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YouTube audios as a strategy to improve the listening skills of eighth-grade students at  
Liceo de Aserri during the second quarter of 2024.

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### **Dedication**

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### **Abstract**

In this investigation it is very important to highlight the way in which English has been implemented in children, adolescents, and adults is essential for their development. This crucial moment of education lead to next research question in which this investigation would be focus on. What is the impact of using YouTube audios as a strategy to improve the listening skills of eighth-grade students at Liceo de Aserri during the third quarter of 2024? The participant in this investigation were a class of sixteen students of eighth-grade at Liceo de Aserri in October, more specific with the group 8-3. The method used in this investigation was audios of YouTube throughout different strategies. A pre-test to determinate students´ levels of listening skills. Then, activities to improve their skills and their critical thinking. Finally, A pro-test for evaluated if students were able to increase their level of listening skills. After the method were applied was able to find that most of a group of students had a medium level of comprehension in listening skills and just a few students had a high level of comprehension in listening skills. In conclusion, students are able to understand the language more through the audios than books and written exercises.

## Resumen

En esta investigación es muy importante resaltar la manera en la que se ha implementado el inglés en niños, adolescentes y adultos es fundamental para su desarrollo. Este momento crucial de la educación dio lugar a la siguiente pregunta de investigación en la que se centraría esta investigación. ¿Cuál es el impacto del uso de audios de YouTube como estrategia para mejorar las habilidades auditivas de los estudiantes de octavo grado del Liceo de Aserri durante el tercer trimestre de 2024? Los participantes en esta investigación fueron una clase de dieciséis estudiantes de octavo grado en Liceo de Aserri en octubre, más específicamente con el grupo 8-3. El método utilizado en esta investigación fue audios de YouTube a través de diferentes estrategias. Una prueba previa para determinar los niveles de comprensión auditiva de los estudiantes. A continuación, actividades para mejorar sus habilidades y su pensamiento crítico. Finalmente, una prueba profesional evaluó si los estudiantes pudieron aumentar su nivel de habilidades auditivas. Luego de aplicar el método se pudo encontrar que la mayoría de un grupo de estudiantes tenía un nivel medio de comprensión en las habilidades auditivas y sólo unos pocos estudiantes tenían un nivel alto de comprensión en las habilidades auditivas. En conclusión, los estudiantes son capaces de entender el idioma más a través de los audios que de los libros y ejercicios escritos.

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## Chapter I

### Introductory Framework

Is learning a second language fun? Many would answer No, but this is a very important topic when learning a new language. Students complain that remembering all the rules is such an impossible situation because when speaking they do not pay attention to what they are saying, which is a big mistake in having clear when communication with people. Currently, in Costa Rica, the normalization of the use of English as a foreign language is as important as the main language; however, without a good start, it cannot be said that this language is easy to learn. The way in which English has been implemented in children, adolescents, and adults is essential for their development.

In addition, the teacher's participation should have a great impact on the order and techniques that can be applied to achieve a good response from the students. A good order could be, first of all, ordering your class material according to the student's knowledge of the language. From then on, the teacher must find strengths or weaknesses when teaching, as well as include playful activities in which studying a language is as interesting as primary school. In addition, if it is done in this order, it will open up better acquisition of the foreign language for students, and therefore greater opportunities for both work and study outside the country.

For the preparation of this research, it will be based on multiple research projects already completed, at the national level and the international level. These works carry with the necessary information for the present work, to be able to compare or even expect different results from the students.

### 1.1 Problem Statement

Technological advantages in education will be investigated, mainly in learning English as a foreign language. Education in general is the transmission of knowledge to another person for academic training; an example is learning a foreign language. This means learning a new language that is not native to our country and is not our mother tongue. When learning a foreign language, various contents must be analyzed, including origins, syntax, spelling, grammar, and phonetics. Speaking a second language allows you to communicate with other people, in addition to increasing work opportunities, it also allows you to interact in society and learn new culture, which has an impact on language, for example, in everyday expressions.

This research focuses on how over the years technology has simplified the learning of a foreign language, mainly the English language, known for being the second most spoken language worldwide. Technology has managed to minimize time and improve efficiency when learning the contents of a foreign language. Physical books have been replaced by digital books, to listen to a person of that language that is being learned it is not necessary to have physical contact, with the evolution of the internet through applications such as YouTube, videos and audios are available for reproduction both short and long. For exercises where the ear needs to be stimulated, it is no longer necessary to use recorders and discs; with technology, music, and exercises are available in these application.

For a better understanding of this research, it will begin with a comparison of the evolution of teaching methods in learning English, how over the years the evolution of technology improved teaching tactics, also how to simplify teaching a new language to

students with different cognitive difficulties. The most important concepts to be evaluated in this research are "technology" and "teaching", these are the keywords to carry out this research and analyze the changes in the educational system of our country. The main topic will be how technology, mainly the YouTube application, has helped to improve the teaching of English as a foreign language in our country, focused on improving listening skills. The researcher will explain the relationship of these concepts in our society and how they help to improve it for a more efficient education, in addition to listing the most outstanding advantages of technology when teaching a foreign language.

### **Research question**

What is the impact of using YouTube audios as a strategy for improving the listening skills of eighth-grade students at Liceo de Aserri during the third quarter of 2024?

## **1.2 Objectives of investigation**

### **1.2.1 General Objective.**

To analyze the impact of YouTube as a strategy for improving the listening skills of eighth-grade students at Liceo de Aserri during the third quarter of 2024.

### **1.2.2 Specific Objectives.**

1. To determine the difficulties that eighth-grade students at Liceo de Aserri have regarding listening skills
2. To apply visual aids such as YouTube audio as a way of improving the listening skills of eighth-grade students at Liceo de Aserri.

3. To evaluate the use of YouTube as a strategy for enhancing the listening skills of eighth-grade students at Liceo de Aserri.

### **1.3 Justification of the Study**

This investigation focuses on preparing students to engage in communicative situations using the appropriate linguistic rules. Teachers' task is to explain, through technology, how to make successful use of the second language. Furthermore, explaining in a simple and quick way how the different times can be confusing when listening to the teacher. The structure of each one of them in some cases can be very similar and identifying them is problematic.

For a better understanding of the topic, teachers must create curiosity when presenting the material, for example, let them guess in what situations that time is used, they can make predictions to improve vocabulary and make corrections. With the use of technology, short videos or images can be implemented to give ideas about the topic that is going to be covered, and also reinforce it with audios or songs for a better understanding of the language. Additionally, in the process of learning a second language by reading more than we usually do, the greater our vocabulary will be. It is important to involve reading in the language classroom to increase their listening skills and the way it is used in real-life contexts.

The way in which English has been implemented in children, adolescents, and adults is essential for their development. In addition, the teacher's participation should have a great impact on the order and techniques that can be applied to achieve a good response from the

students. A good order could be, first of all, ordering your class material according to the student's knowledge of the language. From then on, the teacher must find strengths or weaknesses when teaching, as well as include playful activities in which studying a language is as interesting as the primary language.

Learning a second language becomes a challenge for those without a basic knowledge of the language. Beginners show difficulties in various aspects, for example; grammar or pronunciation. Students who try to develop the three skills that are listening, writing, and speaking in a second language would present different results depending on their cognitive knowledge. The material taught by the teacher is of utmost importance to fulfill these three categories. With technology, it is faster, easy, and effective to develop the understanding of this second language. Classes become interactive, leaving behind monotony and reducing or replacing written material such as textbooks with videos and audios.

Some tips that teachers can give to their students are to expose them to the target language with basic statements such as greetings and farewells, questions for personal information, asking for permission, etc., this helps students to familiarize themselves with the language. In addition, encourage participation with games and outside the classroom, and teach the culture of the language such as traditions, customs, politics, history, etc. Furthermore, the use of visual aids, the use of multimedia helps to engage in the second language and develop their listening, writing, and speaking skills.

Teachers are exposed to finding new methods that involve greater interaction between students, teaching a second language in which their students can learn the vocabulary and communicate adequately involves more than books and written assignments.

Technology is constantly evolving not only to simplify everyday life but also educational life. These technological tools deserve an opportunity to improve the teaching of a foreign language, which leads us to the following hypothesis: the impact of using YouTube audios is a strategy to improve the listening skills of eighth-grade students at Liceo de Aserri during the third quarter of 2024?

### **Antecedents**

The willingness of teachers to work also depends on this change. There are teachers who often prefer old teaching methods and do not get adapted to the 19<sup>th</sup> century era of technological education.

The investigation made by S.H.H Pratama, R.A. Afrinn, and A.W.S Widianingsih (2020), called “The use of YouTube as a Learning Tool in Teaching Listening Skills”, explain how visual content or audio content helps to improve memory. Information stays in a long-term since the material was given in a more specific way. The main objective is to explain that this App is helpful for students who struggle during the learning process of a second language. The material can be reviewed as many times as students need it, and at the same time, they can check their progress on their own. This tools can have some disadvantages for example; videos with too many advertisements or low quality due to a bad internet connection, but they still can be implemented for explaining a new topic during class.

Another investigation made by B. Fralinger and R. Owens (2009), called “YouTube as a Learning Tool”, in which a survey was made to find out if students felt comfortable using YouTube as a learning tool, shows that most of the responses were positive in which

YouTube can be seen more a tool for getting feedback regarding a specific topic rather than using it for explaining the material to the class. Also, students share some tips for future teachers regarding the uses of YouTube during class. For example, the video or audio, matches with the material studied, gives a proper introduction of what the material is about and makes sure it does not take too much time for avoiding the lack of interest of the students during class.

In addition, more investigation made by T, Binmahood (2020), called “YouTube as a Learning Tool to Improve Students Speaking Skills by EFL Teachers in Secondary School”, and explains how this tool helps students to get a better understanding of the culture of that language, since students get a better idea of the pronunciation, grammar, phonology and syntax of the language. These videos or audios render a summary of the material previously seen in class. Moreover, they help to avoid the monotony in a class by analyzing real scenarios of how the English language is used in the US, for example, slang, phrasal verbs, and expressions to express emotions or formal and informal ways to ask questions or speak with other people.

A recent investigation made by A. Naranjo and J. Morales (2023), called “Implementing YouTube and TikTok video activities during EFL visual classes to boost students listening skills” suggests the application of new teaching strategies with students of the new generation who are more familiar with Apps that have a bigger purpose that just giving entertainment. It also explains that this new generations of students basically are growing up with the technology in their hands, so teachers have to master these advances in order for classes to become more creative and less monotonous. Since teachers are the ones that have to get adjusted to the students’ need to learn listening skills to get involved in the

other language, it can be easily explained by using content on YouTube like songs, audio, or clips of movies to develop their sense of hearing.

Moreover, this investigation made by N. Valverde and V. Cubero (2023), called “Improving Pronunciation of the Dental and Alveolar Fricatives Through the Use of YouTube Educational Videos to Adult Students of Intermediate Level at Centro Cultural de Idiomas”, recalls the importance of pronunciation while learning a second language that is not our native language, especially the pronunciation of certain vowels or consonants that may not exist in our first language. Pronunciation is indeed the most important skill to develop, more than grammar since it helps students to be able to communicate with foreigners. The use of social media, especially YouTube, helps teachers to catch student’s attention to the topic, and reinforces their memory with the use of videos with images explaining step by step how to pronounce a specific vowel or consonant. In this way it is easier to understand than just “listening” to the professor.

Finally, an investigation made by W. Cordoba (2021), called “The Integration of Technological Sources Through Online Activities Used for Educational Purposes in Order to Promote Critical Thinking Skills Among Students in High School”, explains that if a professor wants students be successful in life, it is a must to teach them throughout the technology in this modern era. YouTube can be used as an academic strategy for teaching another language instead of the traditional strategies like following books, also increasing the participation of the students in class while making a group discussion regarding the topic previously seen in a video or an audio. Using these tools student get to know that learning a second language can be fun and exciting since the material is given shorter and

straight to the point but also can be paused and explained as many times they need for the information to be accomplished in their brains.

#### **1.4 Scope**

This investigation has the purpose of identifying some of the benefits that come with the use of technology in learning English, more specifically with the App YouTube most known as an entertaining source, also, explains how these different technological options also provide benefits to learning the language and how these benefits have been impacting students who are learning a second language.

The aim is to show the benefits of using technology in teaching English to make more use of it and its different techniques.

Throughout the investigation of different thesis and national and international research to be carefully read and quoted, it is expected to have a list of different technological options for learning English to provide to future students with the capacity to increase their skills, especially in listening skills. In addition, make a possible list of the different technological devices that can be used in classes at the moment of teaching a second language. Moreover, to find out what technological sources of the App YouTube can be used for teaching English at high school level.

## Chapter II

### Theoretical Framework

In this part of the investigation, many aspects will be explained and analyzed during the chapter. Many quotes and references from other books will be mentioned as a source of information.

First of all, some definitions will be mentioned in order for the readers to have a better understanding of this investigation's purpose. Some definitions that can be found are the word teaching, its main purpose and how it has changed over the past years in society. Followed by the different types of roles a teacher can assume while teaching. Since this investigation is focusing on listening skills, the theories found will have these skills as a principal objective, the definition of theory will be explained and analyzed in general, and then what it means in the field of teaching with their specific techniques.

In addition, a proper explanation of what are listening skills, the importance of learning a second language and its structure at the moment of teaching, also how technology especially apps for entertainment can help to improve this skill and make the teaching and learning process much easier.

All this information would be analyzed by looking for keywords, for example, teaching, learning, skills, second language, and so on. Also, focusing on one specific skill to make a relationship between methods and strategies with the teaching environment and what goal the teacher wants to achieve.

## **2.1 Literature Review**

In this section, the following literature review will focus on some teaching theories that teachers can use to help students develop their listening skills. This is a supportive resource of the specific objectives of this investigation.

During the past years, technology has advanced in creating new innovations to make our lives easier. The teaching techniques have been improving as well for teachers to create new teaching plans. But, is it important first to understand the purpose of teaching or becoming a professor since each group of students has different needs and different ways to learn and express themselves at the moment of taking an exam or asking questions?

The process of learning and acquiring knowledge begins at home in which the parents have an important role in teaching the basic topics like the alphabet, the sound of the letters, the sound of some words, how to write, how to read, and the like. Since basic learning starts at home when the children begin kindergarten or school, they already have previous knowledge so the role of the teacher or professor is to finish developing their knowledge and learn new things to develop their minds.

### **2.1.1 What is teaching?**

In simple words, teaching consists of passing the knowledge to the new generations. Adults transmit their knowledge to the young society. An academic definition found on the web page of Infed the Encyclopaedia of Pedagogy and Informal Education by Brande Jackson (2024) comments: “Teaching is the process of attending to people’s needs, experiences and feelings, and intervening, so that they learn particular things, and go

beyond the given.” Every student has his own speed at the moment of learning a new topic since it matches their personalities and attitude so the teacher has to get adjusted to his students, and make sure not to delay the class.

The book, *Developing a Pedagogy of Teacher Education* by John Loughran (2006), talks about the relationship between learning and teaching at the same time. In other words, at the same time while a professor is teaching, he is also learning the best strategies and lesson plans to make sure his students understand the subject matter. Teaching involves being aware of the students’ needs and remembering the time before becoming a professor or the moment they were student learning how to teach. Moreover, teachers need to explain how to manage properly the time by planning the lesson, the time for the practices, introducing a new topic, and responding to all the doubts of the students to make sure everything is complete in a period of time.

Deciding to become a teacher is not an easy career, once a group is assigned it becomes a challenge to have a connection with the group and be able to have them concentrate in your class, listening to the topic. In the book *To Teach: The Journey of a Teacher* (third edition) by Willian Ayers (2015), he mentions that teaching is more than stepping in front of a class with a group of young students and giving them material for an exam. It is to be a guide even a psychologist depending of the situation. Once you have the trust of your students, they begin to see a figure model of the kind of person they want to become as adults. Give them pieces of advice based on your life experiences so they will be able to follow their dreams and not only stand for the monotony of society and make a change for a better future for the new generations behind them.

Moreover, the definition of teaching may vary depending on the point of view. Some teachers thought that teaching is only giving the material, following the lesson plan, answering questions, and preparing them for an exam while another teacher thought it is about involving a little bit of passion and empathy for your students. For example in the book *Introduction to Teaching, Making a Difference in Student Learning* by Gene E. Hall, Linda F. Quinn, Donna M. Gollnick (2013), explains that teaching focuses on creating curiosity in your student for the subject matter and the importance of this topic for their lives, encouraging them to participate in class, opening their mind by creating group projects, group discussion, keeping them active for better critical thinking during class. In other words, avoiding the monotony in class and forgetting the traditional teaching style (Chapter 13, page 383).

During the past years, the word teaching not only refers to having multiple groups of different levels writing on the board, making dictation, reading the material of the books, and making quizzes and exams, but now teaching involves emotions and feelings. In a book with references through poems called *Teaching with Heart* by Sam M. Intrator, Megan Scribner (2014), said teaching involves deep emotions that if not controlled can affect students' performance in class, and at the same time if the teacher is not able to deal with their own emotions. It will also affect their teaching skills. When a teacher is not emotionally stable, this affects their behavior, and he might not give a proper class by forgetting to explain or see some topic or check any homework that was pending. That is the reason why teaching becomes a stressful job since you are the one responsible for the new generation's future in society.

Finally, becoming a successful teacher is not an easy career since most parents expect the teacher to have many diplomas and certificates from the most important universities in the country. But teaching is not only about the knowledge acquired during the years of university, it is about being able to perform a program, choosing the most accurate strategies, the most simple but effective homework, and projects and assignments to succeed in their exams. The book *Preparing Teachers for a Changing World, What Teachers Should Learn and Be Able to Do* by Linda D. Hammond and John Bransford (2012), explains the key to better teaching development. First besides all the previous knowledge, skills, and extra material teaching, the process involves the life experiences of the teacher for being able to connect with their classroom, second always get into new strategies that can match the content and put it into practice, since teachers have to be able to respond their student doubts because these questions will start with “how”, “why”, “when”, “where”, and so on. A good teacher has the answers to these question and allows students to have a better understanding of the subject, and at least but not less important, be able to perform many tasks at the same time and have the critical thinking, also tries to get into a full routine for better development.

### **2.1.2 What is the role of the teacher?**

Most people in society might think that the role of a teacher is only to step in front of a class, explain a topic, give practice, check exams, and give grades but it is more than that, being a teacher means getting involved with your students. An academic definition found on the web page of MOSAIC (n.d), refers; “to the process of clearly defining the responsibilities, tasks, and expectations associated with a particular position or role within an organization. It involves outlining the specific duties, authorities, and accountabilities

that individuals are responsible for in their respective roles.” In summary, a model that helps others to be able to fit in society and their changes, and be able to overcome any obstacles to achieve their personal goals.

A teacher can perform many roles while teaching. It will all depend on the attitude and performance of their students since every group works in different ways, There are five principal roles a teacher can see performed by their students according to the book called, *The Practice of English Language Teaching* by Jeremy Harmer, Fourth Edition (n.d) a book used in the English Major program, in the subject called Didactics 2 at the UIA.

The first one is the controller, in which the most principal characteristic is leadership. It is the typical teacher who gives orders, and instructions, steps in front of the class, and follows the program. There is not much interaction with the students only when it is time to answer questions, but there is no connection with them. Students are not able to connect with their own classmates, and this type of role makes the classroom atmosphere monotonous and lacks creativity.

The second one is the prompter. Most commonly in role-plays or writing contexts in this role the teacher needs to be able to encourage his students to continue with the conversation or the next paragraph not in a demanding way but more in a suggestive way. Giving the students a clue of how to continue performing, but at the same time not giving a whole answer, so they will be able to think by themselves and resolve the problem of “my mind went blank”.

The third one is the participative. Teachers get involved in students' activities to encourage participation in the classroom, which also helps them to provide better feedback but going with one student at a time. This type of role improves the classroom environment making students feel more comfortable and less bored during class time. But, at the same time. It is important to mark boundaries, so students do not get confused that even if the teacher is involved in the class activities he or she is still the teacher in charge of putting an order in the class.

The fourth role is being a resource. Students see their teacher as their own personal dictionary since they believe the teacher knows everything and has the answer to every single question, but in reality the teacher does not have all the answers, and it is important to make that clear to the students, that even though teachers have a lot of knowledge, there will be some questions that cannot be answered at the moment, and is necessary to do some research. At the same time, it is important to encourage the students to do their own research, look up a definition in a dictionary, or look up further information on the internet, and make sure not to give them all the answers every time they ask.

Finally, the last role is tutor. In this type of role teachers need to be able to work with every student more specifically in pairs or in small groups, but making sure everyone is getting the proper guidance they need to avoid comments of “favoritism” and an uncomfortable classroom environment. The teacher needs to move around the class and look up for those who need extra help but also give them their space to work alone and make sure everyone is working on their assignments.

Moreover, the book called *Role Conflict and the Teacher* by Gerald R. Grace (2012), explains that teachers depending on their classroom environment can act in more than one role during teaching. Also, the principal reason for a teacher to assume one or two roles at the same time is due society. Since parents expect the teacher to prepare their children to be able to have a career, find a job, and become successful in life, teachers are under constant social pressure to pass their knowledge to the new generations. Teachers will always have a conflict with parents and society to find the best role while they are teaching so that this role is able to fulfill their expectations, Teachers are more than just teachers. They are guides, models, dictionaries, and leaders to the students, as a summary if a teacher is able to play a role depending of his group necessities students, he will be able to success and achieve the society expectations.

## **2.2 Theories**

Moreover, what is the meaning of theory? These are ideas or questions or a close prediction of what is expected to happen regarding a relationship between concepts. The theories are tested through experiments following a scientific process. Not all theories can be put into an experiment. The main purpose is to explain or prove something based on general ideas from a previous investigation. Theories are important because they guide the investigator after collecting the information through an accurate and detailed observation. Also theories would help classify the information from the most important to the unnecessary. They are the basis of a new source of knowledge that can be transmitted to new generations.

In teaching, the word theory means the practice process, which instruments teachers will use to perform a better class and become more professional. The best method to find out the best strategies to use in class is made by the exploration, and if a theory does not work out continue researching and try a different theory. In the book called, *Learning Theories for Everyday Teaching* by Carol Thompson and Lydia Spenseley (2019), said “Like education itself, discovering the point of theory is an individual journey of exploration.” In other words, it specifies that for a better performance, teachers have to lead the theory into practice for finding the most appropriate teaching method. Also, the life experiences can be used as a source of information to continue bringing the theory into practice.

In addition, during teaching, according to the skill a teacher wants to develop in his students different methods can be applied, each method has its own strategies or techniques, so teachers will come up with either the use of this method to explain the topic or an activity to summarize the topic. An example will be an oral approach called The Audio-Lingual Method to reinforce their listening skills.

### **2.2.1 The Audio-Lingual Method (ALM)**

This method focused on the use of grammatical sentence patterns rather than vocabulary acquisition. Students will improve their listening skills throughout different situations that might happen in real life. Most of these exercises are conversations between two people, audios can be used, or the teacher himself can read the dialog.

First of all, the teacher must explain the context of the dialog that is going to be analyzed in order for the students to imagine the situation, following the instructions of the exercise. In this teaching method or approach, the principal source of exercises is dialogs.

In this way, students are able to improve their memory, introduce new vocabulary, improve their pronunciation, and analyze the differences between their native language and the second language and even though some grammar structures are explained and analyzed, the principal focus is the listening skills since students work by repetition.

In addition, on the book called *Second Language Listening* by John Flowerdew and Lindsay Miller (2005), gives further explanation of what this approach focuses on, and how it can be put into practice by giving some examples, “Learning goals related to listening: To pattern match, to listen, imitate, and memorize”, as it was mentioned before through dialogs students are able to improve their listening skills. In the past the materials used for this method were textbooks and the teacher reading out loud. Nowadays in the modern era teachers are able to use recorded audios with American accent for a better pronunciation and comprehension of the second language.

This method has as its primary purpose of helping students to communicate in the second language without thinking in their native language and make a translation in their minds first. Also, students work on their oral skills since, in these dialogs, cultural information is put into practice, such as lifestyle and behavior.

In the book called, *Techniques and Principles in Language Teaching* by Dianne Larsen-Freeman (n.d), a book used in the English Major program, in the subject called Didactics 1 at the UIA, different techniques that can be used with this type of approach at the moment of teaching are explained:

- A. Dialog memorization
- B. Backward build-up (expansion) drill
- C. Repetition drill
- D. Chain drill

- E. Singles-slot substitution drill
- F. Multiple-slot substitution drill
- G. Transformation drill
- H. Question and answer drill
- I. Use of minimal pairs
- J. Complete the dialog
- K. Grammar game

These techniques are important for the ALM. Depending on the topic the teacher is introducing, one or two techniques can be used to explain the topic, practice, and even summarize it. For this investigation, the techniques will be mentioned; moreover, no further explanation will be given since it is not necessary according to the main purpose of this investigation project.

### **2.2.2 What are listening skills?**

Listening skills are one of the three skills students develop during their learning process, especially when it comes to learning a foreign language. This is something people do every single day. It sounds like a simple activity, but when it comes to learning a second language, it becomes more complex.

First of all, what is the difference between hearing and listening? Most would think this action is the same, but depending on the situation, the students involved will determine what you are really doing at the moment. Hearing is a passive skill. This means that students are hearing what the teacher is saying, but if the information is not of interest, it is not going to stay in their brains, and in the end, they will forget what the teacher said while listening is an active skill this means that the information is going to stay in their brains,

and they will remember it since students are paying attention to the teacher, they believe this information is important so they actually listen and memorize it.

This book called *The Equation of Sales-A Practical Guide to Sell Technology* by Tim Gibbons (2021) explains the meaning of active listening. Even though this book is not related to teaching itself, it points out that hearing and listening are two different actions. According to Gibbons (2021), “Listening involves hearing what is being said and understanding its meaning.” In other words, it is to acknowledge the message the other person wants to transmit and give it a proper answer since listening is a skill that has to be developed every single day. Some suggestions for improving our listening skills are the following ones with one of the tips on the list;

- A. Pay attention: “Listen” to the speaker body language.
- B. Show that you are listening: Maintain eye contact.
- C. Provide feedback: Reflect what has been said by paraphrasing.
- D. Try not to interrupt: Try to let the speaker finish each point before asking questions.
- E. Respond appropriately: Summarize what you have just heard.

As teachers, how can we be sure that students are really “listening” and not “hearing” while in class? The principal clue is the body language. Most of the time, students stay quiet while the teacher is explaining the topic or giving instructions for an exercise, so their body language is important to evaluate their listening skills. Before starting the class, the teacher can suggest, “if you have a question feel free to raise your hand while I am speaking” if a student does this. it means they are listening to the material also if, after the

question other students decide to make a comment, it is also a proof that they are listening to the class, in addition seeing if they are taking notes and nodding with their heads is a sign of their listening skills.

In addition, listening skills are very important during the teaching process. The book *Listening Attitudes, Principles, and Skills* by Judi Brownell (2015) explains that if students have bad listening skills, this will affect their performance and, in the future, can affect their job opportunities since listening skills are one of the most important communication skills since when we talk with our students the tone of voice is going to determine if they understood the assignment.

Figure 1

*Box 1.1 Communication Skills and Formal Instruction*

<b>BOX 1.1</b>			
<b>Communication Skills and Formal Instruction</b>			
<b>Communication Skill</b>	<b>When Learned</b>	<b>Extent Used</b>	<b>Extent Taught</b>
Listening	1st	1st	4th
Speaking	2nd	2nd	3rd
Reading	3rd	3rd	2nd
Writing	4th	4th	1st

Note: In this chart by Judi Brownell (2015), it is shown that the communication skill most used in the society is the listening one, but at the same time, it shows that people do not really put it into practice through the passing of the years, and it becomes the least used of the communication skills.

Figure 2

*Listener Responsibility.*

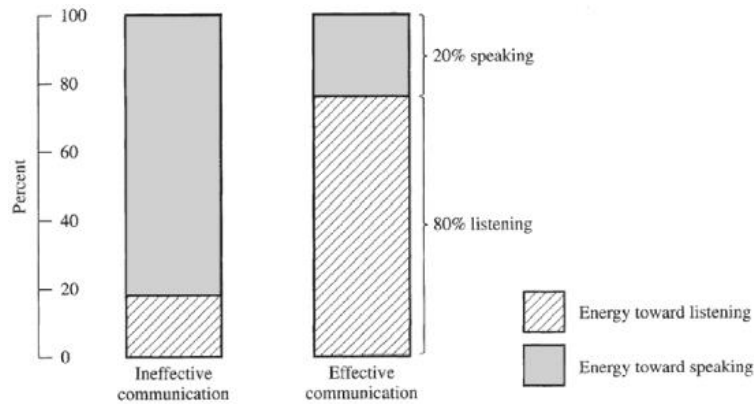


FIGURE 1.1  
Listener Responsibility

Note: In this percentage by Judi Brownell (2015), it is shown that a good communication begins by listening first and then speaking, paying fully attention to the speaker in order for the other person to give an answer but if people do not listen then bad communication skills are presented.

Personal problems, family issues, and work environments might distract their concentration ability for listening to what their partner, parents, friend, or boss is telling them, and then it leads to a bad decision; according to Judi Brownell, “Organizations are intricate webs of interrelationships, and listening will allow you to ask good questions, make better decisions, and communicate more clearly because you understand the other person’s point of view.” In other words, as it was mentioned before, poor listening skills bring consequences not only in school but also in work environments.

At the moment, when teaching to improve listening skills, it is important to understand the three steps for better performance in class. Teachers must adjust their strategies according to the topic that is going to be developed, but more specifically to their students' needs in order to improve their performance in class.

The first step is pre-listening, which functions as a warm-up activity. Before students go into the topic, the teacher needs to make sure students remember their previous knowledge before putting it into practice with the exercise. In this process, teachers help students to remember vocabulary and previous content related to the new topic.

The second step is the listening task. This means after listening to a text, some questions might be made by the teacher in order to determine if the students were or were not able to understand the text, most of the information was already forgotten, just the half of the text was understood, or they did not pay attention to the text. In other words, they do not listen carefully. Also, this step is for catching up on very specific information, from general to specific details. Since not all the information is given in a direct way, students need to listen to find the information they need between the lines.

The third step is post-listening. In this part of the teaching, the teacher will check students' answers. This can be done in many ways. The most used is the teacher giving the answers load to the class, another one is to work up in pairs and make students check their partner answers or just compare them, and a final option is to work in small groups around four students and check the answers between them.

### 2.2.3 YouTube as a learning tool

YouTube is an app or a website for entertainment in which people can find videos in different categories, such as music, movie clips, and television shows. New categories can be found on this platform, like video and video blogs. The people who created this type of video are called YouTubers.

However, nowadays, more types of videos and audio can be found on this platform, and audio can help students improve their skills and acquire more knowledge. When it comes to learning a new language, the most difficult skill to develop is listening, one which involves pronunciation at the beginning of learning; students compare their native language with the second language, and they try to translate from one language to another the most literal way, and this is the point when students get confused since most of the sounds might not exist in the other language and vice versa.

Technology has made the teaching process easier for teachers and the learning process much easier for the students. In YouTube students can find audios explaining step by step how to pronounce a vowel, a consonant, a diphthong, and the like. Moreover they will be able to listen to these audios with the American accent and in different lifestyle situations for a better communication.

YouTube can have many advantages for teaching in the modern era. The teacher needs to adapt to changes in society to be able to transmit his knowledge to the new generations. One advantage that this platform can bring to teaching is accessibility to many educational contexts. Tutorials are available for the students at any time they need them, and they go over and over the material until they finally understand it; plus, for those

students who want to improve their communication skills but do not have the financial resources, YouTube can be used for free learning. Diversity of context: many YouTube channels provide educational material for all levels depending on their academic grade; students can find summarized topics, tips, examples, and practices to improve their knowledge.

In addition, students will learn in their own time. This is called Self-Paced Learning. Students will access the information any time they need it, studying or reviewing the material in their own personal places. Also, it is important to clarify that YouTube is an additional educational resource, not a replacement for traditional teaching strategies. This app allows students to get a better understanding of the material from a second point of view that reinforces their previous knowledge and improves their learning.

The book Introduction to YouTube Kids by Gilad James (2021) mentions this new platform of YouTube called YouTube Kids for the use of children under 12 years old, which not only contains cartoons but also educational material for developing children's skills. Many channels can be found according to the category. The main focus is to teach values, morals, and good messages of lifestyle, as well as shape their attitudes, beliefs, behavior, and personality, and avoid bad messages that might affect their education process. This type of platform helps them to reinforce their previous knowledge, improve their memory, have better communication, and increase their critical thinking in class. This type of platform that is created for a specific group of the population has more policies and rules regarding the content that will be uploaded for a younger population that requires adult supervision; with all these policies, parents do not need to know about the videos or audios their children watch and listen that might affect their learning process.

Moreover, it is important to clarify that not all the information found on YouTube can be useful for educational purposes; since it is a platform in which many people all over the world can upload information, students might get confused when seeing many different points of view on one topic in specific. As teachers who are in charge of education, it is important to be updated on technological advances and give recommendations on which channels can be helpful for learning. Since this is an entertainment platform, it can also be a powerful distractor, so point out what content is useful and which one is not. Also, this indirect method might not be a facilitator because some students learn by direct contact with their teachers and taking into account that this platform works with an internet connection, so if the web sign is unstable, it will delay the teaching and learning process during class, and students will lose their concentration in the topic.

When it comes to learning a second language, technology is useful for reviewing material or learning new strategies. In this book called *Innovative Technologies and Learning* by Frode E. Sandness, Joao Barroso, Shu-Chen Cheng, and Yueh-Min Huang (2022) explain how the creators of the platform also consider social media can be helpful for learning a second language. Since in this app, the material is explained in a summarized way that catches students' attention, the learning process is more flexible, simple, and formal and does not require direct interaction with other people, which can be a distractor also when students review by their own the material their knowledge will improve, and this will bring improvement in their grades. The material found on YouTube is complementary for the students, but at the same time, some aspects can be learned on this platform, such as the cultural aspect of the second language regarding lifestyle situations.

YouTube is an easy platform for teachers to use to help their students improve their listening skills. This book guide called *A Broad Guide to Teaching the Skills Listening and Speaking* by Mahmoud S. Nafa (2023) describes this platform as a unique source of material for teachers with a diversity of strategies for teaching listening skills; the material is more practical and efficient since it encourages students to participate in class for further discussion regarding the topic and increase their independence to improve their listening skills and acquisition of vocabulary. It is very important to find the appropriate material according to the topic, the level, and the needs of the students to facilitate their comprehension. Some examples of teaching techniques with YouTube are the use of Podcast and Short Stories and the use of videos as a variety of techniques;

1. Oral Cloze Exercises
2. Blind Listening (Silent Viewing)
3. Freezing Games

YouTube is a very useful platform for teaching, more specifically, a second language. This new generation of students who are growing up with technological advances can feel more comfortable using social media for learning material. In the book called *Annals of Language and Learning Proceeding: (IOLC 2009)* by Azabeth Shafaei and Menhran Nejati (2010), they give emphasis on the use of YouTube as a learning tool as a source of learning acquisition and learning new vocabulary since this platform has many topics that can be put into practice, for example, sport, food, music, fashion, politics, etc., Also this exercises gives students a more realistic idea of the culture involved in the language and how some phrases and expressions are used in

many different lifestyle situations. The use of this platform gives not only the students but also the teacher a less monotonous class and a more enjoyable environment.

Furthermore, it is important to also have the opinions of the students regarding the use of YouTube as a learning tool in this investigation in the Conclusion and Recommendations section, they describe the reason why students approve the use of YouTube;

- a) YouTube is useful in many ways for learning a language in and out of the classroom.
- b) There are different styles and genres of the language available in YouTube.
- c) You can be expose to music, commercials, ads, comedy sketches, conferences and programmers.
- d) Repeating the videos over gives students a better grasp on the dialog.
- e) YouTube can help learners explore the target culture in a variety of ways.
- f) YouTube can help learner develop their autonomy levels as it encourages them to watch videos and clips continuously.

Teachers need to get more involved in the technological field to be able to improve the listening skills of their students. In the book *Task-Based English Language Teaching in the Digital Age*, Valentina Morgana (2023) explains that this type of platform, like YouTube, helps develop better listening comprehension since listening is an ability people have since they are born and in a classroom. This platform is able to create a connection between the material and the topic and the students and the teacher. Moreover, it is mentioned that when the pandemic in 2019 called Covid-19 shut down educational centers, teachers had to enroll in online classes, which caused teachers to find other teaching strategies to make their

students listen to their classes, and for these listening tasks have to be applied which are the One-way listening; the teacher speaks students listen and no interaction and the Two-way listening, students, and teacher interact with each other and then with the previously mentioned three steps of listening pre-listening, during-listening and post-listening.

Another book that implies the use of YouTube for teaching and improving listening skills is the one called *Education Technology in the New Normal: Now and Beyond* by Paulina Pannen, Ojat Darajat, and Moch. Abduh (2021), since most of the materials can be found by native English speakers, students will practice by themselves for having most similar accents. Most students have these social media for fun, so teachers have the job of giving them clear instructions on what channels are educational and effective for practicing their listening skills.

Since the beginning of the educational process, technology has been involved in improving students' knowledge. For example, video cassettes then society jumped to DVDs and Blu-ray to facilitate the teaching process, but now, in the modern era, YouTube is the "dictionary" of the teachers. In the book called *Teaching Languages with Screen Media* by Carmen Herrera and Marta F. Suarez (2023), she explains the audiovisual media for teaching process through YouTube has many advantages like easy access to educational material, exercises and practices regarding the topic, engage students to participate in class and forming group discussion improving their listening skills and more specifically their pronunciation. Also, students will learn about cultural factors, intercultural facts, and social environment to develop critical thinking and communication skills.

Digital resources like YouTube give students more faith in learning and improving their listening skills. The book *Learning to Teach Foreign Languages in the Secondary School* by Norbert Pachler, Michael Evans, Ana Redondo, and Linda Fisher (2013) explains that audio, which is not the voice of teachers helps to improve their comprehension, memory, pronunciation, accent, and more important the intonation for understanding the context of the situation. According to Norbert Pachler, Michael Evans, Ana Redondo, and Linda Fisher (2013), “It is clear that the use of audio recordings is invaluable. However, you need to be confident in using them and selective in your choice of listening material.” Audios and recordings help students to understand the language structure through the ears and learn by repetition process for better communication, and students are able to overview this material on their own and, at the same time, improve their writing skills.

Finally, in this modern era where the classroom is already prepared with television, Wi-Fi connection, and teachers bring their computer and speakers for explaining the material, a common platform is YouTube. As in this book called *Technology Enhanced Language Learning: Connecting Theory and Practice* by Aisha Walker and Goodith White (2013), it suggests how teachers need first to have clear their students' needs for knowing how long can they use this tool for improving the listening skills and do not delay the explanation of other topics. YouTube is a huge platform of educational material, and when it is used in class, it catches the students' attention and avoids distraction for background noises since listening skills become easier for students to understand when the second language is used as the principal voice, instead of the teacher's voice, so students can compare what they are listening and see in which aspect of the second language are failing or have problems to understand.

## **Chapter III**

### **Methodological Framework**

In this chapter of the investigation, the steps of how the information is recollected and analyzed would be explained. The main purpose is to answer the research question regarding how technology has influenced in the teaching and learning process, also focusing on the main objectives. Moreover, some definitions will be given for some concepts regarding the methods used to obtain the information. These methods would require interaction with other people who have previous knowledge about the topic and their opinions and ideas are the keys for finding an answer to the problem.

The use of online platforms has a crucial role in the collection and interpretation of information. Many sources are found on the Internet to facilitate a better comprehension of the topic in a brief way without the complex vocabulary of the people who will participate.

#### **3.1 Research Approach**

A general outline of the elements helps to develop the ideas into a valid research project. Focusing on a particular time period, focusing on a particular part of the world, or focusing on a particular group of people helps to develop the topic further.

The research approach applied to this project is a qualitative research. It is used to understand ideas, thoughts, and students' experiences. This type of research allows the readers to gather different results according to their previous knowledge on a current topic that is not well understood during class.

The collected data theory evolves as part of the research process, coming from the data as it is gathered, with more results along the process.

### **3.2 Research Design**

During the creation of this investigation, the proper research design will be a direct contact with the students for seeing what their major problems while learning a new topic are and give them a solution.

Phenomenological research is the study of a phenomena, the main purpose is to obtain information from a specific audience that it under study in regards to their experiences or feelings. According to Van Kaam in the book called Phenomenological Research Methods by Clark Moustakas (1994), he explained that , “The empirical phenomenological approach involves a return to experience in order to obtain comprehensive descriptions that provides the basis for a reflective structural analysis that portrays the essences of the experience”. This type of research is commonly used in qualitative research since the analysis goes into the audience thoughts, beliefs and emotions in relationship with the topic.

In a Descriptive design, the main purpose is to describe a specific population related with the WH-Questions that can answered. The information is only measured, but not manipulated based on a previous observation report. According to Martyn Shuttleworth in the webpage Explorable (2008) said, Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way”. Also, it is commonly used when there is very little information about the topic, the most used research methods are survey and case studies.

### **3.3 Information Sources**

The information provided in this investigation comes from different sources. The antecedents are six projects or thesis of investigation of different writers that work individually in pair or in small groups. These investigations belong to three international sources and the other three to national sources. The main objective of this investigation is how technology, more specific the app YouTube, can help to improve the teaching and learning process.

Moreover, many definitions and examples are taken from these investigations as well some quotes with their corresponding academic rules to avoid plagiarism, also twenty are mentioned in this project from different authors that provide information in all the categories mentioned in Chapter II.

All this information comes with references from the different websites on which the information was taken as a principal source to complete and support this investigation.

### **3.4 Analysis Categories**

An analysis category is the examination of multiple factors related to a specific topic in order to understand the elements that influence that demand. This analysis is important because once the information is evaluated and separated in different categories, it is easier to understand their performance with the public and generate new products.

The analysis of information can be done by two types of research. The first one is qualitative research which focuses on understanding concepts or ideas in a specific topic that are understandable or complex. According to Raimo Streefkerk (2019), he explained

that “Qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences. This type of research enables you to gather in-depth insights on topics that are not well understood”. In other words, this requires written answers, not numbers, everything would be expressed in words.

The other one is the quantitative which means to prove a theory or hypothesis; it requires numbers shown in graphics for being analyzed, in other words statistics. Raimo Streefkerk (2019) explained that “Quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions. This type of research can be used to establish generalizable facts about a topic.” Moreover, for this type of research Mathematics is the principal tool for analyzing information.

### **3.4.1 Audios**

Audios are sounds that people hear in a specific range of human hearing. These sounds can be related to acoustic, mechanical or electrical, this means music, sound effects or environmental noise. According with the Cambridge Dictionary (n.d), “Audio is the audible portion of sound, or sound that is within the range of human hearing. It can also refer to the tools and technologies used to capture and transmit sound”. In other words, any sound that can be detected through the ears close to our position. Some of these sounds are made by the nature or by humans.

In teaching, more specifically in the learning process of a new language, the principal tools are the audios. Since they involve pronunciation at the beginning. Most of the time students get confused because the sounds might not exist in their native language and vice versa. The audios help students to understand how to pronounce a vowel, a consonant, a

diphthong, etc.; moreover, these audios will be listen in the American accent, in different lifestyle situations for a proper communication.

### **3.4.2 Listening skills**

Listening is an active skill. This means that the information is going to stay in their brains and it is going to be remembered since students are paying attention to the teacher. According to Alison Doyle (2024), “Listening involves receiving sounds, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. People with good listening skills can excel at comprehending what they hear and responding appropriately”. Students understand this information. It is important so they actually listen and memorize it, but when it comes to learning a second language, it becomes more complex.

During the teaching process, listening skills are very important. The principal clue is the body language. In other words, their body language is important to evaluate their listening skills, and how teachers can be sure students are paying attention to the class and understand the topic. Some examples are by making a comment while explaining the topic or at the end of the explanation, also by taking notes and nodding with their heads is a sign of their listening skills.

### **3.4.3 Strategy**

A strategy is a general plan to achieve one or two objectives in a specific period of time under unpredictable circumstances. Hattie, (2009); Marzano, (2001); Wayne and Young, (2003), explained “Teaching strategies refer to the methods, techniques, procedures and processes that a teacher uses during instruction. It is generally recognized that teaching

strategies are multidimensional and their effectiveness depends on the context in which they are applied. There is no single strategy that can guarantee better student outcomes. However, research has highlighted a number of practices that enable learning among students". In summary, it is a detailed plan for succeeding in a specific area with a system of activities that are difficult to match. Strategies provide possible solutions for a specific problem.

In teaching, a strategy refers to different methods, techniques or procedures explained in a lesson plan with specific activities for a specific group of students for explaining a topic to engage their learning process and memory. The effectiveness of this strategy will depend on the context it is applied. Teachers use it for delivering course material in interactive activities to support students learning.

Teaching strategies are generalized in a lesson plan. This means a worksheet that includes structure, objectives and an outline of how the class is going to be performed. For teaching a second language like English a huge number of strategies are available for teachers. These methods have the primary purpose of helping students to communicate in the second language without thinking in their native language and making a translation in their minds first. Also, students work on their different skills listening, speaking and writing as they put it into practice for a better comprehension of the second language.

### **3.5 Data Collection Instruments**

An instrument to collect data is any data generated by a Software without limitation that includes reports, parameters and operating conditions. These instruments collect information based on items from a specific group of subjects. It could be 10 or more responders.

Some instruments are surveys, tests, questionnaires, inventories, interviews, schedules, guides and rating scales. In addition, other tools to gather information are group discussions, observation reports, case studies, videos and photography.

This investigation will explain the different instruments that will be used to improve listening skills in the eighth-grade group at Liceo de Aserri. Each technique will come with a specific strategy. According to the topic. It will be explained in class. In this investigation, it is listening skills.

#### **3.5.1 Observation Check list**

A checklist will be prepared as a teacher's guidance for making sure the lesson plan was able to be done from step one to the final step. Moreover, the teacher will be able to see if students were able to complete all the tasks before the end of the class or not. Finally, it will analyze their behavior during the class with their teacher if students were able to connect or interact with the material or the teacher itself.

### **3.5.2 Pre-test**

A pre-test will determine what the students' levels of comprehension of listening skills are and what solution can be given to improve them. The purpose of the test is to determine if students are prepared for the next level of knowledge. In other words, their next level of study. This is a crucial step for evaluating the quality of the instrument that is going to be put into practice with a specific group of students.

### **3.5.3 Activities in between**

These activities allow students to get familiar with the topic and memorize it. It also helps students to improve their skills and their critical thinking. These activities can be individually done or in small groups. This allows the teacher to move faster from one topic to another and supervise them in their assignments.

### **3.5.4 Post-test**

A post-test will be done as a final step for evaluating how students were able to increase their level of comprehension of listening skills. And if this method can be used for future classes. The purpose is to train the students for their next year of high school in which their knowledge of the language will increase, but first they have to dominate the basic rules of the language.

### 3.6 Collection data process and data analysis

First, one or two groups of the eight level of the Liceo de Aserri will be selected to perform this investigation. During one day, this group of students will be observed and their behavior with the teacher in charge will be qualified throughout a check-list. Moreover, the student-teacher will take notes of the students' behavior watched during the class, also notes regarding the principles of this course, the material and the lesson plan made by the teacher. The purpose is to analyze their behavior with the language English during class.

Second, a pre-test will be done in which students are going to listen to an audio once, a conversation between a boy and girl, about activities made in the past, and more specific activities made on the previous weekend. Then, the student-teacher will give in cue cards the words; a cue card for each word of these sentences and questions in disorder on the table and then the students have to accommodate this sentences and questions in the correct order according to audio previously listened. If it is necessary, the student-teacher will repeat the audio a second time but not a third time. The purpose is to determinate student's level of comprehension of listening skills and memory.

Third, the student-teacher will make an activity to increase their listening skills. It is a dictation made about an experience in the past. The audio is about a child telling a story about his or her experience. Students will listen to the audio first to get familiar with the audio and the story, and then they will write down the text. In the audio students will listen to each word twice before continuing with the next one. The audio will be listened only one time. The purpose is to increase not only their listening skill also their memory too.

The next activity to increase their listening skills is error correction. The teacher students will choose two students to write several sentences on the board while they listen to an audio of short sentences in past tense. After the students write down the sentences and questions, the students-teacher with the rest of the group orally will ask if the sentences are written down correctly. If there are any mistakes the students will point out on the board and make the corrections. The students who wrote are not allowed to participate anymore or tell the rest of the group if the sentences are correct or not. The purpose is to determinate student's level of comprehension of listening skills and memory.

As a final step, a post-test will be made in which students will listen to an audio about activities made in the past, a conversation between a boy and girl about activities made in the past more specific activities made on the previous weekend. The students will have the text on a worksheet, but some parts of the sentences will be incomplete. More specifically the parts in which the verbs are in past tense. Students will fill out the blanks of the text with the verbs in past tense while listening to the audio. The audio will be played one time to complete the exercise and a second time for checking the answers. After that, the student-teacher will check the answer with the students orally. This allows the researcher to compare the principal objective of the investigation with the results and seeing if the research question has an answer or if the investigation is inconclusive.

**LESSON PLAN.**

Institution: Liceo de Aserri

Teacher: Allison Guido Guerrero.

Topic: Simple Past                      Time: 40 minutes

Grade / Level: Eight

Objectives	Activities	Procedures	Materials	Time	Evaluation
To identify recognition of basis listening skill; Simple past tense.	Students will hear audios about experiences or activities in past.	The teacher will take notes of all behavior shown by students and their comprehension on listening.	YouTube Audios and speaker	First 20 minutes for the test.  Rest 20 minutes for the activity.	Check all the answers with the teacher in charge.

**Observation Check-list**

	Observed	Not Observed
<b>Class Structure</b>		
Reviews previous day's course content		
Overview of day's course content in order		
Summarizes course content covered		
Directs student preparation for next class		
<b>Comments</b>		
<b>Methods</b>		
Provides well-designed materials		
Employs interactive activities (small group discussion, student-led activities)		
Invites critical thinking skills		
Invites class discussion		
Use of tools or aids (speaker, computer, video, overheads)		
Well-planned lesson (LP)		
<b>Comments</b>		
<b>Teacher-Student Interaction</b>		
Asks and waits sufficient time for students to answer		
Involves a variety of students for participation		
Demonstrates awareness of individual student learning needs		
<b>Comments</b>		
<b>Content</b>		
Organization		
Clearly explanation of concept		
Learning experiences appropriate to the level		
<b>Comments</b>		

<b>Observations</b>

**Pre-test**

Boy: Did you do anything this weekend?

Girl: I did.

Girl: I took the train to the city and met my friend

Boy: Oh yeah! What did you do?

Girl: We had lunch and did some shopping

Boy: Did you buy anything?

Girl: No, I didn't. I just went window shopping

Girl: I'm trying to save money.

Boy: Me too.

<https://www.youtube.com/watch?v=omlVWuAKjWM>

**Activity in between (Dictation)**

Yesterday, I found \$10 in the street. I felt really happy. I put them into my pocket and I went home. I told my mom she thought that I should not keep the money. So I gave it to a homeless person. I became a better person.

<https://www.youtube.com/watch?v=pc2O4aAoHCK>

**Activity in between (Error Correction)**

- He went to bed early.
- We didn't like that pizza.
- Stewart lived in Vancouver.
- Did she exercise?
- I hated cooking.
- They played soccer all night.

<https://www.youtube.com/watch?v=B1-Bn02EOJQ>

**Post-test (Filling the blanks)**

\_\_\_\_\_ you have a good weekend, Monica? Oh yeah, it \_\_\_\_\_ great. So what \_\_\_\_\_ you do? On Saturday I \_\_\_\_\_ to the theater with my parents. What play \_\_\_\_\_ you see? I \_\_\_\_\_ Cinderella and it \_\_\_\_\_ an amazing show. What \_\_\_\_\_ you like the most? I like the costumes and the songs. What about Sunday \_\_\_\_\_ you do anything special? I \_\_\_\_\_ a book in the morning then I \_\_\_\_\_ my homework although I \_\_\_\_\_ feel like it but I \_\_\_\_\_ I \_\_\_\_\_ to. The weather \_\_\_\_\_ so beautiful and warm so we ranch on a picnic in the park in the afternoon.

We \_\_\_\_\_ some sandwiches and drink some fresh orange juice after lunch we \_\_\_\_\_ on the stream bank and \_\_\_\_\_ the ducks then we \_\_\_\_\_ a nice stroll through the park. A moment later it \_\_\_\_\_ to rain so I \_\_\_\_\_ as fast as we could as soon as I \_\_\_\_\_ home I \_\_\_\_\_ a hot bath.

<https://www.youtube.com/watch?v=ryRTdVE4Kko>

## **Chapter IV**

### **Data Analysis**

In this chapter of the investigation the teaching method of the use of YouTube audios to improve listening skills will be analyzed in a more specific manner to prove its effectiveness as a technological tool for teaching purposes. This method is chosen based on the observation report made to the students.

In addition, the listening of the students will be analyzed to see in which level of comprehension they are: low, medium or high. Since they are in the eighth level of school the possibilities are between medium or high. Moreover, if the students were able to complete these activities, if there were any mistakes or not, and which specific characteristics need to be improved to develop their listening skills. At the same time, it is important to take notes regarding students' behaviors during the application of these strategies in class and the teacher in charge of this group.

Moreover, the results from the pre-test, the activities in between and the post-test will be analyzed question per question to find different or similar results expected to answer the problem statement and conclude the investigation. Each question will be represented by a graphic and an explanation of the results according to the main objective.

#### **4.1 Analysis and Interpretation of the Results**

In this part of the investigation, the results of the test and the activities would be described for a better comprehension of students' listening skills more than their writing skills, the main purpose is to determine if students are able to understand the message transmitted through the audios. Also, if students are able to transmit this message not only in English but also in their native language to those students with a lower comprehension skill.

Every test and activity will be described in a chart in relation to the specific characteristics that were evaluated according to their listening skills. The scale of evaluation goes from deficient, efficient, and excellent. Only the post- test has a specific number in which students were evaluated. Deficient goes from 1 to 5 points, efficient goes from 6 to 12 points and excellent goes from 13 to 23 points.

In addition, under every chart a graphic would explain in detail the results of these activities, and the academic performance of the group selected to improve their listening skills with the used of YouTube audios. The result would show if students were able or not to improve their listening skills and if this teaching strategy can be used for future classes no matter the level.

##### **4.1.1 Observation**

The first step of this investigation was the observation checklist. This class observation had as its main purpose to evaluate students' listening skills level, including the interpretation of vocabulary and getting the main ideas in an audio. The main goal was to evaluate their knowledge in English and if students are able to translate the message of the topic into their native language. Also, another part of the evaluation was the interaction

between students and teacher while working in class. To be able to understand their work area was important to improve their listening skills.

This class observation was applied to a group of sixteen students of eighth-grade in October. During this class observation, the teacher of academic English was evaluated, and it was applied on Friday 25 of October, 2024. This day was this English group's first lesson of the day. On other words, since their first class, English was easier to catch their attention.

The lesson began with the teacher explaining what they were going to do for that lesson, working in class while the teacher finished checking their homework assignments. For better organization and production in class, the teacher wrote down on the board the steps to follow and the amount of time it was going to take to realize every activity. Since they had two lessons and the last one of the day, the teacher made sure to take advantage of the time. After a brief greeting of only 1 minute, the teacher started working, and some students arrived to class a little late, but not enough for being absent or exhausted, though some of them were very tired and sleepy.

The teacher made a review of the material which was Simple Past by explaining the rules, the structure and some examples on the screen. Also, during the explanation of the topic the teacher called randomly to the students and asked them to read the example. At the same time, the teacher corrected their pronunciation and told them to repeat the sentence again until their pronunciation had improved, and after that, the teacher asked the same student to translate the sentence to Spanish.

Once the explanation was over, the teacher asked to the students do the practice they would be working in class and in the next class should be already to finish for being checked. The teacher explained to each one what the exercise they had to do, and how they should complete it. Then the teacher gave time for the students to get familiar with the exercise and later told them how much time they would be working on the practice, only one lesson which had 40 minutes.

Once the student understood the practice and the first lesson was over, in the second lesson the teacher started to read a text about a previous experience. The teacher first asked the students to identify the verbs that were in past tense, second to read the complete sentence in English and repeat the sentence again if their pronunciation was not correct. After that, he explained the verbs' meaning in Spanish, then translated the complete sentence in Spanish. This activity was made by calling the students randomly to make sure every student participated during the practice, and to evaluate their knowledge of vocabulary and comprehension of the Simple Past. At the same time, the teacher could catch their attention, and they could be focused on the activity and the teacher since at any moment their name would be mentioned.

Moreover, once the text was already read by the teacher and the students, the teacher made the students listen and repeat the text with the American accent. The teacher used a YouTube video for the students to get familiar with the pronunciation of the words. The video was called "A Memorable Trip with My Family". This activity was done as a group. All the students had to repeat the sentences more loudly and clearly, and if the pronunciation was not correct, the sentence would be repeated over and over until the pronunciation was close to the American accent.

As a final practice, the teacher told to the students to write down the key words of every paragraph as new vocabulary. The teacher required the students to have a specific notebook for writing down specific vocabulary. For this video, besides the verbs in past tense, the students had to use also phrases and words related to a trip or activities made during vacations, especially the ones that were highlighted in color yellow in the video. In this list students wrote down the words, and next to it, the meaning in Spanish, if the translation was not written down, it would be checked as an incomplete activity.

Finally, when the class was over, before every student left the class, the teacher reminded them what activities, topics or homework assignment were going to be seen or checked in the next class, and that if any students would bring something incomplete, he would miss points. Also, he asked them to communicate to the students that did not come to class that day to bring the activities already done, otherwise they would miss points as well. Then, the teacher said goodbye to the students and hoped to see them in the next class.

#### **4.1.2 Evaluation**

In this section of the investigation the teacher in charge of the class was evaluated with an evaluation rubric that was previously mentioned in Chapter 3. This evaluation rubric is composed of 4 sections: Class structure, methods, teacher-student interaction and content. Moreover, every section of the rubric has three or four sub-sections that describe the principal objectives. Every section of the rubric was evaluated as Observed or Not Observe, with an X mark. Also, at the end of each section, there was a space for *Comments*. This space was used only if an observation mark was not observed during the class.

### **Class Structure**

The first observation mark was at the beginning of the class. It consisted in making sure the teacher made a review of the subject studied the previous day. It is seen in which section of the topic they finished before the bell rang. If the practice was already started or not, which homework assignments were already checked, and if any student was missing to present any work class. Finally the assistance and which students did not come to the previous class. *This was observed during the class.*

The second observation mark was an overview of the course content. This is made in order to complete the explanation of a topic. Also, finishing to check a homework or finishing a practice related to the topic or a new topic. *This was observed during the class.*

The third observation mark was to summarize course content covered when the class was about to finish. This was made around 10 minutes before the class was over. Also, the teacher called some for finishing to check some work made in class before they left to their next class. *This was observed during the class.*

The fourth observation marks were direct student preparation for next class. When the class was about to end in five minutes the teacher announced to the class the activities that were going to be made in their next class. Also, which students would be called first to finish to check their homework assignment before continuing with the class. *This was observed during the class.*

**Methods**

The first observation mark was about providing well-designed materials. The teacher had already a list of activities and topics that were going to be studied with each group. Moreover, the amount of time would require each point of the list. These are made by the teacher, they were not given by the institution. *This was observed during the class.*

The second observation mark was to use interactive activities (small group discussion, student-led activities). During work class, students worked together because it was easier for them but not because the teacher gave them permission to. Most of the time students had to work by themselves. In some cases, students would rather work in pairs to help each other. *This was not observed during the class.*

The third observation mark was to encourage critical thinking skills. Every time the teacher was explaining a topic, students were called randomly or volunteering. The idea was to make the translation of the word in Spanish. First the sentence was translated into Spanish and after the whole paragraph. The objective was to evaluate their knowledge vocabulary. *This was observed during the class.*

The fourth observation mark was to induce class discussion. During class work students work together because it is easier for them but not because the teacher gave them permission to. Most of the time students had to work by themselves. In some cases, students would rather work in pairs to help each other. *This was not observed during the class.*

The fifth observation mark was the use of tools or aids (speaker, computer, video, overheads). The teacher used his personal computer and the screen to explain a new topic

or a practice. Also, he used extra material for example videos to summarize the material. In addition, the teacher used his personal speaker to practice pronunciation and for their listening test. *This was observed during the class.*

The sixth observation mark was Well-planned lesson (LP). The teacher kept a track in a chronogram for making sure every topic was covered before the incoming exams at the end of the course. In addition, in a personal notebook the teacher kept track of the groups which already completed all the objectives of the lesson plan. *This was observed during the class.*

### **Teacher-Student Interaction**

The first observation mark was to ask and wait sufficient time for students to answer. The teacher allowed the students to say the meaning of the verbs, the words and translate the main idea of a text into Spanish. Even though student were not able to describe all the words for the teacher, it was important that the students were able to identify the key words and understand the message through the context. *This was observed during the class.*

The second observation mark was to involve most of the students for participation. When the teacher was explaining topic, students were asked in general if someone knew the answer before the teacher started calling randomly. The students were allowed to help each other to give a proper answer to the teacher. *This was observed during the class.*

The third observation mark was to demonstrate awareness of individual student learning needs. In some groups there were students who needed individual attention. However, the teacher did not have the amount of time enough to give an individual explanation of the topic, the homework's, etc. *This was not observed during the class.*

## **Content**

The first observation mark was organization. The teacher in her personal computer kept the list of assistance, the grades and material in carpets per group. Also, in paper a list of the homework's if they were checked or not and the practices or exercises made in class, which students had it complete or incomplete. In another list, if a specific topic was already seen in class and if a specific material was already given to the groups. In addition, on the book the teacher made marks of the topics already seen or if only half of the topic was explained. *This was observed during the class.*

The second observation mark was clear explanation of concepts. The teacher first explained the topic in English for the students to get familiar with the language and then made the translation into Spanish for a better understanding. Also, if it is necessary the teacher explained a second time for those who had doubts. *This was observed during the class.*

The third observation mark was about learning experiences appropriate to the level. During the explanation of a topic the teacher made sure they used simple words and not complex ones to avoid confusion in the students, and they were able to complete the practices. If during the explanation phrases or idioms were seen, the teacher explained them on the board not only their meaning but also the structure. *This was observed during the class.*

## **4.2 Pre-test**

A pre-test will determinate the students' level of comprehension of listening skills and what solution can be given to improve them. The purpose of the test is to determine if

the students are prepared for the next level of knowledge. In other words, their next level of study. This is a crucial step for evaluating the quality of the instrument that is going to be put into practice with a specific group of students.

The purpose is to determine the student's level of comprehension of listening skills and memory. The pre-test was done on Monday 28 of October, 2024 at 7:00am with the group 8-3, since that day English was their first class of the day, and it took 20 minutes of the class.

First the teacher described the activity that was going to be made in class, how long the activity was going to take and the rules. To increase their participation in this activity the teacher decided to give a candy to seven students who wanted to complete the activity, at the beginning students were nervous and anxious for this exercise since they did not want to be scolded for making mistakes, but as soon as they realize it was more about evaluating their listening skills rather than writing skills they decided to participate, after the pre-test was finished, these students showed a felt proud for being able to complete this test and those who did not participate asked if there was a possibility to do the exercise.

This pre-test consisted of an activity in which students would listen to an audio once to get familiar with the context of a conversation between a boy and girl, about activities made on the previous weekend. Then, the student-teacher would give in cue cards of the words; a cue card for each word of these sentences and questions in disorder on the table and then the students had to rearrange them in the correct order according to audio previously listened. If it is necessary, the student-teacher would repeat the audio a second time but not a third time. Then students had to translate the sentence into Spanish. The

audio was played throughout the computer connected with the screen the first time then the second time was played with a speaker using the cellphone.

The teacher in charge of this group did no interrupt during the practice of this activity. The teacher was paying attention to the participation of the students but the comments regard the dynamic of the pre-test were made once the students were gone. The teacher expressed her happiness about this pre-test since she was satisfied to see the student's interaction and participation, also it was a useful strategy to avoid monotony in class.

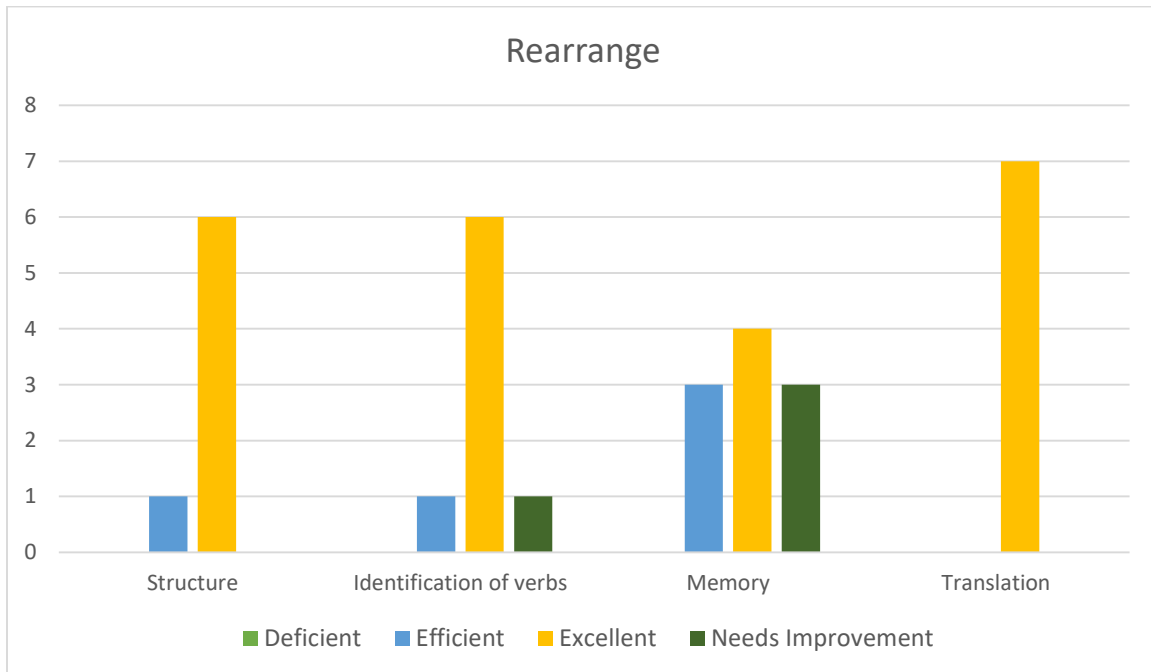
Table 1

*Pre-test*

Skill Expectation	Deficient	Efficient	Excellent	Needs Improvement
Structure	0	1	6	0
Identification of verbs	0	1	6	1
Memory	0	3	4	3
Translation	0	0	7	0

Figure 1

*Illustrates the results obtained on the Pre-test*



*Figure 1. Demonstrates the students' level of comprehension to the audios, and their knowledge at the moment to follow sentence structure. Research creation: Allison Guido.*

During the application of this strategy seven students out of sixteen participated in this activity, 3 students were able to understand the audios at the first attempt, while the other 3 when it comes to large sentences students needed a second chance to listen to the audio. From this pre-test 6 students made no mistakes when rearranging the sentences in the correct structure, 1 student made a mistake at the moment of rearranging the sentences. The sentence was “I took the train to the station and met my friend” but this student confused the words “took” and “to” so her answer was “I to the train took the station and met my friend”. In other words, paying full attention to the speaker in order to have the correct answer demonstrated their listening skills were in high level of comprehension.

### 4.3 Activities in between

These activities allow students to get familiar with the topic and memorize it also, it helped students to improve their skills and their critical thinking. These activities can be done individually or in small groups. This allows the teacher to move faster from one topic to another and supervise them in their assignments.

The purpose is to increase not only their listening skill but also their memory too. These activity was done on Monday 28 of October, 2024 at 7:40am with the group 8-3, since that day English is their first class of the day and took the rest 20 minutes of the class.

First the teacher student described the activity that was going to be made in class, how long the activity was going to take and the rules. At the beginning students were not willing to participate with this exercise since they did not want to be scolded for making mistakes.

The first activity was a dictation made about an experience in the past. The audio was about a child telling a story about his or her experience. Students would listen to the audio first to get familiar with the audio and the story, and then they would write down the text. In the audio students would listen to each word twice before continuing with the next word. The audio would be listened only one time. Then students had to translate the paragraph into Spanish. The audio was played throughout the computer connected with the screen the first time then the second time was played with a speaker using the cellphone.

Students felt anxious and lack of participation since writing in English was not their favorite activity to do. Most of the students did not want to participate. They expressed their nervousness and shame of how poor were their writing skills. Also, they expressed

how they would rather only make the translation in Spanish rather than write down the paragraph. Most of the students felt insecure to hand over their paragraph because at the beginning they thought these activities would be evaluated as a class activity and would affect their grades. Moreover, the students requested the teacher to make the dictation instead of listening to the audio since the pronunciation was really hard for them to understand.

After the dictation was finished, students were a little disappointed and did not want to give the paper to the teacher after completing this activity, especially those who did not finish at all the paragraph and they asked if there was a possibility to do the exercise one more time.

The next activity to increase their listening skills was error correction. The purpose was to determine the student's level of comprehension of listening skills and memory. This activity was done on Friday 1 of November 2024 at 2:55pm with the group 8-3, since that day English was last class of the day and took 40 minutes of the class, the first lesson.

First the teacher described the activity that was going to be made in class, how long the activity was going to take and the rules. To increase their participation in this activity the teacher decided to give a candy to a seven students who wanted to complete the activity, at the beginning students were nervous and anxious for these exercise since they did not want to be scolded for making mistakes, but as soon as they realized it was more about evaluating their listening skills rather than writing skills they decided to participate. After the activity was finished students were a little ashamed for the amount of mistakes but at

the same time proud for being able to complete this test and those who did not participate asked if there was a possibility to do the exercise.

The teacher would choose two students to write several sentences on the board while they listened to an audio of short sentences in past tense. The audio would be listened only one time. Then students had to translate the sentence into Spanish. The audio was played throughout the computer connected with the screen the first time, then the second time it was played with a speaker using the cellphone.

After the students wrote down the sentences and questions, the teacher with the rest of the group orally would ask if the sentences were written down correctly. If there were any mistakes the students would point out on the board and make the corrections. The students who wrote were not allowed to participate anymore or tell the rest of the group if the sentences were correct or not.

The teacher in charge of this group did no interrupt during the practice of this activity, she was paying attention to the participation of the students but the comments regard the dynamic of the pre-test were made once the students were gone. The teacher expressed her happiness about this pre-test since it was satisfying to see the student's interaction and participation, also a useful strategy to avoid monotony in class.

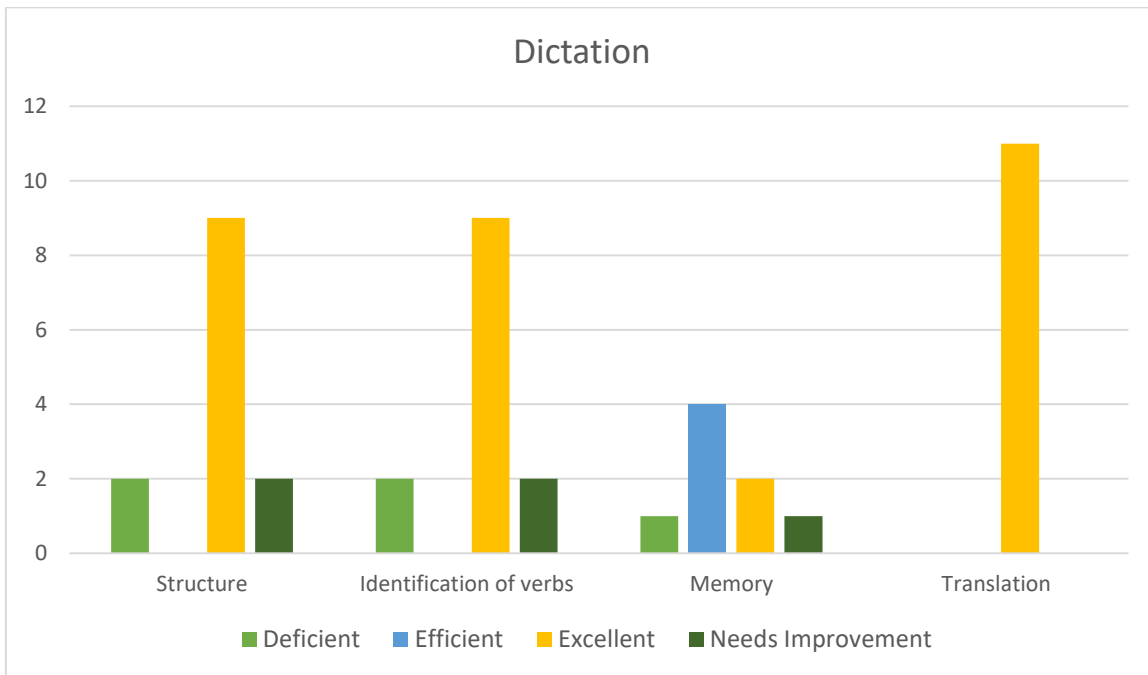
Table 2

*Activity in between/Dictation*

Skill Expectation	Deficient	Efficient	Excellent	Needs Improvement
Structure	2	0	9	2
Identification of verbs	2	0	9	2
Memory	1	4	2	1
Translation	0	0	11	0

Figure 2

*Illustrates the results obtained on the first activity in between.*



*Figure 2. Demonstrates the students' level of comprehension to the audios, and their knowledge at the moment to write down a text. Research creation: Allison Guido.*

Students were able to understand the audios but at least needed to listen to the sentence twice in order to make sure they listened to the correct word. Most of the students had a high level of listening skill as well as their comprehension to the audios, out of 11 students 9 of them completed the paragraph, and 2 students did not complete the paragraph. In other words, students were able to understand what the audio was about and put it into words but their grammar skills were very poor.

During this activity, only 4 students did not make any corrections to their text, even though the audio was listened a second time, this shows the level of confidence these students had in their listening skills was high, including moreover their grammar skills as well.

On the other side, 7 students made a lot of corrections to their text. Most of them because they were not sure how the words were written or because at the moment they listened a second time they listened a different word and proceeded to make the correction of this word. This means that students had a low level of confidence in their listening skills, they were not able to identify very clearly the words that was being pronounced.

Every paper was marked in order of numbers and the amount of corrections per students were counted as well. Also, student number 4, 9 and 10 did not make any corrections in their text.

Student	Amount of corrections	Written on the text	Correction	Correct word
1	1	ain	I am	I
2	1	tod	told	told
3	1	Yes today	Yesterday	Yesterday
5	5	Fell Whent poked tho shud home-left	Felt Went poket think shut home-less	Felt Went pocket thought should homeless
7	4	Im tum Two Take tho	In du Tho Gave to	Into Thought Gave to
8	5	toad	Tod Toht thot	Thought
11	4	Then Ten Hop-hom houll	10 Then House-hom Hon-less	Ten Them Home homeless

Table 3

*Activiti in between/Error Correction*

Skill Expectation	Deficient	Efficient	Excellent	Needs Improvement
Structure	2	0	4	2
Identification of verbs	0	0	6	0
Memory	2	0	4	2
Translation	0	0	6	0

Figure 3

*Illustrates the results obtained on the second activity in between.*



*Figure 3. Demonstrates the students' level of comprehension to the audios, and their knowledge at the moment to follow sentence structure. Research creation: Allison Guido.*

Students were able to understand the audios at the first attempt, in some cases when it came to large sentences. Students needed a second chance to listen to the audio. From this activity, 2 students made no mistakes when writing down the sentences, 4 students made a mistake at the moment of writing down the sentences. Also only 2 students needed to listen to the audio one time then 4 students needed to listen to the audio a second time. In other words, paying full attention to the speaker in order to have the correct answer demonstrated their listening skills were in high level of comprehension.

During this activity students showed that they were able to understand the sentence and make the translation into Spanish proving their high level on listening skills, but at the moment of writing down the sentence it was showed their poor grammar skills, and some

students even confused some words with other words since the pronunciation was very similar.

In sentence number one the student first wrote “she” but then realize the audio said “he” and made the correction; He went to bed early. In sentence number two the student forgot to write the word “that” but in general the sentence was correct; We didn't like that pizza. In sentence number three the student instead of writing the word “lived” wrote the word “leave” and the word “Vanckuber” instead of “Vancouver”; Stewart lived in Vancouver.

In sentence number four the student confused the letter “c” for an “s”; exercise but in general the sentence was correct; Did she exercise? In sentence number five the student confused the word “hated” for “heather” and the word “cooking” for “cookie”; I hated cooking. In the sentence number six the student confused the word “they” for “day”, forgot to put the verb in past tense and confused the word “all” for “old”; They played soccer all night.

#### **4.4 Post-test**

A post-test was done as a final step to evaluate how students were able to increase their level of comprehension of listening skills. And if this method can be used for future classes. The purpose is to train the students for their next year of high school in which their knowledge of the language will increase but first they have to dominate the basic rules of the language.

This allows the researcher to compare the principal objective of the investigation with the results and see if the research question has an answer or if the investigation is

inconclusive. This activity was done on Monday 4 of November, 2024 at 7:00am with the group 8-3, since that day English is their first class of the day and took 20 minutes of the class.

First the teacher described the activity that was going to be made in class, how long the activity was going to take and the rules. The audio would be listened to only one time. Then students had to translate the sentence into Spanish. The audio was played throughout the computer connected with the screen the first time then the second time was played with a speaker using the cellphone.

This post-test consisted of students listening to an audio about activities made in the past, a conversation between a boy and girl about activities done the previous weekend. The students would have the text on a worksheet, but some parts of the sentences would be incomplete. More specifically the parts in which the verbs are in past tense. Students would fill in the blanks of the text with the verbs in past tense while listening to the audio. The audio would be played once to complete the exercise and a second time for checking the answers. After that, the teacher would check the answer with the students orally.

Students felt at the beginning very nervous and anxious with this exercise since they did not want to be scolded for making mistakes, but as soon as they realized it was more about evaluating their listening skills rather than writing skills, they decided to participate. Moreover, students felt a little stress when they found out that in the worksheet was not the same as their practice in their book in which they had the verbs in Simple Present in brackets and next to it they wrote it down in Simple Past. After the post-test was finished, they were a little ashamed for the amount of mistakes but at the same time proud for being

able to complete this test, and those who did not participate asked if there was a possibility to do the exercise.

The teacher in charge of these group did no interrupt during the practice of this activity. The teacher was paying attention to the participation of the students, but the comments regarding the dynamic of the pre-test were made once the students were gone. The teacher expressed her happiness about this pre-test since it was satisfying to see the students' interaction and participation, also a useful strategy to avoid monotony in class.

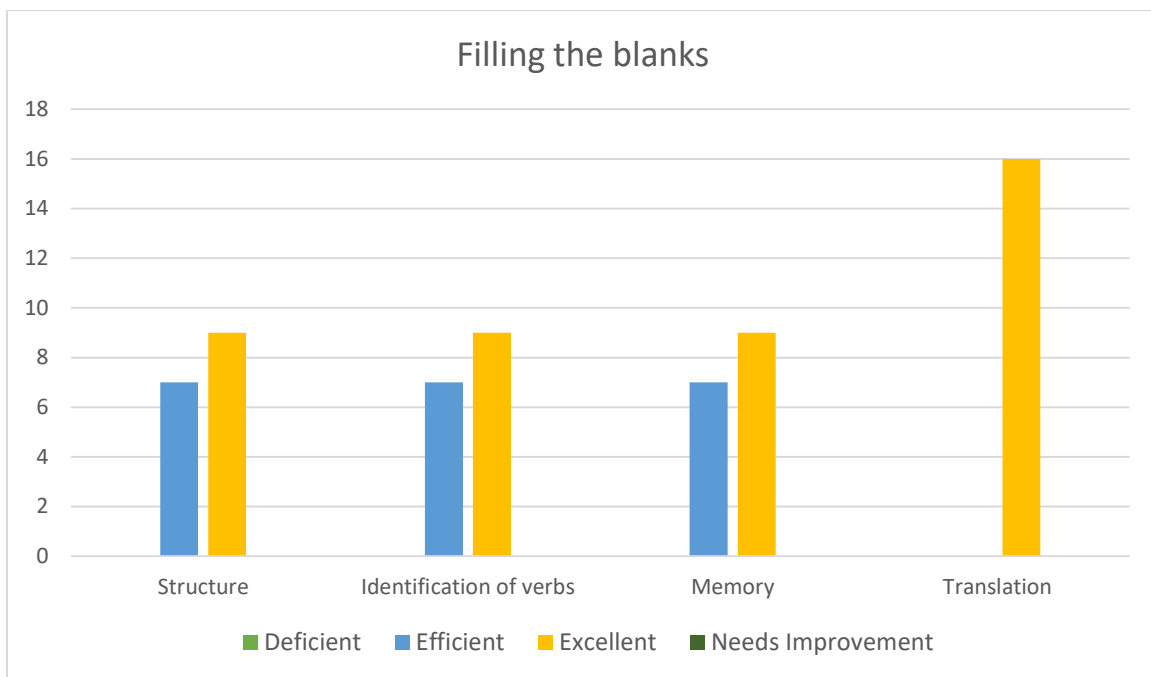
Table 4

*Post-test*

Skill Expectation	Deficient 1-5 points	Efficient 6-12 points	Excellent 13-23 points	Needs Improvement
Structure	0	7	9	0
Identification of verbs	0	7	9	0
Memory	0	7	9	0
Translation	0	0	16	0

Figure 4

*Illustrates the results obtained on the post-test.*



*Figure 3. Demonstrates the students' level of comprehension to the audios, and their knowledge at the moment to write down a text. Research creation: Allison Guido.*

Students were able to understand the audios and the context of the paragraph. Some students were able to catch the words at the first time they listened to the audio while others needed to listen a second time. From 16 students, 7 students had a medium level of comprehension in listening skills and 9 students had a high level of comprehension in listening skills. Moreover they were able to understand the verbs in past tense even though their writing skills were poor their listening skills are well developed.

The lowest grade was a student who obtain 6 point out of 23 points. This student only finished the first part of the paragraph. The second paragraph was empty, then the student with the highest grade who obtained 21 points out of 23 points completed the two paragraphs in which he only made two mistakes instead of writing “stood” he wrote “stand” and instead of writing “feed” wrote “feet” and the rest of the words were correct.

In this part of the activity, most of the students committed a lot of grammar mistakes but their comprehension and listening skills were of a medium and high level. In other words, students wrote down the words as they were pronounced according to what they heard and at the moment of making the translation into Spanish students were able to say the correct meaning of the verbs. Students knew the verbs in Spanish but did not know the correct conjugation in past tense, so in most of the cases the student with a high level of listening skills wrote a misspelled word just for one or two letters.

In some cases more specific the students with a medium level of listening skills wrote down the words in simple present instead of simple past, they were able to understand the context of the text and the audios but “forgot” the right conjugation for the verbs.

## **Chapter V**

### **Conclusions and Recommendations**

In this chapter of the investigation the results obtained in Chapter 4 would determine if this teaching method has positive or negative results when applied in future classes by other students in the teaching major. Moreover, if the objectives were able to be completed during the investigation of this teaching method. At the same time, the importance of giving a conclusion related with the research question: if it was possible to have an answer or not. Finally, some recommendations are given for students who want to implement new teaching strategies to avoid monotony in their classroom.

#### **5.1 Purpose of the Conclusion**

The principal purpose of the conclusion is to help students to develop their listening skills for a better communication with the society and be able to transmit a message in general. Moreover, the conclusion answers the research question and the problem statement regarding the survey results. A second purpose of the conclusion is to compare expected results with real results and see if the differences change the principal objective of the investigation.

#### **5.2 Conclusions**

To conclude, the researcher of this thesis has gotten to the fact that the purpose of this teaching strategy renders positive advantages and results for being put it into practice in future classes. Students are able to understand the language more through the audios than books and written exercises, also students are able to transmit the message in their native

language even though they are not able to fully understand all the words but at least the key words to catch the message and explain to their classmates.

### **5.2.1 Objective One**

The first objective of this investigation was to determine the difficulties that eighth-grade students at Liceo de Aserri have regarding listening skills. During the observation of the group, the investigator was able to determinate that students depending on the topic have a medium or high level of listening skill. Starting with Basic English students are able to understand and respond the greetings of the teacher. At the same time, students are able to understand basic instructions and most of the students can make basic questions for example; “May I go to the bathroom”, “May I go to drink water”, “Can I go outside to attend a phone call” and etc.

It was also observed that students have some problems with pronunciation, more specifically when it comes to large words. For example, important, interesting, beginning, etc. At the same time, when students listen to idiomatic phrases they get confused since they analyze the verbs separately and not as one, but students are able to understand the main idea of the topic throughout the context. Also, students pronounce the words as how they see it written down but when it comes too translating into Spanish, students know their meaning. In addition, students are able to identify the key words and principal verbs when they listen to a text whenever as an audio or the teacher reading out loud.

### 5.2.2 Objective Two

The second objective of this investigation was to apply visual aids such as YouTube audio as a way for improving the listening skills of eighth-grade students at Liceo de Aserri. During the observation of the group, it was noticed that students have a positive respond to exercises that involve audios of YouTube. Even though students are not familiar with the American accent, they still are able to identify the key words and the main idea of a text. The results point out that students prefer working with visual tools as YouTube for a better academic performance. In some practices, students are able to complete the exercise in the first time they listen to an audio and some students need a second chance to listen to the audios and complete the exercise but not a third time. This means how medium or high level are their listening skills in the language English.

Experts previously mention in Chapter 2 and some other investigators confirm that the use of visual aids like YouTube increase the listening skills and moreover the ability to listen to the teacher, to keep them focused on the class, to catch their attention to the material and avoid distractions. Moreover, to avoid students who pretend to pay attention but at the moment of asking questions they excuse is “I did not understand”, “Can you explain again please”, which makes the other students miss their focus on the activity and get them confused. The use of audios help to increase not only their listening skills but also their pronunciation and get familiar with different scenarios in which many words can have different meanings depending of the context.

### 5.2.3 Objective Three

The third objective of this investigation was to evaluate the use of YouTube as a strategy for enhancing the listening skills of eighth-grade students at Liceo de Aserri. During this investigation it was noticed students have a more effective respond to the used of audios of YouTube not only for practicing their knowledge on vocabulary but also their pronunciation. Students show a better attitude and commitment to participate in class and complete the exercise since the class becomes more interactive.

The results of the pre-test show that students are between medium and high level of listening skills, most of the students are able to identify the main idea of the text, but they sometimes can get confused with words that sound similar. In the activities in between students show their willingness to complete the exercises and seeing if their answers were correct, and then in the post-test students show a proper level of listening skills to give a translation into Spanish. During the realization of this teaching method, it was noticed the improvement of the students in the English language. When all the practices and exercises were done using audios of YouTube, students are able to keep the material more time in their minds differently than with another activity or with a visual aid, or more than the teacher just talking the whole class and reading from the book.

### **5.3 Restatement of the Research Question**

The original research question was: What is the impact of using YouTube audios as a strategy to improve the listening skills of eighth-grade students at Liceo de Aserri during the third quarter of 2024? Students have proven that the use of audios increases their listening skills and comprehension level since with audios student get familiar with the American accent and with the real pronunciation of the words. Moreover expressions and phrases of this language can put it into practice at the moment of having a conversation. Also, with the use of audios students are able to transmit the message in their native language to those students with a low level of listening skills. Besides, if the students first listen to the audios, and then they have to read a text, their comprehension level will increase since they already know what the text is about, so at the same time their reading skill increases.

### **5.4 Unexpected Results (If any).**

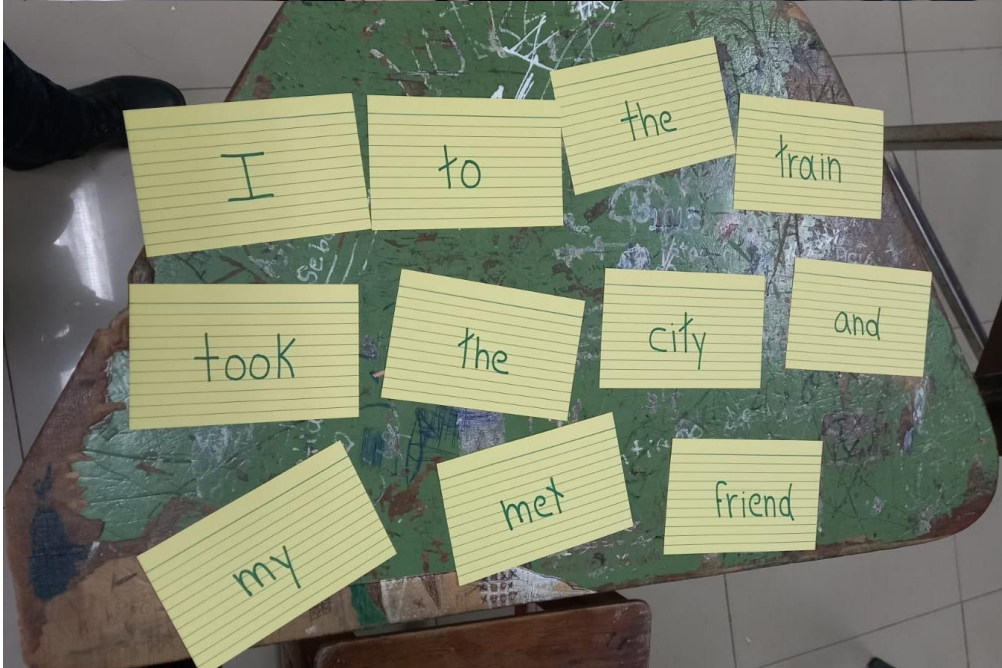
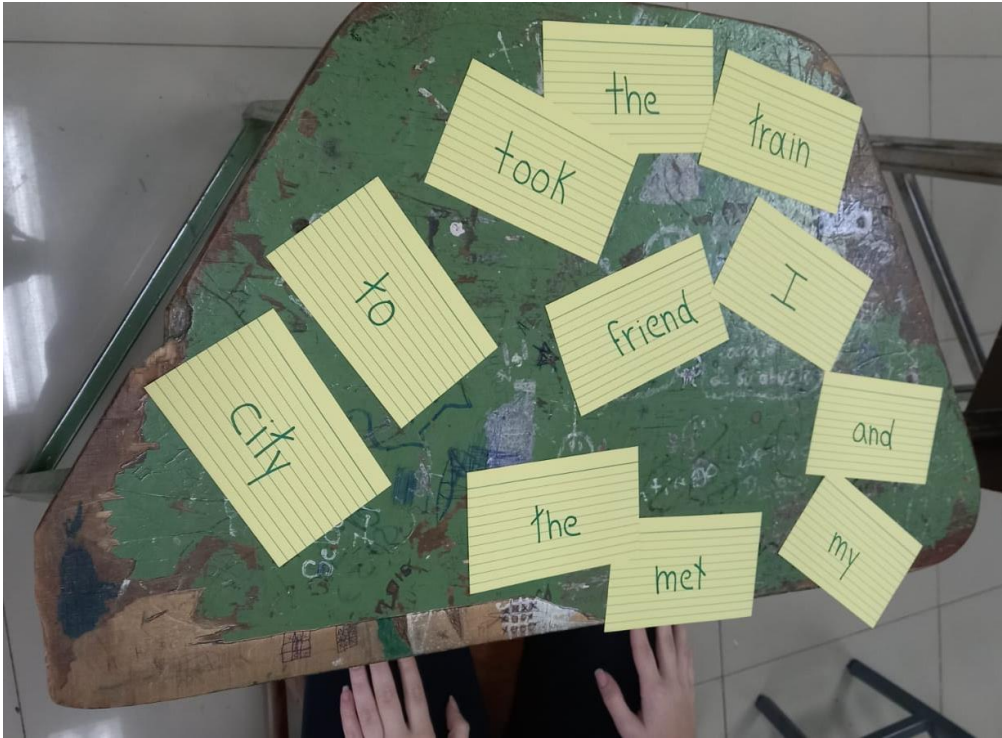
During the practice of this teaching method there were not any unexpected results. At the moment of putting into practice the pre-test, the activities in between and the post-test students show a lot participation in this practice. Also, students were very interested in doing exercises outside the monotonous class, since most of time the exercises are working with the textbook and nothing else. No one had any doubts about the activities or the topic itself, giving the idea that they all understood clearly. Besides, students like the idea of more interactive activities to practice in this case the topic of the simple past.

### **5.5 Recommendations**

For future investigations, it is important to clarify the rules of how the activities are going to work out for the students. In this investigation, it was explained how many times the audio was going to be played one or two times. A third time was not possible, so students had to pay fully attention to avoid any distractor and do not speak with other classmates in order to complete the exercises. Also, as a teacher, it is important to clarify that if someone was not able to complete the exercise because he was not paying attention at the audio, it was already played twice, the class will continue with the next exercise, since the idea is complete this exercise in a specific amount of time, and it could confuse the other students who already finished the practice by giving doubts if they really write down the correct answer. So teachers have to be strict and follow the rules even though this can upset some students.

**Annexes**

Pre-test



Dictation

4

Matias Blanco 8-3

Dictation:

- 1- Yesterday I found ten dollars in the street.
- 2- I felt really happy.
- 3- I put them in my pocket
- 4- and I went home.
- 5- I told my mom she told that I should keep the money.
- 6- So I give it to a homeless person
- 7- I became a better person

Complete

7

Manserrath Dictations


Incomplete

- 1- yes to name 14- too am got let perfect
- 2- i 15- am d' kenn
- 3- ins d' 3 16- am vere person
- 4- i am felts 17-
- 5- really happy 18-
- 6- iam fel 19-
- 7- i am poktell 20-
- 8- i am a wells home 21-
- 9- A too my mom 22-
- 10- shee tooth 23-
- 11- dad iam shee Mat 24-
- 12- kit d' many 25-
- 13- soo hay qey it 26-


Error Correction

She went to bed early.  
he

we didn't like <sup>that</sup> pizza

stuard leave in Vanckuber.   
lived Vancouver

did she exercise?  
exercise

I heather   
hated Cookie  
cooking.

Day play soccer old night  
They played all

Post-test

7 Aola'n 2602

Post-test (Filling the blanks) 6pts

~~Did~~ you have a good weekend Monica? Oh yeah, it was great.

So what ~~did~~ you do? On Saturday I ~~went~~ to the theater with my parents. What play ~~did~~ you see? I ~~saw~~ Cinderella and it was an amazing show. What ~~did~~ you like the most? I like the costumes and the songs. What about Sunday ~~did~~ you do anything special? I read a book in the morning then I ~~did~~ my homework although I ~~did~~ feel like it but I ~~knew~~ I ~~had~~ to. The weather ~~was~~ so beautiful and warm so we ranch on a picnic in the park in the afternoon.

We \_\_\_\_\_ some sandwiches and drink some fresh orange juice after lunch we \_\_\_\_\_ on the stream band and \_\_\_\_\_ the ducks then we \_\_\_\_\_ a nice stroll through the park. A moment later it \_\_\_\_\_ to rain so I \_\_\_\_\_ as fast as we could as soon as I \_\_\_\_\_ home I \_\_\_\_\_ a hot bath.??

11 Dennis Quiros Mora

Post-test (Filling the blanks) 21pts

Did you have a good weekend Monica? Oh yeah, it was great.

So what ~~did~~ you do? On Saturday I went to the theater with my parents. What play did you see? I saw Cinderella and it was an amazing show. What did you like the most? I like the costumes and the songs. What about Sunday did you do anything special? I read a book in the morning then I did my homework although I didn't feel like it but I knew I had to. The weather was so beautiful and warm so we ranch on a picnic in the park in the afternoon.

We ate some sandwiches and drink some fresh orange juice after lunch we ~~start~~ stood on the stream band and feed the ducks then we took a nice stroll through the park. A moment later it started to rain so I ran as fast as we could as soon as I got home I took a hot bath.

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