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Topic:

Title: The Influence of Songs in Social Media such as Youtube as a Tool to increase the Listening Skill Tenth Graders in Marco Tulio Salazar in Aserrí during the Third Quarter of 2021

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Chapter I

Introductory Framework

This research project is based on the problems in the public education system—specifically talking about the English teachers who do not use the foreign language to teach their classes. This project implements the use of YouTube as a multimedia tool that allows the improving process of the listening skill in tenth graders students in the academic English classes at Marco Tulio Salazar high school in Aserrí during the second semester of 2021.

Teachers have a new teaching tool on social networks such as youtube for a new tool in songs to improve listening skills in college students.

1.1 Problem Statement

Most of the time, the problem is that in public education, English professors explain the topics in the native language, "in this case, Spanish." It does not have the sense to receive a foreign language class in the native language, so the students receive a class where the professor explains the rules for using English in Spanish. However, the professors forget that the most important part of teaching a language is to provide a learning process that emphasizes English skills: with different skills that are listening, writing, reading, and speaking. This investigation focuses on listening skills because it is the first step for familiarizing with the new language. This leads teachers to the fact that to teach a language. It is necessary to cover only one skill because teachers cannot work all simultaneously since it would confuse the students when they are learning. When an English class is taught in a public school or university, the teacher has the freedom to teach with the methodology that he/she sees as the most convenient for the learning process and learning environment.

In many cases, professors omit the only students' opportunity to practice the foreign language during the class. Unfortunately, we are in a society where the most important thing is to acquire

money regardless of whether we affect third parties, students. This leads us to private education taking such an advantage over public education in bilingual students. Although private and public institutions use the same evaluation methods, private education follows the guidelines to achieve that goal. So, What influences the social media YouTube as a tool for increasing the listening skill of the students of (10th grade) in Marco Tulio Salazar in Aserrí?

1.2 Objectives of the Investigation

1.2.1 General Objectives.

1. Analyze how the use of the YouTube platform as a Learning tool helps ten graders to improve their listening skills in academic English classes at Marco Tulio Salazar, high school.

1.2.2 Specific Objectives.

1.2.2.1 Investigate the benefits of YouTube usage as a learning tool in the third quarter in Marco Tulio Salazar in Aserrí.

1.2.2.2 Describe how YouTube usage as a pedagogical tool helps the improvement of listening skills in academic English classes in the third quarter in Marco Tulio Salazar in Aserrí.

1.2.2.3 Evaluate the YouTube usage a Pedagogical tool has for improving the listening skill of 10th graders in the academic English classes in the third quarter in Marco Tulio Salazar in Aserrí.

1.3 Justification of the Study

Based on the problem that the students have with the listening skill, this project is important because the majority of the time, so based on this fact the professor have the possibility of promoting what in his class the students listen to music in English for increasing the level of the listening skill using YouTube. Therefore, it is a form to encourage the students that a useful technique to learn a language is to listen to the word of the foreign language all the

time. With that technique, they can increase their level of English because the human brain creates such as custom listening to the language frequently.

Based on Nurtetengteng, Sudiby, and Feni Kolin Karolina (2018), the students need to listen to songs because:

We are suggested to include songs in language learning as well. The people in the world had heard songs since they were born until they died. So, listening to the songs has been habitual and liked by everybody. Besides that, by songs, we can provide a simple lesson on a hot, boring day. (p.72)

The investigation is relevant because the researcher wants to prove that songs are useful in teaching English. If any professor uses songs in a class, he creates a good atmosphere between the students. Consequently, the students will acquire better knowledge so that the professor can work on the listening skill. Many students present many difficulties since they do not understand what the professor says. Listening is a part of the speech where the student must be relaxed to receive the information and give a good answer. On the other hand, this investigation searches to implement social media such as YouTube to increase listening skills since adolescents very much use the app.

Therefore, the songs are relaxing that works in the feelings of students since they have many changes of personalities. A song creates a scenario where the student travels through the song and feels good or comfortable. In addition, with the technological advancements, the students can find platforms where reproduce a song. YouTube is a social media in which a student has different forms for understanding what the song says. These forms are subtitles in the native language, or foreign language, video, song speed "in the app, the person can modify how fast the singer sings the song", and it has unlimited passes.

The purpose of this research is to analyze the effectiveness of using YouTube. This research is important because YouTube is expected to help improve students listening skills if used optimally. YouTube is a website and an application designed to learn different languages to do a certification in English. Users learn English, French, German, Portuguese, Italian, Catalan, and more Spanish-speaking courses. It also has a language incubator, which allows the development of new courses. The results are being completed today, so listening entails a psychomotor process that starts when the ear detects the nerves' sound waves as brain impulses. This implies a series of cognitive and affective mechanisms. Listening is a skill that students must master to use English fluently.

However, mastering a listening skill is not easy because it is a process of understanding grammar and vocabulary to understand what is heard. This project consists of search solutions for increasing listening level using as a tool song in students of 7th grade in Aserrí. Every person listens to music, so if they hear any song they like, the students can create a habit in their minds to understand a foreign language such as English better. On the other hand, students will have many social media such as YouTube for hearing a song in any place where they have access to the internet. Furthermore, the music is stimulating, which the professor can use since a student is a baby in a kinder garden. This stimulating start in the improvement of the listening skill following instructions that the song provides. After that, the level of English increases because they understand better the meaning of the words. The professor can use different musical genres to adapt to the class, including all the students. When communicating, students must pay attention to what the other person is talking about and then respond by conveying ideas. Among many alternatives to improve listening skills, students should use technology to improve their listening skills. Learning social media such as YouTube can be used by students to improve their

English skills, especially speaking and listening. Moreover, today's students are known by the term 'digital natives, so they will not experience difficulties when learning technology.

Public education has a problem when the professor talks in English. The students do not understand because they do not use to using the English language. The only opportunity that students have of listening to this language is in the class English, and in some cases, the professor does not use the language, so he hurts the time of learning to each student. One solution is to listen to a song in English that they like and feel good for learning to be more relaxed. The professor puts a song many times and puts the video on YouTube for better understanding the context of the song fort that they do not know the meaning of the word, so they can relate the words with what in the video occurs. The songs must be in regards to the level of the class, and with this, the students would obtain another type of class to the conventional one that is to teach the subjects the class ends without covering the different skills such as listening.

1.4 Antecedents

The first international article consulted Edgar Alberto and Reina Arévalo (2010) with the topic: The use of songs to work on listening and culture listening and culture in EFL classes*. It is realized for Universidad Pedagógica y Tecnológica de Colombia, (Colombia). Because in Colombia, the academic and professional world is more demanding every day, there exists the necessity of improving foreign language learning; this means a good development of the four skills (listening, speaking, writing, and reading) when learning English. However, this development is not being done well by a significant number of teachers. An example of this is the low level of listening comprehension some students have of the English language.

The methodology used is quantitative, and the following conclusion is obtained, responding to the object of study of the research, when the author indicates that: As defined by

Oxford (1993, p. 206), listening is a complex problem-solving skill, and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people, and adults gain a large portion of their information, understanding of the world and human affairs, ideals, sense of values, and appreciation.

According to the above, it is recommended that songs are the most suitable type of authentic material to develop listening comprehension based on the results of the information gathered. Students feel motivated when working with this kind of material; furthermore, learners' ages and social contexts fit with the kind of music we select to work in class. I also found that songs in the classroom motivate the students to attend lessons and pay attention. Songs are the product of a culture and shared values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language.

Songs, in general, use simple conversational language with many repetitions. They can strongly activate the repetition mechanism of language acquisition, which many teachers look for in sample texts. This repetition in songs will automatically activate the students to get many pattern drills without realizing it. I also concluded that songs offer much practice for students to link the sounds of phrases or sentences naturally as they listen and sing, following the tape, to improve their pronunciation and the use of natural reductions of English without noticing it.

The second international article consulted Ulfah Maria (2020) with the topic: The Effectiveness of Using English Songs to Teach Listening Skill of the Senior High Students in Samarinda. It is realized for IAIN Samarinda, Indonesia Murphey's suggest that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use a song as a medium to overcome the student's difficulties in listening

and improve their listening ability. A creative teacher can also teach English through songs since that provides a break from the textbook and workbook. It is new and interesting for them. Therefore, with this situation, they will be motivated, especially in learning listening. It means the song can be the media that make the students enjoy learning listening in the class.

The methodology used is quantitative, and the following conclusion is obtained, responding to the object of study of the research, when the author indicates that in the previous statement mentioned in chapter one, the researcher wanted to know whether using the English song as a media is effective to teach a listening skill at the tenth-grade students of Samainda or not. Moreover, the researcher carried out an analysis of quantitative data. The data was obtained by giving a test to the experimental class after giving different learning to both classes. The subjects of this research were divided into two classes. They were experiment class (X Language and culture) and control class (X Social 3). Before the test was given to the students, the researcher gave a pre-test. The researcher prepared the instrument for the test. Before the learning activities were conducted, the researcher determined the materials and lesson plan of learning. In this research, the researcher shows the pre-test score of the experimental and control group. The students' scores that were taught using English songs, the students' scores that were not taught using English songs, and the statistical result. After the data were collected, the researcher analyzed them. The first analthemis data is from the beginning of the control class, and the experimental class is taken from the pre-test value. It is used to know the significant difference before treatment. Another analysis data is from the ending of the control, and the experimental class is taken from the post-test value. It is used to prove the truth of the hypothesis that has been planned. It is recommended that the teaching listening skill using English songs is effective based on the testing. Furthermore, the differences between the students' atmosphere when they are taught using songs the students who taught without songs in

the teaching and learning process can be seen in the coming chapter. The researcher found many advantages of using songs in teaching and learning English. One of them can motivate the students, make them easy to understand and make learning listening fun. The result can be said that the control class activities are not as good as the experiment class, and using English songs is better than the dictation.

In the third international article consulted L. Parra-Gavilánez, X. Calero-Sanchez (2020) with the topic: STUDENTS' PERCEPTION OF THE USE OF SONGS TO IMPROVE THE LISTENING SKILL. It is realized for Universidad Técnica de Ambato (Ecuador). Listening has been considered one of the difficult skills to be developed in the learning-teaching process of English as a Foreign Language. This has caused the constant demand for methods and strategies that contribute to the improvement of the listening skills of learners. In addition to this, technology has gained considerable attention in language education, encouraging teachers to apply technological tools that motivate and facilitate the enhancement of language skills. However, deeper studies and a better understanding of the contribution of the use of computer programmers that help to improve the listening skill are needed in the field of EFL (English as a Foreign Language).

This study explores university students' perceptions of using programmer songs to improve their listening skills. A survey was conducted through the administration of a questionnaire distributed to 28 EFL students. The data collected were analyzed through a quantitative method by applying a t-test to compare statistical differences. The results indicated that songs and technology motivated learners to enhance their listening skills, confirming the benefits of music in the learning process.

The methodology used is quantitative, and the following conclusion is obtained, responding to the object of study of the research when the author indicates that: teaching English

as a Foreign Language has been seen as a social and cognitive challenging process in which the development of the language skills has been the topic of debate among educational practitioners and researchers. It seems that throughout the history of English language teaching, listening has been the weakest skill of EFL students that demands a high level of motivation and a very active process in which the learners integrate the received message with the creation of meaning in their minds (Hichem, 2013 as cited in Ulum, 2015).

In order to motivate and involve learners in a meaningful process that helps them improve their listening skills, teachers have implemented in their classes many activities in which the use of songs has served as useful tools for learning a language without putting pressure on the students. However, little attention has been paid to the relationship between the use of songs and the improvement of the listening skill in the Ecuadorian context.

Based on beyond, it is recommended: Listening together with speaking are considered the most important skills in the learning process of a language since they are connected in the reception and production of messages in which meaning is the goal of communication rather than language as it makes sense of speech (Bano, 2017; Fauzi & Angkasawati, 2019). However, the first stage involved in first and second language acquisition is listening.

According to Arroyo Ávalos Y and Gamboa Sánchez B. (2016), technology is an important tool for a better education because The role of implementing technological devices has been changing in recent times. Many years ago, it was not possible, so educators focused their lessons only on reading using a textbook or a book. However, living in the technological 21st century, educators must be encouraged to give more importance to technology.

Some facilitators use different tools like Prezi, PowerPoint, songs, and others to develop and facilitate the teaching-learning process. ICT is helping teachers to find ways to increase the motivation of learners in EFL classrooms. (p.3).

Based on Quesada Pacheco, Allen (2006) the education in Costa Rica need technology for improving because: In Costa Rica, English is learned as a foreign language. The environment that surrounds the learner is not an English-speaking environment. Thus, students, when learning English, can only experience it in classroom settings. When they leave school, they spend most of their time using their native language (Spanish). In order to accomplish the goals of the Ministry of Education, new and innovative methodologies have to be implemented to facilitate the practice of English for the growth and development of our country. Trying to respond to the educational needs of our country, a proposal for the design of a digital platform was presented to the Ministry of Education, which recommends Web-based Computer-Assisted Language Learning for the third cycle of high school studies (7th, 8th, 9th grades) as a means to complement the official English program. (p.5).

1.5 Scope

The researcher wants to achieve better listening using YouTube as a tool. Consequently, students can increase their vocabulary by listening to songs and implementing the technology in English teaching. Professors avoid the traditional teaching methods because to update with the new tools that the technology provides to the professors.

Chapter II

Theoretical Framework

In this chapter, all the categories of analysis will be developed, which will help support the researcher's theory. The information in this chapter supports the researcher's theory, which he will put into practice when carrying out the instrument. Thus, check whether everything reflected in the books can be carried out with the students.

2.1 Technological Tools

According to Almenara, Fernández, Osuna (2016), students need technological instruments for:

"(...) their training for the use of ICT applied to subjects with functional diversity due to disability, the first point is the strong marginality of these works in the Latin American context (...)." (p.106)

It should be noted that training for information and communication technology is essential to engage with the media since, in all work environments, the use of cell phones, computers, and applications is implemented to develop their jobs. Suppose students in some rural areas do not count on this team. In that case, the incursion into today's society will be complicated since the entire planet uses technology to the maximum. Awakening this knowledge in students from an early age will ensure success in their field of work.

2.2 Intellectual development

Based on Millenaar and Jacinto (2010), there are many deficiencies for a reason: Many studies show the inequalities that characterize the processes of insertion to work of young people. As a consequence of the profound changes in the world of work and the breaks in the link between education and employment. (p. 74)

Such as has been seen, development cannot go hand in hand with inequality. To prosper, it is necessary to provide all kinds of benefits to students regardless of urban or rural. Until everyone is helped in the same way, we will not have a country with greater opportunities in the labor field, and this leads to more poverty since if the person looking for the job is very young, they will not accept it due to a lack of experience and if it is an older people do not accept it either due to their high age. In summary, there should be an equal benefit for all regardless of who they are. If you talk economically, it is obvious that a large school needs more budget. However, it would be best not to forget small schools with minds full of dreams and equality.

Concerning Ballesteros, Gil, Jiménez, Malik, Mata (2010), what matters is to be yourself because It is necessary to think that we are all equal in terms of dignity. It would be necessary to stop using diversity as a pretext for social inclusion. This is a challenge to the extent that diversity is evident, but equality is the fruit of a moral conviction. (p.54)

The previous example described refers to the fact that we should all have the same benefits since they are equal to a more developed area, they must have the same attention as any other school, they do not speak of the same amount of money provided to a large school but rather that they feel excluded from society and are not advancing in the same way to the free zones. This means that people from rural areas find social inclusion more difficult when arriving at a free trade zone to get work. This means that Costa Rica is an immoral country since if they were given the same attention to all areas, could have a change of mentality in people because they would not feel less than others and would fight to have a better life.ck of attention, on many occasions they cannot be carried out.

2.3 Inequality.

Based on Huaylupo Alcázar, J. (2018), the inequalities are not bad at all since: Inequalities are not pure negativity; where a glance seems subordination and discipline, it is also

possible to see forms of care and protection, or where we identify sanction of practices, there is also approval. Likewise, inequalities are not exclusively the product of the relationships between the different subjects, but rather what other structural, political, and economic elements - as mentioned at the beginning - determine the forms that such relationships take. (p.19)

It should be added that it depends on how the inequality is seen. It can be good or bad; it is good when it is unfounded out of respect, that is, if a person scolds another, they must be respected whether they like it or not because that age inequality gives the person who scolds or corrects a higher level of experiences and experiences, instead When inequality is used to offend and belittle another similar it is being used in a bad way since all are equal "flesh and blood" is no longer someone because of what they have at a material level but how that person is ethical. In a few words, the human being is defined by what it is and not by what is material, and this occurs a lot in educational centers and turns to bully because some can have better things than others and are in charge of making fun. You humiliate those who cannot possess such materials.

2.4 Opportunities

According to Vallejo, Maturama (2018), opportunities are very important because The current society and its vision of reality challenge us to teach science from a socio-constructivist paradigm. Faced with this, school Scientific Research becomes an opportunity to promote scientific competencies, so it is necessary to have spaces for dissemination, such as the Science Fairs. (p.2)

Based on the exceeding, today's people have the vision of competition and try to achieve what they propose, although low-income people are the same. However, due to life circumstances, they do not have the facility of having some technological equipment. They are often discriminated against instead of seeing how they are helped by not buying it but lending it

to perform their tasks. If the above were done, this behavior would open the doors with hundreds of opportunities for students to develop in their field and stand out from ordinary people.

2.5 Teaching.

Based on Gómez, Fernández, Gonzáles (2019), teaching is a process that: It seems clear that the study of mental models on different natural phenomena, before and after a teaching and learning process can provide us with data on its effectiveness and on the variables that can intervene in its development, in order to improve it. Educational intervention. However, this analysis is not without its difficulties. On the one hand, the significant problem of studying with clarity and validity what mental model the students have on a certain phenomenon, situation, fact, or object, and on the other, determining which learning strategies are the most favorable to provoke a good change in the model. (p.277)

According to the previous quote, there are many types of mental models. This forces the teacher to maintain constant diagnostic tests to find the students' weaknesses and reinforce the bases and teaching methodologies. This implies that we must be very creative and responsible when teaching students to ensure success in their studies and life.

2.6 Teaching Listening

Regarding Calderón (2021), the listening skill is defined such as:

Listening is vital in the language acquisition process because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is an important communication competence that includes complex cognitive processes, like understanding and interpreting messages. This skill thus is fundamental to speaking. (p.13)

According to the previous quote, it can be defined that the ability to listen is the first step to acquiring knowledge because the human being needs to listen to recreate a repetition of the

action that is carried out. Therefore, it can be observed that to carry out a conversation. One must first listen to know that one must answer about the topic developed in the conversation. The listener is the first step that takes the person to be able to execute the speaking skill. Listening helps the person to have a greater knowledge of the issues because listening to the mind stores all the information heard. The listening skill is the first ability for working to the hour of acquiring a foreign language. When a person is acquiring a language, he must complete two roles: active and passive or combination of both. In passive listening, the person repeats all the sounds that the teacher makes to pronounce the word. Active listening is when the person interprets what the teacher says. In this case, the student gives the same meaning as what the teacher says. Finally, exist people that use both methods for increasing their listening skills.

2.6.1 The Advantages Teaching Listening

According to Armilia Sari and Sugandi Bastian (2015), listening skill has some advantages that are: they will improve your general understanding of the language, you will improve your pronunciation, it is the best way to learn when combined with reading, you can repeat what they do not understand, so listening has many advantages for acquiring a foreign language using songs. (p.11)

According to the preview quote, listening to songs has some advantages, such as strengthening the students' vocabulary since it is fun to learn. In many cases studying becomes something tedious when studying should be a way of life for the students. Therefore, it is a way of working the brain because the student has to remember everything that is needed to make that sound and what is its meaning in their native language since they need to make that conversion in the use of words to know what what is being talked about and not just dedicate themselves to saying nonsense words. Another advantage of knowing how to listen is that the student becomes familiar with the structure of the language being studied. It is not only speaking, but everything

has a structure that is studied with grammar and put into practice with speech but to carry out all the previous steps, you must have good listening for understanding. It is presented in class that music is a relaxant, so this leads the student to have a better attitude to receive all the knowledge provided by the teacher, and with these new activities can be carried out such as discussions of the feelings or facts that he wants show song

2.6.2 The Disadvantages of Teaching Listening

According to Armilia Sari and Sugandi Bastian (2015), listening skills have disadvantages: they might not learn grammar, not spell, and pretend to understand everything. teaching listening has some disadvantages, such as it can be an interruption in the learning process. (p.11)

Based on the quote, some disadvantages of teaching listening with music are that there are ways to acquire knowledge in many cases in the classroom. Music is a switch in the learning process since they cannot understand what is in the classroom. They concentrate more on the rhythm than on the lyrics, but with this type of student, this ability should be taught in another way in which it is easier for them to learn to listen.

2.6.3 Listening Difficulties

It is important for Caiza Mora Carolina Aracelly (2019) because the listening difficulties relate to each student's habit. Sometimes, they do not practice the necessary times for improving their listening skill. (p.8)

When it comes to learning a new language, there are many difficulties since you are not used to the sounds of that language. However, in many cases, the same students make difficulties because they do not see the importance of learning a new language. They do not give it the importance it needs, so learning the new language will be much more difficult. In many cases, they do not understand what is being said, so a negative layer affects the learning process by not

achieving that. In other cases, when the teacher does not have a good pronunciation or when he reads, he does it very quickly, and the student is left without understanding what the teacher is trying to communicate. Therefore, they are given a material that is not suitable for their level of English, so this means that the teacher, before doing any activity related to listening, must evaluate to measure the level in the students and be able to take them an activity that does not affect their learning process. However, working with instruments such as listening for detail, listening for the main idea, pre-test, and post-test, the professor will find the form for minimizing the difficulties of teaching listening.

2.6.4 Listening for detail

Based on Vazquez T. Alexandra. (2013) the listening for detail is: Listening for details is something we do every day. We just understand the topic, which in this case does us no good. We sometimes need to listen for details. To point this out, use the same dialogue, but this time set this task. (p.4)

There are many ways to practice listening to improve this ability. One of them is listening in detail that consists of people's daily lives, nothing more than in this case it must be done in the studied language in order to increase vocabulary, so you do not forget the words. for example: when the student goes to the supermarket, all the products that he is going to buy he will say in English so that they are not forgotten, and so if he can see a new product, he looks for what is its pronunciation and achieves repeat as many times as necessary, so you do not forget. Another common daily habit in teenagers is listening to music for many hours. Then they dedicate themselves to repeating all the lyrics of the songs until they reach the point that they teach them.

2.6.5 Listening for the main idea

Based on Vazquez T. Alexandra. (2013) Listening for main ideas means: that the listener wants to get a general idea of what is being said. (p.27)

Interpretation is another way to improve listening since the student changes all the words said by the teacher but keeps the same main idea of the conversation. With this, the student works on various aspects such as the analysis, the interpretation of the information, and the creation of new sentences keeping the same line of what is spoken.

2.6.6 Listening and Making Inferences

According to Solehudin Nurkholis (2018), it is important because: Listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. (p.27)

The important reason for listening is listening and making inferences. Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to "listen between the lines" to figure out what is meant.¹⁷ From the definition above, it can conclude that all of the skills involved in listening above are important to improve listening skills for students in the classroom.

2.6.7 The use of Songs Procedure

Based on Calderón Víctor Raquel (2021) says: There are plenty of ways to use songs in class, but this study considers the proposals to determine the most suitable procedure to effectively use English songs and help students to improve their listening skills. (p.16)

The procedure is established as follows: Pre-listening that is Pre-teach only critical vocabulary Establish context Create motivation for listening, Extensive listening that is General questions on context and attitude of speakers, Intensive listening that is Pre-set questions 10 Intensive listening Checking answers to questions, and finally Post listening that is Functional language in listening passage Learners infer the meaning of unknown words from the sentences in which they appear Final play; learners look at a transcript

2.6.8 Bottom-up Process

Based on Calderón (2021), the Bottom-up Process is defined as the process the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Students involve perceiving and parsing the speech with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive.²⁰ It means more focus on the grammatical relationship in words, so the listeners understand the sounds, words, intonation, grammatical structure. (p.15)

In the teaching of the English language, since its inception, it can be seen that most listening activities are carried out to evaluate and not teach listening. However, evaluating a skill without having previously taught it is not acceptable; it is not for the ability to read, write or speak and therefore should not be acceptable in the case of listening. Listening is rather a tool to present grammatical structures, introduce vocabulary, promote debate or discussion of a topic, or to measure what the student is capable of listening; playing a recording and "asking comprehension questions or asking students to complete or identify tasks is simply evaluating." In addition, in the listening process, two types of text processing are revealed: bottom-up processing, which involves the recognition of the minimum units of the language, phonemes, and words, which involves recognizing sounds, words, meanings, and sense according to context and top-down processing.

2.6.9 Top-down

According to Calderón (2021), Top-down Process is defined as: the listener uses what they know of the context of communication to predict what the message will contain. (p.16)

In the same way that learning to read implies reading many texts of different styles, learning to listen necessarily implies listening to many texts of different styles, which are also appropriate for the level of knowledge of the language, and which are interesting and motivating,

taking into account the age and interests of the students. As is done for the development of reading, intensive and extensive listening activities should be performed that imply the recognition of the theme, the central idea, interpreting the message, anticipating, inferring. These two processes occur simultaneously and make it possible to understand the message. Although, in the language teaching-learning process, listening activities can be separated and directed at one or the other process, and activities are not always carried out in which the integration of both processes is achieved, as it should be.

2.6.10 The Indicator of Habit in Listening English

Based on Solehudin Nurkholis (2018), it is important because The Indicator of Habit in Listening English Song and Listening Skill Dubray contends that habit can be acquired by doing exercise. The number of repetitions, as every repetition strengthens the disposition left by previous exercise their frequency. (p.34)

Students work on the skill of listening in and out of the classroom, not just to get them over their difficulties in it. However, through extra-class work, the students have more time and varied environments to practice, automate, and refine the processes involved in understanding oral. Helping students be more responsible is beneficial because learning can be more effective as students control this process since it allows them to know what they are prepared for. Therefore, the students responsible for their learning can continue outside of class and transfer these strategies to other subjects. Therefore, if the student begins to be responsible for strengthening their ability to listen outside the classroom, he internalizes strategies for improving the skill. Over time, you will build the habits to practice your oral comprehension.

2.6.11 Exercises to teach Listening

According to Calderón Víctor Raquel (2021), there are some exercises for working the listening skill such as:

Listening skills play a crucial role in personal and professional success and master students' performance with the language that is not their first. Because listening is such a complex activity, or a broad field of activities, inculcating good listening habits in 18 students requires the instructor to address each of these types of listening processes. Perfecting listening skills will help students master the topic's content, ask incisive questions, and think critically about the content. (p.16)

It is important to highlight that the materials and activities used in the language classroom can attract students' attention and, at the same time, increase the effectiveness of the comprehension of listening. Relevance establishes that, depending on the students' interests, the contents of the listening lesson, and the result, which is the objective of the information, they should be as meaningful as possible. When activities do not work, they will hardly attract your attention. For listening comprehension lessons, teachers can use teaching materials and materials of interest to students and adapt them by developing activities prior to the listening comprehension exercise and after it. The transfer principle states that any relevant material involves the reproduction of real situations. This fact implies that students must learn in class not only aspects that work in school but those that can be applied to daily life.

2.6.12 Online Resources for Developing Listening Skill

Based on Akhtar Kang Muhammad, communication through social networking is important because various internet communication tools like Youtube are available online. Audio and video lessons are found in abundance online to support teaching and learning of listening skills. Documentaries, music files, news, and broadcasts help learners gain knowledge about any of the subject matter and accent of the speaker. Learners can also adjust and choose activities according to their time and interest. (p.44,53)

Girls and boys enjoy music and movement, so they should be provided with a happy environment that allows them to externalize all the energy they have inside; this should be invited to reflect through the hearing about the different sounds, rhythms, and songs you listen to. Therefore, this is important to promote singing activities, dancing, listening to recordings, and creating musical instruments to express themselves through music. It also recommends that the teacher use background music while the students work. Visits to the symphony or to observe a musical should be planned.

2.6.13 The Importance of Listening in Communicative Language Teaching.

Based on D. Renukadevi (2014) the communicative language teaching is important for learning the listening skill because:

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for a communicative purpose, listening plays a vital role. It helps the language learner acquire pronunciation, word stress, vocabulary, and syntax, and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent. (p.60)

Listening comprehension and oral language are closely related. They have many aspects in common; To achieve an adequate development of oral expression, work should be favored jointly by listening, following orders, ordering sequences of events seen or heard, selecting keys to reconstruct the speaker's message, among others, can contribute to this end. For effective learning and successful participation in the life, it is necessary to ensure by all means that children attend and concentrate. For some decades, it should be noted that "listening" had not been conceived as a learning goal; children have been intended to listen without being taught. Today listening is conceived as an indispensable element in the communication process.

Communication is the skill we acquire in our lives that allows us to send messages to another person. We build our messages from our ideas and feelings and transmit them through our words and actions. This process is called encoding. Upon receiving our message, the listener must decode it in order to understand it. We can hear the words and observe the actions, but we often infer their meaning ourselves. Effective communication requires that we correctly interpret messages to deliver a response. As human beings, one of the most important achievements is communication. We can talk to people at the other end of the country, the planet, and even on the moon with today's technology. However, when it comes to communicating face-to-face, we often face real difficulties. We have trouble sharing what we want. It is equally difficult for us to listen carefully and fully understand what the other has said.

2.7 Concept of English song

Based on Almutairi Maryam (2016), there is defined such as Songs can motivate a positive emotional approach to language learning, songs can inspire the student to express his/her attitude towards what he has heard. (p.35)

The decision to work with songs was born after seeing these needs of the students, knowing that there was no motivation and added to this the pleasure that students have for music, as this gave the guideline to think about how to encourage motivation and improve their listening skills students through songs. Finally, carrying out this didactic proposal, it is expected that student results for the institution are better at the academic level, raising the institution's recognition regarding foreign language teaching.

Today music is one of the most important social values for the youth since it is present everywhere representing different situations of the human being whether happiness, sadness, emotion, love, disappointment, etc., therefore it is considered a very valuable tool for teaching the

English allows the teacher a different resource of innovative teaching within educational experiences; as mentioned above, music represents different states of the human being.

Therefore, it is easier to motivate the student to learn the new language through the lyrics of the songs, making relationships also with his experiences.

2.7.1 Video Clips Tools

It has become enormously popular in a very short time. It provides a huge multimedia library in which language is used in real circumstances by native speakers, which is why foreign language learners have greatly welcomed the site. (p.10)

Using the different senses allows learning to be achieved in a better way. For example, it is better to listen and see than just see or just listen. The more senses you use in the teaching process, the better the learning process will take place. What is seen remains more in the memory than what is heard, but if it is heard and seen, the understanding of that knowledge is enduring. Most traditional teaching methods start from reading. When this same method is used for all subjects, it can cause fatigue and inattention, making it difficult to concentrate and understand the teaching materials. The songs offer a rhythm that helps maintain the student's attention and trains their listening skills, facilitating conversation that gives context to knowledge and strengthens it. They are also an excellent opportunity for students with visual and attention difficulties to approach class materials in a more user-friendly format.

2.7.2 Communicative Language Learning

Based on European Framework (n.d.), the teacher gives additional information, gives clues, and gives a chance to students to discuss the contents of the listening activity that is listened to according to the topic. (p.13)

The communicative approach can be seen to subordinate the study of the formal aspects of languages to their use with communicative fines. The emphasis falls on the processes involved

in the use of language, that is, on the study of meanings, their expression, understanding, and negotiation during interactions. This conception of what a language is and how it is learned cannot do without the approach to the culture in which language acts as a communication vehicle. The importance of the component culture in communication processes and the need to incorporate it into language programs to facilitate understanding and intercultural understanding in recent years.

The communicative approach promulgates teaching centered on the student, on their needs, both communicative and learning. This supposes a loss of prominence on the part of the teacher and programs in favor of greater autonomy for students and, therefore, greater responsibility in making decisions about their learning process. The analysis of needs and the negotiation with the students thus constitute the axis on which the teachers' performance.

2.7.3 Songs as Authentic Material

Based on Hornby (1990), Calderón Víctor Raquel (2021) states that a song is a great language package that bundles culture, vocabulary, listening, and grammar. Songs facilitate the practice of rhythm, stress, and intonation of English language patterns. In addition, the author affirms that songs can also provide a relaxed and motivating lesson. (p.26)

The use of songs as teaching aids is believed to help bring children closer together. According to the theory put forward by the school's director of studies, individuals to "the sounds, accents, and rhythmic patterns of the language, but also with the vocabulary, intonation, grammatical and conversational exchanges," according to the theory put forward by the school's director of studies. Music positively affects language accent, memory, grammar, and mood, fun, and motivation. Along with the development of the mother tongue, several points support and justify the acquisition of a foreign language in children in the first levels of teaching: songs

produce a positive feeling. Children may not understand all the words in the song, but they do not feel as inhibited as adults to sing or act for themselves.

There are different ways and procedures for presenting a song in our class. It all depends on the level we have in class, the simplicity of the song, and the time available, as it is usually quite tight. Songs usually present a large amount of linguistic material in a natural context. Therefore, the songs stick in the student's mind, and the words and expressions used are more easily memorized. In addition, the songs offer many possibilities for constant repetition and revision as important mechanisms of acquisition of language. Practicing intonation through songs by reciting is, about all, very fun and very effective.

2.7.4 Teacher

According to Schratz Michael (2010), a teacher is an important part for acquiring knowledge: as a teacher of English as a foreign language, teach listening skills through songs at times both as a part of their method and due to demands of students to spice up the course content. Nowadays, music and song have been developed in many genres of music offered with modern music instruments. (p.98)

Teachers and parents are the best examples for children, the mirror to reflect and help them learn to listen. The game is a great tool to teach the communicative ability of active listening. You can include in your didactic programming educational games that will teach listening and encourage cooperation in the group of children. In addition, in the classroom, you also have the possibility of putting into operation a series of guidelines that you must transmit to your students, which will help you teach them to listen. Some examples of how to teach listening are: Teach your students to look at the speaking person. They should pay attention to what they are saying and how they are saying it. It is important to listen with interest, without interrupting and without judging, being open to other ideas that do not have to coincide with theirs. It will

also be key to know that are the main ideas of the speech. They are listening to and respecting the time of the interlocutor.

2.7.5 Motivation and Vocabulary

Solehudin Nurkholis (2018) is important because: The result of the analysis shows a significant positive correlation between students' habits. (p.39)

There are different criteria and ideas about the use of songs to improve listening. One of them has to do with the selection of songs so that it is in favor of learning and motivation. Another criterion is related to the theme of the program so that the objectives are met. Also, it would be best if you looked at the needs of the students, the level of language they have, and the students' tastes. In relation to the theme and the needs of the students, if the program involves listening recognition of the past regular ed, it is important then to select a song that makes a description of the past. If the students' language level is low, simple recognition and completion exercises should be carried out. In addition, students should be guided with exercises of pre-listening, during listening, and post-listening. Finally, students can be included in the selection of songs through a questionnaire or a list of songs so that they have the options to choose.

2.7.6 Content of the songs

Based on Sisdianty and Anifah (2018), content songs are:

When teachers use songs to improve listening, they must be attentive to the content of the songs because depending on the possibility, they are instilling values that are not suitable for the students, and this can harm them in their future lives because they could put into practice what the songs want to give to engender. On many occasions, adolescents listen to songs that are not suitable for their ages, affecting their daily use of vocabulary.

The songs are very expressive. Some convey love and emotions, some tell a memorable and moving story, and others embody dreams and ideals, while others remind us of the past. The songs are abundant in themes or topics and expressions that echo in the students' hearts. The use of songs as teaching aids is believed to help bring children closer together.

Individuals to "the sounds, accents, and rhythmic patterns of the language, but also with the vocabulary, intonation, grammar, and conversational exchanges. Along with the development of the mother tongue, several points support and justify the acquisition of a foreign language in children in the first levels of teaching: songs produce a positive feeling.

Children may not understand all the words in the song, but they do not feel as inhibited as adults to sing or act for themselves. Thus, the songs support the acquisition of vocabulary and structures.

There are different ways and procedures for presenting a song in our class. It all depends on the level we have in class, the simplicity of the song, and the time available, as it is usually quite tight. Songs usually present a large amount of linguistic material in a natural context. The words in the songs are meaningful to the student, which influences the acquisition in a very positive way. Therefore, the songs stick in the student's mind, and the words and expressions used are more easily memorized. In addition, the songs offer many possibilities for constant repetition and revision as important mechanisms of acquisition of language. All very fun and very effective.

2.7.7 Having Understand Every Word

According to Siliwangi Ikip (2018), understanding is difficult since: Sometimes, teachers give the students perception that every word spoken by the speaker is important to give the context meaning. However, the important thing is not only relying on every word but also the meaning of the sentence given by the speaker. (pa.2)

Regarding years, the way of teaching the English language was based on specific study techniques. Normally this learning method is effective for mathematics, History, Chemistry, and even Physics because, after all, they are subjects or fields of knowledge with more weight in theory and exact processes. However, in the case of language and languages, that method does not work. To learn English is not only enough to study, that is, to learn grammar, memorize vocabulary, carry out practices and different exercises; It may be useful in the future to master the language more, but it is not ideal to start learning. The importance of listening is that when we are babies and children, we only identify the phonemes of our language, and we do not consider the others because it does not resemble what we have become used to since we were born. When we grow up, not constantly identifying sounds, it is difficult to understand other languages. Our brain does not register these strange sounds as words, which produces a blockage in the face of that new language.

Studies confirm that people who focus on listening can learn the rest of the skills (Writing, Reading, and Speaking) much faster. The best way to improve the other basic aspects of the language is to focus first on Listening. On the other hand, another study from the Journal of Memory and Language showed that it is much more effective to listen to the sounds of the new language that you want to learn silently than to pronounce them so that our perception is not distracted from the same phoneme and sound that the word produces., and, instead of memorizing it, being able to assimilate it. The best way to learn a new language is to rely on hearing and listening. Moreover, if you even want to improve this method, it can be enhanced with videos and images with subtitles, depending on each person's level. Not only is it enough to acquire adequate theory or knowledge, but we also have to interpret the sounds of other languages as messages with meanings.

2.7.8 Understanding Fast, Natural Native Speech

According to Siliwangi Ikip (2018) is important to understand fast and natural speech because:

Learners often ask the teacher to slow down and speak clearly if the teachers speak too fast. However, the problem is, when the teacher does so, it will not help students overcome everyday informal speech. The listeners must practice this kind of situation. The use of the song is aimed to solve the several problems above. It is hoped to increase the student's quality of joining a listening class.

(pa.3)

This study talks about how to understand spoken English. Indeed, understanding English is one of the most typical challenges for students of Hispanic English or any other language. In today's article, we will give you a new and different approach to what you have seen so far in everything related to listening comprehension and how to improve comprehension in English. In effect, until now, everything has been reduced to practice, to listening, to doing test-type exercises with which we did more training on how to get right in this type of test.

We were also taught, as we say, that the more you expose your ear to English, the better you will understand. That is partly true, and it is one of the points to work on to develop understanding better, but we would say that this is more the quantitative phase. Today's secret is more focused on a first phase never worked before, and that would be a qualitative, quality, technical phase to learn to understand spoken English. The key and secret are summarized in sound good, understand better. This refers to the fact that the better you pronounce, join the words, and finally intonation, the more the student will be able to grasp the sounds better and understand them. This is vitally important because a mistake we make in trying to understand English is that we have to understand the words of a sentence separately. This is almost impossible since native speakers of English put all the words together as if they were sentences.

Therefore, our goal to improve understanding in English should be to try to understand complete sentences as if they were a single word. For that, nothing like taking into account all these points of the union of words.

2.7.9 Music Listening for Supporting Adolescents’.

Based on Himonides Evangelos (2020), it is important because: Music is well-received by all generational groups, particularly younger people. Referring to this in research related to the meaning and meaning of music in adolescents indicates that young people can construct the theme and give it their interpretation through music.

To achieve this, the teacher can use his voice or the different technical means within your reach, such as tape tapes and records. The material chosen to practice this skill must be easy to understand. It must have a certain quality in terms of rhythm, intonation, and accentuation, since it is convenient for the student, from the beginning, to associate the phonic representation and the global meaning together of each expression. The student learning a second language goes through different stages in understanding what he hears. At first, the oral expressions of that language hit your ears like an indifferent stream of sounds, and the student confuses sounds. Thus, the teacher must teach the student to distinguish some sounds from others, much of whose work can be done through isolated explanation of those sounds that offer a special difficulty. It is very convenient to carry out exercises specially prepared and graduated in difficulty to perfect listening ability. Students improve and sharpen their ability to hear effectively. These exercises should ensure that students pay more attention to meaning than words and get the gist of what they have heard.

2.7.10 Pre-test

According to Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), professors can use another technique such as pre-test to improve listening because the pre-test is a method for recollecting the level of knowledge that students have. (p.10)

The diagnostic evaluation is a process in which an evaluation matrix is elaborated. The instruments are designed and applied, the information obtained is processed. The problems that our students present are determined. The problem identified represents an opportunity to propose strategies and activities that respond directly to the needs of the students. This process can take an average of one week, where the teacher applies instruments to identify capacities and attitudes, that is, to establish a "starting point" that allows later comparisons, for that reason, the diagnostic evaluation is important since it generates information about the situation. Students initial.

2.7.10.1 Test

Based on Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), following with the previews step, the professor must use the test that consists of explaining the methodology of the exercise for better comprehension, and he works on the issues that students presented in the pre-test. (p.10)

A test is carried out to confirm the knowledge that an individual masters on a specific subject. The tests are made up of a series of questions, each of which must be properly answered. The tests can contain questions with honest answers, which are the ones that can be answered freely, and the questions with multiple answers, which are the ones that give you the option of answering different answers.

2.7.10.2 Post-test

Based on Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), the final step consists of a final exam where the professor proves if their students learn. (p.10)

Final and partial exams are part of the educational process. They are an instance in which the teacher can determine to what extent the students have mastered the contents explained during the semester. Depending on the course duration, there maybe two or three exams that depend on the educational institution. The exams take different forms. There are oral and written exams and practical work or expositions where students must demonstrate knowledge of the subject through developing a related project. However, there is an educational stream that analyzes the true importance or need of final exams.

Chapter III

Methodological Framework

This chapter will see everything related to the sample and population you will work with within the data collection. Therefore, it explains the entire process carried out to collect the data and the instruments you will use.

3.1 Research Approach

3.1.1 Quality Thesis

Based on Fernández, Hernández, Baptista (2014), education has different approaches such as the qualitative approach is also guided by significant research areas or themes. However, instead of clarity about research questions and hypotheses preceding data collection and analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during, or after (p.7)

Such as mentioned above, for qualitative research, we can have hypotheses throughout the data collection process, and this leads us to how the research progresses, to have new questions and to improve the ones we already had or to change some because how the process is progressing, we can go on clarifying those questions that are formed to one at the beginning of the investigation.

3.1.2 Quantitative Thesis

According to Fernández, Hernández, Baptista (2014), the quantitative approach is sequential and probative (representing, as we said, a set of processes). Each stage precedes the next, and we cannot "skip" or skip steps. Order is rigorous, although, of course, we can redefine some phases. Part of an idea that goes limiting and, once delimited, objectives and research

questions are derived, reviews the literature and builds a framework or theoretical perspective.
(p.4)

3.2 Research Design

Based on Garfinkel (1967) Álvarez-Gayou (2003), the ethnomethodological approach talks about:

Ethnomethodology focuses on how people cope with everyday life situations. The goal is to elucidate how the daily life of social construction is forged. This author considers that people have practical, linguistic, and interaction skills to be observed and recorded. (p. 74)

Based on the above, the concept of ethnomethodology can be related to all those people who face situations in daily life. A clear example that can be given in the students of Public education in Costa Rica which students fight against access to technological tools due to the lack of internet, thus each student in the not too distant future will have a knowledge competence practical, linguistic and of interaction that can be observed and recorded, but not egalitarian since students of public education have the problem that in many of their English lessons they receive them in Spanish. Hence, their listening level is very unfavorable.

3.3 Information Sources

Based on Fernández Hernández and Baptista (2014), the sample helps us: The sample is the subgroup used to collect the data necessary to test your research theory. (p.173) Regarding the course of the dissertation and statistics of our project, there is a sample in the Marco Tulio Salazar school students counting the teacher. Referring to the previous quote, the sample is a fragment of all the people that make up the entity where one will do or be directed their project. This is because it depends on the place there is a large population. It would not be easy to work with them, and our instrument would be widely extended. We also have to be very

precise in what we will ask and explain well what will be done since the people selected as a sample may refuse to help us.

According to Fernández Hernández and Baptista (2014), the sample helps us to:

It is a subgroup of the population of interest on which data will be collected. That has to be defined and delimited in advance with precision and is representative of the population. The researcher intends that the sample results be generalized or extrapolated to the population (in the sense of external validity that was discussed when talking about experiments).

The interest is that the sample is statistically representative. (p.173)

Based on the introductory course to research and statistics, our project has a sample of classmates. The sample is a fragment of all the people who make up the entity where one will do or be directed their project. It depends on the large population, and it would be complicated to work with all our instruments would be widely extended. Also, we have to be very precise in what we are going to ask and explain well what will be done since, in some cases, the people selected as a sample may refuse to help us.

3.4 Analysis Categories

3.4.1 song

Based on Ballesteros Egea Mariam (2009), the song is one of the bases on which musical education synthesizes all the elements of music: rhythm, melody, harmony, texture, and shape. It is the most important school musical activity, and it includes a series of aspects such as sensitivity, affectivity, rhythm, and tonal education. Hence the importance of selecting a suitable repertoire.

3.4.2 Listening

They were intended for those who want to understand the nature of listening in the communication process and for students who wish to understand and improve their behaviors as listeners.

3.5 Data collection Instruments

Researchers will use a survey to prove how students can improve their listening skills using YouTube for such an instrument. Researchers will choose the topic about cloth, and they will develop the class using YouTube for ten minutes. With this, students can stimulate their listening, and they can learn a new vocabulary. After that, the researcher would prove if the students learned with the grammar translations method that consists of the professor talking in a native language and target language to create a better explanation. Students can comprehend the topic. Therefore, the researchers can use another audio-lingual method that contains different techniques such as repetition or dramatization. Regarding repetition, the professor can repeat all vocabulary heard by YouTube or create a dramatization. Researchers can ask students to create dramatization using the vocabulary heard by YouTube.

3.5.1 interview

Based on Gayou (2003), a research tool is an interview since: "An interview is a conversation that has a structure and purpose. In qualitative research, the interview seeks to understand the world from the interviewee's perspective and to break down the meanings of their experiences. "(p.109)

The previous example described makes us think that students have conversations that carry a purpose and the desire to set goals and train as professionals even with technological resources. They will look for a way to make the world understand that they will be highly successful despite their deficiencies and demonstrate it with their own experiences. These

technological resources, such as the Youtube tool, will help students create a habit of listening to music in English and thus improve their listening skills.

3.5.2 Photography

According to Gayou (2003), photography is a different way of presenting an investigation because: "The use of photography is born from the phenomenological current, as a different proposal from the positivist one; the vision of social phenomena would be carried out with the actor's own perspective (...)." (p.113)

As has been seen, significant moments come in the lives of each of these students. They are phenomena that will not be easy to repeat and sometimes almost impossible to live again, for example, moments in which the students graduate, they reward on their excellent performance or simply want a memory for their future, thanks to photography, each of these aspects will be possible and easy to relive each of these important moments.

3.5.3 Pre-test, Test, and Post-test

According to Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), for the growth of listening, a series of steps are needed for its improvement and carrying out a previous exam to know the level of the students is a good way to know where the teacher has to focus the teaching techniques and to check if the is students learned they are given a final exam. With this, the professors know if they must change something in their methods of teaching this skill.

3.5.4 Survey

For Singleton & Straits (2009), a survey instrument is defined: "the collection of information from a sample of individuals through their responses to questions" This type of research allows for various methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using

questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are frequently used in social and psychological research.

3.6 Collection data process and data analysis

In the data collection, the researcher will put into practice the instruments which will show if the social media of youtube improves the listening ability in the seventh-year students at the Marco Tulio Salazar school in Aserrí, so the researcher will put a certain number of songs with three repetitions of each and at different speeds so that it is better understood in the class. After this face, the researcher will leave the students to listen to these songs for the next class and thus compare the initial and final data. Every day different rhythms will be encompassed all the tastes of the students. In the end, they will be interviewed about how they felt about the activity and some reconstructive criticism to improve said activity. This interview will cover feelings. Vocabulary learned motivation to go to class and some other aspects.

In the application of this instrument, the researcher will reproduce various audio to measure the listening level of the class. The next day, the teacher will give some tips to improve listening and play a video on several occasions to listen visually. After this, it will only play the video's audio to see if it is better to listen to it visually than just having the possibility of listening. Finally, on the third day, the final exam will be done to see the growth of the students before and after giving tips to improve their listening.

Chapter IV

Data Analysis

To achieve the objectives set at the beginning of this research, the information obtained through the different instruments applied was emptied for better analysis and interpretation. In addition, tables are made in the word application for a better interpretation of the results. The qualitative analysis presented below is carried out according to the relationship between the objectives, variables, dimensions, indicators, and items established in the data collection instrument managed to appreciate more clearly the trend of the responses and the data collected.

4.1 Analysis and Interpretation of the Results

The analysis and interpretation of results are presented in an integrated considering the results obtained from applying the technique of interview and discussion group. The analysis that emerges is presented in order according to the objectives that guided the present investigation.

4.1.1 Observation.

In the application of the instruments, the researcher was able to observe the behavior of the variables from the objective reality, which allowed to arrive at the formulation of general judgments of the why of the problem that the students of the public sector in the education of Costa Rica present such a low level of listening in the English language. Techniques for carrying out fieldwork various empirical techniques or data collection techniques are used that describe the routine, the problems, and the meanings of the reality studied.

Techniques such as a case study or a diagnostic test are used to know the level of English in which the students are, personal experiences, observation records, and focus groups, among others. For the realization of this research work, the technique of direct observation was used. Direct observation is a useful way to discover all the aspects that have to do with the object of

study. It consists of the rigorous appreciation of the characteristics and circumstances in which certain events occur and the behavior of what is investigated. The researcher should establish observation lists and records to focus on the important details related to the topic.

Current times have revealed a new teaching modality where dynamics have transcended into virtual space. Today, the main tool of the process has not been complicated for teachers to include the best learning methodologies within English teaching since the use of virtual platforms is flexible, becoming a collaborative and very effective tool in learning foreign languages. This, in effect, leads to exploring various virtual platforms, such as the use of apps that make it possible to take advantage of technological resources to create learning environments, but also teacher training on the subject of virtuality, since teachers need as well as university students are digitally competent to promote environments that motivate students "to make critical use of technology not only in the classroom but also at home, in their social life and their leisure environments the last point in which the development of the listening skill finds ample space.

In this sense, there is a great variety of useful virtual tools to promote the learning of English. However, in practice, the process is not easy to assume, as the university learner of the language. You may experience a kind of setback in your understanding of oral speech each time you come into contact with a community of speakers, with a new accent, or when you approach a topic whose vocabulary you are not familiar with. This occurs because the individual does not have a sufficient schema to decipher and negotiate the meaning. This explains why it is easier for students to understand what the teacher says, who is heard frequently, and with whom they share the same accent and speed of speech production; than understanding a native speaker.

So it is understood that the university student does not have the necessary tools to defend himself when confronted with this situation. Therefore, since higher education is the last

level to achieve proficiency in English, such as listening, more dynamic methodologies must be promoted from virtuality. However, from the research carried out, the results indicate that teachers do not use technological resources as an English teaching method, due to the lack of knowledge regarding the use of technological means that facilitate the English language teaching, teachers do not use technological resources as a method of teaching—teaching English, due to the lack of knowledge regarding the use of technological means that facilitate the teaching of the English language.

It has been shown that the use of apps in the English language, in general, becomes an essential element to promote significant learning in this area, wherefrom the studies developed it generates autonomy in the student in the process, because today, the use of so-called mobile technology has increased widely. Thus, in listening skills, the use of the app generates spaces of autonomy for the student to learn independently, and in the classroom or virtual classroom, forges spaces for permanent group practice. The important thing is to understand that when using the best app, it depends a lot on the personal interest, where permanent practice and independently of the exercises carried out in the classroom will allow the university to develop this competence. It is also skillful to practice it with native speakers and complement it with an app. However, this process requires perseverance and real interest in improving the listening skill, since most of the time, it is performed independently.

4.1.2 Evaluation rubric

A rubric is a tool that helps assess student learning by making students themselves also know their mistakes through self-assessment. The rubric itself is a document that describes different levels of quality of a task or project, giving informative feedback to students on the development of their work during the process and a detailed evaluation of their final works. Rubrics are useful as a learning tool for students as they allow them to evaluate their work and

that of others. The rubric always has to be delivered to the students before starting the project or task. It must have two elements: a vertical column that contemplates the evaluation criteria of a project or task. Moreover, a horizontal column with the degrees of quality of those criteria would be the insufficient, the mediocre, and the best of them.

4.1.3 Questionnaire.

A questionnaire is defined as a research instrument that consists of a set of questions or other types of prompts to collect information from a respondent. These are typically a mix of closed and open questions. This tool is used for research purposes that can be both qualitative and quantitative. The design of the questionnaire depends on the type of information that needs to be collected. Qualitative questionnaires are used when there is a need to obtain exploratory information or to test a hypothesis.

After having defined what a questionnaire is, it can be said that it is important for this research because it gives us a reference to the basic knowledge that students have about the listening skill. This instrument was applied to know the musical genres that the tenth-year students of the Marco Tulio Salazar school in Aserri and thus adapt the other instruments to their tastes for better learning. Such as a result of this questionnaire, it can be interpreted that students present a low level of knowledge about obtaining information from tools that help them increase their listening level since, in classes, they only have audios on YouTube. They answer certain related questions to the video.

Some questions asked in this questionnaire were how did the students feel when applying an activity without a prior explanation of the topic? The researcher was looking for this question to know the students' mood since they asked if the test was going to be evaluated for their regular course grade since they were not doing very well on the test. By expressing their expectations, the student assumes, in a certain way, a commitment to what they expect from

other classmates and the teacher. In turn, the teacher and the group must take into account and respond to the expectations of each student. If not, the individual and group commitment is broken, and the learning process may be unsuccessful. The commitment and, in general, the attitudes of the students and the teacher is the backbone of individual and group achievements, which is manifested in many ways, for example: arriving on time to class with a margin of tolerance, regularly attending, looking for sufficient and pertinent information on the topics and, after reading, bring it to class to share and analyze it. This knowledge exploration offers a diagnosis of how students are in terms of certain basic concepts and notions related to research. Some strengths and limitations are detected in them. Another question was what the musical genre was most listened to, and most of them answered reggaeton. This prediction is important for the research because, in this way, the type of genre most listened to by students could be sought. So that, when performing the exercises, they feel more comfortable, but as is well known, this genre does not present the appropriate content for teaching. The last important question in this questionnaire was how accessible was the use of YouTube for them? With this question, it was tried to know the access that the students have to this application to give them later some tips to improve the listening skill using this application.

The students who took the questionnaire are YouTube users and are used as a resource in the classroom. It is conceivable that it is a form of keeping the students entertained. However, they seem to think that the audios and audios that they see in class are not chosen without following any criteria, but rather they are related to subjects. In another order, the students believe that Youtube is useful for learning, and few people do not find any use in presenting videos of the website in their classes. Some, to understand a thing, there is no better way than to see a demo and when some resources are missing in classes such as, for example, science, students can see how a reaction is carried out chemistry thanks to a YouTube

video or, in geography class, they can visit the highest peaks of Europe through a video or, in the class of literature, they can see a video representing a work that is being studied.

Finally, the students are very familiar with YouTube. However, language teachers could show them that it can also be helpful to see videos in other languages to improve your proficiency. That can be a place to find information about what interests them. Position that most are interested in their own YouTube channel or already have it, they could propose activities that included them producing their videos.

4.1.4 Interview.

Listening comprehension is a basic function in the socialization of being Human - Helps you build relationships and interact with the people you surround; enriches your perceptions. An empathic understanding favors agreements, creates relationships and communities. It also plays a critical role in learning. Given that oral presentation has been the privileged means to impart knowledge in class, attentive and effective listening is often associated with higher academic performance.

After having defined what an interview is, it can be said that it is important for this research because we can obtain information about what the professor in charge of this group thinks about the instruments that were applied for data collection. In this interview, the teacher talks about the difficulties that arise when teaching the listening skill since there are too few lessons that she has during the week to focus on just one skill. This skill takes longer to teach since not all students have the same vocabulary level, and many times it is not that they do not hear well but that they do not know how to spell the word "teacher comments." Therefore, the professor comments that the instruments applied for this research are appropriate. However, it

takes a long time to be applied, and time is wasted in teaching the other topics, so you must be equitable when distributing class time to work on various skills.

One of the questions that the teacher asked in the interview was why public education students present such a low level of listening skills? This question seeks to know some of the difficulties that the public sector has in teaching this skill and how the teacher seeks to work this skill. Therefore, the teacher is asked about the use of the pre-test and post-test. This question seeks to know the accessibility that exists in the public sector to apply this type of technique. Finally, the teacher is asked about the incorporation of youtube to teach the listening skill. This question seeks to know the viability of including technological tools in the teaching of English.

Therefore, the professor mentioned that YouTube is a free service for storing, managing, and broadcasting videos through a registration account. Thanks to tools-free material in any video or audio format, users and visitors can upload, search, view, and download it. In general, YouTube is a meeting point for those who want to show and watch a video; circumstance favorable for teaching and learning activities. The tool combines several basic and complex media characteristics. Basic as are your symbolic, formal, flexible, and reinforcing manipulation. In addition, it is dynamic allows the change of perceptual order parameters (speed, quality, mode, and screen display) and cognitive. (Transfer and insertion options in other media). Complex measurements are related to account and channel management since the conceptual and procedural should be articulated to manage libraries and subscriptions. These manipulations form transferable cognitive skills for the management of other tools. The tool enables the search and selection of various videos and information sources that can impact making, repairing, perfecting, and improvising mental

constructions. YouTube can be an amplifier of intellectual possibilities. Even broadcasting live (video improvised now or casting), share and write comments to it, almost the same.

4.1.5 Pre-Test

Based on Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), professors can use another technique such as pre-test to improve listening because the pre-test is a method for recollecting the level of knowledge that students have. (10)

This instrument is important because it is already possible to practice the results obtained from the questionnaire. With this exercise, it is possible to have more exact data of the level of the listening skill that the students have since it is carried out without any explanation of how to improve this skill. Therefore, with the pre-test, the reality of each student can be identified, comparing it with the reality intended in the objectives of, and thus knowing the level of knowledge we have in a given field. The diagnosis marks the starting point of the educational and training process of our students. It allows us to properly guide each of the activities to be carried out to achieve meaningful learning.

One activity that worked for this pre-test was to reproduce three times short audio to analyze the level of listening skills. The audio was Do not Stop me Now, so the students had to write the word that was missed in the white space. Another audio was about bitcoin, a popular topic at this moment, so the students had to write in the white space the word that was missed. Therefore, the professor reproduced audio where the students had to write the same word using the listening for detail.

In the graph where you can see the results, they are divided into No achieve, which means that the student could not write any of the missing words or failed to complete 49% of the exercise. Therefore, in-process means that the student completed the exercise from 50% to 69%. Finally, achieve means that the student achieves 70% to 100% completion of the exercise

4.1.6 Post-Test

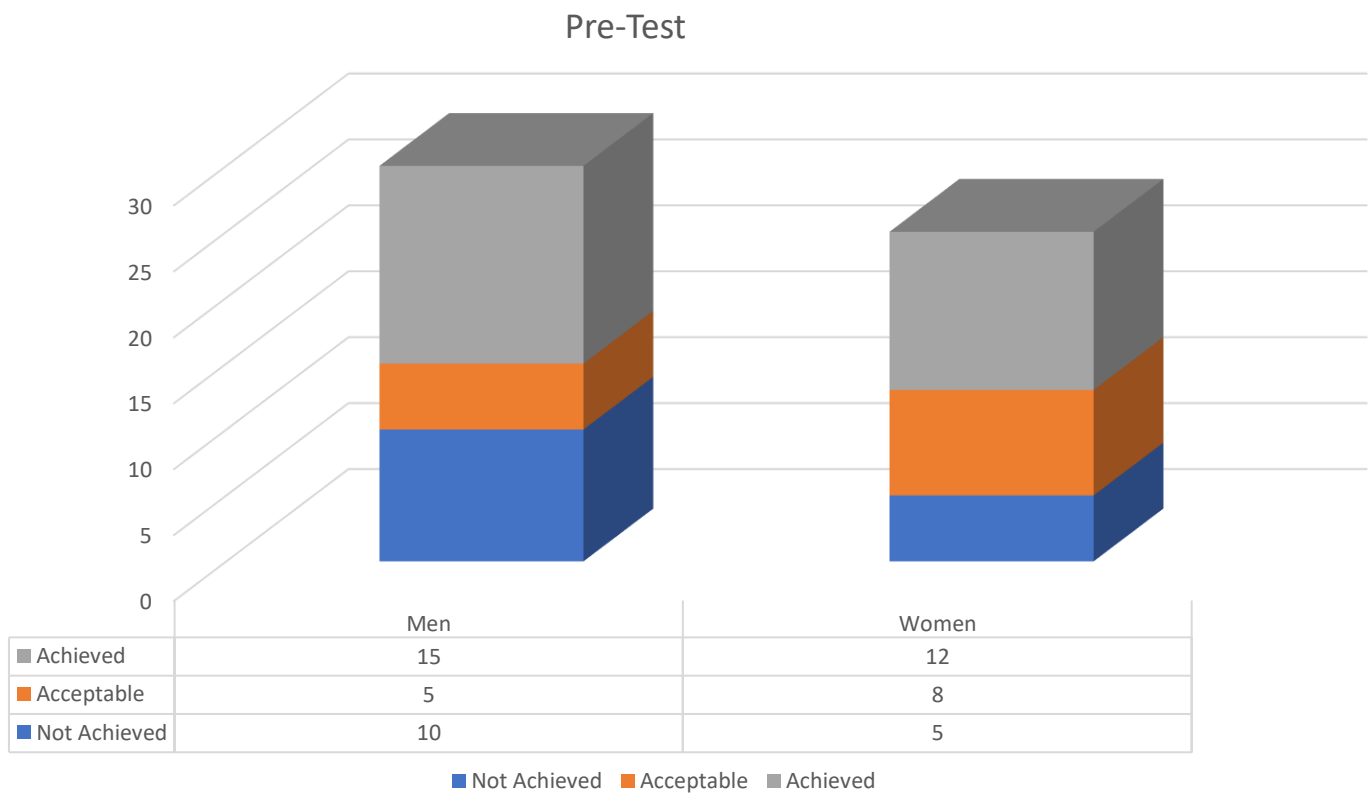
For Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), the final step consists of a final exam where the professor proves if their students learn. (p.10)

Exams are one of the most important moments in a student's life; it is the key moment in which their knowledge and the evolution of their learning are shown, which in many cases causes stress and anxiety. However, it depends on the type of exam and the personality of the student. The post-test is important as it will help us how effective our instruments were. In this activity, you can see if the objective could be achieved, which is to see if activities such as listening for detail, listening for the main idea, and white space work to improve this ability.

One activity that worked for this post-test was to reproduce three times short audio for analyzing if the students learned in the pre-test and the professor's explanation for acquiring the tips and increasing the listening skill. The audio was Radio Ga Ga, so the students had to write the word that was missed in the white space. Another audio was about healthy habits that is an important topic at this moment, so the students had to write in the white space the word that was missed. Therefore, the professor reproduced audio where the students had to write the phrases for listening for the main idea.

In the graph where you can see the results, they are divided into No achieve, which means that the student could not write any of the missing words or failed to complete 49% of the exercise. Therefore, in-process means that the student completed the exercise from 50% to 69%. Finally, achieve means that the student achieves 70% to 100% completion of the exercise.

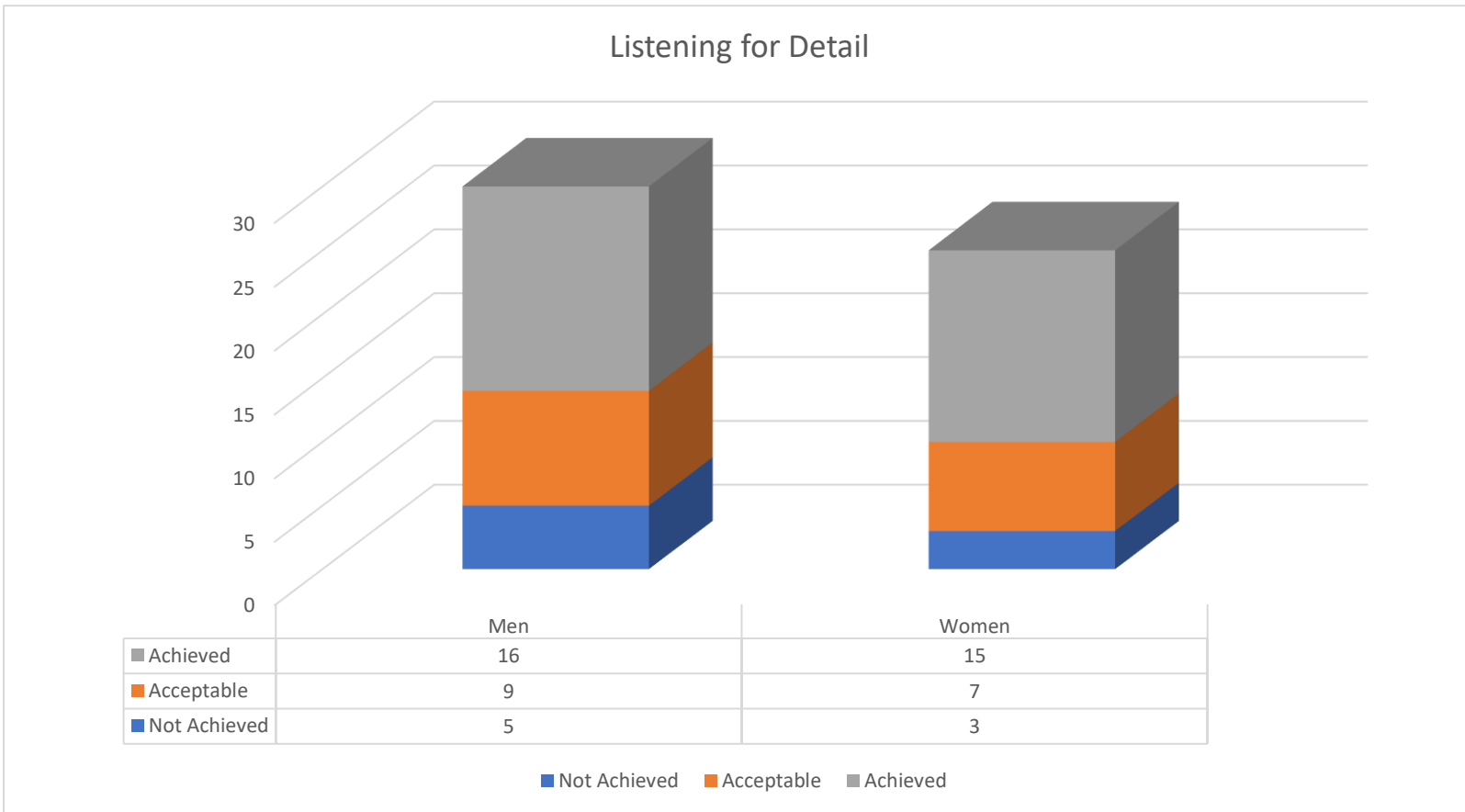
4.2 Graphic 1 Pre-Test



Taken from written part of this investigation and instrument applied.

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that ten men and five women failed to complete the exercise. Five men and eight women managed to complete at least half of the exercise. Finally, it can be interpreted that fifteen men and twelve women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserri have can be analyzed.

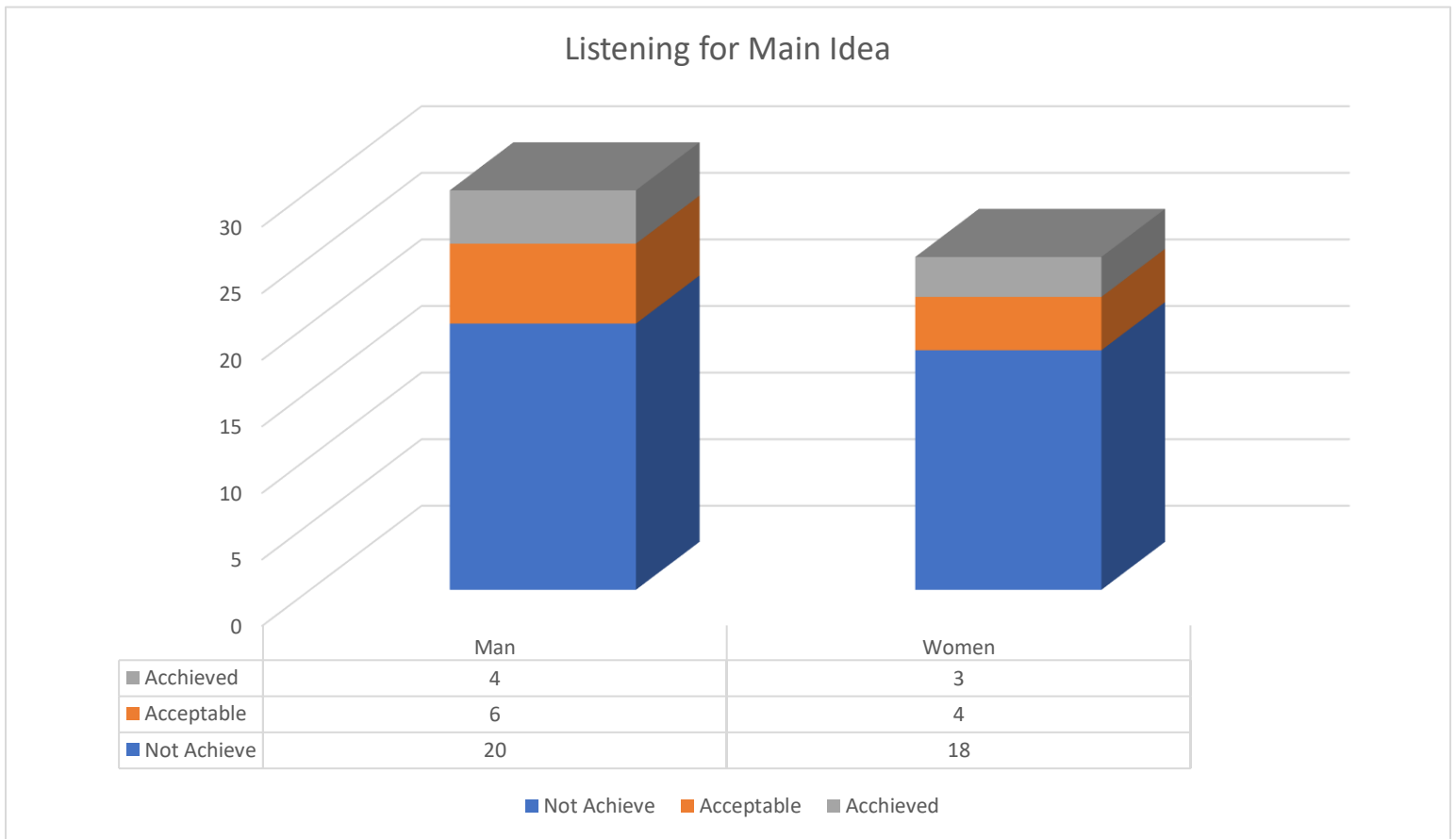
4.3 Graphic 2 Listening for Detail



Taken from written part of this investigation and the instrument applied .

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that five men and three women failed to complete the exercise. Nine men and seven women managed to complete at least half of the exercise. Finally, it can be interpreted that sixteen men and fifteen women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserri have can be analyzed.

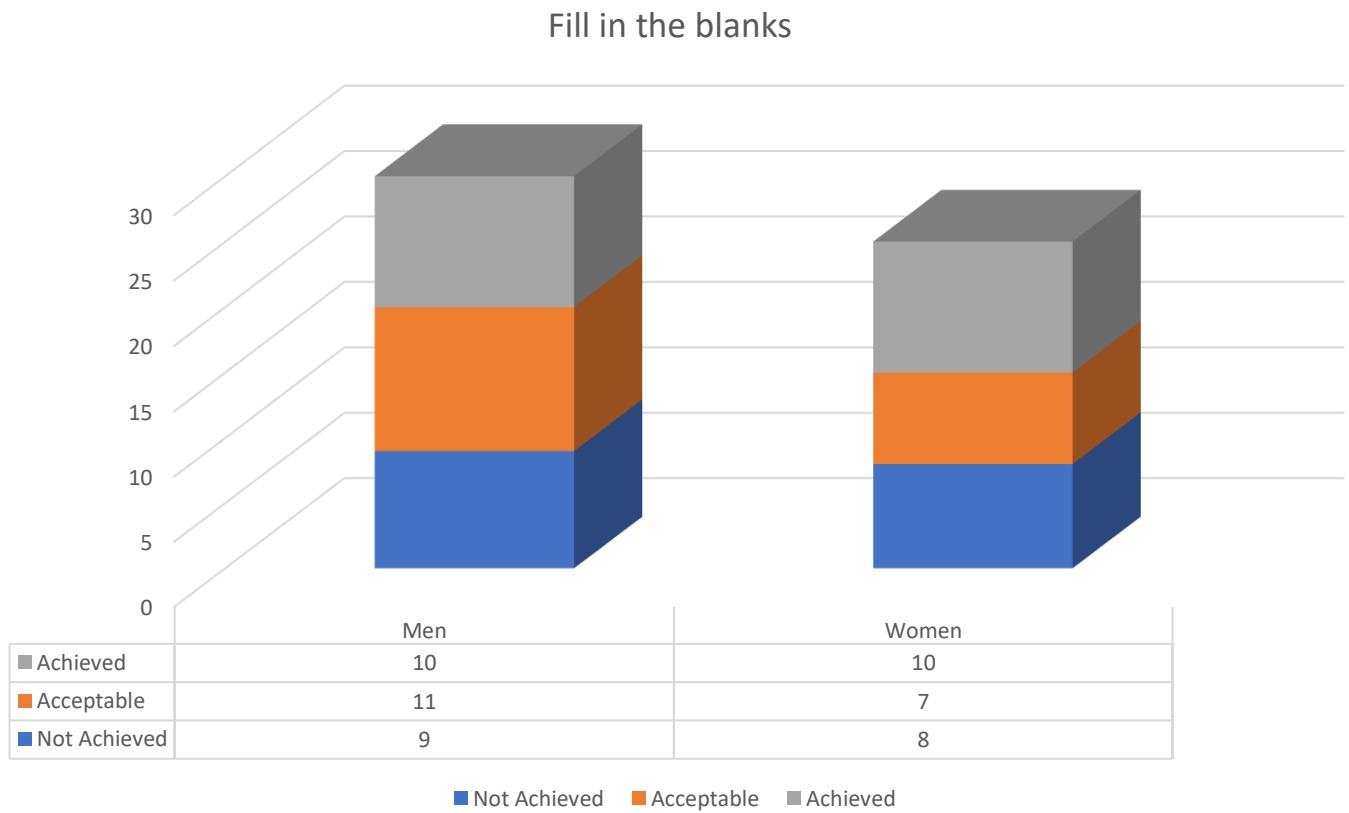
4.4 Graphic 3 Listening for the main idea



Taken from written part of this investigation and the instrument applied .

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that twenty men and eighteen women failed to complete the exercise. Six men and Four women managed to complete at least half of the exercise. Finally, it can be interpreted that for men, and three women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

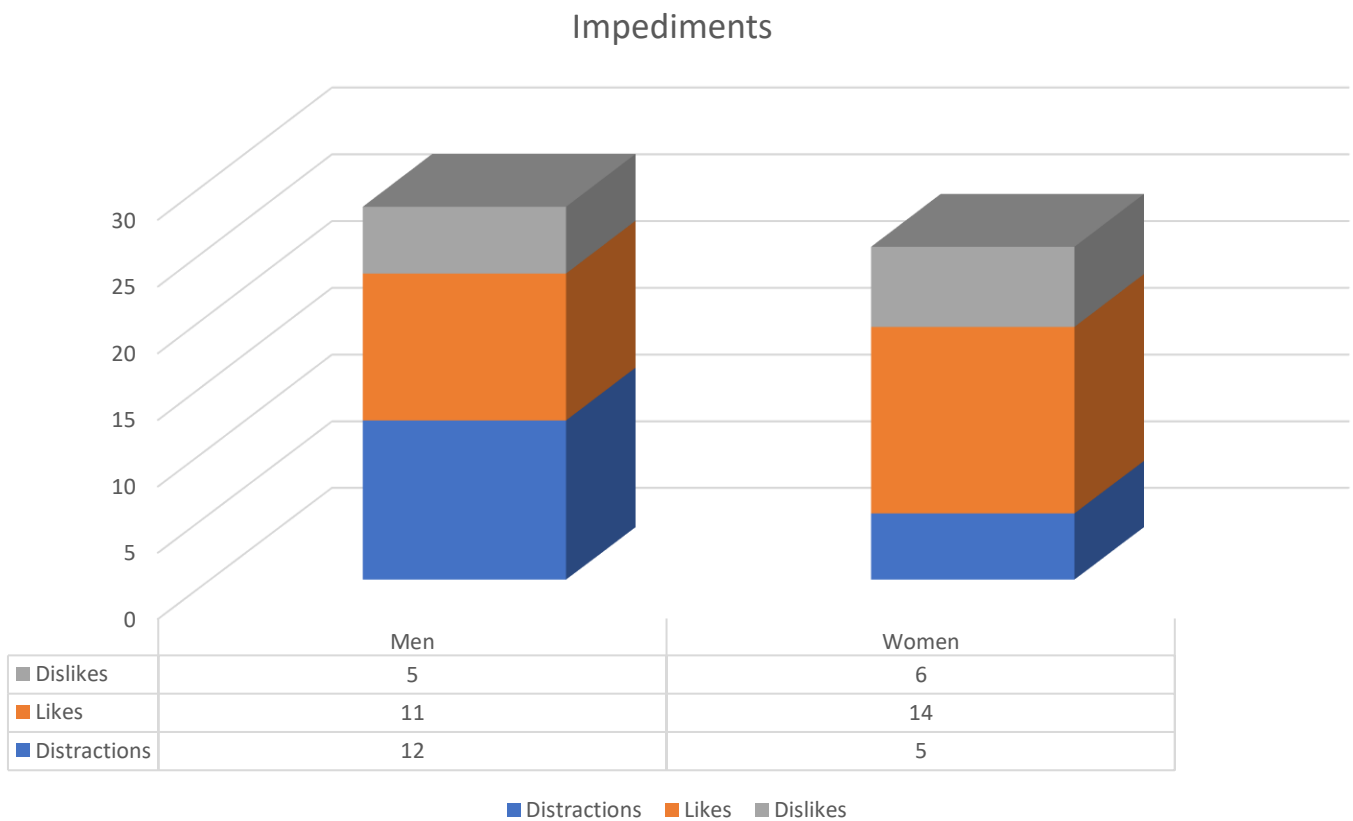
4.5 Graphic 4 Fill in the Blanks



Taken from written part of this investigation and the instrument applied .

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nine men and eight women failed to complete the exercise. Eleven men and seven women managed to complete at least half of the exercise. Finally, it can be interpreted that ten men and ten women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserri have can be analyzed.

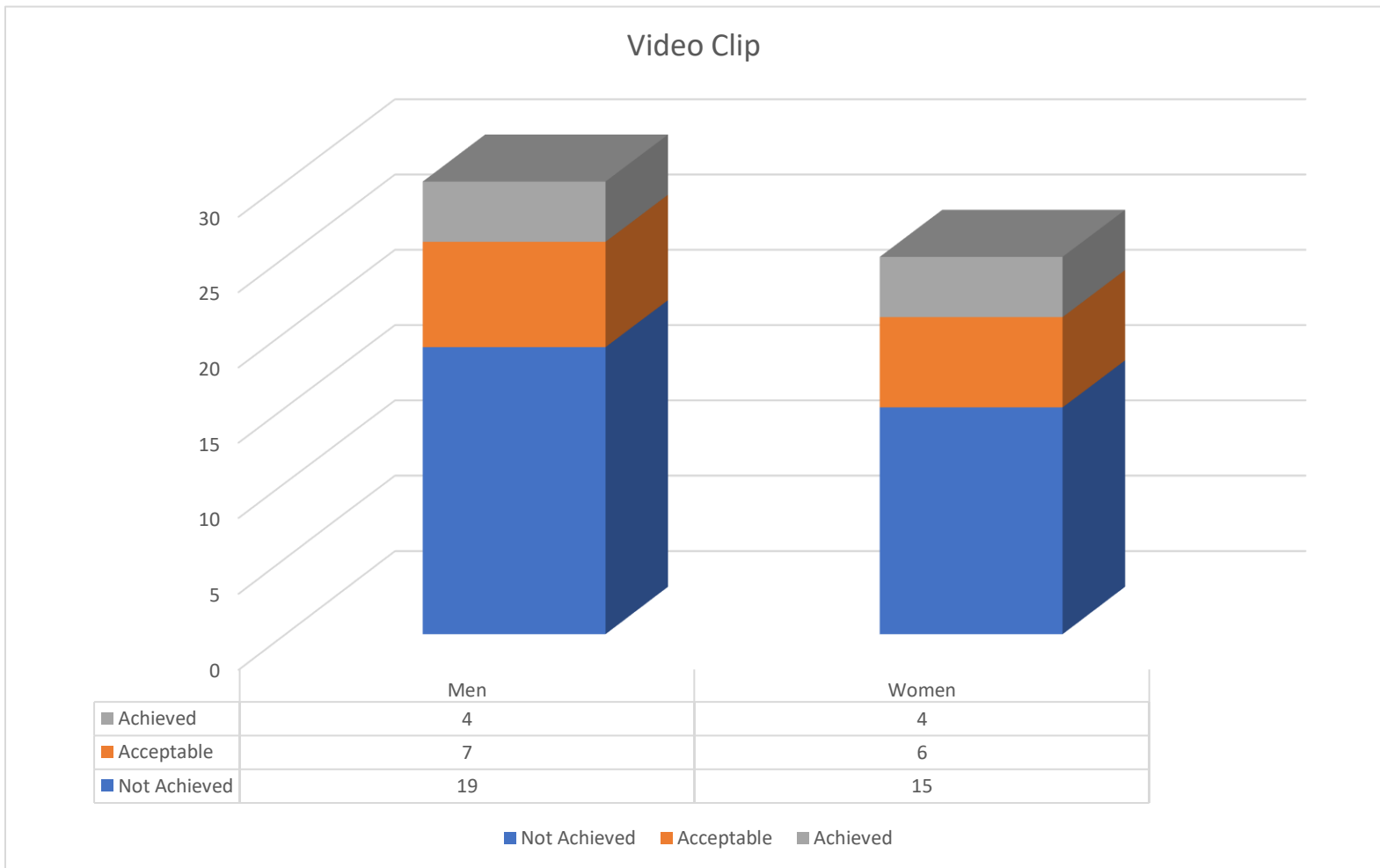
4.6 Graphic 5 Impediments



Taken from the instruments applied .

Based on the previous graph, blue means distractions. Orange means likes, and grey means dislike, so it can be interpreted that twelve men and five women did not complete the exercise because they were distracted by their cell phones, classmates, and the sound coming from outside. Eleven men and fourteen women liked the exercise modality since it was different from what they found every day in the classroom. Finally, it can be interpreted that five men and six women did not like the exercise since the music was not to their liking or they were not interested in increasing their listening skills.

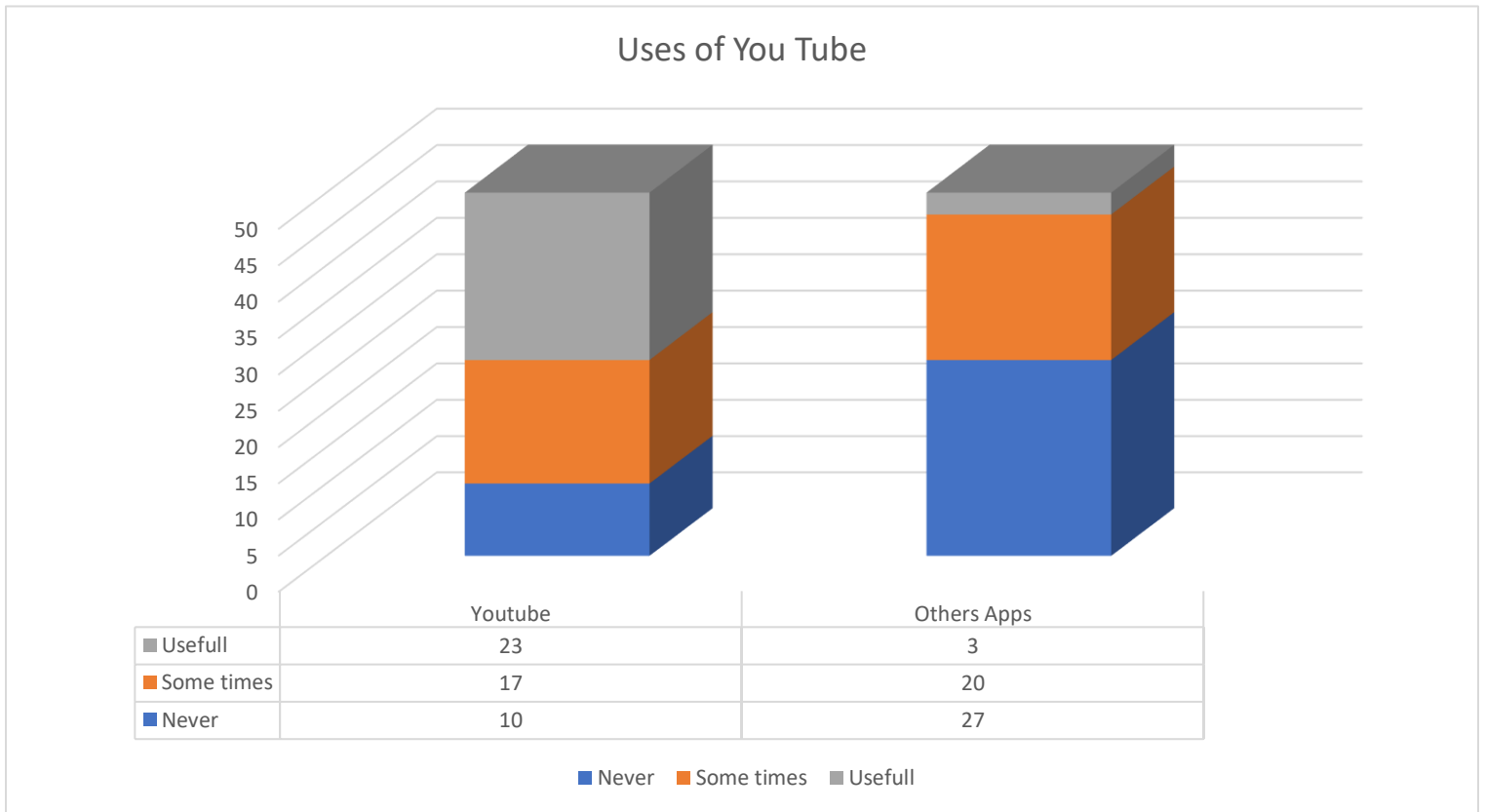
4.7 Graphic 6 Video Clip



Taken from written part of this investigation and the instrument applied .

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nineteen men and fifteen women failed to complete the exercise. Seven men and six women managed to complete at least half of the exercise. Finally, it can be interpreted that four men and four women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

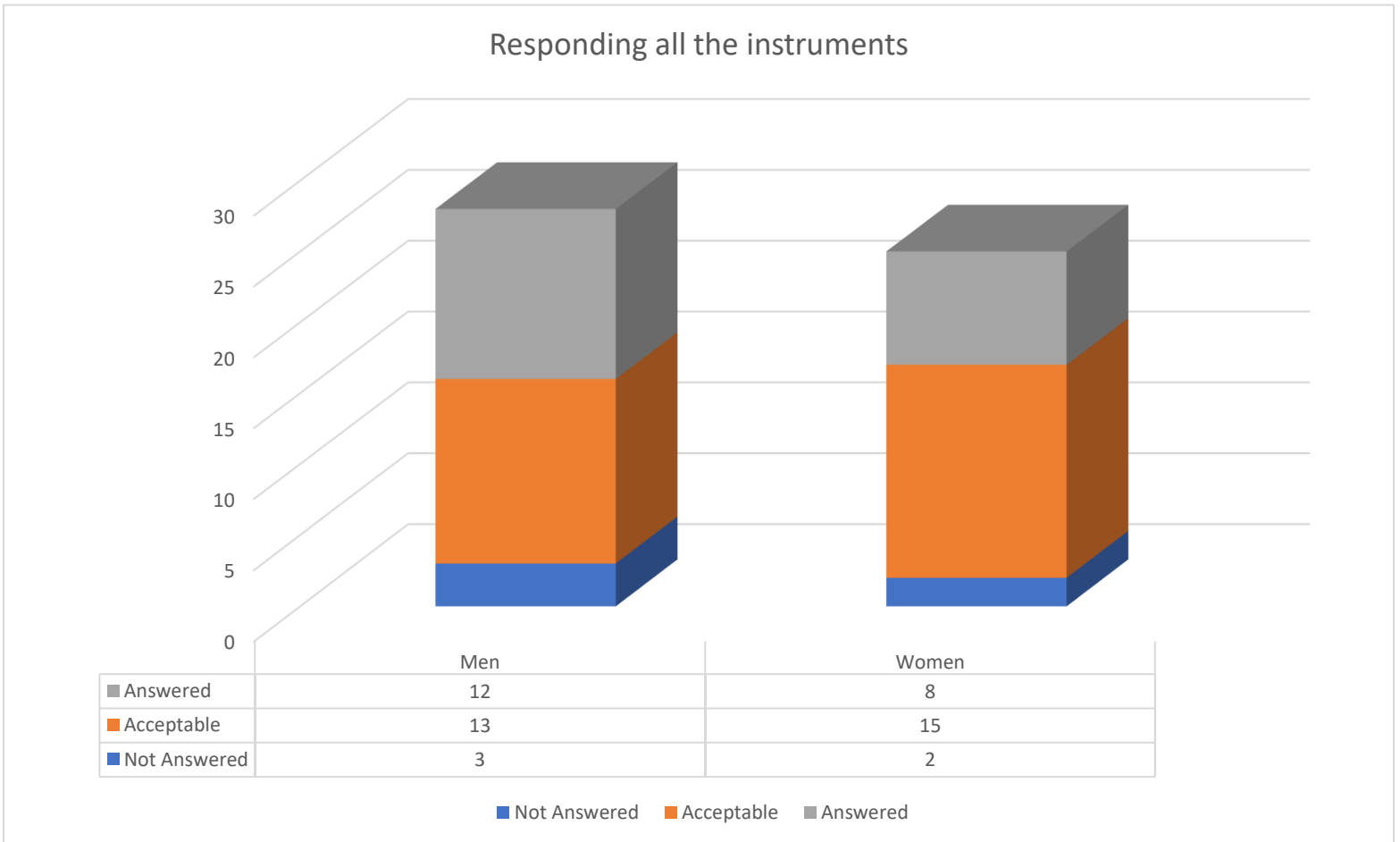
4.8 Graphic 7 Uses of Youtube



Taken from written part of this investigation and the instrument applied .

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that Youtube has a better function because ten failed to complete the exercise. With the other apps, twenty-seven people failed to complete the exercise. Seventeen people could manage to complete at least half of the exercise, and with the other apps, twenty people could manage to complete at least half of the exercise. Finally, it can be interpreted that twenty-three people managed to complete the exercise fully, and three people managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed

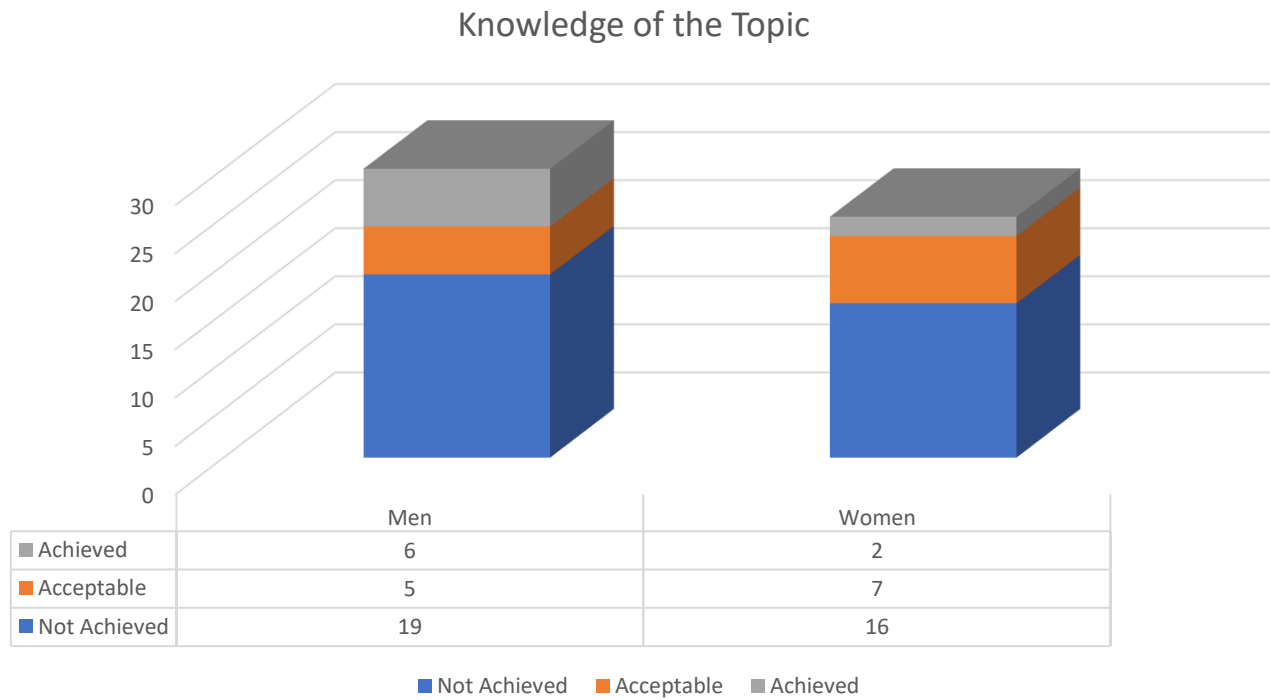
4.9 Graphic 8 Responding Every Instruments



Taken from the instrument applied .

Based on the graph above, blue means no answer, orange means in process, and grey means to answer, so it can be interpreted that three men and two women failed to complete the exercise because they decided not to participate in the activity. Thirteen men and fifteen women participated in some exercises. Finally, it can be interpreted that twelve men and eight women participated in all instruments. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

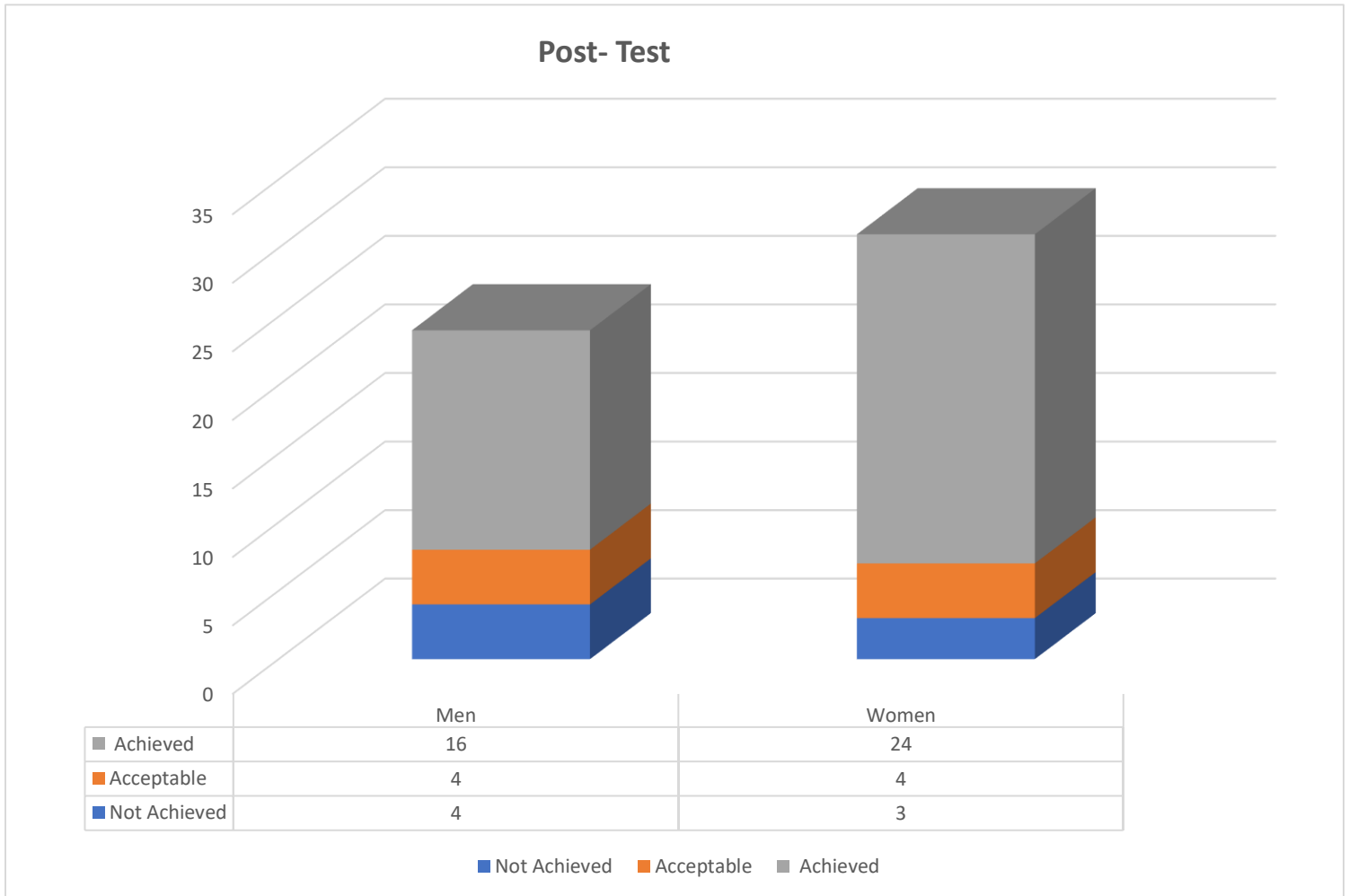
4.10 Graphic 9 Knowledge of the topic



Taken from the instrument applied .

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nineteen men and sixteen women failed to complete the exercise. Five men and seven women managed to complete at least half of the exercise. Finally, it can be interpreted that six men and two women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserri have can be analyzed.

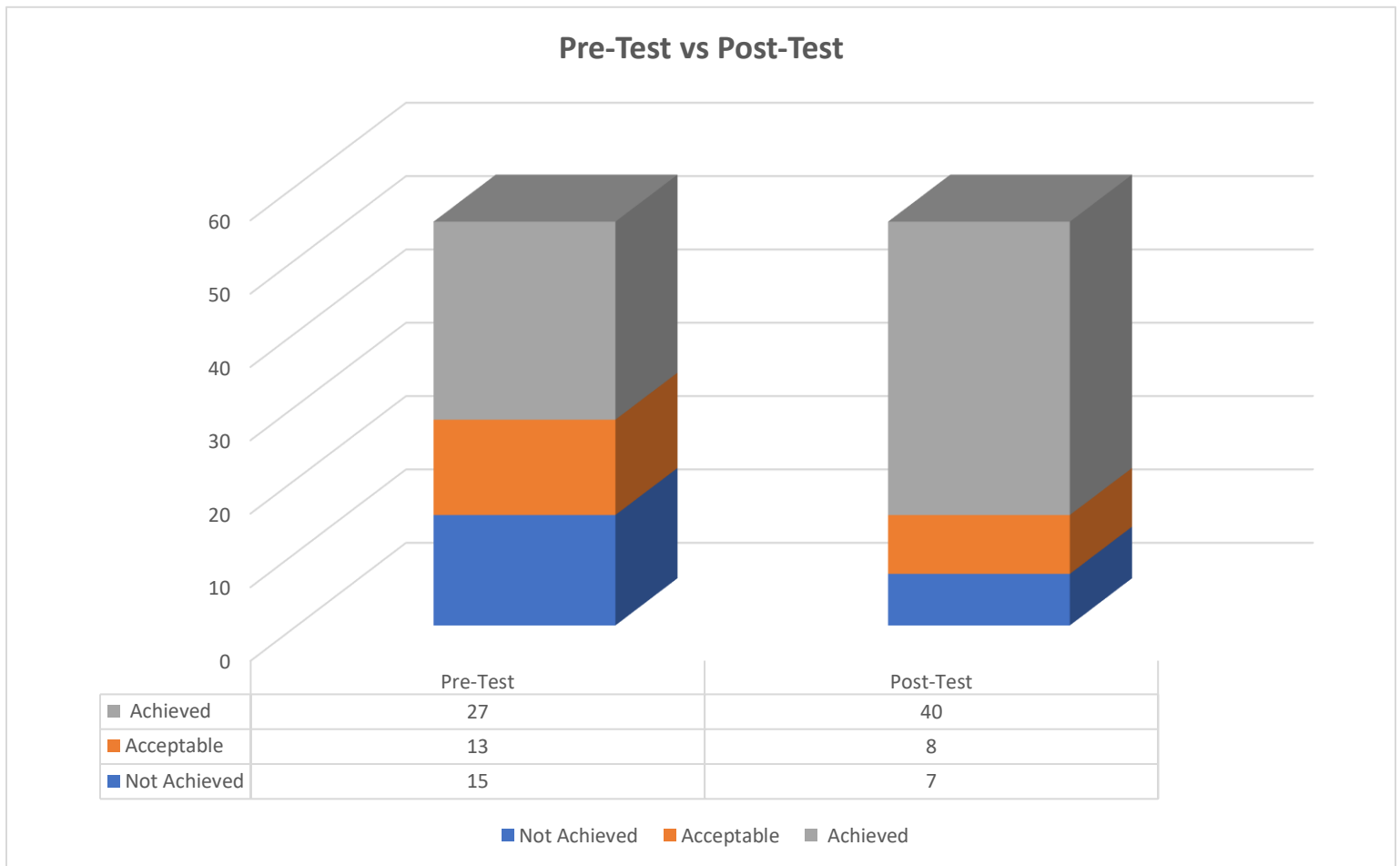
4.11 Graphic 10 Post-Test



Taken from written part of this investigation and the instrument applied .

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that four men and three women failed to complete the exercise. Four men and four women managed to complete at least half of the exercise. Finally, it can be interpreted that sixteen men and twenty-four women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of listening skill that the tenth-year students of the Marco Tulio Salazar school in Aserri have can be analyzed.

4.12 Graphic 11 Pre-Test vs. Post-Test



Taken from the instrument applied.

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that fifteen men people failed to complete the exercise in the pre-test. Thirteen students managed to complete at least half of the exercise in the pre-test. Finally, it can be interpreted that twenty-seven people managed to complete the exercise fully in the pre-test. On the other hand, it can be interpreted that seven people failed to complete the exercise in the post-test. Eight students managed to complete at least half of the exercise in the post-test. Finally, it can be interpreted that forty people managed to complete the exercise fully in the post-test. With the above data, it is possible to have a base in which the level of listening

skill that the tenth-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

Ultimately, the results are positive and reflect that YouTube, pre-test, and post-test can be useful tools in our classrooms. The students' impressions on the activity carried out in class are good, and it is reflected that teachers know the potential of the portal. However, unfortunately, we cannot know if they take advantage of it in different ways or if only used for the projection of videos in the classroom, which, on the other hand, is liked by the students.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

Considering the results obtained, a tool such as YouTube allows the reflection, improves understanding, and positively influences activities of construction and reconstruction of knowledge in this context. YouTube is one of the social networks with the highest level of preference throughout the world. Its use in the academic context is not new, but it is innovative in the practical field because it allows a greater level of the students' approach with themes that emerge in the teaching and learning process. The high penetration of Mobile devices among the student population is causing significant growth among social media users in this population niche known as digital natives.

The context of continuous connection and direct access to the Internet uses networks such as YouTube. YouTube has tremendous educational potential both in face-to-face education and distance education since it is a free resource that provides flexibility to learning autonomy. However, many of the benefits it presents have not yet been explored. Moreover, they assure that from the launch date, YouTube's site has been an invaluable tool for teachers worldwide, in any of the teaching disciplines.

The use of audiovisual resources is an opportunity for innovation in education. The training process has a powerful ally in Information and Communication Technologies to overcome certain pitfalls. Today, teaching finds a foothold in the available resources. Their teachers have full knowledge and frequently use the YouTube tool for academic purposes, allowing them to support teaching-learning with students dynamically. The progress of this study is part of the line of taking advantage of educational opportunities offered by this type of

network. The learning process of the various disciplines is facilitated with the inclusion of this type of resource. In a context in which the reading level is at decadence is also valid that those at the forefront of educational processes think of novel ways to attract students' attention, mainly children and teenagers. Hence the importance of using applications such as YouTube in the process of teaching and learning.

5.2 Conclusions

5.2.1. Determine the level of listening skills of the students of 10th grade in Marco Tulio Salazar by implementing the pre-test using Youtube as the main tool.

In this framework, the YouTube social network is a platform with much capacity for interaction that has a wide variety of audiovisual content that could be categorized if desired. For example, there are users interested in being entertained, informed, and trained. The importance of visual learning lies in the implementation of tools that develop the skills of thought. Such visual learning techniques teach students to clarify their thinking, process, organize and prioritize new information.

One factor that has contributed to this fundamental change is access to the Internet through different electronic devices such as computers, tablets, and smartphones, as this medium allows people to have more and better access to textual and audiovisual information and save time and money by not having to travel to specific places of study or having to buy texts high cost. Current generations adapt quickly and naturally to advances technological in all fields, including the educational field.

YouTube is one of the resources most attended by public education. However, with very good educational intentions, it does not achieve disruptive trends in public behavior: more interested in music and entertainment than education. The most requested academic initiative of the Web represents a hope to guide the public towards a world full of possibilities for learning

any subject, anywhere, through observation of tutorial videos. In education, it will become favorable to the extent that it adds more educational quality videos and little entertainment, marketing, and sports videos. The studies on YouTube that were carried out in this research describe its usefulness in content management and formation of learning communities and the formation of student skills for the search, selection, storage, and evaluation of the content of own or someone else's authorship. In this way, YouTube is presented as a space of opportunity to develop research on the impact on teaching-learning processes.

Based on graph #1, it can be concluded that most of the students have a good listening level because most of them managed to complete the exercise in a good way. It should be noted that the exercise applied was very simple since they had to write the same word throughout the text. This shows us that the application of listening for detail in a pre-test reflects that it is a good way of induction for the students since they are not exerted to the maximum. Thus the teacher familiarizes them with the activities to increase their listening skill.

Based on graph #2, it can be concluded that most of the students have a good listening level because most of them managed to complete the exercise in a good way. In this exercise, the teacher gave some tips for realizing this type of exercise. This shows us that listening for detail reflects that it is a good way of induction for the students since they are not exerted to the maximum. Thus the teacher is familiarizing them with the activities to increase their listening skill.

Based on graph #3, it can be concluded that most students do not have a good listening level because most of them did not manage to complete the exercise in a good way. Already in this exercise, he required greater retention of words to write them in the blank space. This shows us that the application of the listening for the main idea reflects that it is a good way to know

how much vocabulary the students have and their retention ability. In addition, this exercise reflects that it can be applied with students who have enough vocabulary to know the proper way to write words. Therefore, it can be concluded that this exercise is suitable for comparing writing a single word to write an idea. Based on the graph, the difference is very noticeable.

Based on graph #4, it can be concluded that most of the students have a good listening level because most of them managed to complete the exercise in a good way. Already in this exercise, he required greater retention of words to write them in the blank space. This shows us that the application of white space reflects a good way to know how much vocabulary the students have and their retention ability. In addition, with this exercise, it can be concluded that it does not matter if the words are different but that the students find it difficult to write complete ideas.

A very important factor to consider when introducing these elements in the classroom is that they must be adequate. It is necessary to make an important selection, or else the learning will not be significant. For this reason, we must take into account the characteristics of our students, which are not only related to their level of English, but that also has to do with their culture, their origin - nowadays the percentage of international students in classrooms has increased dramatically important - or your age. It is also important to consider other aspects that concern the video itself, such as its duration and structure, the type of language you use, and whether or not it may be offensive. Of course, the video has to be related to the subject's curriculum to some extent, in such a way that aspects that are being worked on in class are exploited but in a different way. It all depends on the capacity we have to be creative and get to know our students, their tastes, their interests and take advantage of that in our favor. A song, a movie trailer or fashion video game, a tutorial, news, everything can be useful if we know to give it the right focus.

5.2.2 . Apply different techniques using YouTube as the main tool to improve the target skill in students in the third quarter in Marco Tulio Salazar in Aserri.

The need for a space in which young people can express themselves and feel identified so that they do not seek answers in the wrong places. Considering that they prefer to spend more time with their friends because they feel a sincere company, who does not judge them and where they can get some degree of support. However, they are in the same stage as them to make the same mistakes.

YouTube is an entertainment platform. However, considering the success stories presented in the research, it is shown that the audios found in these apps help improve listening skills. This strategy is used to implement new methods focused on children and young people who are the target audience of this monograph, to entertain and educate them differently from the conventional one. It is important to accompany children and adolescents to be able to train and strengthen in values to be participants in their reality and its future. Youtube is a container. A place to export what they create with the rest and, with the right group of students, they can work on very interesting projects in which they create their audios, link them together, and therefore also practice producing oral language far from limiting itself to listening to audios, which has become clear that it is very useful, but it is not the only thing that Youtube offers.

According to graph #5, it can be concluded that for the teaching of listening, the maximum possible concentration should be had because the audio of a language that is not native is being listened to. Any impediment can disturb the attention of the students and affect their learning process. Therefore, the researcher can conclude that distractions inside the classroom are the main impediment that teachers have inside the classroom since they like to be on the phone a lot and see who happens outside, so they cannot concentrate on what is being said audio.

According to graph #6, it can be concluded that for the teaching of listening, a video does not help them because they are listening to the audio and observing at the same time what happens in the video. Of all the instruments applied in this research, the video clip has the worst results for increasing listening in students.

According to graph #7, it can be concluded that most of the students have access to this app compared to the others that do not present a didactic resource to improve their listening skills. Therefore, it can be concluded based on the interview with the teacher that it is the most accessible and easy app to search for information on the subject to be taught. Regarding graph #8, it can be concluded that after applying all the instruments, the students are in the process of increasing their listening since, in some, they did well and others poorly. The students do not present the appropriate listening level for the grade they are in since they are 10th year students, and the level achieved is compared to the 8th year of a private institution.

Therefore, it is important to mention that the survey results helped the investigation know a little about the students about their perspective on their listening. In many of the responses, they reflected that they had good listening, and at the time of carrying out the exercise, it was not like that. Then this survey helped to gain an understanding of how the group worked.

5.2.3 Evaluate the students' listening skills level by implementing a post-test with YouTube in Marco Tulio Salazar school.

YouTube emerges as a powerful tool to support education, allowing teachers to design their tasks differently. Multimedia requires planning for its incorporation into education since its success not only depends on the material being attractive but also on whether the objectives for which it was designed are worked on correctly. The learning strategies must be made up of the informative part, plan the student's performance, monitor the execution, and finally evaluate the

results obtained so that it works as expected—the use of multimedia to develop learning strategies. More than ever, the teacher is a facilitator of learning and must always prepare learning opportunities for their students, and they must stimulate their desire to learn.

Based on the results of this research, we can say that the tutorial audios are multimedia elements that allow the informative part of the listening skill teaching process in a dynamic way that attracts the student to follow it as a guide in said process. Tutorial audios as a teaching strategy rather than learning are very well regarded. They allow the content to be reviewed as many times as necessary until the student achieves the desired knowledge or the development of a proposed skill. The use of different senses for learning allows this to be achieved in a better way.

Tutorial audios as a learning strategy allow information to be received visually and audibly to practice later effectively and obtain the desired learning result. In computer science, video tutorials are currently taking many directions due to the ease they allow learning and focus their attention on performing only one task at a time. Hence, the student puts all his attention and interest into the development of that skill or knowledge.

Regarding graph #9, it can be concluded that the students did not present any knowledge of some songs applied to the instruments, making it difficult to carry out the exercise because, in many cases, it was not the music they liked. Regarding graph #10, the students could conclude if they had an increase in the listening skill using the previous instruments since, in the pre-test, the level was below that obtained in this instrument, and the same techniques were used as listening for detail, listening for the main idea, and white space. This indicates that with awareness and dedication of time to implementing these techniques, students can increase their listening skills.

Based on graph #11, it can be concluded that the pre-test and post-test if can increase the listening skill because the results obtained in this graph indicate that with a good development of activities to know what the level of English of the students are you can take a test in which it is adapted to your needs and your learning process is not affected, which is the most important thing. It is important to mention that students have important progress in their listening because, such as in the post-test results in chapter IV, the students can better resolve the exercise of listening for detail, listening for the main idea, and white space.

5.3 Restatement of the Research Question

What influences the social media YouTube as a tool for increasing the listening skill of the students of (10th grade) in Marco Tulio Salazar in Aserri?

The entertainment industry changes very rapidly with each new generation. Today, the biggest platform where teens entertain themselves is YouTube. You can watch anything: video tutorials, lectures on a thousand different topics, YouTubers talking about video games, whatever you want! With these endless possibilities, teens have the freedom to access whatever content they want. Young people mostly use YouTube to review subjects that they did not understand well in school. In addition, they find much information for their homework, acquire general knowledge, and prepare for their exams. It is also noteworthy that YouTube serves as a source of inspiration for music, art, and theater classes.

Therefore, it is not surprising that, according to the survey, in addition to entertainment and fun, young people value YouTube as a factor that encourages creativity and facilitates access to knowledge. This educational research reflects the achievement of the general objective that reflected that the use of this application in the classroom to increase the listening skill is useful to serve teachers and students as an educational resource.

5.3 Recommendations.

Based on the results, the usage of Youtube is better if the professors start in first grades because the professor can stimulate from an early age so that they will grow listening to a foreign language, and it will feel calm when they listen to English. Then, the professor must be involucrate in the activity. Another option is that the professor can provide audio for practicing at home. This recommendation searches that students not only listen to audios in the school; otherwise, they also have the opportunity to practice at home. Finally, involving students in the exploration of educational channels specialized services on the YouTube platform to access new content that in turn involve new knowledge that is one of the improvement strategies proposed by the research team is to create an educational channel with the end of this being fed by own resources that in turn serve as consultation not only to students but to the public education—targeting the acquisition of the English language. Teachers are encouraged to select short educational audios because, according to studies, students currently pay maximum attention for six minutes. The teacher is suggested to use narrative and thematic educational audios since research showed that these types of videos attract more students' attention.

Anexes

Anexe 1 Speaking Fluency Assessment Rubric

Categories	0-Not able to perform	1-Inadequate	2-Needs improvement	3-Meets expectation	4-Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Interaction	Can hardly communicate; always misses questions from the teacher and can't respond.	Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating.	Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand.	Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction.	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.

Annex 2 Lesson Plans

Instructor: Ricardo Cisneros Esquivel
Subject: Bitcoin
Level: Seventh Grade
Institution: Colegio Nacional Virtual Tulio Salazar

Region: SAN JOSÉ SUR
School Term: II Trimester
Weeks: 3-4 (Sep 20- Sep 27)
Plan Number: 1

<i>Linguistic Objective</i>	<i>Mediation Strategies</i>	<i>Per</i>
<p>By the end of the lesson, students will be able to...</p> <p>Identify different forms of creating a sustainable world.</p>	<ul style="list-style-type: none"> • Ss will reproduce three times a short audio about bitcoin for analyzing what is the level of listening skill. 20 minutes • The teacher will provide some tips for increase the level of listening. 10 minutes. • Students and professor will read the real answer of the exercise. 10 minutes. 	<p>Ss wil</p> <p>Listen stude farew</p>

Based on the previews audio mark with a “X” the answer that you consider that is the best option.

Bitcoin

1) Why did Anthony stop investing in bitcoin?

- a) He was excited
- b) He was anxious**
- c) He was exhausted

2) What does he think is an archetype of future payment systems?

- a) Cryptocurrency
- b) Cryptotechnology
- c) Bitcoin**

3) What is the biggest hurdle in cryptocurrency adoption?

- a) The knowledge required**
- b) The security measures
- c) The customer service

4) Why does Todd think older people will use cryptocurrency more?

- a) They are very tech savvy

- b) They like new technologies
- c) They have more money to invest

5) When dealing with bitcoin, who is in charge of securing your funds?

- a) The government
- b) You
- c) Customer service

1) Why did Anthony stop investing in bitcoin?

- a) He was excited
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- b) You
- c) Customer service

Instructor: Ricardo Cisneros Esquivel
Subject: Getting and Farewell
Level: Seventh Grade
Institution: Colegio Nacional Virtual Tulio Salazar

Region: SAN JOSÉ SUR
School Term: II Trimester
Weeks: 3-4 (Sep 20- Sep 27)
Plan Number: 2

<i>Linguistic Objective</i>	<i>Mediation Strategies</i>	<i>Per</i>
<p>By the end of the lesson, students will be able to...</p> <p>Understand the importance of healthy eating habits.</p>	<ul style="list-style-type: none"> • The teacher will show three times a video to have a healthy eating habit. With that, the students will write in a white space the word that is missing. 10 minutes • The students will listen three times the previews video, but in audio for writing in a white space the word that is missing. 15 minutes • Students and professor will read the real answer of the exercise. 10 minutes 	<p>Ss wil</p> <p>Listen stude habit</p>

Write in the white space the word that complete the sentence

This is Borough Market, London's largest fruit and _____ market right next to Bridge Station. It's open on _____ between 11 am to 5 pm, Fridays between 12 pm to 6 pm, and Saturdays between 9 am to 4 pm. There are 150 stalls _____ arrive every day. There are lots of tasty things to try out buy in the market from cooked meals to _____. You can also find more and more _____ with 30 stalls now selling exclusively _____. In Britain there are also public awareness campaigns to get people to eat more _____ as nearly 43% of men and 33% women are obese and 23% of both sexes are _____. One of this campaigns is called five-a-day which means you're supposed to eat five portions of _____ every day. This could also be a freshly made fruit juice called a "_____ " or a fruit salad for example, that way it's easier to get children to eat fruit.

You can get nice fresh meat and vegetables there, better than what you get in the _____.

Is organic food important?

Yeah, yes it can be. I mean, I like _____ because they just taste better.

I like good food _____, so I like going to markets and I try to, I try to be healthier with my food.

Well, as a student's it's kind of _____ quite expensive, so I usually go to the local SAINSBURY'S, and I eat in collage, just in the canteen there.

I'd like to buy my own food, but it's tempting to go for that _____ stuff instead of like, a lot of _____.

I can be health conscious, but I've already had a sausage _____ this morning, and I'm thinking about maybe having something else that's not so _____, but very good.

Do you buy _____?

I try to, yes. And organic wine sometimes too.

What's good about organic food and what are the _____?

I think it lasts longer, it seems to be _____ for longer, it usually tastes very good, but it can be a little bit more _____.

_____ is grown without pesticides or _____, and so people think that it's more _____ for them and that possibly they might live a longer and healthier life if they eat _____. Personally

I'm not that convinced, so I just buy ordinary

This is Borough Market, London's largest fruit and vegetables market right next to Bridge Station. It's open on Thursdays between 11 am to 5 pm, Fridays between 12 pm to 6 pm, and Saturdays between 9 am to 4 pm. There are 150 stalls fresh products arrive every day. There are lots of tasty things to try out buy in the market from cooked meals to fresh bread and homemade pies. You can also find more and more organic products with 30 stalls now selling exclusively organic food. In Britain there are also public awareness campaigns to get people to eat more healthily as nearly 43% of men and 33% women are obese and 23% of both sexes are clinically obese. One of this campaigns is called five-a-day which means you're supposed to eat five portions of fruit and vegetables every day. This could also be a freshly made fruit juice called a "smoothie" or a fruit salad for example, that way it's easier to get children to eat fruit.

You can get nice fresh meat and vegetables there, better than what you get in the super markets.

Is organic food important?

Yeah, yes it can be. I mean, I like organic vegetables because they just taste better.

I like good food ingredients, so I like going to markets and I try to, I try to be healthier with my food.

Well, as a student's it's kind of organic food's quite expensive, so I usually go to the local SAINSBURY'S, and I eat in collage, just in the canteen there.

I'd like to buy my own food, but it's tempting to go for that unhealthy stuff instead of like, a lot of vegetables and fruits.

I can be health conscious, but I've already had a sausage sandwich this morning, and I'm thinking about maybe having something else that's not so healthy, but very good.

Do you buy organic food?

I try to, yes. And organic wine sometimes too.

What's good about organic food and what are the negatives?

I think it lasts longer, it seems to be fresher for longer, it usually tastes very good, but it can be a little bit more expensive.

Organic food is grown without pesticides or chemicals, and so people think that it's more healthy for them and that possibly they might live a longer and healthier life if they eat organic food. Personally I'm not that convinced, so I just buy ordinary fruits and vegetables.

Instructor: Ricardo Cisneros Esquivel
Subject: Getting and Farewell
Level: 10th Grade
Institution: Colegio Nacional Virtual Tulio Salazar

Region: SAN JOSÉ SUR
School Term: II Trimester
Weeks: 3-4 (Sep 20- Sep 27)
Plan Number: 3

<i>Linguistic Objective</i>	<i>Mediation Strategies</i>	<i>Per</i>
<p>By the end of the lesson, students will be able to...</p> <p>Comprehend the content of an audio.</p>	<ul style="list-style-type: none"> The teacher will reproduce the song of queen don't stop me now five times for proving if the students increasing the listening. 15 minutes Students and professor will read the real answer of the exercise. 10 minutes 	<p>Ss will</p> <p>Listen stude perso</p>

Don't Stop Me Now

Queen

Tonight I'm gonna have myself a real good time

I feel alive

And the _____ I'll turn it inside out, yeah

I'm floating around in ecstasy

So, (_____)

(Don't stop me)

'Cause I'm having a good time, having a _____

I'm a shooting star leaping through the sky

Like a tiger _____ the laws of gravity

I'm a racing car passing by like Lady Godiva

I'm gonna go, go, go

_____ no stopping me

I'm burnin' through the sky, yeah

200 degrees

That's why they call me _____ Fahrenheit

I'm travelling at the speed of light

I wanna make a _____ man out of you

I'm having such a good time

I'm having a _____

(Don't stop me now)

If you wanna have a good _____ just give me a call

(Don't stop me now)

' _____ I'm having a good time

(Don't stop me now)

Yes, I'm havin' a good time

I don't _____ to stop at all
Yeah, I'm a rocket ship on my way to Mars
On a c_____ course
_____ a satellite I'm out of control
I am a sex machine ready _____
Like an atom bomb about to
Oh, oh, oh, oh, oh, _____
I'm burnin' through the sky, yeah
200 degrees
That's why they call me Mister Fahrenheit
I'm _____ at the speed of light
I wanna make a supersonic woman of you
Don't stop me, don't stop me
Don't stop me, hey, hey, hey
_____, don't stop me
Ooh, ooh, ooh, I like it
Don't stop me, don't stop me
Have a good time, _____
Don't stop me, don't stop me, ah
Let loose, _____, all right
Oh, I'm burnin' through the sky, yeah
200 degrees
That's why they call me Mister Fahrenheit
I'm travelling at the speed of light
I wanna make a supersonic man out of you
_____ having such a good time
I'm having a ball
(Don't stop me now)

If you wanna have a good time (alright)

Just give me _____

(Don't stop me now)

'Cause I'm having a good time

(Don't stop me now)

Yes, I'm havin' a good time

_____ want to stop at all

La-da-da-da-dah

Da-da-da-ha

Ha-da-da, ha-ha-ha

Ha-da-da, ha-da-da-ah

Don't Stop Me Now

Queen

Tonight I'm gonna have myself a real good time

I feel alive

And the world I'll turn it inside out, yeah

I'm floating around in ecstasy

So, (don't stop me now)

(Don't stop me)

'Cause I'm having a good time, having a good time

I'm a shooting star leaping through the sky

Like a tiger defying the laws of gravity

I'm a racing car passing by like Lady Godiva

I'm gonna go, go, go

There's no stopping me

I'm burnin' through the sky, yeah

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I'm travelling at the speed of light

I wanna make a supersonic man out of you

I'm having such a good time

I'm having a ball

(Don't stop me now)

If you wanna have a good time just give me a call

(Don't stop me now)

'Cause I'm having a good time

(Don't stop me now)

Yes, I'm havin' a good time

I don't want to stop at all

Yeah, I'm a rocket ship on my way to Mars

On a collision course

I am a satellite I'm out of control

I am a sex machine ready to reload

Like an atom bomb about to

Oh, oh, oh, oh, oh, explode

I'm burnin' through the sky, yeah

200 degrees

That's why they call me Mister Fahrenheit

I'm travelling at the speed of light

I wanna make a supersonic woman of you

Don't stop me, don't stop me

Don't stop me, hey, hey, hey

Don't stop me, don't stop me

Ooh, ooh, ooh, I like it

Don't stop me, don't stop me

Have a good time, good time

Don't stop me, don't stop me, ah

Let loose, honey, all right

Oh, I'm burnin' through the sky, yeah

200 degrees

That's why they call me Mister Fahrenheit

I'm travelling at the speed of light

I wanna make a supersonic man out of you

I'm having such a good time

I'm having a ball

(Don't stop me now)

If you wanna have a good time (alright)

Just give me a call

(Don't stop me now)

'Cause I'm having a good time

(Don't stop me now)

Yes, I'm havin' a good time

I don't want to stop at all

La-da-da-da-dah

Da-da-da-ha

Ha-da-da, ha-ha-ha

Ha-da-da, ha-da-da-ah

Anexe 3 Questionnaire

How accessible was the use of YouTube for them?

What is YouTube and how does it work?

What the musical genre was most listened to by them

How to find or discover videos of interest on YouTube?

How did the students feel when applying an activity without prior explanation of the topic?

Anexe 4 Interview

What do you think about the implementation of you tube in class?

What do you think about the implementation of pre-test and post-test in class?

Why do public education students present such a low level of listening skill?

How can professor include more activities of listening in class?

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