://doi.org/10.29333/iji.2024.17230a>

Jamrus, M. H. M., & Razali, A. B. (2019). *Using Self-Assessment as a Tool for English Language Learning*. <https://eric.ed.gov/?q=Using+Self-Assessment+as+a+Tool+for+English+Language+Learning&id=EJ1233021>

Kim, H., Chong, H. J., & Lee, M. (2024). *Music listening in foreign language learning: perceptions, attitudes, and its impact on language anxiety*. *Frontiers In Education*, 9. <https://doi.org/10.3389/educ.2024.1372786>

Kimura, D., & Tsai, A. (2023). *Decolonizing classroom discourse: insights from interactional research*. *ELT Journal*, 77(3), 327-337. <https://doi.org/10.1093/elt/ccad008>

Kumar, A. (2025). *Population vs Sample: Definitions, Differences, and Examples*. *Simplilearn.com*. <https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample>.

Ley Orgánica de Educación Intercultural, Registro Oficial Suplemento 417 de 31 de Marzo de 2011. <https://www.gob.ec/sites/default/files/regulations/2018-10/Ley-Org%C3%A1nica-de-Educaci%C3%B3n-Intercultural.pdf>

McLeod, S. (2024). *Phenomenology in qualitative research*. <https://www.simplypsychology.org/phenomenology-in-qualitative-research.html>

McLeon, S. (2023). *Questionnaire method in research*.

<https://www.simplypsychology.org/questionnaires.html>

Meng, Y., Wang, Y., & Zhao, N. (2023). Cognitive diagnostic assessment of EFL learners' listening barriers through incorrect responses. *Frontiers In Psychology, 14*.

<https://doi.org/10.3389/fpsyg.2023.1126106>

Ni, M., Yang, F., & Liu, M. (2024). *Effective Application of Multiple Intelligences Theory in Music Education. Applied Mathematics And Nonlinear Sciences, 9(1)*.

<https://doi.org/10.2478/amns-2024-0501>

Panimboza, P. C. E. (2022). *Suggestopedia method to develop listening comprehension skills for first semester from national and foreign languages major at Universidad Estatal*

Panínsula de Santa Elena. <https://repositorio.upse.edu.ec/items/b8fc441f-df69-4f35-9816-9860e1738f2f>

Pino, M. C., Giancola, M., & D'Amico, S. (2023). *The Association between Music and Language in Children: A State-of-the-Art Review*. *Children, 10(5)*, 801.

<https://doi.org/10.3390/children10050801>

Quiña, C. K. L., & Santamaria, C.E.L. (2022). *“Students’ perceptions about the use of lyrics training to enhance listening comprehension”*.

<https://repositorio.utc.edu.ec/items/de80e6e3-1ad5-45e8-8bb1-aed118bf0322>

Radu, V. (2025). *Qualitative research methods: Examples, limitations & analysis*.

Omniconvert Ecommerce Growth Blog.

<https://www.omniconvert.com/blog/qualitative-research-definition-methodology-limitation-examples/>

- Rosala, M. (2024). *Open-Ended vs. Closed Questions in User Research*. Nielsen Norman Group. <https://www.nngroup.com/articles/open-ended-questions/>
- Sari, I. B., & Rahmawanti, M. R. (2022). *Benefiting EFL Students In Listening Comprehension with English Songs*. <https://www.semanticscholar.org/paper/BENEFITING-EFL-STUDENTS-IN-LISTENING-COMPREHENSION-Sari-Rahmawanti/0d5446786be8b0d8be87af5645eefe4b2bff76b6>
- Shukla, S. (2020). *Concept of population and sample*. https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLE
- Stan, I. (2024). *Self-Assessment versus Objective Proficiency Evaluation in English as a Foreign Language among Italian First-Year University Students*. *Open Journal Of Modern Linguistics*, 14(04), 543-558. <https://doi.org/10.4236/ojml.2024.144028>
- Tasnim, Z. (2022) *Songs of EFL/ESL Class: How to teach Listening Skill through Music*. https://www.researchgate.net/publication/364029865_Songs_of_EFLESL_Class_How_to_teach_Listening_Skill_through_Music
- Tegan, G. (2023). *Types of Interviews in Research Guide & Examples*. <https://www.scribbr.com/methodology/interviews-research/>
- Temur, M. (2024). *The Impact of Awakening Perception of Learners' Comprehension on English Learning via Regularly Listening to Songs in English*. <https://eric.ed.gov/?q=The+Impact+of+Awakening+Perception+of+Learners+%e2%80%99+Comprehension+on+English+learning&id=EJ1286386>

Tenny, S., Brannan, J. M., Brannan, D. B. (2022) *Qualitative Study*.

<https://www.ncbi.nlm.nih.gov/books/NBK470395/>

Velez, P. L. A. (2024). *English songs to enhance listening skills in the 1st semester of PINE*

major students. <https://repositorio.upse.edu.ec/items/efea91e9-07d8-4231-a78d-86c9459ef392>

Waterhouse, L. (2023). *Why multiple intelligences theory is a neuromyth*. *Frontiers In*

Psychology, 14. <https://doi.org/10.3389/fpsyg.2023.1217288>

Zainuddin, N. (2023). *Technology Enhanced Language Learning Research Trends and*

Practices: A Systematic Review (2020-2022). *The Electronic Journal Of e-Learning*, 21(2), 69-79. <https://doi.org/10.34190/ejel.21.2.2835>

Annexes**Annex A: Certified Anti-plagiarism System**

La Libertad, 29 de Octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “LYRICS TRAINING AS A SELF-ASSESSMENT TOOL FOR ENHANCING ENGLISH LISTENING COMPREHENSION IN UNIVERSITY STUDENTS” elaborado por las estudiantes, Boya Alburqueque Carla Liliana y Olivares Posligua Nagelly Yaribel, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lcdo. Jefferson Sánchez Paguay, MSc.

ADVISOR

Lyrics Training as a Self-assessment Tool for Enhancing English Listening Comprehension in University Students



Nombre del documento: Research Project (Boya Carla - Olivares Nagelly) antiplagio.docx ID del documento: 25745bd88b455243600a5c9bc49d3d48e0a92bba Tamaño del documento original: 47,87 kB	Depositante: JEFFERSON SANCHEZ PAGUAY Fecha de depósito: 29/10/2025 Tipo de carga: interface fecha de fin de análisis: 29/10/2025	Número de palabras: 7580 Número de caracteres: 54.542
--	--	--

Ubicación de las similitudes en el documento:



Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Chapter 2 Siavichay .docx Chapter 2 Siavichay #6aa41a Viene de de mi grupo 11 fuentes similares	2%		Palabras idénticas: 2% (157 palabras)



Annex B: Questionnaire

LyricsTraining as a self-assessment tool for Enhancing English Listening Comprehension

Sample: 7 students of PINE from UPSE

Questions aimed at students

1. What strategies did you use when practicing with LyricsTraining to improve your listening comprehension?
2. How did you identify and correct your mistakes while using the platform?
3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?
4. How do you think using songs in LyricsTraining helped you understand spoken English better?
5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?
6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?
7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?
8. Would you recommend LyricsTraining to other university students? Why or why not?

Annex C: Transcripts of interviews

Student 1

1. What strategies did you use when practicing with LyricsTraining to improve your listening comprehension?

I used strategies like repeating the songs several times, pausing to focus on difficult parts, and writing new words. This helped me improve my listening comprehension step by step.

2. How did you identify and correct your mistakes while using the platform?

I identified my mistakes by comparing my answers with the lyrics provided. Then, I corrected them by repeating the section until I understood the pronunciation.

3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?

The immediate feedback allowed me to see where I failed and measured my progress. It motivated me to pay more attention to details in the next attempts.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

Using songs helped me to recognize real pronunciation, intonation, and speed. It also made it easier to understand spoken English in a natural context.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I noticed improvements in my vocabulary, listening speed, and pronunciation. I also became more confident in understanding complete sentences.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

Compared to traditional listening tasks, LyricsTraining was more interactive and enjoyable. It engaged me more and made the learning process feel less like a test.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

My perception was positive because it worked as a self-assessment tool. I could check my level, practice in a fun way, and see my own progress.

8. Would you recommend LyricsTraining to other university students? Why or why not?

Yes, I would recommend it because it is motivating, easy to use, and effective. It combines music with learning, which makes the experience enjoyable and useful for students.

Student 2

1. What strategies did you use while practicing with Lyrics Training to improve your listening comprehension?

I usually listened to the song several times before completing the activity. First, I focused on the general idea, and then I paid attention to specific words or expressions. Repetition and pausing the video were the strategies that helped me the most.

2. How did you identify and correct your mistakes when working on the platform?

I identified my mistakes thanks to the highlighted gaps and the comparison with the correct lyrics. Whenever I made an error, I checked the word in the context of the sentence, repeated the line, and sometimes searched the meaning in a dictionary to avoid the same mistake.

3. In what ways did the immediate feedback in Lyrics Training help you evaluate your listening skills?

The immediate feedback allowed me to notice exactly where my weaknesses were. For example, I realized that I had problems with fast speech and connected sounds. This helped me to focus more on improving those aspects.

4. How do you think using songs in Lyrics Training supported your understanding of spoken English?

Using songs made listening practice more natural and enjoyable. I could hear how native speakers link words, use contractions, and pronounce informally. This helped me to understand spoken English outside the classroom context.

5. What specific improvements (e.g., vocabulary, pronunciation, listening speed, comprehension) did you notice after using Lyrics Training?

I noticed that my vocabulary increased because I learned new words and expressions from the songs. My listening speed also improved, as I got used to following fast rhythms.

Additionally, I could recognize pronunciation patterns more easily.

6. Compared to traditional listening activities, how did Lyrics Training contribute differently to your learning process?

Traditional activities are sometimes repetitive and less engaging. In contrast, Lyrics Training was more dynamic because it used music I liked. It motivated me to practice longer, and I felt more active in the process rather than just answering questions.

7. What is your overall perception of using Lyrics Training as a self-assessment tool for listening comprehension?

I think Lyrics Training is a very useful tool for self-assessment. It gave me a clear idea of my progress, especially when I moved to more difficult levels. It also helped me take responsibility for my own learning.

8. Would you recommend Lyrics Training to other university students? Please explain why or why not.

Yes, I would definitely recommend it because it is both entertaining and effective. It combines learning with music, which makes the process less stressful and more interactive. Students can practice on their own and see improvements quickly.

Student 3

1. What strategies did you use when practicing with Lyrics Training to improve your listening comprehension?

I believe that the strategies I used when practising with the app were to listen to the most difficult parts again, focus on the melodies and how each word was pronounced.

2. How did you identify and correct your mistakes while using the platform?

I can notice my errors because the system recognizes the terms I misspelled or may not have fully grasped right away. In this manner, I may observe and learn how to spell them correctly.

3. In what ways did the immediate feedback in Lyrics Training help you to evaluate your listening skills?

As previously stated, I believe that assessing my performance on Lingoclip immediately was essential to determining my level of understanding. I was able to fix my errors by determining which words I comprehended and which I didn't.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

Lingoclip's music made learning English easier. The timing and intonation of the music not only helped me grasp the words and how to pronounce them correctly, but it also helped me remember them.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I discovered that I knew more terms, could pronounce things more clearly, and comprehended them better after using Lingoclip. I increased my vocabulary by learning new words through hearing the songs again and seeing them in context.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

Unlike typical listening apps, Lingoclip made learning more enjoyable and interesting. This encouraged me to practise and stay focused.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

Lingoclip is an excellent tool for assessing my comprehension. I believe it's fantastic that I can practice whenever I choose and track my progress.

8. Would you recommend LyricsTraining to other university students? Why or why not?

I would definitely recommend Lingoclip to other students. It is a fantastic and useful way to better understand English through music, which makes learning more fun and less tedious.

Student 4

1. What strategies did you use when practicing with LyricsTraining to improve your listening comprehension?

I used repeat and pause. I listened many times and read the lyrics.

2. How did you identify and correct your mistakes while using the platform?

I checked the missing words and corrected them. I listened again to fix my mistakes.

3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?

The quick feedback showed me what was right or wrong, so I could improve fast.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

Songs helped me hear real pronunciation and common words, so I understood better.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I improved my vocabulary and pronunciation. I also listened faster and with more confidence.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

It was more fun and active than normal exercises. I learned by doing and singing.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

My opinion is positive. It is a good self-check tool because I can see my score and progress.

8. Would you recommend LyricsTraining to other university students? Why or why not?

Yes, I would recommend it. It is easy to use, motivating, and helps with listening.

Student 5

1. What strategies did you use when practicing with LyricsTraining to improve your listening comprehension?

I used repetition by listening to the songs several times and focused on identifying key words.

I also paused whenever I didn't understand something and compared the lyrics with what I had heard. This helped me concentrate on pronunciation and rhythm in English.

2. How did you identify and correct your mistakes while using the platform?

I noticed my mistakes because the app immediately showed me the incorrect words. Then I reviewed them, repeated them out loud, and tried to use them in short sentences to remember them better.

3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?

The feedback allowed me to see instantly whether I was understanding or not. It helped me measure how fast I could recognize words and identify the parts where I had more difficulty, which motivated me to keep practicing.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

I think songs helped because they are more dynamic and engaging than other exercises. By repeating them several times, I improved my ear to distinguish sounds, expressions, and vocabulary used in real-life situations.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I noticed an improvement in vocabulary because I learned new words and phrases. I also improved my pronunciation by repeating the lyrics, and my listening speed increased as I tried to follow the rhythm of the music.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

Unlike traditional audios or dialogues, LyricsTraining was more interactive and entertaining. I felt I was learning without getting bored, and music made the learning process more natural and motivating.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

My perception was positive because I could immediately see my progress. It allowed me to recognize my strengths and weaknesses while practicing in a fun and autonomous way.

8. Would you recommend LyricsTraining to other university students? Why or why not?

Yes, I would recommend it because it combines learning and entertainment. It is an effective way to improve listening comprehension without feeling like a heavy task, and it also helps to expand vocabulary and improve pronunciation.

Student 6**1. strategies did you use when practicing with LyricsTraining to improve your listening comprehension?**

I usually listened to the song several times and tried to guess the missing words from the context. When I could not understand, I replayed the part and repeated the lyrics until I recognized the sounds more easily.

2. How did you identify and correct your mistakes while using the platform?

I identified my mistakes when the platform showed the correct words that I missed. To correct them, I repeated the line and tried to say it aloud, which helped me improve both listening and pronunciation.

3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?

The immediate feedback helped me know right away if my answer was correct or not. This showed me what I understood well and what I needed to practice more in order to improve my listening comprehension.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

Songs helped me get used to natural pronunciation and rhythm, which are sometimes difficult to hear in normal exercises. They also made listening practice more enjoyable, so I stayed motivated to continue learning.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I noticed that my pronunciation became clearer and that I could understand faster when listening to English. At the same time, I learned new vocabulary and useful expressions from the songs.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

Unlike normal listening activities, LyricsTraining felt more interactive and fun. It kept me motivated and made it easier to remember new words and sounds because I was enjoying the practice.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

I think it was very effective because it allowed me to check my level immediately. I could see my progress with every song and also notice which parts of my listening needed more work.

8. Would you recommend LyricsTraining to other university students? Why or why not?

Yes, I would recommend it because it helps with vocabulary, listening speed, and pronunciation. It is also enjoyable and easy to use, so students can learn while having fun at the same time.

Student 7

1. What strategies did you use when practicing with LyricsTraining to improve your listening comprehension?

I used the strategy of practicing with songs that I didn't know before, which forced me to focus more. This helped me improve my mental agility in processing English quickly.

2. How did you identify and correct your mistakes while using the platform?

I corrected my mistakes by checking the lyrics after listening and repeating the parts I got wrong. This way, I could identify what I misunderstood and improve.

3. In what ways did the immediate feedback in LyricsTraining help you to evaluate your listening skills?

The immediate feedback showed me where I failed and pushed me to listen more carefully. It was a direct way to evaluate my listening comprehension progress.

4. How do you think using songs in LyricsTraining helped you understand spoken English better?

Using songs helped me get used to natural rhythm and pronunciation. It also trained my brain to process English faster while enjoying music.

5. What specific improvements (e.g., vocabulary, pronunciation, understanding speed) did you notice after using LyricsTraining?

I noticed improvements in my vocabulary and in my mental agility for understanding English. I also felt more confident when speaking because I practiced repeating lyrics.

6. Compared to traditional listening activities, how did LyricsTraining contribute differently to your learning process?

Compared to traditional listening, LyricsTraining was more dynamic and interactive. It kept me motivated and made learning feel less like a task.

7. What was your general perception of using LyricsTraining as a self-assessment tool for listening comprehension?

I think it was a very useful tool for self-assessment. It showed me my real level and helped me gain confidence as I saw progress in each song.

8. Would you recommend LyricsTraining to other university students? Why or why not?

Yes, I would recommend it to other students because it makes listening practice fun and effective. It also develops both comprehension and speaking skills.