



WEBSITES FOR LEARNING LISTENING SKILLS: A DESCRIPTIVE ANALYSIS¹

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ABSTRACT: This article aims to describe and analyze websites that help in the learning of listening comprehension of English as an additional language. Thus, the tools known as information and communication technologies - ICT help in the learning process both autonomously and as a possible resource in the classroom. For the analysis and discussion, we investigated two websites - British Council and Lyrics Training-. The websites were collected based on the criteria by Ana Amélia Amorin Carvalho (2006) about the elements that characterize a website as educational. As well, the research uses the methodology of descriptive study when investigating each website and elements belonging to them, and has a theoretical foundation in the studies of Ana Amélia Amorin Carvalho (2006), Artur André Martinez Campos (2008) and Ana Paula Domingos Baladeli (2013). The results of the analysis point out that the websites Lyrics Training and British Council have the characteristics addressed by Carvalho (2006), with British Council having all the elements, while Lyrics Training has a good part of these characteristics, however, this does not become an obstacle to student learning in the additional language.

Keywords: Website. ICT. Listening skill.

RESUMO: Este artigo tem como objetivo descrever e analisar dois websites que podem contribuir na aprendizagem da compreensão oral da língua inglesa como língua adicional. As ferramentas conhecidas como as tecnologias da informação e comunicação - TICs ajudam nesse processo tanto de forma autônoma, como sendo um recurso possível dentro de sala de aula. O objeto de pesquisa para a análise e discussão foram os sites “British Council” e

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“Lyrics Training”, selecionados com base nos critérios indicados por Ana Amélia Amorin Carvalho (2006) sobre os elementos que caracterizam um site como educativo. A pesquisa utiliza a metodologia de estudo descritivo ao investigar cada site e elementos pertencentes a eles. E tem fundamentação teórica nos estudos tanto de Ana Amélia Amorin Carvalho (2006), como de Artur André Martinez Campos (2008) e Ana Paula Domingos Baladeli (2013). Os resultados das análises apontam que os sites Lyrics Training e British Council possuem as características abordadas por Carvalho (2006), tendo o British Council todos os elementos, enquanto o Lyrics Training possui boa parte dessas características, entretanto, isso não se torna um empecilho para a aprendizagem do estudante na língua adicional.

Palavras-chave: Website. TIC. Habilidade de listening.

INTRODUCTION

As a learner, we always think about how the student establishes a learning relationship with knowledge. It is interesting that resources can be used to help in the development of English language skills, especially listening skills, because according to my perception it is a skill that most students have difficulty in learning. Thus, this work has the purpose to describe and analyze two websites -British Council and Lyrics Training - that will help in this process of improving listening skills. To make this process more successful, this way, we reinforce the importance of working on the language through the use of websites or apps, thinking about the development of this skill in order to have good communication.

Carlos Alberto Manso López, Sérgio Arruda de Moura and Alfredo Camacho Delgado (2016) in his work *A aprendizagem das habilidades auditivas: um meio e um fim na aquisição de línguas estrangeiras* highlight the importance of listening skills in the process of additional language learning. Listening comprehension constitutes an extremely important skill in the additional language in the learning process. Students may use bottom-up processing, which involves the discrimination of sounds, words, and phrases that are often produced in different rhythms, accents, tones, and intonations. And descending processing involves bringing into the listening situation their previous knowledge and experiences about the language and the world to understand the meaning intended by the speaker in a specific social setting.

Following this same proposal of thoughts about the study of English language acquisition, Arthur André Martinez Campos (2008) in his paper entitled *A aquisição da língua inglesa usando as novas tecnologias da informação e comunicação: A apropriação do*

conhecimento approaches the importance of listening in this learning process through the use of Information and Communication Technologies - ICT. Thus, his study presented means for this learning process through websites containing podcasts and also AM/FM radio station websites. His study made it possible that having contact with the language spoken by native speakers made the students obtain an immediate deduction of themes and vocabulary, bringing a greater understanding of the language and allowing a greater second language acquisition.

The two articles presented the importance of listening skills in learning of the English language. Using the students' techniques that facilitate this process, besides autonomous listening websites that allow direct contact with English speakers, makes evident the importance of the use of these tools in the development of listening skills.

It is understood that these tools enable better learning of the English language, which is a language of extreme social, commercial, and political importance. Nevertheless, it is possible to present ways of using websites to learn the skill of listening, one of the four English language skills. Such as the use of the websites Lyrics Training and British Council, both digital resources that help in this process, free means for better language acquisition. Thus, as emphasized by Phil Benson “in the language teaching industry, ELT especially, which involves both the spread of ‘communicative’ principles and the deconstruction of conventional classroom processes”.

The aim of this work is to present the use of websites and their importance in learning an additional language, by showing their tools for this practice, for this, it was necessary to analyze and describe two websites, the first British Council and the second Lyrics Training. It is exactly to present the relevance of technology, and with it, the use of websites for this process of learning a language, bringing in this work a greater focus on the process of listening skills.

This work is consolidated in analyzing websites focused on English language development. The relevance of this research is the reflection of listening, as an important skill that should not be underestimated. Thus, the use of websites may contribute to the student's learning process in order for them to have better development. The line of research of this work is the learning of the English Language through the use of resources found on the internet (websites).

Firstly, we will describe and analyze the British Council and Lyrics Training websites through the studies of Ana Amélia Amorin Carvalho (2006) in her work entitled *Indicadores*

de Qualidade de Sites Educativos, discussing the elements that a website needs to have in order to be considered as an educative website, as:

In summary, a website is made up of a set of pages linked together, establishing hyperlinks to other sites. The home page should provide the title of the website, its purpose, the target audience, the person or entity responsible for it, contacts, dates of creation, and updating. It should have the website optimization requirements (browser version and name and screen resolution) and the name of the website should appear in the top bar of the browser. The menu should reflect the sections of the website and always be available, as well as the user help, the site name, and the page name. The copyright, update date, and URL should appear in the footer. If the website is large it should have an internal search engine. [...] The interface should be pleasant and consistent between the different pages, allowing the user to navigate easily through the site and not be disoriented (CARVALHO, 2006, p. 60).³

These elements that constitute a website as educational, that is, for learning purposes, demonstrate the basic parameters that classify them this way. Carvalho (2006), in this way, presents us with a clearer analysis of these characteristics. In the research, it was possible to realize that although only one of the two websites has all the requirements addressed by Carvalho (2006), this does not prevent its functionality which is to help in student learning. It is also worth mentioning that the theoretical basis of this study is based not only on the studies of Carvalho (2006) but also on those of Artur André Martinez Campos (2008) and Ana Paula Domingos Baladeli (2013). Both authors contribute to this work by addressing the relevance of listening skills.

LITERATURE REVIEW

For the development of this work, some studies were used with the purpose of understanding and analyzing the proposal of describing the websites that help improve the English language, and in this case, the listening skills. For this, it is important to emphasize the importance of ICT - Information and Communication Technology, within this process of learning English.

The teaching-learning process is a name that is given to a complex system of behavioral interactions between teachers and students. Apart from just "teaching" and

³ Em síntese, um site é constituído por um conjunto de páginas ligadas entre si, estabelecendo hiperligações a outros sites. A página de entrada (Home) deve disponibilizar o título do site, a sua finalidade, o público-alvo, a pessoa ou entidade responsável por ele, os contactos, as datas de criação e de actualização. É conveniente que tenha os requisitos de optimização do site (versão e nome do browser e resolução do ecrã) e que na barra superior do browser surja o nome do site. O menu deve reflectir as secções do site e estar sempre disponível, bem como a ajuda ao utilizador, o nome do site e o nome da página. Em rodapé, devem surgir os direitos de autor, a data de actualização e o URL. Se o site for grande deve ter motor de pesquisa interno. [...] A interface deve ser agradável e consistente entre as diferentes páginas, permitindo que o utilizador navegue facilmente no site e não se desoriente (CARVALHO, 2006, p. 60).

"learning", as if these were processes independent of human activities, there are also behavioral processes that are referred to as "teaching" and "learning".

According to Kubo and Botomé (2001, s.p.), “the two concepts are fundamental in order to understand what happens under each of these names. The perception and understanding of them are crucial for the development of any learning education or teaching activity”. Thus, it is understood that in order to understand these processes we must know that they are related and we cannot treat them separately in classroom activities.

Learning English has four main pillars: Listening, Speaking, Reading, and Writing Skills. However, among these, in this work, we intend to see the listening skill in this development in learning English.

According to Gustavo Lucas Barbosa (2016 *apud* RICHARDS; SCHIMIDT, 2002, p. 344)

Listening comprehension activities typically include a number of listening comprehension processes: recognition (focusing on some aspect of the code itself), orientation (informing yourself about essential facts of the text, such as the participants, the situation or context, the general topic, the emotional tone, and the genre), understanding the main ideas, and understanding and remembering the details.⁴

A person learns first to listen and then to speak, and after, learns to read and write. thinking about an illiterate person, some people do not know how to read, or write. But they can hear and communicate perfectly. As Barbosa (2016) clarifies if a person can not read or write “How can they understand and communicate?”, because of listening. The fact they can hear and understand allows them to repeat the sounds they heard and thus speak and express what they want. The same thing happened to you when you were a child. You learned to speak simply because you listened to your family members and not because you read or wrote a lot. So, it is with learning English. You need to develop your listening skill well, so you can do well in other skills as well, especially speaking (BARBOSA, 2016).

According to Ana Paula Domingos Baladeli (2013 *apud* PAIVA, 2001, s.p.), The Internet through its countless websites represents a rich space for language learning. And here we can give importance to Information and Communication Technology - ICT.

ICT - information and communication technology, is understood in terms of digital tools. The importance of ICT is in the accessibility of the student to have access to greater knowledge. Thus, information and communication technologies contribute to better

⁴ As atividades de compreensão oral tipicamente incluem um número de processos de compreensão oral: reconhecimento (concentrando-se em alguns aspectos do próprio código), orientação (informando-se sobre fatos essenciais do texto, como os participantes, a situação ou contexto, o tópico geral, o tom emocional, e o gênero), compreensão das ideias principais, e entendimento e lembrança dos detalhes.

collaborative action in the role of the student in his knowledge construction process, in this case, his learning. In relation to the use of this media in the classroom, it can be noticed that in the public school environment, this is little used, due to some factors, such as structure, lack of laboratories, and even people who do not know how to handle such media. Then, ICT is used as a material to make the search for knowledge more attractive, in this situation, in the classroom. But we know that its use is far beyond this space.

Some children, even before they go to school, have contact with the English language through songs, movies, TV shows, and video games, that is, through real-life situations of language use. They sing the songs they hear in their own way, pronounce several words incorrectly, and make an effort to understand the meaning of words or expressions present in their favorite games. English captivates them, but during the school period, most lose interest in the language (GUIMARÃES; FRUET, 2011, p. 6).

Thus, in English language teaching, digital tools have great relevance, after all, it becomes something more attractive to the student and it is possible to bring him closer to the language, through the numerous tools that enable interaction. However, it is worth mentioning that in the public school environment one of the biggest difficulties is the lack of pedagogical materials available, such as magazines, newspapers, access to laboratories, games, etc. Such difficulty also reflects the situation of school libraries that rarely have sufficient collection for foreign language teaching and learning (BALADELI, 2013).

Consequently, in addition to the interaction that digital media make possible, they favor the development of autonomy and learning. But, the question we ask ourselves is, in what way can a student seek such media? The answer finds in his autonomy, to be the agent of the learning process. Education has vast materials that help not only in the classroom but also in individual learning (autonomous learning). This form of the autonomous learning process is pointed out by Leslie Dickinson (1987) as the learner is fully responsible for all decisions related to his learning and the implementation of those decisions involving taking charge of his own learning.

In the context of language acquisition, autonomy involved 'an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations' (autonomy as a communicator). In the context of classroom organization, it involved learners' 'ability to take responsibility for their own learning and to apply active, personally relevant strategies' ('autonomy as a learner') (BENSON, 2006, p. 23).

In view of this, we realize the use of language as a social and communicative function, as previously highlighted, the acquisition of a language for interactive and communicative purposes, the English language and its teaching enters within this communicative aspect, after

all, in the current scenario, English represents a *lingua franca*⁵, and consequently, it has become the official language of digital media. Therefore, as a global language, the English language participates in all relations, whether commercial, political or economic, entering into what is understood as a global community (BALADELI, 2013, p. 67). As Dickinson (1987) argues, all learning involves an autonomous part, whether inside or outside the classroom. Thus, about this autonomy what comes to mind is, precisely in the acquisition of a second language, the means by which this agent being is present in its learning process.

Within the whole language development process, as far as its learning is concerned, it is essential to approach language areas, in this case, the English language works with four skills: reading, writing, speaking, and listening skills. These skills are extremely important for the acquisition of the language. However, it is also worth mentioning the importance of motivation in this path, as Phil Benson (2006) clarifies, motivation is part of this autonomous factor, however, although they are linked, both are also concerned with the active development of students.

Education and technology are together, we need to understand the new way to learn and learn more about the new reality — the use of websites in this process of learning —. During the development of this article, we will understand what is an educational website according to Ana Amélia Amorin Carvalho's (2006) criteria, in other words, know the elements that characterize an educational website.

Thus, it is ratified that learning English can be much more profitable if we go beyond classroom activities, making use of the autonomous websites that are at our disposal to help us learn English, especially listening skills. In other words, websites such as *British Council* and *Lyrics Training*.

METHODOLOGY

This research is identified as a descriptive study, as it proposes to describe and analyze two websites that help improve listening skills. The research considers two premises for its practice: first, the analysis of the websites and their components, and second, the results of these sites according to Ana Amélia Amorin Carvalho's (2006) criteria. The author comes to bring precisely elements that make up a website, characterizing it as educational, the criteria are identity, usability, speed of access, levels of interactivity, information, activities, online

⁵ A language in common to different people that speak other languages. This way, a *Lingua franca* is a common between the speaker.

collaborative editing, sharing space, and communication. These elements make up a website as educational according to Carvalho (2006). The websites chosen for this analysis and study are well-known websites by the learners, because they have a platform of easy access and understanding for everyone, allowing learning to be done according to the level of each learner. The research had its data collection period between October and November. The tools for this study were the collection of data found on each one through its functions, the use of articles on google academic for theoretical foundations, and also the use of the collection on the Scielo platform.

Thus, the authors used for this research are: Ana Amélia Amorin Carvalho (2006), Artur André Martinez Campos (2008) e Ana Paula Domingos Baladeli (2013). In this way, this study will work first with a descriptive analysis. And then a classification approach of the websites.

DISCUSSION

1. Websites: British Council and Lyrics Training as a material to practice listening skills

The use of websites as support for teaching-learning has been widely discussed, as they are a successful alternative in this process since they can be used by means of tablets, smartphones, and computers. Thus, a quick search on the Internet allows us to find websites that work and approach different skills of the target language, such as Lyrics training, British council, Memrise, Duolingo, My English Online, and others. However, within this vast world, it was possible to present here two websites: Lyrics training and the British Council. Both have in their tools the essentiality of working with listening skills. Thus, our analysis starts from the perspective that each website has. First, we will approach the British Council website and then the Lyrics Training.

Thus, following what Ana Amélia Amorin Carvalho (2006) discusses about websites and their indicators, a website is made up of some elements pertinent to its operation. These elements that constitute a website according to the author are: Identity - the presentation of the website (name), its purpose, and date of creation, means that makes the user know the website; Usability - the ease of using the website, as well as, it is structuring; Speed of access - means that contribute to the ease of navigation on the website; Levels of interactivity - develop the ability to search for information, becoming something challenging to the student as it becomes attractive to explore the website; Information - presented in a comprehensive

way to the students, by means of images, videos, and audios; Activities - the availability of activities that contain and solve the students' doubts; Online collaborative editing - makes available online collaborative tools (links to other resources, chats); Sharing space - making available works done by students and teachers; Communication - the availability of a space for discussion (chats, comments).

1.1 British Council

Created and founded by the UK government organization, British Council promotes cultural relations and educational opportunities, as the website itself states, Brazil, its history officially begins in 1945, but data already informed that this relationship between both countries regarding education has its start in 1935.

The battle for cultural and educational influence to combat the efforts of the Nazis and Mussolini saw the British Council play a key role in encouraging the development of English Cultures, particularly in Rio de Janeiro, São Paulo, and Belo Horizonte (the last of which was chaired by Juscelino Kubitschek, then mayor of the city). Forerunners of today's network of English Cultures, these institutions spread the values of democracy and the UK, taught the English language, and brought together supporters of closer relations between Britain and Brazil. After Brazil joined the Allied war effort in 1942, our activities in the country deepened (DWOLE, 2022, s.p.).⁶

As we can see, the relations made it possible to create a strong bond between both countries, Brazil and the United Kingdom. With the scenario of that time, it was impossible not to think about the efforts that countries like the United Kingdom would make to continue and remain with their Allies. British Council starts to have a great cultural influence as it holds exhibitions, plays, and works that value culture. Thus, it is impossible not to mention the exchanges made by them, with this cultural purpose.

Part of our work was through the concession of scholarships in the UK. Perhaps the most recognized was the one given to Vinicius de Moraes to study at Oxford in 1938. Outstanding women were also awarded, such as urban planner Carmen Portinho, who would later have a great impact in Brazil, managing works such as the Museum of Modern Art in Rio de Janeiro (DWOLE, 2022, s.p.).⁷

Thus, for this greater cultural insertion beyond the exchanges, today is possible to study through its digital platform, in short, with the creation of new technologies came to the

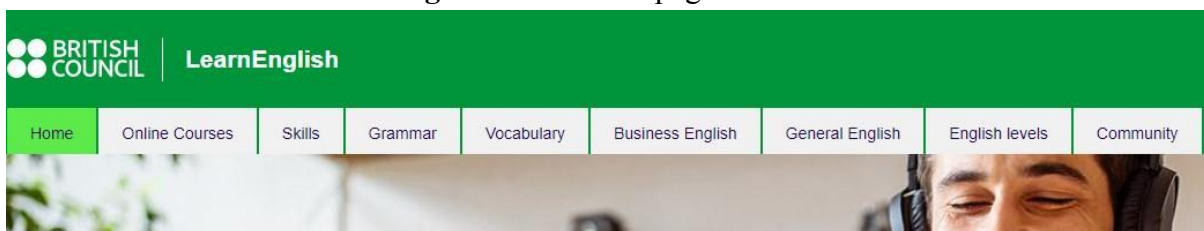
⁶ A batalha pela influência cultural e educacional para combater os esforços dos Nazistas e de Mussolini viu o British Council desempenhar um papel fundamental no incentivo ao desenvolvimento das Culturas Inglesas, particularmente no Rio de Janeiro, em São Paulo e em Belo Horizonte (a última delas foi presidida por Juscelino Kubitschek, na época, prefeito da cidade). Precursoras da atual rede de Culturas Inglesas, essas instituições espalhavam os valores da democracia e do Reino Unido, ensinavam Língua Inglesa e reuniam apoiadores de relações mais estreitas entre a Grã-Bretanha e o Brasil. Depois que o Brasil se juntou ao esforço de guerra dos Aliados, em 1942, nossas atividades no país se aprofundaram (DWOLE, 2022, s.p.).

⁷ Parte de nossa atuação se dava pela concessão de bolsas de estudo no Reino Unido. A mais reconhecida, talvez, seja a que foi dada a Vinicius de Moraes para estudar em Oxford, em 1938. Mulheres de destaque também foram contempladas, como a urbanista Carmen Portinho, que mais tarde viria a ter um grande impacto no Brasil, gerenciando obras como a do Museu de Arte Moderna do Rio de Janeiro (DWOLE, 2022, s.p.).

website that made it possible to learn the English language anywhere in the country for those who have internet access and the availability of a computer or smartphone.

The Learn British Council platform is more systematized in its approach to teaching. It works with all the English language skills: listening, writing, speaking, and reading skills. The website has a main menu with various contents: online courses, skills, grammar, vocabulary, business English, General English, English levels, and community. Putting into practice the use of the platform according to the student's search and needs.

Figure 1: The homepage of the website



Source: <https://learnenglish.britishcouncil.org/> (BRITISH COUNCIL, Oct. 11th, 2022).

The website is addressed to young people and adults, so its layout is more composed. The website is addressed to young people and adults, so its layout is more composed, making it easier to find what you want. By clicking on it, you choose which skill you want to work on, be it listening, writing, reading, or speaking skills. However, we will not explore each one, but only the Listening Skill. So, when you enter this skill the tool itself makes it clear about the learning of the listening skill:

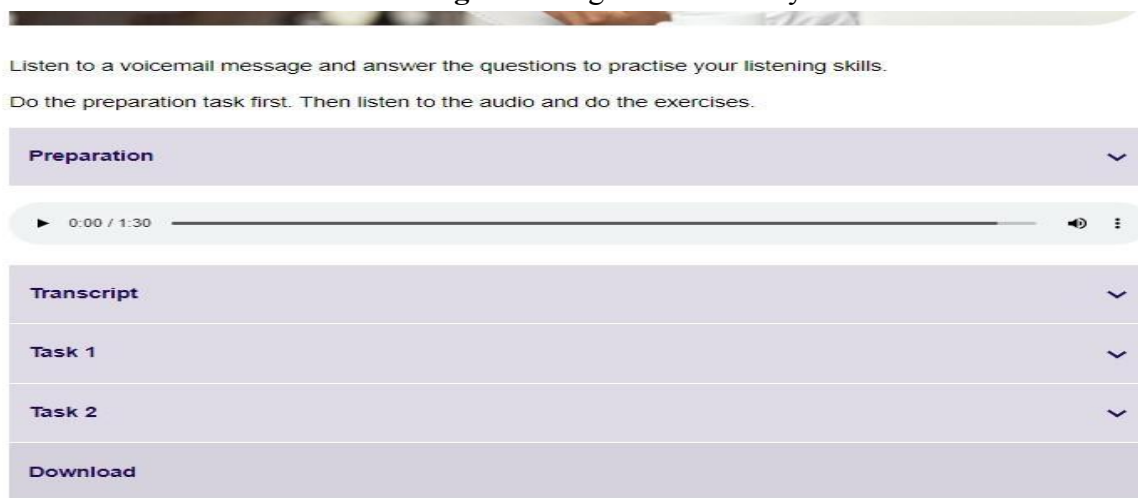
Here you can find activities to practise your listening skills. Listening will help you to improve your understanding of the language and your pronunciation. The self-study lessons in this section are written and organised according to the levels of the Common European Framework of Reference for languages (CEFR). There are recordings of different situations and interactive exercises that practise the listening skills you need to do well in your studies, to get ahead at work and to communicate in English in your free time. The speakers you will hear are of different nationalities and the recordings are designed to show how English is being used in the world today (BRITISH COUNCIL, 2022).

It has a teaching tool according to the level the student is at (A1, A2, B1, B2, C1). Still, there is the possibility to improve this skill through tutoring by English teachers, however, these tutoring sessions are paid. But, in the activities we can observe that its structure is more systematized by dividing the stages of knowledge through exercises that must be solved according to the activity's audio.

Are you a beginner (CEFR level A1) learner of English? This section offers listening practice to help you understand familiar words and basic phrases when people speak slowly and clearly. Situations include meeting people, shopping and conversations at work. Each lesson has a preparation task, an audio recording and two tasks to check your understanding and to practise a variety of listening skills. Make a start today (BRITISH COUNCIL, 2022).

Each level, as quoted by the website, has its teaching objectives. In A1 it is the understanding of basic vocabulary and phrases belonging to the level. When clicking on an activity the student will find the following orientations.

Figure 2: Page of the activity



Source:<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/a-voicemail-message> (BRITISH COUNCIL, 2022).

The instructions on what should be done in the activity facilitate the search and understanding of the activity to be performed, as well as, the availability of the audio transcription is an additional element based on the understanding that by reading and listening the student will be able to identify such words and structures in the future by assimilating what they read and hear.

This way, the website has a didactic approach similar even to what is used in the classroom by teachers when the subject is exercising listening skills. In other words, the use of audio and subsequent exercises to fix and recognize what was heard and understood.

The second website analyzed is Lyrics Training, in the following section.

1.2 Lyrics Training

For those who love music and want to improve their Listening skills, the Lyrics Training website is an excellent option, since its platform has a resource widely used in the classroom, known as Fill in the Gaps, the student needs to fill the missing words in the lyrics of the song he is listening to. This feature is available not only on computers but also on smartphones, which allows the student to have better access to this tool. As the website describes:

LyricsTraining is the new way to learn English and other languages through music and the lyrics of your favourite songs. Improve and practise your listening skills

with the best music videos. Fill in the gaps to the lyrics as you listen and sing Karaoke to your favourites. Thousands of teachers, all over the world, are already using LyricsTraining to teach languages and motivate their students through this unique immersion process (LYRICS TRAINING, 2022).

Lyrics training emerges as a tool that makes its resources available both on computers and smartphones, for both media there is no difference in its realization, being the main objectives achieved in both. The website is easy to handle, making clear the information inserted in it while activities but also in its main menu.

When you open the website you can see at the top the tabs: music genres, search, language, log in and sign up. You can also choose the language of the website, in English, French, and Spanish.

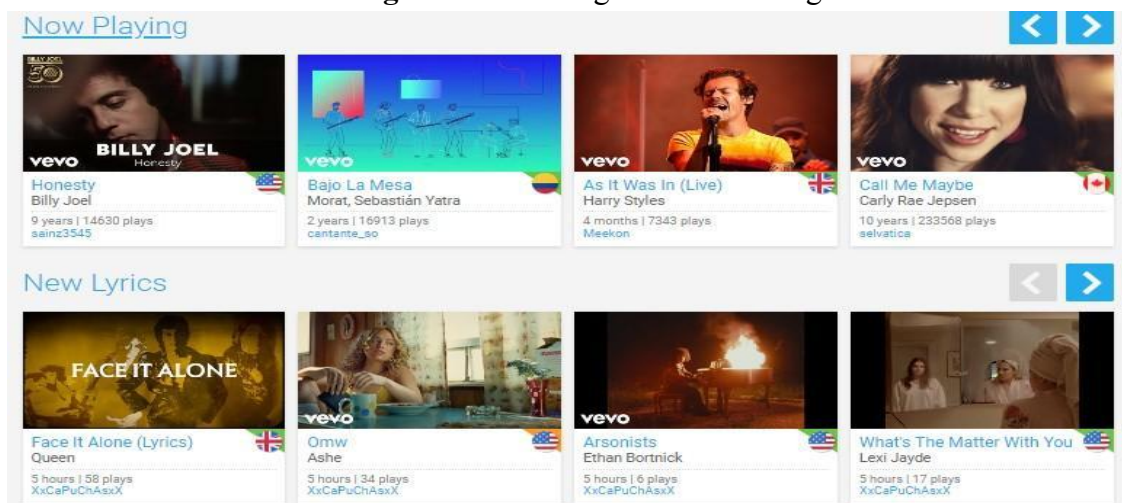
Figure 3: The homepage of the website (Main menu)



Source: <https://lyricstraining.com/> (LYRICS TRAINING, Oct. 11th, 2022)

On the main menu you can see the categories of the songs, which are classified into: Top lyrics, Now playing e new lyrics.

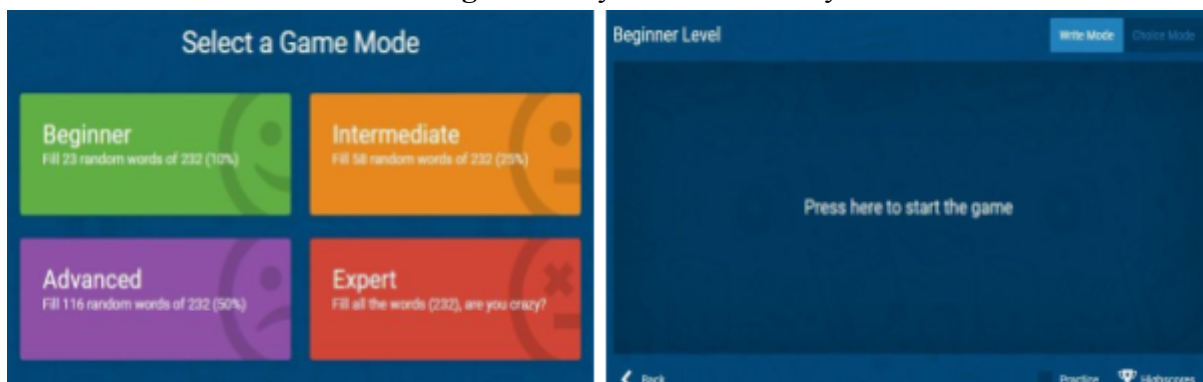
Figure 4: The categories of the songs



Source: <https://lyricstraining.com/> (LYRICS TRAINING, Oct. 11th, 2022)

After, there is the presentation of music in the chosen language, in this case, English. Thus, enabling a greater immersion. As well, the website has a division by knowledge, by clicking on the desired song, the student chooses the level of the game, that is, there are four levels: beginner, intermediate, advanced, and expert. As the website reinforces, “Improve and practise your listening skills with the best music videos. Fill in the gaps to the lyrics as you listen” (LYRICS TRAINING, 2022).

Figure 5: Layout of the activity



Source:<https://lyricstraining.com/> (LYRICS TRAINING, Oct. 11th, 2022)

This way, when selecting the level, the user can also select the form of the game/activity in *write mode* or *choice mode*, in other words, write the missing words to fill the lyrics or by multiple word choice.

1.3 Criteria and Results

Following the studies of Carvalho (2008), both websites have elements that characterize them as educational websites, as they have criteria, and they are the identity: because both websites situate the user demonstrating their objectives; Usability: Lyrics training and British Council have ease in their structuring of access; the speed of access is also configured in all; and also share levels of interactivity; information and activities.

However, the British Council website still has more elements that characterize it, such as Online collaborative editing, that is, the availability of other tools; sharing space, the availability of tools developed by students and teachers and the communication space, in which students and students can talk, as well as teachers and students.

FINAL CONSIDERATIONS

In the current scenario, having knowledge of a second language becomes primordial as the means of communication, the technologies and the globalization process intensify the relationships between people from different societies, having as a means of communication a common language, English. For this learning of a new language, digital media and tools become indispensable, the well-known Information and Communication Technologies - ICT, show the power of learning through digital tools/websites that provide their platforms the

contents for learning an additional language. Within this article, it was possible to perceive the importance of websites to the community, regarding the learners.

By presenting and analyzing the websites British Council and Lyrics Training, it was noticeable how each one has a function to be performed. In contrast, the British Council presents and has in its platform the work of English language skills and its application both in "normal" teaching and in its more specific teaching such as business. Lyrics Training presents a platform focused only on learning listening skills in a "fun" way, this being its working point. Carvalho's criteria (2006), allowed us to realize that a website, even being educational, in some cases will not have all the elements which characterize it as educational, in this case, Lyrics Training is an example, but this does not make the main functionality of the website be lost, it is still maintained.

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