

YouTube Channels as Strategy-Listening Skills

**Universidad Internacional de las Américas**

School of Education and Foreign Languages

Graduation Seminar

Thesis Submitted to obtain the

**Bachelor in English with Concentration in Teaching**

**Topic**

**The Use of YouTube Channels as Strategy to Improve Listening Skills on Upper Elementary Students  
at Leandro Fonseca Naranjo School during the Second Quarter 2025**

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San José, Costa Rica

January 2025

### **Acknowledgements**

First and foremost, I would like to thank my God, the keeper of my source of wisdom throughout my journey. He has taught me in various ways and made me realize that my goals are within reach and achievable, enabling me to conquer any previously insurmountable obstacle.

I appreciate Leandro Fonseca Naranjo School for offering its rooms, computers, and teaching materials so this study could take place. I thank Mrs. Evelyn Badilla, who organized schedules, prepared everything needed, and kept a peaceful setting, allowing me to carry out each listening task and observe the children's progress. I value Ms. Ana Soto's decision to include YouTube clips in her lessons, her simple step-by-step guidance, and her constant encouragement, which helped students speak up with confidence and find joy in learning. I also recognize the support of the administrative staff and my fellow teachers, whose ideas and goodwill made this research possible.

## **Dedication**

To my wife,

I want to dedicate this work to you. You are and have been my greatest source of energy. With much love and dedication, also thank you for your patience throughout this research journey. I have come this far thanks to you. Thank you for your support and for always believing in me. You have been by my side on this long road, and I want to dedicate this research work to you.

I also remember the patience you had and for every kind gesture that has helped me become a better person. I will always be very grateful for every piece of advice and word you gave me, as well as for everything you have done for me. I dedicate this new goal and another objective to you, my dear. With all my love, I dedicate this research to you. Thank you for being patient with me and offering me advice at every moment.

### **Abstract**

This study explores the use of YouTube channels, how they help improve the listening skills of Upper Elementary Students at Leandro Fonseca during the second quarter of 2025: A class action research. How many students can understand spoken English and express their thoughts? Traditional teaching methods may not always engage students' interests or provide sufficient exposure to "real" language. As a result of the abundance of educational content available on YouTube, it serves as an attractive and entertaining tool that can help facilitate well-established language learning efforts in both the at-home and institutional learning environments. Finally, this work focuses more on how students relate to YouTube channels and analyzes how these students are influenced by their listening comprehension and writing development. The research includes observations of students while using YouTube channels and evaluates their performance in comparison to those who do not use it. This study aims to determine whether YouTube can be an effective tool in acquiring English as a second language and assesses the use of YouTube channels for learning English. This research will provide essential information for both teachers and students in managing YouTube channels and their extended use, which will enhance students' understanding and motivation in this learning process.

### **Resumen**

Este estudio explora el uso de los canales de YouTube y cómo ayudan a mejorar las habilidades auditivas de los estudiantes de primaria superior en Leandro Fonseca durante el segundo trimestre de 2025: una investigación de acción colectiva. ¿Cuántos estudiantes pueden comprender el inglés hablado y compartir sus pensamientos? Los métodos de enseñanza tradicionales pueden no siempre mantener el interés de los estudiantes o brindar suficiente exposición al lenguaje "real". Como resultado de la abundancia de contenido educativo disponible en YouTube, este último sirve como una herramienta atractiva y entretenida que puede ayudar a facilitar los esfuerzos de aprendizaje de idiomas bien establecidos tanto en el hogar como en los entornos de aprendizaje institucional. Finalmente, este trabajo se centra más en cómo los estudiantes se relacionan con los canales de YouTube y analizará cómo estos estudiantes se ven influenciados por su comprensión auditiva y desarrollo de la escritura. La investigación incluye observaciones de estudiantes durante el uso de los canales de YouTube, evaluando también el desempeño en comparación con aquellos que no lo usan. Este trabajo tiene como objetivo analizar si YouTube puede ser una buena herramienta en la adquisición del inglés como segunda lengua y el uso de los canales de YouTube para aprender inglés. Esta investigación aportará información importante tanto a docentes como a estudiantes en la gestión de los canales de YouTube y su uso prolongado lo que mejorará la comprensión y motivación de los estudiantes en este aprendizaje.

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## Chapter I

### Introductory Framework

English functions as an essential language across international communication channels and business transactions, as well as educational systems worldwide. As part of Costa Rica's national curriculum, students study English as they expect to develop strong language skills from an early age. Students who study at Leandro Fonseca Naranjo School find listening comprehension to be one of the most challenging language skills to master. Students struggle to understand spoken English when they encounter native speakers and various accents, and rapid speech patterns. Methods such as books or personal tutors play a crucial role in developing a new language, helping with both listening comprehension and written expression. However, these methods are not entirely effective as they focus on personal instruction rather than a natural, native approach that incorporates variations in pronunciation and written expression. Consequently, students may experience difficulties in understanding and speaking a second language.

With the rapid growth of technology, various platforms exist that can help students achieve better results. A particularly effective platform is the use of YouTube, which provides significant benefits in a brief time. The wide variety of content on this platform offers video channels and real-time practice with native accents and various connections worldwide, facilitating better acquisition of a second language. Unlike traditional methods, students can pause and review the content of the videos on YouTube as many times as necessary, thus enhancing their understanding of the language.

This study is focused on how YouTube channels significantly assist on Upper Elementary Students at Leandro Fonseca Naranjo School during the Second Quarter 2025. By integrating the platform in the classroom, particularly the YouTube channel for learning English, this study will demonstrate how students can more easily acquire English in a natural manner using videos or audio in a native language, with the option to pause the videos and go at a pace suited to their needs. The research will also identify the most appropriate types of content for students and which resources are the most beneficial. The findings will provide valuable insights for teachers as they can be used to enhance English in real time, for educators seeking better outcomes based on digital technology.

## **1.1 Problem Statement**

One of the most challenging areas for students from different institutions is listening, especially since they are not exposed to a native language. Many students have problems in both the spoken and written aspects, due to a lack of motivation and help from teachers and parents. These difficulties impact on students both inside and outside the classroom, particularly when a student interacts with another language. A significant challenge for teachers is classroom activities that often become very boring. Many activities involve pre-set drills, which can be exhausting rather than educational; others involve mechanical repetition of dialogues that do not help in language acquisition or help build confidence.

Although YouTube is widely recognized as an entertainment and video content platform, its educational potential remains largely underutilized by institutions. YouTube educational channels for language learning provide valuable listening materials that are often not used during lessons. These videos enable students to hear varied native speech patterns, as well as

informal expressions and cultural references often missing in books or listening exercises in schools and colleges. Additionally, the visual aspect of YouTube, such as videos, allows students to observe real-time language use, facial expressions, and contextual cues to facilitate language learning.

Another significant advantage of YouTube is its easy accessibility when needed. Unlike listening comprehension practices that exist in various locations, YouTube videos can be paused and replayed at a later time using the browsing history as well, which helps to review the content at a later time. This feature allows students to learn at their own pace and revisit the material to aid comprehension, as necessary. This self-paced learning also enhances listening comprehension skills and enables students to improve according to their comprehension abilities without pressure, according to their comprehension abilities. Additionally, the vast amount of content offered by YouTube ensures that students are exposed to diverse listening and writing environments, idioms, and cultural elements, which can enhance their listening proficiency.

Despite the numerous advantages, there have been only a few studies on the impact of YouTube on improving listening skills on Upper Elementary Students at Leandro Fonseca Naranjo School. While many studies have examined the use of YouTube for learning in second language acquisition, very few studies have focused on its role as a listening comprehension tool for early education. Consequently, there may be a gap in the literature on how YouTube can be used effectively in the classroom to support the development of each student's listening skills.

This research aims to bridge this gap by presenting a comprehensive investigation of how YouTube can be used as a tool and classroom strategy to enhance both listening and writing

skills among seventh-grade students. It also seeks to analyze its effectiveness. This research will provide crucial information for teachers and educators on how to use the YouTube platform in their listening and writing practices, making language learning more efficient, interactive, and relevant to students' communication needs in the real world.

## **1.2 Objectives of investigation**

### ***1.2.1 General Objective***

To analyze the use of YouTube Channels as a strategy to improve listening skills in Students at Leandro Fonseca Naranjo School during the second quarter of 2025

### ***1.2.2 Specific Objectives***

1. To identify the listening difficulties faced by Students at Leandro Fonseca Naranjo School
2. To examine how the proper use of different YouTube Channels and videos with native speakers is of great help in acquiring a new language
3. To evaluate the effectiveness of YouTube videos in facilitating listening skills

## **1.3 Justification of the Study**

As part of the justification for this research, we can see that the ability to understand spoken English is of utmost importance, can take years, and remains a challenge for students to acquire. The listening part and the ability to understand what is heard are essential for effective communication, as well as for the workplace. In the case of the students for this Upper Elementary Students at Leandro Fonseca Naranjo, many of these students face

difficulties due to their limited exposure to authentic conversations in English and to various accents. Many of these students may present a lack of motivation and confidence to be able to function in this academic area.

There are different traditional methods, such as using books, audio recordings, and also dictations directed by the classroom teacher during lessons, which may not always provide students with the necessary exposure to real-life spoken English. These methods, which often present scripted dialogues with slow and clear pronunciation, do not necessarily prepare students to function in a real language environment. This leads to students experiencing difficulties when faced with a real environment; in addition, fast speech or different accents of English become difficult for students. This way of speaking or different accents are common in the real world, where a high level of knowledge is intended to be achieved.

With the wide variety of digital learning platforms, YouTube has become a great tool for both schools and colleges as it offers unlimited access to native spoken English in both video and audio. The different channels available on YouTube provide online practice and various conversations worldwide in the desired language. Moreover, it provides a wide variety of pronunciation patterns, which have become an essential tool today with a wide variety of functions and favorable results. Unlike the traditional listening media used previously, YouTube videos present English as it is used in daily life. This enables students to become familiar with the accents, both speech and different languages and accents. Another great advantage is that YouTube videos can include videos; it means, this helps students to strengthen their learning more entertainingly and dynamically.

This research is of utmost importance because it explores whether YouTube can be an effective tool to improve listening comprehension for seventh-grade students in this school. This research will also provide valuable information for English teachers from different institutions, as well as students with a strong interest in finding innovative ways to teach a new language. Through this research, the researcher will try to prove how effective the use of YouTube could also be incorporated into different educational lessons as a support tool to support teaching media. In addition, it will be a new opportunity to implement and change the current methods. As this research is undertaken, the main objective will be to minimize the large gap between technology and learning different languages to offer a much more effective and modern approach in a way that suits the interests and learning preferences of different students.

## **1.4 Antecedents**

Over the past few years, we have observed that the use of different platforms like YouTube has gained a lot of interest, especially in the area of listening comprehension. Several studies have explored the great advantage of incorporating different multimedia resources, including YouTube and its wide variety of channels, in teaching English as a foreign language (EFL). These studies have demonstrated how different platforms have improved students' performance and learning, improving skills in the listening aspect, thus providing exposure to spoken English more effectively.

A relevant study by Rakhmanina and Kusumaningrum (2017) was able to analyze the use of the YouTube platform and its channels. These studies discovered that students who used YouTube videos as a learning medium showed better performance and listening performance

compared to those who only used traditional media such as books or exercises. This study concluded that the performance of those who used the platform was higher.

Similarly, Almurashi (2016) also researched the use of the platform. Their study found that listening and comprehension skills in different students have greatly improved when teachers integrated YouTube videos and used different channels in their lessons. It was also shown that the YouTube platform helped increase students' motivation, as they found learning through videos more fun and dynamic than using a book, which can be more tiring and boring.

Furthermore, Metruk (2018) explored the advantages of using authentic videos for listening comprehension in EFL classes. The study emphasized that exposure to different accents, speaking rates, and informal language in videos contributed to the development of students' listening and pronunciation skills. The different studies support the idea that digital media can try to minimize the gap between classroom learning and real-life communication. There is also a more recent study, Husna and Budi (2020), where they were able to see the effectiveness of learning based on the use of YouTube in creating a different way of listening comprehension among students from different institutions. Their research was able to highlight that students who frequently watched different educational YouTube content demonstrated better recognition in different exercises, better comprehension of both written and spoken English, and also greater confidence when participating in English-related activities.

Despite these studies being conducted positively, some researchers have also pointed out potential challenges of the frequent use of YouTube channels as a tool in classrooms and learning. Fitria (2021) in her recent study was able to point out the large number of benefits offered by the use of YouTube channels. Students often have many problems since they may

have attention problems with different content not related to the educational part or have difficulties finding videos of interest or that are appropriate for what they are dealing with. In this way, teachers must very carefully select the types of videos and structures of YouTube to teach more efficiently.

In summary, these studies have proven the great effectiveness of using YouTube channels to improve language in the listening area, even when combined with plans such as the use of books and practices, which are not as effective. However, there is extremely limited research on the topic of using YouTube channels for academic improvement towards these Upper Elementary Students at Leandro Fonseca Naranjo School. This research also aims to fill that gap by analyzing how different YouTube channels can be used as a useful tool in the academic area to improve listening skills in institutions such as this school.

## **1.5 Scope**

The main focus of this research is directed towards the use of YouTube channels as a way to improve teaching, and it will also be directed towards listening comprehension with a focus on Upper Elementary Students at Leandro Fonseca Naranjo School. The main objective will be to evaluate how YouTube channels can improve students' ability to cope with the English language and thus expose them to authentic language, real-life conversations, and different accents throughout the world. Given the large increase in the use of the platform and its use for teaching, this research seeks to explore the benefits as well as potential challenges of using YouTube channels as a useful tool in the area of English and its implementation in the classroom.

The research will be limited to one group of seventh-grade students at School Leandro Fonseca Naranjo. The study will focus exclusively on listening skills, meaning that other language components such as speaking, reading, or writing will not be analyzed in detail. The reason for this focus is to examine the specific impact of YouTube videos on listening comprehension development, rather than overall language proficiency. Furthermore, the study will only consider educational YouTube channels, ensuring that the content analyzed is designed for language learning purposes rather than general entertainment.

Additionally, the study will incorporate structured activities to assess how students interact with YouTube videos and how these resources influence their listening comprehension progress. These activities may include pre-listening tasks, comprehension exercises, and post-listening discussions, which will provide measurable data on students' improvements over time. The study will also consider students' engagement levels, preferences, and feedback regarding YouTube as a learning tool.

Since the research is conducted within a specific context and timeframe, its findings may not be generalizable to all English learners. However, by defining these parameters, this study will provide valuable insights into the effectiveness of YouTube for enhancing listening skills and its potential integration into English language instruction for secondary school students. The results may serve as a reference for English teachers and curriculum designers, helping them develop more engaging and effective strategies for improving listening comprehension in the classroom.

## Chapter II

### Theoretical Framework

This theoretical framework is of utmost importance to understand the role of YouTube channels with a focus on improving listening skills among these Upper Elementary Students at Leandro Fonseca Naranjo School. With the ease of being able to integrate technology into classrooms, teachers can provide students with a more dynamic and more engaging class that supports their comprehension and exposure to English in a more realistic environment. Using YouTube channels as a learning tool allows students to practice listening in a more fun way; therefore, they will improve their listening skills, expand their vocabulary, and improve their overall mastery of a foreign language. In addition, the use of the different videos on the platform provides students with visual cues that facilitate comprehension, allowing them to more easily grasp the meaning of words, even when they encounter unknown words or expressions.

Listening is especially important when learning a new language, as it is essential to be able to have a more effective conversation. It allows students to understand the spoken language, recognize different accents throughout the world, and improve their pronunciation. According to Brown (2001), listening is the receptive skill that helps students develop different skills in communication by processing sounds and their meanings. In EFL classrooms, improving listening skills is vital to be able to have clear communication and reinforce other language skills, such as speaking, reading, and writing. In addition, exposure to the language through different means, such as audiovisual materials, like online platforms. For example, the YouTube platform improves students' ability to understand real-life

conversations, and in this way, they will be prepared for more effective communication in various contexts of daily life.

## **2.1 Literature Review**

Based on this literature review, we can have an overview of the role of the YouTube platform and its channels as a teaching method to improve listening skills among EFL learners. There are a variety of studies where we can see that the effectiveness of learning a new language is highlighted, focusing on how audiovisual materials such as the aforementioned platform facilitate comprehension, vocabulary retention, and participation in other areas. YouTube, in particular, offers authentic learning opportunities by providing real exposure to native language use through videos, diverse accents, and real-life communication scenarios. Research has proven that this form of learning has improved student motivation and allows the application of strategies in the classroom or study area; therefore, it will help students with their listening comprehension skills.

In addition, we have the option to add subtitles, or we can adjust the playback speed; in this way, students can learn at their own pace without having to force the learning. However, there are challenges such as choosing appropriate content, possible distractions, and different levels that require supervision by teachers or an adult. In this way, it is important to maximize and check the effectiveness of YouTube as a platform and teaching resource. In general, the literature suggests that, with an appropriate use on the management of topics and content, YouTube and its wide variety of channels can serve as a tool in which we can develop listening skills and part of writing during the development of the language in the different

classrooms and thus be able to implement teaching differently as a foreign language in seventh grade (Mayer, 2009).

## 2.2 What is Teaching?

Teaching can vary in the way we teach or in the way we seek information, which consists of guiding and facilitating knowledge, skills, and attitudes. It involves much more than simply giving practice and review content; it is about fostering a learning environment in which students can learn in a more fun way, develop skills where critical thinking and reasoning exist, and build the necessary tools to be successful in an academic as well as in real-life situations. Schunk (2012) pointed out that the YouTube platform and its channels for teaching methods are effective in comparison with traditional methods such as reading a book or doing practical exercises. He also indicated as a way to interact with students more dynamically, and where you can interact more with the students. He also indicated that it is the teacher's responsibility to look for more dynamic methods where students can learn easily, which is why he highlighted the use of this platform and its effectiveness in recent years, where students not only learn but can put into practice what they have learned more easily and efficiently.

The main goal is to teach students to think a little more independently and thus be able to make decisions based on their knowledge. Effective teaching promotes better results, where students are encouraged to interact with material and platforms such as YouTube and its channels, question assumptions, and be able to create connections between concepts. By

fostering such an environment, effective teaching can also help students develop a deeper understanding of the content and a motivation to continue learning.

In addition to the transmission of content, teaching aims to build relationships with students and thus create an environment of trust. A positive relationship between both in an academic environment is of utmost importance to create a healthier space in which students feel confident and can thus express their ideas and make mistakes (Richards and Rodgers, 2014). The teacher has the responsibility to be attentive in looking for new learning methods where their students feel calm and can learn easily. Teachers must also consider when adapting their teaching methods to meet the students' needs. This includes understanding the importance of the personal factors of individuals and students in particular during learning, since emotional feelings can affect their academic performance. It has been mistakenly thought that the teacher should only provide academic content, but they should also be mentors who can provide both emotional support and companionship to guide students to overcome challenges and foster their growth to prepare them for the workplace. The teachers should also work as facilitators, encouraging students to take responsibility for their learning, considering that their decisions can affect their future.

One of the most widely used tools available to teachers today is the use of multimedia. Digital platforms such as YouTube and its variety of channels have transformed the way teaching materials are presented, offering teachers new ways to create a more practical environment and to be able to engage students and thus improve learning outcomes. Schunk (2012) points out in his research on multimedia resources, including videos and online content, that they can offer a dynamic approach to learning by catering to the different needs of students. YouTube and its learning platforms, for example, allow teachers to offer students

access to different teaching videos as well as real-world examples, and the advantage of being able to listen to videos of native speakers. This is necessary for learning, where exposure to different accents, different pronunciations, and interacting in a real-life way in an environment with native speakers can help improve students' listening and comprehension skills.

The videos can be accessed by the student and can also be played at any time, allowing students to listen to and watch other people from different countries, which can be beneficial for students with a keen interest in learning in a faster way. With these resources, teachers can have a great advantage in incorporating this platform into their classrooms, helping students understand how the language is used in everyday situations.

Another important aspect is feedback in a learning environment. Through it, teachers can help students understand what their weaknesses are and what areas they need to improve, which ensures that learning is effective. Richards and Rodgers (2014) highlight in their research that it is not just about assessing, but rather providing advice where teachers help students grow. Effective feedback is necessary for personal growth and provides students with clear guidelines on how they can improve by considering their weaknesses. Positive feedback is also necessary because it encourages students, while constructive criticism helps them correct their mistakes and do better and more effective work. Feedback also helps in the self-regulation part of developing students, as students learn to assess their work and make improvements based on the feedback received. Teachers must approach feedback carefully because negative feedback can discourage students rather than motivate them.

Teaching is a broad and ongoing process, not only for students but also for teachers. As technology grows and advances in leaps and bounds, teachers must continually update their knowledge by including new teaching platforms and techniques for more effective results.

Schunk (2012) highlights that professional development is necessary to keep pace with the advancement of technology, thus making it necessary to use new teaching methods.

Participating in teaching plans, new studies, or specialized courses for teaching can help address the different challenges that technology brings and can be covered in the classroom.

By reflecting on their practice and being open to new teaching strategies, teachers can improve their techniques, ensuring that their students receive the best education. In addition, teaching is about staying up to date with different methods and practices to cover necessary topics, social changes, and advances in the digital area. Teachers who continue to learn also demonstrate the importance of lifelong learning and thus can be trained for their students, helping them develop a mindset that values continuous improvement and growth.

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

The fundamental role of a teacher is to be able to facilitate the learning process, guiding students through an effective method with skills and attitudes suitable for teaching. Teachers are responsible for supporting their students and guiding them in this learning process, as well as being able to motivate students to get involved in the academic system for a better outcome. According to Schunk (2012), teachers are not only transmitters of knowledge, but they also participate in active teaching, shaping the way students interact with the material. They use a variety of methods to facilitate their students' learning, address different learning styles and needs. The main objective of a teacher is to transmit effective knowledge as well as promote problem-solving and the development of skills that students can use in a work environment. Teachers play an essential role in fostering students' personal growth, also in the emotional and even social area, helping them to become complete individuals.

In addition to teaching content, teachers must develop strong relationships with their students. A safe and comfortable environment with students encourages them to ask questions about the subject and thus cover what is necessary for learning, as well as make mistakes and share their ideas (Richards and Rodgers, 2014). The role of the teacher goes beyond teaching material or practices in class; they have to offer support and guidance. Teachers must consider that their students are in a learning process and must also be attentive to the needs of their students. They must cover what is necessary to be able to cover emotional differences, and they must also be flexible and be prepared to adapt their teaching methods as needed for each student. This includes using strategies such as the aforementioned YouTube platform and its channels to address different abilities, learning styles, and interests. By building a relationship of trust, teachers create a space where students can explore and also express their ideas naturally.

Another role that the teacher plays is to provide feedback. It is of utmost importance to help students in their learning process and improvement by knowing their weaknesses and strengths. Richards and Rodgers (2014) pointed out that feedback is essential to guide students during their learning process. Effective feedback aims to provide students with constructive information that helps them improve their work and develop a more detailed understanding by knowing their weaknesses. Feedback should be timely, specific, and delivered positively, considering that it can positively affect the students' performance and will also provide support to ensure that students remain motivated. Teachers also use feedback to adjust their methods, as well as to plan their teaching based on students' responses and progress, ensuring that the learning process remains effective.

Teachers also promote learning by encouraging students to take on a different and positive role in their education. Schunk (2012) highlights that teachers must foster an environment where students are encouraged to ask questions without fear of making mistakes, promote ideas, and engage in activities that promote critical thinking. This requires teachers to move away from old teaching methods where the teacher was the only source of information. Instead, teachers must create opportunities by promoting general learning, group discussions, and hands-on or online activities using platforms that allow students to take charge of their learning. By facilitating learning for their students, teachers encourage students to make decisions, ask questions as well and seek answers for themselves, creating a sense of independence and responsibility for their education.

Finally, the role of the teacher is to continue learning day by day as technology advances. As technology advances, the education system also continues to evolve. Teachers must keep up with new ideas and use new teaching techniques and methods. Gagne et al. (2005) emphasize that professional development is essential for teachers to be able to reach the level necessary for students to cover the necessary academic subjects. Teachers who participate in lifelong learning demonstrate the importance of broad learning that will result in a generation of well-behaved students. By remaining open to new ideas, seeking new practices, and seeking growth opportunities, teachers ensure that they are always improving their teaching methods to support their students' learning. This ongoing development allows them to continue to adapt and respond to the challenges and opportunities that arise in the classroom.

### **2.2.2 Challenges**

Using YouTube channels is one way to address the needs and strategy to improve the listening skills of Upper Elementary Students at Leandro Fonseca Naranjo School, and also presents several challenges that educators must address to ensure positive outcomes for each student. One challenge is selecting appropriate content on the platform. With millions of videos available, it can be difficult for teachers to find appropriate content that is suited to the language proficiency level of the student. YouTube and its teaching channels are important, and there is a large amount of content ranging from beginner level to advanced content and the abundance of content could be confusing and distracting depending on the content. Teachers must carefully select videos to ensure that they are not only engaging but also aligned with lesson-based learning objectives. Failure to select appropriate content can lead to ineffective learning, where students struggle to understand a second language (Bax, 2011). As a result, educators must carefully curate content and select videos that support both the language development and engagement of each student.

The biggest challenge is distractions from content selection. YouTube, as a digital platform, offers a wealth of features beyond educational videos, such as comment sections, advertisements, and even suggestions for related videos that can easily divert students' attention from the learning task. Different studies have proven that the presence of extraneous content on platforms like YouTube and its teaching channels can reduce concentration and slow down the continuous learning process (Pegrum, 2014). Students can easily click on videos unrelated to the learning topic, which disrupts their concentration and reduces the

effectiveness of each lesson. To reduce this, teachers must provide guidance to each student on an appropriate way of using YouTube responsibly, and different ways to block or limit distractions within the platform must also be addressed. This could include the use of playlists or tools that allow teachers to focus solely on the set content without the interruptions found in the YouTube environment and its variety of channels.

The great amount of linguistic competence in the world is also an important challenge. For example, YouTube videos and different learning channels can present native skills with different skills, skill speeds, and extra difficulty for vocabulary acquisition. Students with different levels of language skills can have difficulty understanding different videos or videos. If some students with advanced levels can benefit from the exposure to the authentic use of the language, the main or intermediate students can have difficulties and are not able to capture the video or the material used, especially if the content is extremely fast or uses complex linguistic structures. This variation can create a more difficult environment during learning, so some students can feel abandoned or frustrated and decide not to continue. The teachers must encounter formats to adapt to these differences, as they provide adequate and attractive resources, offer transcriptions or subtitles, and help students to review the content variously if necessary to reinforce their understanding (Pegrum, 2014). To structure the learning experience, teachers can guarantee that students will have the opportunity to benefit from hearing comprehension exercises based on YouTube and all channels, regardless of their level of difficulty.

Another dissatisfaction with the use of YouTube for fine educational purposes is the inconsistency in quality settings in the educational area. Not all YouTube videos have the necessary standards and standards for students, some of which may contain erroneous

information or present concepts in a manner that is not suitable for students, but they are not suitable for all education levels. This can be problematic when you use videos to learn language skills in your classroom, and students can generate grammatical, vocabulary, and pronunciation errors more easily. To address this issue, the teachers must evaluate each content to check its accuracy and whether it is suitable for the class. This process can be learned for a long time, so teachers must evaluate whether the language used is appropriate for students and evaluate their level of understanding. Furthermore, teachers must verify that the material fits the objectives of the study plan with each lesson and that it results in the development of linguistic skills, such as auditory comprehension, as well as vocabulary acquisition and pronunciation. (Mishan y Timmis, 2015).

Finally, a well-known method that can help with the challenges of using YouTube and its channels to improve listening skills is the Task-Based Language Teaching (TBLT) approach. This method focuses on using authentic language tasks to engage students in task- and goal-based communication to develop their language skills. In the context of YouTube, teachers can design tasks that require students to listen to videos to arrive at a solution and to complete activities to complete the goal, such as summarizing the content, answering comprehension questions, or discussing specific points about the topic. This method encourages active listening and can also help students focus on the content while practicing their speaking and writing skills. It is of utmost importance to be able to incorporate real-world tasks and put them into practice in a listening teaching environment. Students are motivated to interact in a more fun, dynamic way and thus be able to apply their listening skills in a practical context, making the learning process much more effective. Furthermore, TBLT's flexibility allows

teachers to tailor assignments to different levels of students, ensuring that all students can benefit and learn at a similar pace using the platform like YouTube.

## **2.3 Task-Based Language Teaching (TBLT) approach**

There is a task-based teaching method (TBLT) that aims to implement real-world tasks and apply them in lessons to enhance language learning. By engaging students in activities or simulations based on real-life situations, TBLT aims to improve their language proficiency and promote effective communication.

A study conducted at Mizan Tepi University investigated the implementation and effectiveness of TBLT among third-year students of Language and also in English Literature. The research used an approach tailored to different students, integrating data from questionnaires, interviews with different teachers, and classroom observations. The findings indicated that TBLT positively influenced with astonishing results and better benefits for students, mainly in listening and speaking skills. In addition, students commented that there was increased motivation, and they were able to participate more actively in the learning process.

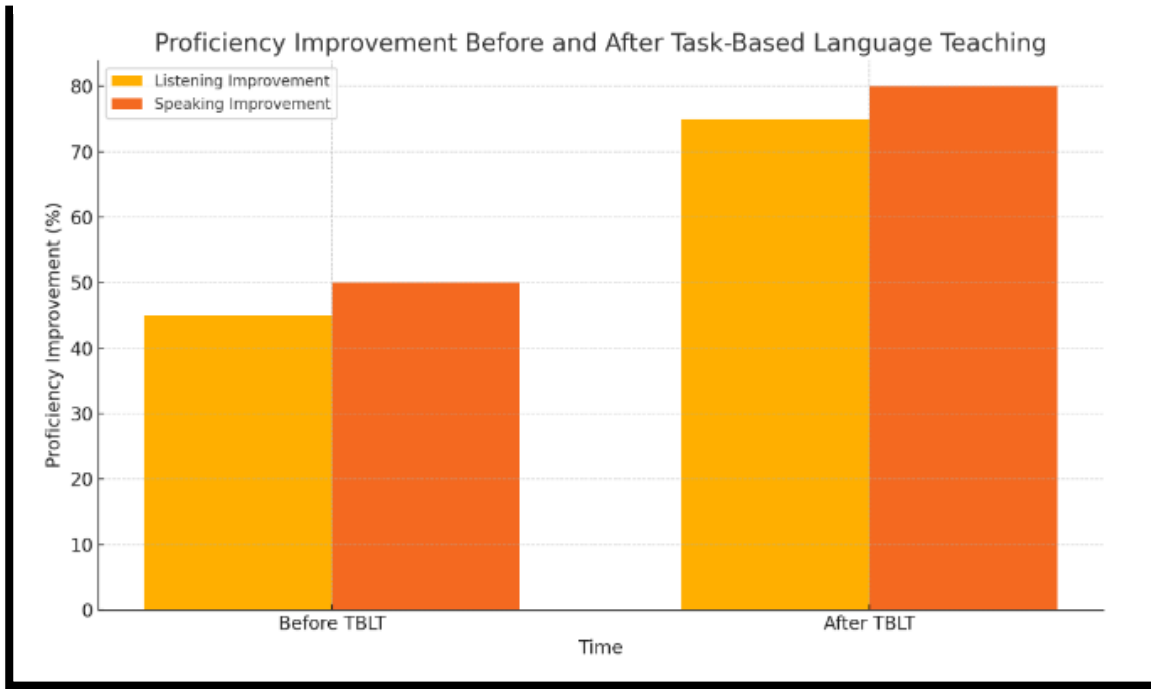
Another study examined the impact of TBLT on non-native learners of a language such as Mandarin. Research found that TBLT helped students gain confidence and grasp language learning and vocabulary more quickly, as well as improved listening, speaking, reading, and writing skills. In addition, the approach improved students' interest and motivation in learning, fostering active learning and teamwork skills. From these studies, it can be seen that the efficiency of using TBLT to improve language skills helps students with their motivation. By

incorporating real-world tasks into the learning process, TBLT puts real-life scenarios into practice and encourages participation and learning, thus promoting second language acquisition.

In a context where listening skills are of utmost importance, TBLT can be especially beneficial and effective in a short time. By engaging students in tasks that require active listening and also thereby improving comprehension, such as summarizing videos or also participating in discussions with selected topics and YouTube content, educators can create a dynamic and different learning environment compared to traditional methods, also addressing the challenges associated with the use of digital media in language teaching.

Below is a graph where we can see the improvement in listening and speaking skills before and after the implementation of Task-Based Language Teaching (TBLT). As the graph illustrates, students showed a significant increase in both areas resulting in positive growth and improved learning ability, promoting greater motivation with positive outcomes. This highlights the impact of using this method (TBLT) on language proficiency, making it a highly effective strategy to improve listening skills in the classroom.

Figure 1



**Taye, T. (2025). *Investigating the Practical Implementation and Effectiveness of Task-Based Language Teaching. Researcher’s own creation.***

## 2.4 YouTube Channels as a learning tool

YouTube and its plethora of teaching channels have become an essential and widely used tool for education, providing access to a wide collection of videos that promote better learning in various subjects, including the acquisition of a new language such as English. In EFL classrooms, YouTube channels serve as a valuable resource for improving listening skills and thus exposing students to real language through videos, as well as diverse accents and real-life communication situations. With the great increase in the use of digital tools in education,

YouTube channels present opportunities as well as challenges for both educators and students. This article explores the role of YouTube channels in providing listening skills enhancement for Upper Elementary Students at Leandro Fonseca Naranjo School, focusing on their benefits, challenges, impact on language learning, and different methods for integration into lessons.

YouTube channels can offer a more interactive and engaging way to develop listening skills. Research has been able to show that multimedia content or YouTube channels improve comprehension as well as retention for new language acquisition (Mayer, 2009). By providing access to videos with access to native speakers, varied contexts, and also visual aids, YouTube allows students to practice their listening skills and be prepared for a more natural environment. Studies indicate that the use of audiovisual material and the implementation of real simulations in language learning increases students' motivation and thus also improves language proficiency (Zhang and Graham, 2020).

The incorporation of YouTube channels in the teaching of a new language used in the classroom aligns with the principles of new language acquisition. Krashen's (1982) hypothesis of teaching with YouTube channels emphasizes the importance of learning based on more dynamic and digital methods, which YouTube provides through authentic dialogues and conversations in different accents. Furthermore, learning theories highlight the benefits of more interactive learning, where information acquired either through auditory, visual, or textual means reinforces comprehension and retention. This idea was suggested by Paivio (1991). Furthermore, using video-based learning methods fosters a more engaging environment for students, helping them to be more attentive and confident in their path to language acquisition.

A study by Kelsen (2019) was able to demonstrate how 85% of EFL students reported having improved their listening skills, with the fact of being able to use channels for second language acquisition using YouTube as a learning process. Furthermore, 70% of teachers have noticed the positive impact of YouTube on student engagement in the classroom. According to a survey conducted by Cambridge University Press (2022), students who use YouTube channels as a tool for second language improvement obtain 30% more positive results during listening comprehension tests concerning those who do not.

Furthermore, a survey conducted by Global EdTech Magazine (2021) revealed that 78% of language teachers use YouTube channels as a fundamental tool for online teaching, and 65% of students prefer learning using videos and adding practical and dynamic parts instead of just using traditional textbooks. These statistics demonstrate the importance of including digital media in modern language teaching.

### **2.4.1 Benefits of Using YouTube Channels in EFL Classrooms**

YouTube channels offer a dynamic and interactive way for language learners to more easily learn a foreign language and improve their listening skills by exposing them to authentic language, diverse accents, and real-life communication contexts. Unlike textbooks, videos have the advantage of incorporating visual and auditory elements that enhance comprehension as well as retention. Research has found that students who use multimedia resources, such as the YouTube platform, demonstrate increased motivation and significant changes, including increased engagement in language learning (Zhang & Graham, 2020). Furthermore, there is a further advantage with YouTube content as it allows students to study at any time and their

own pace, pausing and replaying sections as needed to strengthen the written and listening areas. These are some of the benefits.

Another benefit offered by using YouTube channels is authentic language, where YouTube provides access to real-world conversations, helping students understand different speaking accents. Unlike dialogues in textbooks, YouTube videos often present a more real-life way of being in contact with the language. In addition, students can listen to a variety of speakers or select the most appropriate content, which improves their ability to understand a variety of English dialects.

Engagement and motivation during lessons and incorporating videos make learning more interesting, keeping students focused through interactive and visual content. Studies have shown that students are more likely to pay attention with the incorporation of these teaching methods. Additionally, visual and auditory cues in videos have helped reinforce understanding, making learning more effective and yielding better results.

We also have Flexibility and Accessibility, where students can watch videos at their own pace, pause, and replay sections to reinforce learning. This well-paced learning approach allows students to focus on difficult areas and thus improve comprehension over time. In addition, videos from different YouTube channels can be accessed using different devices, giving students more opportunities to access content at any time.

Also, the use of subtitles and playback features offered by the YouTube platform and adjustable playback speed allow students to control the difficulty of each content (Vandergrift & Goh, 2012). Subtitles can serve as a learning method for students looking to learn through

vocabulary. In addition, interactive features such as clickable transcripts help students connect spoken words to their written forms, facilitating vocabulary acquisition.

A vast amount of varied content and learning styles, with thousands of educational channels dedicated to learning a new language, students can choose content that suits their interests and adaptively, considering accents, whether it is storytelling or interviews. Furthermore, learning experiences using the different YouTube channels have all demonstrated positive results and can improve student engagement by encouraging active participation in the learning process.

### **2.4.2 Challenges of Using YouTube Channels for Learning**

The use of YouTube channels as a highly useful tool also presents several challenges that educators must address for positive classroom outcomes. One major issue is the sheer amount of unlimited, unrestricted content available on the platform. While YouTube provides access to different educational channels, not all content is suitable for language learning. Teachers must evaluate each video to be used to ensure that it meets the curriculum objective, contains accurate language usage, and is appropriate for each student's level to meet the teaching objective (Bax, 2011). Additionally, the informal nature of some YouTube content may include unnecessary material, different accents, or expressions that may be difficult for students to understand, especially those with a lower learning level (Gilakjani & Sabouri, 2016).

Another challenge involves distractions while using an entertainment-based platform for educational purposes. The YouTube platform continually suggests new content as it is used, much of which may not be related to the objectives and can thus create distractions, leading

students to browse through non-educational content. Research indicates that distractions while using the platform negatively affect students' ability to concentrate, leading to poor performance, which reduces overall learning efficiency (Kelsen, 2019). In addition, many advertisements can interrupt lessons, making it difficult to maintain concentration. While subscription services generate less advertising, or playlists can minimize this problem, however, not all students or institutions have the resources to implement these solutions.

Technological limitations can also become a barrier to fully using the YouTube platform as a learning tool. A stable internet connection is required, which helps with smooth video playback, but many students, especially in rural areas, may experience problems due to low internet levels that prevent them from accessing content consistently (EdTech Magazine, 2021). Furthermore, high prices for availability on devices mean that some students may lack personal access and thus lack the connectivity necessary for independent learning. To address these issues, educators can provide a variety of non-Internet resources, such as alternative assignments, to ensure equitable access to materials. Despite these challenges, the implementation and integration of methodologies such as task-based language teaching (TBLT) can help maximize the benefits of the YouTube platform for language acquisition (Ellis, 2003). Some of the main difficulties include:

1. Content Selection: Not all videos are appropriate for educational purposes. Teachers must carefully select each material that meets the lesson requirements and is of high quality. Some videos may contain errors or may contain inappropriate language. In addition, ensuring that the content is aligned with the objectives to meet the curriculum requires content-based planning.

2. **Distractions:** Students may be tempted to watch content included on the platform that is not related to the lesson topic. The autoplay feature may take students to videos that contain different material, which reduces the effectiveness of learning sessions. Teachers should implement learning activities where they can better maintain student concentration.
  
3. **Different Difficulty Levels:** Some videos may be too advanced for students with a low language level, making comprehension difficult. Teachers should select content to match the levels based on the student group. Strategies such as vocabulary instruction and written or oral exercises can help reduce these challenges.
  
4. **Connectivity Issues:** Some students may not have access to the Internet or digital resources, which limits their ability to complete assigned tasks or watch videos on the YouTube platform. The teacher should provide offline resources or alternative methods, such as pre-downloaded audio files or the use of printed documents, which can help overcome this gap.
  
5. **Copyright and Advertising Issues:** Some educational content on YouTube channels is also restricted or contains advertising that can be distracting and hinder the learning experience. Educators can minimize this problem by using ad-free platforms or recommending educational YouTube channels that can minimize interruptions.

The YouTube platform and its wide variety of channels have become a powerful learning tool that improves listening skills as well as writing skills among language learners. When used effectively, it provides access to a variety of authentic languages through videos, increases motivation, and allows for flexible learning. However, the aforementioned challenges, such as content selection and numerous distractions, require careful selection by educators. Incorporating activities during lessons as a task-based teaching method ensures that

students can benefit from the vast educational resources offered by the YouTube platform. Future research could explore the different long-term effects of using YouTube on language retention and academic performance. Furthermore, further studies could investigate how different types of YouTube content, such as documentaries, podcasts, blogs, among others, affect listening comprehension positively in educational settings.

### **2.4.3 Statistical Evidence on YouTube's Channels Impact on EFL Learning**

The effectiveness of the YouTube platform as a tool to improve listening skills during EFL lessons is supported by different studies. For example, research conducted by Kelsen (2019) found that 85% of students presented an improvement in their listening skills after incorporating reading materials or YouTube videos as a learning method. This aligns with Krashen's Hypothesis (1982), which emphasizes the importance of a dynamic method as a teaching strategy.

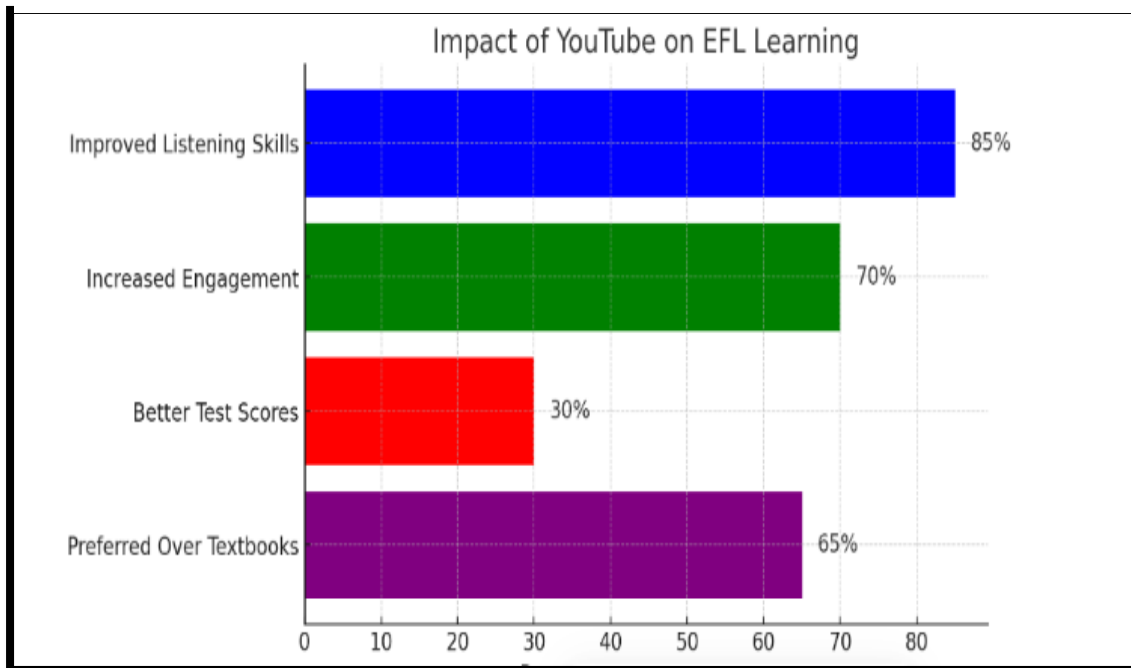
Furthermore, 70% of teachers believe that the YouTube platform and its variety of channels positively impact students and improve engagement by making lessons more interactive and visually entertaining with selected material. This supports the Cognitive Theory with a learning method and the use of multimedia according to Mayer (2009), which highlights the benefits of being able to combine auditory input and incorporate the visual part to improve comprehension and retention. A study conducted by Cambridge University Press (2022) also managed to show that students who use YouTube platforms as a learning tool perform 30% better on listening tests compared to those who use only traditional materials

such as books. This research emphasizes the value of being able to integrate digital media as a language teaching method to improve academic performance.

In addition, 65% of students prefer learning with the use of videos instead of textbooks, which has become a shift from learning preferences where these methods have more engaging and dynamic videos. This result suggests that incorporating platforms such as YouTube into the curriculum can help create greater motivation and interest in learning during lessons, particularly among younger students.

The following graph illustrates these statistics that the use of the YouTube platform has in EFL education:

*Figure 2*



**Cambridge University Press (2022) The impact of using YouTube in EFL classrooms on enhancing EFL students' content learning. *Researcher's own creation***

By analyzing this data, we can see that the use of the platform is effective, demonstrating positive results during lessons. It also demonstrates how it encourages greater student engagement and better results in a shorter period. To maximize the benefits of the platform, teachers can also incorporate the task-based teaching method (TBLT). This approach ensures that students engage with the content and can thus apply their listening skills in real-life contexts.

Statistical evidence supports the positive aspect of integrating the YouTube platform and its learning channels as a valuable resource in classrooms for learning another language. While there are challenges, such as selecting appropriate content and distractions that come with using the platform, proper implementation and appropriate lesson management can help educators maximize the potential of the platform. Future research could more broadly explore YouTube platform usage and long-term language retention and its effectiveness in developing other language skills, such as speaking and pronunciation.

## **2.5 Multimedia Learning Theory**

Multimedia learning theory (MLT), proposed by Richard E. Mayer (2001), explains how the use of images and sounds in videos such as YouTube enhances learning as well as comprehension. According to Mayer, the human brain can process visual and auditory information through completely separate channels, which is known as the dual-channel assumption. This means that when students in their academic lessons receive information through visual as well as auditory means, they can process and retain knowledge faster than

through text, which becomes boring and tiring for students. Furthermore, Mayer's multimedia learning theory highlights that people have limited cognitive capacity in each channel, which requires that teaching materials incorporating videos and images be planned in a way that does not overwhelm the student during their lessons.

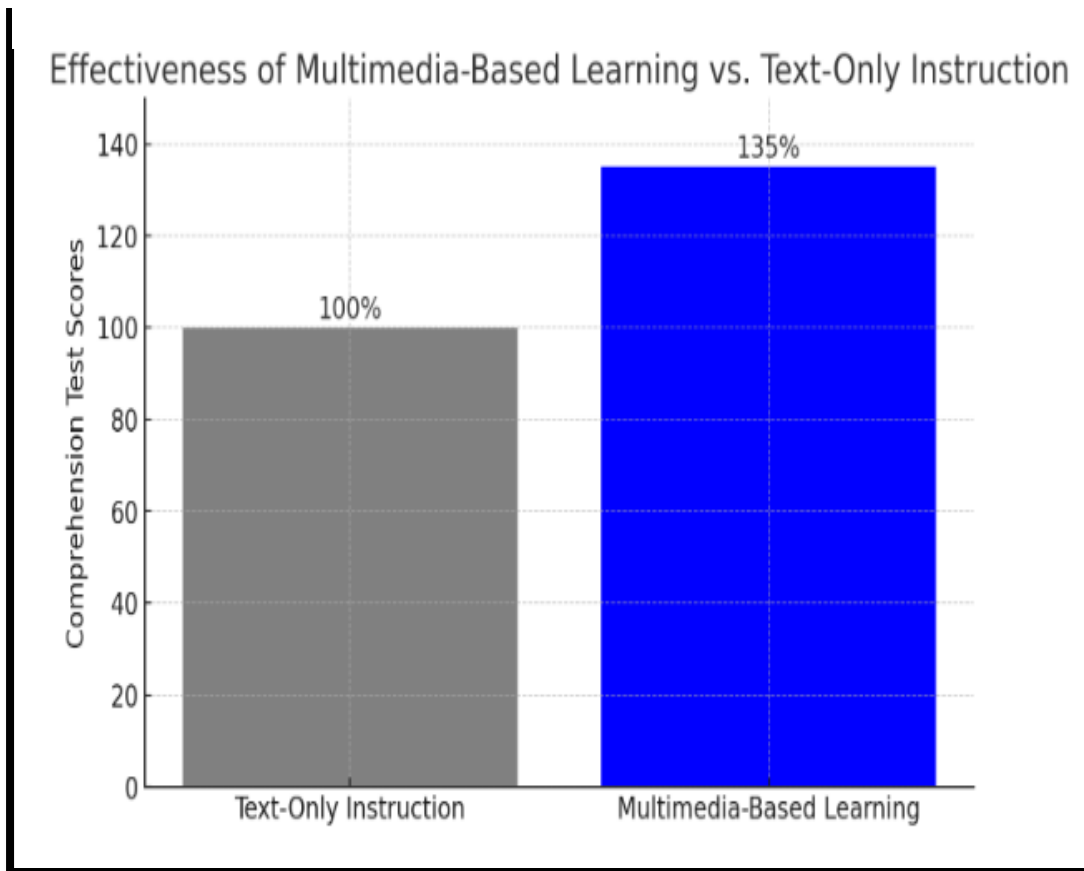
One of the fundamental principles in Mayer's theory is the principle of modality, which suggests that people learn better when information is presented in visual as well as auditory formats rather than relying solely on text or practice. This principle is especially significant in presenting positive aspects with the use of videos on the YouTube platform that are used in language learning, as they combine spoken words, subtitles, images, and also different animations to create a more engaging learning experience. Research has shown that students who receive information in an audio and visual format demonstrate better comprehension, retention, and increased participation compared to those who receive instruction solely in text (Mayer, 2021).

Another particularly important aspect of Mayer's theory is the principle of redundancy, which states that presenting the same information using the same teaching format (such as text on the screen along with narration) can overload cognitive processing and reduce the efficiency of learning based on erroneous methods. This principle highlights the importance of pre-selected educational videos, where information is presented clearly and concisely without the need for traditional methods such as a book. For example, in academic learning of a new language, subtitles should complement and not just duplicate spoken content, ensuring that students focus on interactions between spoken language and visual context (Mayer & Fiorella, 2014).

Furthermore, the principle of contiguity suggests that students can better understand and also remember information when related words and images are presented together in time and space. This principle is highly applicable to the teaching channels offered by the YouTube platform, where subtitles, animations, and synchronized visuals can help students make much easier connections between spoken language and contextual cues. A well-planned lesson design using video follows this principle by ensuring that images and spoken words appear simultaneously, which improves comprehension and also reduces cognitive load (Mayer, 2009).

Based on the study conducted by Mayer (2021), he compared the effectiveness of multimedia-based learning with text-only instruction. The results, presented in the graph below, have shown that students who received instruction through a combination of images with narration scored 35% higher on comprehension tests than those who only read materials using text, such as in books and practice.

Figure 3



**Mayer, R. E. (2021). *Multimedia Learning: Principles and Applications*. Researcher's own creation**

In conclusion, Mayer's Multimedia Learning Theory provides a strong foundation for understanding how videos can improve language comprehension by leveraging dual-channel processing, modality effects, redundancy control, and spatial-temporal contiguity. As YouTube continues to be a popular tool for language learning, educators should apply Mayer's principles to optimize video-based instruction. By designing content that aligns with cognitive learning principles, educators can enhance students' listening skills and overall language acquisition.

## **Chapter III**

### **Methodological Framework**

The methodological framework of this study will be grounded in a qualitative approach, focusing on the exploration and interpretation of students' experiences and perceptions regarding the use of YouTube channels to improve listening skills among Upper Elementary Students at Leandro Fonseca Naranjo School. Using action-based research and qualitative methods such as classroom observation, interviews, and reflective journals, this study will aim to understand how digital tools—particularly YouTube and its variety of educational channels—are perceived and utilized in a classroom setting to support listening comprehension. Emphasis will be placed on the in-depth understanding of students' engagement, attitudes, and responses to multimedia-based learning. This approach will provide rich, descriptive insights into how YouTube can serve as a complementary educational resource for enhancing English listening skills within a real classroom context.

### **3.1 Research Approach**

This study draws on tried-and-true qualitative techniques to dive into students' own stories and classroom moments. The research involves collecting real-life narratives to see how learners react and behave in an authentic class setting. By using YouTube as our teaching aid, the researcher will pay close attention to what students think, feel, and do when engaging with videos. Focusing squarely on their firsthand accounts, the project uncovers how this kind of digital resource shapes listening skills and overall language development. Instead of crunching

numbers, the researcher will lean on rich, detailed descriptions offering fresh insights that deepen our understanding of digital tools in language teaching.

The research will include the implementation of pre- and post-tests that aim to be able to assess the improvement of students in listening comprehension. These tests are designed to determine and assess key aspects of students' listening skills, including accuracy, speed of comprehension, and the ability to understand key information more quickly in spoken texts. The pre-test will be able to determine a baseline, while the post-test will allow a clear and precise result of any changes in students' performance after implementation using learning activities based on the YouTube platform with previously selected content. Statistical analysis will be used to analyze the results and draw conclusions about the effectiveness of YouTube and its different learning platforms as an educational tool for listening skills.

The research aims to observe and record students' responses during learning activities using YouTube during lessons. Through structured and extensively detailed observations, the researcher will be able to collect detailed information about students' engagement with the content, their interaction with the material, as well as their learning and experience with the use of the platform. In addition to direct observations, feedback and reflections from students will be collected to gain insight into their feedback and experiences with using the platform in the classroom. This will provide a clearer view of the impact of YouTube, with a focus on the effectiveness of listening skills.

In addition, the qualitative data collected will be analyzed using a thematic analysis to identify the different patterns or themes that recur with each feedback obtained by the students, as well as any differences that exist between students in acquiring a new language and their relationship to listening activities based on factors such as prior knowledge of an

established topic or language proficiency. This process will allow the researcher to explore the different broader and more detailed implications of this study, including the aforementioned potential barriers or facilitators to more effective language learning based on YouTube as a learning method.

Overall, this study will take a research approach where we will be able to combine both qualitative and quantitative methods to ensure that the study provides more detailed and accurate results that can be reliable and generalizable, while also offering deep insight into the personal experiences gained from each student during the lesson. By using this approach, more comprehensive conclusions will be able to be drawn and thus determine the effectiveness of YouTube channels in improving listening skills among students.

### **3.2 Research Design**

This study focuses on a quasi-experimental research design with a pre-test and post-test structure that will aim to assess the improvement in students' listening skills with a detailed focus on the use of YouTube. The research will be conducted in a classroom during a lesson set by the school principal. Students will be tasked with completing a series of learning activities, which will be based on YouTube and designed to improve their listening skills with selected material. Both the pre-test and post-test will focus on listening. By analyzing this data, it is clear that the use of the YouTube platform and its variety of channels is an effective tool to improve listening skills during lessons, as well as to increase student engagement and improve language proficiency. To maximize these benefits, educators can provide different

language teaching strategies in their classrooms, such as task-based language teaching (TBLT), in which students perform listening tasks that can be based on YouTube videos.

### **3.2.1 Action Research**

Action research is of utmost importance for this study, since through this method, a more practical development is allowed for better learning, where the researcher can, in this way, continuously evaluate the effectiveness of the intervention. In this case, the intervention will be based on the use of YouTube channels to teach listening skills. The action research process will have different planning cycles, including action, observation, and reflection on the method used. This type of method guarantees that the researcher can adjust the methods and strategies in the learning area in real time, which will result in being able to improve the learning outcomes of the students during the lesson. With the results obtained from the cycles, important information will be obtained, creating a feedback cycle for improvement.

Through action research, it will be possible to interact directly with the students during each lesson, and it will also be possible to adapt to the learning activities and to obtain feedback from both the students and the results of the observations made in each cycle. The researcher will have the opportunity to analyze the challenges encountered during the activities, such as technical issues during the use of YouTube videos, as well as analyze the level of student participation and any difficulties encountered during the lesson to adjust the content for a better result in the students' listening area. The adjustments made during each cycle can provide an improvement, and thus the study is adapted to the needs of the students with a more appropriate dynamic towards the study and adapted to digital learning. In

addition, action research offers an opportunity for better professional development with better results. By actively interacting with students in a more dynamic way based on the teaching role, the researcher gains valuable knowledge to provide an improvement in teaching methods with a practical application of educational theories in classroom settings. The reflexive nature of action research allows the researchers to continuously improve their teaching methods and to also be able to include research practices, ensuring that the results of the study are as accurate and relevant as possible.

### **3.2.2 Descriptive Research**

In this study, descriptive research is used with each process conducted to obtain a clear and detailed picture of how students interact with the use of the YouTube platform, where it will be used as a learning tool for listening skills during lessons. The researcher will be able to obtain information from the students during the learning activities conducted during the lesson, and in this way will be able to collect data on their behavior, reactions, and engagement with the content. This will include observing how students respond during the use of the platform and its activities, such as comprehension exercises, dialogues, and music-based tasks.

This descriptive approach will also include documenting challenges during the use of the platform and its activities during class, including difficulties in understanding spoken material or navigating the YouTube platform. The main objective of this type of method is to provide a complete and detailed description of the experiences of students and their different reactions during the use of the platform in lessons, which will also be able to help identify patterns or trends in their learning. These observations will be of utmost importance to understand the

effectiveness of the use of the YouTube platform as a teaching method with previously selected content.

Descriptive research methods will also be used to obtain feedback from students. Surveys and focus groups will be conducted to gain more detailed insights into students' perceptions during this learning process in the lesson. The researcher will be tasked with looking for recurring themes or ideas that can help explain the results obtained during student learning and the role of YouTube as a learning method, including the obstacles presented during the lesson.

### **3.3 Information Sources**

The information for this study will be obtained through a combination of primary, secondary, and tertiary sources to ensure a more comprehensive approach to data collection. Primary sources will include pre-, and post-tests given to students, as well as observations made during activities presented during the lesson, listening to activities that will be based on YouTube, and previously selected material. Secondary sources will include educational articles such as books or studies related to listening skills and YouTube as a language learning method. Tertiary sources will include more general reports, including summaries related to the impact of multimedia tools and digital platforms as a teaching method on listening comprehension.

#### **3.3.1 Primary Sources**

Primary sources for this research will primarily be collected from direct data collected from students during each lesson using the platform. This includes pre- and post-tests, which will allow for listening comprehension and direct observations by the researcher during the

activities, considering student reactions and comments, which will be based on YouTube.

Primary data will also be obtained from student reflections and feedback forms, which will provide insight into personal experiences with the learning tools.

### **3.3.2 Secondary Sources**

Secondary sources will include articles, especially from peer-reviewed journals, as well as educational textbooks and other academic publications where the main topic is the use of technology in language learning, particularly in improving listening skills. These sources will be important to inform the design of the intervention and also to gain a broader understanding of the type of educational study and its methods used in a more precise way.

### **3.3.3 Tertiary Sources**

The tertiary source will focus on summaries or compilations using previous studies on listening skills, and also the use of learning tools based on YouTube and the different teaching channels. These resources will aim to provide an overview of trends and findings from other researchers and will be used to support the theoretical framework of the study and to obtain a more accurate result.

## **3.4 Analysis Categories**

The analysis categories are the main research topics that the researcher uses during the investigation, and their objective is to be able to organize and classify the data obtained during the study. Analysis categories will focus on key aspects with a greater emphasis on students'

listening skills during the lesson, such as accuracy for better understanding, ability to identify key information, and overall interaction with the multimedia content used and previously selected. Other categories will assess students' overall satisfaction with YouTube and teaching channels as a learning method, as well as their perceived improvement in listening comprehension throughout the study.

### **3.4.1 What Are YouTube and Its Channels?**

YouTube is a free platform created in February 2005, where we can view and upload different content for educational or entertainment purposes. In recent years, it has become one of the most visited websites worldwide. The platform offers educational content, entertainment, and a wide variety of study materials. During playback, it offers subtitles, adjustable playback speed, and video recommendations that can help students find material they like. YouTube has become a powerful resource that helps not only teachers but also students, supporting diverse learning styles and making information available to anyone with internet access (YouTube, 2005).

YouTube channels are dedicated pages for creators with curated content, where creators post pre-selected videos. Each channel has its name, and a single creator can upload exclusive content for free. Viewers have the option to subscribe to a channel to receive notifications when a new video is uploaded. Channels also offer options such as comments and online chats, allowing people to ask questions or interact with the creator, which improves engagement and motivation (YouTube, 2021).

In a teaching context, channels are extremely important for improving learning more dynamically and entertainingly, which helps different students with listening skills. There is a

wide variety of creators with exclusive material based on a specific topic, which can include listening comprehension, conversations, and interviews to encourage learning. Teachers can select content based on the student's level and adjust it by adding extra materials such as guided practice. By using extra materials, students can learn faster in a trusting environment based on real-life, everyday examples (YouTube, 2021).

### **3.4.2 Audios**

Audio recordings are sounds that can include both conversations and music or sound effects used in different contexts. Audio recordings are extremely important for proper listening comprehension and second language development. In this study, the recordings will be from YouTube videos to expose students to a more realistic environment using the English language with native speakers. These recordings will include songs such as "If You're Happy and You Know It," conversations between native speakers, stories, and sample interviews where students can hear the native language in real time. Through the recordings, students can gain more confidence and learn more quickly. The recordings will allow students to focus on different pronunciations and accents and train their ears to recognize common phrases and expressions.

### **3.4.3 Listening Skills**

The ability to hear, understand, and even respond is defined as listening. If we look at it from a learning perspective, listening is one of the four fundamental skills for learning a new language and goes hand in hand with speaking, reading, and writing. Listening is the ability

each person has to interact with others, and it can vary significantly depending on the practice in an academic field. Through listening, people can maintain a conversation and interact.

Listening comprehension is a necessary component that takes longer than the written part and is essential for language acquisition. This study seeks to improve the listening area with the implementation of YouTube in educational lessons in different educational centers in Costa Rica. The main objective is to apply this method with previously selected content to improve the listening ability of each student and have clear references to the positive results of the implementation in the classroom. In addition, with the use of the platform in the classroom, students will be exposed to different speaking styles, accents, and languages. Through this method, it is intended to achieve positive results and generate a habit that can be used in different institutions.

### **3.4.4 Strategy**

The strategy consists of selecting material that meets the objectives of teaching another language. The material will be based on YouTube channels, where it can be applied during the teaching of another language. Its objective is to encourage greater participation by students and also generate positive results in a shorter time. The platform offers a large amount of content that can be used in the classroom, such as newscasts, documentaries, and video games that are of great help to the teacher and can help create a more dynamic class, leaving behind books or written practices.

With this strategy of carefully selecting YouTube videos, the aim is to improve the students' listening comprehension, also looking for topics that are interesting for them. The videos will be combined with more practical exercises, which will allow the teacher to assess

the progress. In addition to improving listening comprehension, the objective is to be able to improve participation and motivation in the classroom. Also, with this strategy, the progress of each student can be seen during the learning process. The platform could be of great use due to the flexibility of topics; in this way, it can be taught more dynamically during each lesson.

### **3.5 Data Collection Instruments**

The main instruments for collecting information in this study will be designed specifically to measure students' performance and engagement in listening tasks. Pre-tests and post-tests will assess their baseline and progress in listening comprehension, focusing on how accurately they understand spoken English excerpts from YouTube videos. In addition, structured observation checklists will capture real-time listening behaviors, such as attention to audio cues, note-taking during sound segments, and the ability to answer follow-up questions. Student feedback forms completed after each lesson will record their perceptions of difficulty, confidence, and understanding, providing qualitative insight into their listening experience. Finally, audio recordings of classroom listening activities will be reviewed to gauge improvements in pronunciation recognition and response accuracy. Together, these instruments ensure both quantitative measures (test scores, checklist ratings) and qualitative reflections (comments, self-assessments) converge on the core goal: verifying that students are actively developing their listening skills.

The observation checklist will target key listening behaviors during each activity. The researcher will note how often students successfully identify main ideas and specific details from audio clips, how they react to different accents or speech speeds, and whether they

request clarifications when they misunderstand. This tool will also record levels of engagement, such as eye contact with the screen, body language indicating active listening, and participation in follow-up discussions, so the researcher can correlate observable behaviors with listening comprehension gains. By focusing the checklist on listening-specific indicators, the study will obtain precise data on how students interact with YouTube-based audio content and how effectively they process and respond to spoken English.

### **3.5.1 Observation Check List**

The observation checklist will be designed to track students' listening behaviors during YouTube-based activities and channel usage. During the lesson, the checklist focuses on how students interact with the selected YouTube channels as a teaching resource. Behavior notes include visual tracking of the screen, note-taking on vocabulary and expressions, participation in oral exchanges (such as questions or comments), and nonverbal reactions (gestures of comprehension or confusion). Finally, regarding listening skills, the checklist captures items that demonstrate the students' ability to identify key information, such as following auditory instructions, repeating relevant segments, and responding to comprehension questions.

*Observation Check List. Researcher's own creation.*

Observation	Yes (✓/X)	No (✓/X)	Comments
Teacher speaks in English.			
Teacher answers students' questions in English.			
Students listen attentively to the teacher.			
Students follow visual cues.			
Students take notes on vocabulary.			
Students ask questions.			
Students demonstrate understanding.			
Students repeat or paraphrase key information.			
The teacher uses additional audio support.			

Table 1

### 3.5.2 Pre-test

The pre-test will be administered at the beginning of the class to assess the students' basic level of listening comprehension, considering the different academic levels. It will consist of one listening comprehension using the song “**If You're Happy and You Know It**” using the platform YouTube and selected material, to assess the student's ability to understand spoken English in real-life situations, including multiple-choice questions and short-answer exercises.

At the very start of the class, students will gather around as the teacher plays “If You're Happy and You Know It” from YouTube. On the first run-through, they will stand up and act out each verse—clapping hands, stomping feet, and shouting along—to get comfortable with the tune and words. Once the song finishes, the teacher hands out a simple worksheet with four questions. The class reconvenes for a guided discussion, during which the teacher reads

each question aloud, encourages volunteers to share their responses, and helps clarify any confusion about the lyrics or sequence of actions.

***Rubric for Pre-Test. Researcher’s own creation.***

<b>Criteria</b>	<b>Excellent (4 points)</b>	<b>Good (3 points)</b>	<b>Fair (2 points)</b>	<b>Needs Improvement (1 point)</b>
<b>Main Idea</b>	Clearly understands the main idea.	Mostly understands the main idea.	Some difficulty understanding.	Does not understand the main idea.
<b>Details</b>	Remembers key details well.	Remembers most details.	Remembers some details.	Does not remember details.
<b>Vocabulary</b>	Understands most words.	Understands many words.	Understands some words.	Has difficulty understanding words.
<b>Listening Accuracy</b>	Understands the audio well.	Understands most of the audio.	Understands some parts.	Struggles to understand the audio

Table

**Total Score:** \_\_\_\_ / 16

Performance Level:

14 – 16 points → Excellent

10 – 13 points → Good

6 – 9 points → Fair

0 – 5 points → Needs Improvement

*Pre-test Listening Comprehension Multiple-Choice (Mark with X). Researcher's own creation.*

Question	A	B	C
Which action happens on "clap"?	Listening to the song first time	Clap your hands	Nod your head
What do they say after "If you're happy and you know it"?	You must sing it	Then your face will show it	You will shout it
Which animal sound is NOT part of the song?	Quack like a duck	Roar like a lion	Meow like a cat
How many different actions do students perform in the song?	Three	Four	Five

Table 2

### 3.5.3 Activities in Between

Between the pre-test and the post-test, the goal is for students to be able to participate in a series of listening comprehension activities using selected videos from the YouTube platform. The goal is for students and the researcher to be able to collect information about their level of comprehension by creating strategies for improvement in listening comprehension, also listening for details, understanding main ideas, and predicting content.

#### 3.5.3.1 Activity 1

Students begin by gathering in a circle and watching the first half of the “The Very Hungry Caterpillar Read Aloud” video on YouTube. Rather than pausing immediately, the teacher lets the narrative flow, then asks each student to draw one picture of a key event they remember. Once the drawings are complete, the video finishes, and students lay their pictures on the floor to arrange them in the correct sequence. Finally, they discuss in small groups why that order makes sense and how the story’s main idea emerges from each event. This creative approach lets the researcher note how well students capture the big picture and articulate understanding in their own words and images.

### **3.5.3.2 Activity 2**

For a playful twist on listening for details, students listen twice to “Head, Shoulders, Knees and Toes” from YouTube. After the first listen, each student receives a sheet with eight body-part words—four correct (e.g., head, shoulders) and four distractors (e.g., elbows, ankles). During the second play, they silently tick off every correct word they hear and cross out any wrong ones that pop up in their minds. As a bonus challenge, volunteers come up to the board and write the exact order of the body parts mentioned, racing against a timer. This hunt-style task sharpens their ability to focus on precise information and reveals which details they naturally pick under gentle time pressure.

### **3.5.3.3 Activity 3**

In this interactive exercise, students watch the opening lines of an ESL Basics video called “Morning Routine” (about 40 seconds) and then work in pairs to craft the next line of dialogue, writing it on sticky notes. Each pair sticks their prediction on a “prediction wall,” reads aloud, and explains their reasoning (vocabulary clues, tone, facial expressions). The

teacher then plays the rest of the clip, and students check their ideas against the real script. Finally, they discuss how context clues helped them guess correctly or why certain cues led them astray. This lively, student-centered format reveals how well learners anticipate spoken English and use context to guide comprehension.

### 3.5.4 Post-test

Listening comprehension is a skill that is acquired over time and is important for learning another language. This post-test will help assess how well students understand spoken English after using previously selected videos, to be able to measure their ability to understand the language. The test will be able to measure their ability to recognize main ideas and will aim to be able to give accurate and detailed information for the research, which can thus verify that the data obtained is real with real-time activities.

At the end of the class, students will take a post-test to measure how much their listening skills have improved. For this assessment, the teacher will play “**Old MacDonald Had a Farm**” from YouTube two times in class. On the first play, students will listen and sing along quietly to become familiar with the animal sounds and names. After this run-through, the teacher hands out a worksheet with four statements about the song (for example, “Old MacDonald had a farm with a *moo-moo* here” or “He had a *cluck-cluck* there”). Each statement has three answer choices, and students must mark the correct one with an **X**. During the second listening, they will carefully tick the box next to the statement that matches what they hear.

**Rubric for Post-Test. Researcher’s own creation.**

<b>Criteria</b>	<b>Excellent (4 points)</b>	<b>Good (3 points)</b>	<b>Fair (2 points)</b>	<b>Needs Improvement (1 point)</b>
<b>Main Idea</b>	Clearly understands the main idea.	Mostly understands the main idea.	Some difficulty understanding.	Does not understand the main idea.
<b>Details</b>	Remembers key details well.	Remembers most details.	Remembers some details.	Does not remember details.
<b>Vocabulary</b>	Understands most words.	Understands many words.	Understands some words.	Has difficulty understanding words.
<b>Listening Accuracy</b>	Understands the audio well.	Understands most of the audio.	Understands some parts.	Struggles to understand the audio.

Table 3

**Total Score:** \_\_\_\_ / 16

Performance Level:

14 – 16 points → Excellent

10 – 13 points → Good

6 – 9 points → Fair

0 – 5 points → Needs Improvement

### 3.6 Collection Data Process and Data Analysis

The data collection process will focus on gathering detailed, qualitative information about students' listening experiences during YouTube-based activities. First, the researcher will conduct structured classroom observations while students engage with each video segment, noting behaviors such as attention to audio cues, body language, and verbal responses. Immediately after each listening session, pre-test and post-test students will complete brief, open-ended reflection sheets where they describe what they understood and suggest strategies they used. Finally, the teacher will conduct short interviews to explore their perceptions in more depth, asking questions such as “What helped you understand this part?” and “How did the video tone affect your listening?” Together, these methods ensure rich, firsthand insights into how students process and react to spoken English.

Additionally, the researcher will collect data through classroom audio recordings of each listening activity to capture students' verbal responses and interactions in real time. These recordings will be supplemented by the teacher's reflective log, in which the teacher notes observations immediately after each lesson, such as moments of confusion, examples of successful peer support, and any technical issues with YouTube playback. Together, the audio files and teacher log entries provide a layered record of both student performance and instructional context, enabling the researcher to revisit exact moments of learning and clarify how classroom dynamics influenced listening engagement.

## **Chapter IV**

### **Data Analysis**

The data collected in this study are analyzed to assess the impact of using YouTube channels as a strategy to improve listening skills among students, considering the pre-selected content. The analysis includes the qualitative data, which provides a clear understanding of the students' progress during each lesson using this method. The pre-test and post-test scores will enable us to measure the improvement and assess the students' progress, while the observations and checklists will allow us to evaluate engagement and participation. The method can guarantee that there will be a better and more balanced interpretation of the results, which allows us to have a deeper examination of how students react to this type of teaching using multimedia with pre- and post-assessments.

To facilitate the interpretation of the results during each test conducted, different graphs with tables will be used to visually represent the progress of each student during the lesson. These visual aids will allow us to compare the results obtained with the pre- and post-tests, which helps us to determine whether students showed improvement during the practice tests in listening skills. In addition, organizing the data in clear formats will allow us to more detailed identification of trends, patterns, and areas that require further work to ensure a positive outcome.

A detailed assessment of listening skills is of utmost importance when learning any other language, as it allows students and teachers to be able to identify the language spoken in different contexts and accents. Furthermore, practice and feedback after each exercise play an important role in strengthening a new language, helping students improve their ability to

identify information, understand different accents, and develop confidence for better learning. By implementing listening exercises and feedback during the exercises, students have the opportunity to improve their understanding quickly.

In addition, the analysis of the results obtained also considers the interaction and engagement of students showing better results. Observations and participation logs give us information about how students react to YouTube-based activities and measure their level of participation in discussions and exercises. The results obtained not only measure the improvement in listening comprehension but also allow us to evaluate the effectiveness of the strategy used and to be able to maintain students' motivation and participation. These aspects are important in determining whether multimedia resources can positively help second language acquisition.

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

The results obtained through the tests will give us clear and precise data through graphs and tables, where we will be able to see if the method used during the lesson was effective. The comparison between the pre- and post-test scores reveals significant improvements in the students' ability to understand spoken English. Many students showed better vocabulary recognition and better comprehension in sentences, as well as greater confidence in performing listening practices and also in responding naturally in another language. The observation data also shows us that there was greater engagement, as students showed greater enthusiasm when interacting with the material presented in class, compared to traditional listening exercises such as books or written practice.

The interpretation of the results shows us the great importance of using videos on the YouTube platform for better academic results. Students benefited from being able to listen to different accents with previously selected material, different speech speeds, and real-life conversations, which helped with auditory development. However, some challenges were identified. For example, difficulties with understanding language or unknown expressions were identified during the process. These results show that the platform is a great help in learning another language more effectively and quickly, and the use of subtitles or alternate videos can also help maximize student learning. The overall results also show how the platform improves the area of student participation and motivation during academic lessons.

## **4.2 Observation**

The observation process aimed to assess the students' listening comprehension as well as their ability to understand and translate vocabulary from a video or text, looking for the main idea of the topic. In total, ten randomly selected students participated in the observation. The lesson began as follows: greeting the students and checking attendance, as well as previously assigned tasks. Some students arrived late, so the teacher quickly repeated the instructions for them. Then, the teacher also reviewed the students' homework, reinforcing key points and clarifying doubts from the previous lesson in order to start the class. This step helped to assess their prior knowledge and understanding of the topic seen previously.

After reviewing the homework, the teacher presented the new lesson. The main topic was simple present tense and common verbs, which would last 4 weeks to cover the entire topic. Clear instructions were given so that students could follow the activities easily. The teacher

wrote the main vocabulary on the board, and the sentence structures with their exceptions were given in printed material; afterwards, the teacher encouraged the students to practice pronunciation. During the lesson, the teacher corrected every mistake made by the student about pronunciation and also provided basic examples of how to improve them; in this way, the teacher could help students improve during the lesson. To reinforce their learning, the students were also practicing pronunciation exercises with their classmates, with real-life situations in which they repeated sentences, and the teacher corrected them and received feedback from the teacher, who carefully observed each group. This part of the lesson lasted approximately 40 minutes, although some students had problems with practical and oral exercises, which lasted a little longer; this way, students had enough practice. In the second part of the lesson, the teacher put into practice the method of using YouTube videos called "Present Simple Tense - English Grammar Lesson". As a result, students could be helped to understand the topic better by covering doubts as they arose. The video was related to the use of verbs in the present simple, with extra examples and interactive questions that help the students. The students had to watch the video carefully; it lasted 2:30 minutes. While they were watching the video, they took notes and asked the teacher questions. Then, they had to answer three comprehension questions that were written on the board and were related to the content of the video. The teacher encouraged them to participate and also to concentrate in order to understand the use of verbs in the sentences, also to pay attention to the pronunciation differences since they were different people with different accents. This activity helped the students to be able to listen to native speakers from different countries and to be able to familiarize themselves with the real use of English.

The teacher used a different method to make the lesson more interactive so that the students felt better during the lesson. The students were able to participate more in the lessons and worked in small groups of three, which ensured greater participation. Each group had to discuss questions related to the videos the teacher used; questions related to the use and formation of sentences in the present simple. They also participated in short speaking exercises where both groups talked to each other, and they were also able to apply what they had learned during the lesson. The teacher walked around the classroom, observed the progress of each group during the conversations, and corrected basic pronunciation mistakes, also providing additional explanations when necessary. This type of method allowed the students to feel more confident in speaking English and improved their communication skills.

At the end of the lesson, the teacher summarized the most important points covered during the class, the common mistakes each student made, and the areas for improvement. The teacher also provided a brief introduction to the next lesson, so that the students could be prepared with what they needed for the next lesson. Finally, the teacher reminded the students that there were homework assignments and that they had to review what they had seen in class as well as complete a short listening exercise that was going to be done in a group in the next class. Afterwards, the teacher thanked the students for their participation, and then the teacher dismissed them. This type of teaching method ensured that the students remained interested and improved their listening skills during the oral exercises that were done in a group.

### **4.3 Pre-test**

The pre-test was intended to assess students' initial listening skills during the lesson before implementing strategies and to obtain the initial results of each student using this teaching

method based on the YouTube platform, using the song “**If You're Happy and You Know It.**” The test included listening comprehension exercises that contained a series of questions that assessed students' ability to recognize vocabulary during a conversation, as well as being able to understand spoken sentences and follow basic conversations to ensure a better assessment. Students had approximately 15 minutes to complete these questions and a total of 5 minutes to conduct a conversation. The audio materials used in the test were previously selected, and the questions were also appropriate for their level.

The results of the pre-test provided a baseline with real results where the progress of each student could be measured. Many students had difficulty recognizing words due to the speed of the speaker, and they also had problems understanding different accents and interpreting the meaning. The following table presents the scores obtained by each student who was randomly selected on a scale of 1 to 100.

**Pre-Test Scores and Performance Levels.**

<i>Student</i>	<i>Score</i>	<i>Performance Level</i>
<i>One</i>	45	Low
<i>Two</i>	72	Moderate
<i>Three</i>	68	Moderate
<i>Four</i>	55	Low
<i>Five</i>	64	Moderate
<i>Six</i>	40	Low
<i>Seven</i>	35	Low
<i>Eight</i>	90	High
<i>Nine</i>	60	Moderate
<i>Ten</i>	85	High

Table 4

*Shows the results for the pre-test. Researcher’s own creation*

The performance levels were categorized according to the following score ranges: Low (0-59), Moderate (60-79), or High (80-100). The results obtained show that most of the students obtained a score between low and moderate, thus we see the need for students to practice more in the listening comprehension part. Based on the results obtained, the study aimed to introduce strategies that involved the use of the YouTube platform to help students improve

their listening comprehension skills and thus increase participation resulting in improvement with more dynamic and interactive methods.

#### **4.4 Activities in between**

Including written and oral activities during the lesson guarantees a better result. These tests must be conducted in order to have more accurate results, the pre-test with its results, and the post-test, which is of utmost importance, and in this way to obtain clear results that can strengthen listening skills and can help in the acquisition of vocabulary. These activities serve as opportunities where students can practice, allowing them to interact with the English language among their peers in diverse ways while improving their comprehension and pronunciation. The objective is to help students with practical and oral exercises, including listening exercises that would gradually improve their ability to understand new vocabulary and be able to put it into practice, also being able to understand spoken phrases and respond clearly in the English language. Through these activities, they acquire better knowledge to be able to relate to the language; they can also increase their confidence and feel more comfortable when they have to express themselves in another language.

For the first activity, students formed a semicircle in front of the board to watch "The Very Hungry Caterpillar". Some students were very curious and asked many questions, while others leaned back and listened. The story played seamlessly on YouTube, and the children remained focused and motionless, observing every detail without drawing attention to themselves. When the video paused, each pupil received a piece of paper and colored pencils to render a single, pivotal scene from memory; a few deliberated thoughtfully, quietly

mapping out composition and color choices, whereas others sketched with palpable eagerness, striving to capture the detail that had resonated most. During this drawing phase, collaborative murmurs emerged as classmates courteously exchanged pencils, recommended which elements to emphasize, and offered gentle feedback on one another's preliminary lines. After the illustrations were complete, the teacher resumed the remaining portion of the video, prompting the children to shift their gaze back to the transformation of the caterpillar's expressions, morphing from concentrated focus to delight as the final metamorphosis unfolded. Subsequently, the students placed their drawings on the floor and, bending at the waist, compared each image to determine its chronological position; small clusters formed around sets of illustrations, with pupils respectfully listening and negotiating one might argue that "the scene of the caterpillar nibbling through fruit logically precedes the cocoon stage" until consensus on the correct sequence emerged. In the concluding discussion, conducted in triads and dyads, the learners demonstrated reflective and courteous attitudes, articulating in their own words how each visual episode contributed to the narrative's overarching theme of transformation and growth.

For the second activity, the teacher instructed students to listen twice to the YouTube recording of "Head, Shoulders, Knees and Toes" to practice listening for specific words. In the first playthrough, learners simply focused on the melody and lyrics without any aid. Once the music stopped, each student received a worksheet containing eight body-part terms, half of which appeared in the song (e.g., head, shoulders) and half served as distractors (e.g., elbows, ankles). Before the second play through, the teacher reminded students to identify only the correct terms. As the song played again, pupils silently ticked off genuine words and mentally discarded any distractors. Afterward, volunteers took turns at the whiteboard, racing against a

timer to write down the exact sequence of body parts mentioned. Peers watched in silence, offering encouragement through nods. This activity allowed the teacher to observe how well students picked out precise details under mild time pressure.

In the third activity, the teacher showed the first forty seconds of the ESL Basics clip “Morning Routine,” asking students to observe dialogue, tone, and facial expressions. Learners then paired up to write the next line on sticky notes and placed their predictions on a “prediction wall.” One student read the line aloud while the partner explained how vocabulary, intonation, or gesture guided their choice. After all pairs presented, the instructor played the remainder of the video so students could compare their conjectures with the actual script. In the debrief, they reflected on which context clues, such as a character’s inflection or expression, helped them anticipate correctly and why some assumptions proved inaccurate. This concise, student-centered exercise revealed learners’ ability to use contextual information to predict spoken English.

This activity was very fun, and many students were excited and very confident with their answers. Some students wanted to talk to their classmates during the lesson to see if they could speak English. During the activity, some students were embarrassed and nervous because they thought they could not complete the exercises; They did not understand many words since they were new to them, but they managed to make progress just like their classmates. However, with practice and the help of their classmates and teachers, most of the students showed progress, which guaranteed an improvement in listening comprehension and pronunciation. These activities were of significant help with the acquisition of a new language, which resulted in greater progress with the use of dynamic methods and the use of the platform during the lesson.

*Student Performance in Listening Activity.*

Category	Number of Students
Excellent	5
Good	7
Satisfactory	6
Needs Improvement	2

Table 5

*Illustrates the results obtained from Listening Activity 1. Source: Researcher’s creation*

*Results of Listening Activities*

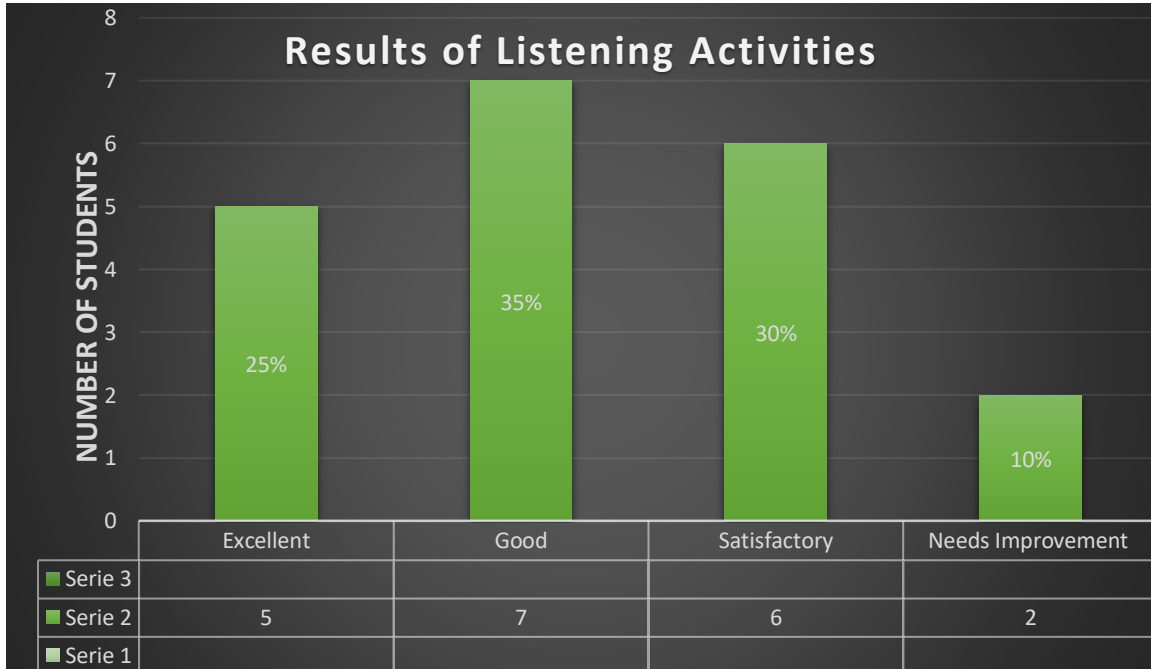


Figure 4

*Shows the Results of Listening Activities. Source: Researcher’s own creation.*

The bar chart shows detailed results of the listening comprehension activities conducted with the students during the lesson. It can be seen that there is a distribution of the students using four performance categories: 5 students obtained an "Excellent" result, 7 in "Good", 6 in "Satisfactory", and 2 in "Needs improvement". With these results, it can be seen that most of the students were able to improve their listening comprehension skills during each activity conducted in the lesson. It can also be seen that some others require more practice and support from the teacher to improve their pronunciation and fluency.

The teacher began by choosing the song "Head, Shoulders, Knees and Toes." In the first listening, pupils simply addressed the melody and words, sitting quietly without any written aid. When the music ended, each learner received a worksheet listing eight body-part terms—four that appeared in the song (for example, "head," "knees," "shoulders," and "toes") and four distractors (such as "elbows," "wrists," "ankles," and "fingers"). Before replaying the song, the teacher reminded the class to mark only the genuine terms and to mentally dismiss any distractors that arose. During the second playback, many students leaned forward, pencils hovering eagerly above the worksheet; some students paused briefly to confirm what they heard, while others ticked off words confidently. Immediately after the song finished, volunteers were invited to approach the whiteboard, where a visible countdown timer challenged them to write the exact sequence of body parts mentioned in the verse. As each child raced against the clock, classmates watched in respectful silence, some tapping their desks to the beat, others nodding approval or offering silent encouragement. Once the written sequences were complete, the teacher played the original lyrics again, allowing the students to compare their written lines with the authentic script. In this way, the lesson combined focused

listening, vocabulary recognition, and the gentle pressure of a timed challenge to reinforce both listening accuracy and word order in spoken English.

During the activity, a handful of predictable errors emerged. Students sometimes ticked distractor words they thought they heard or overlooked genuine terms when the music sped up. To address this, the teacher projected a summary table on the screen immediately after the second listening, detailing the most frequent misidentifications alongside the correct responses. This visual aid allowed the class to pinpoint exactly where similar sounds, or rapid phrasing had led them astray. For example, some learners had marked “elbows” because their emphasis in the melody momentarily resembled “knees,” while others missed “toes” when the singer’s pronunciation seemed to slur. After reviewing these instances, the teacher invited everyone to practice saying the correct terms aloud together, emphasizing how slight differences in vowel sounds or stress patterns signal whether a word truly appears in the song. This immediate feedback cycle, listening, writing, comparing, and correcting, helped students recognize their listening tendencies and adopt simple strategies, such as waiting for a slight pause before marking a word, which they could apply in future detailed-listening tasks.

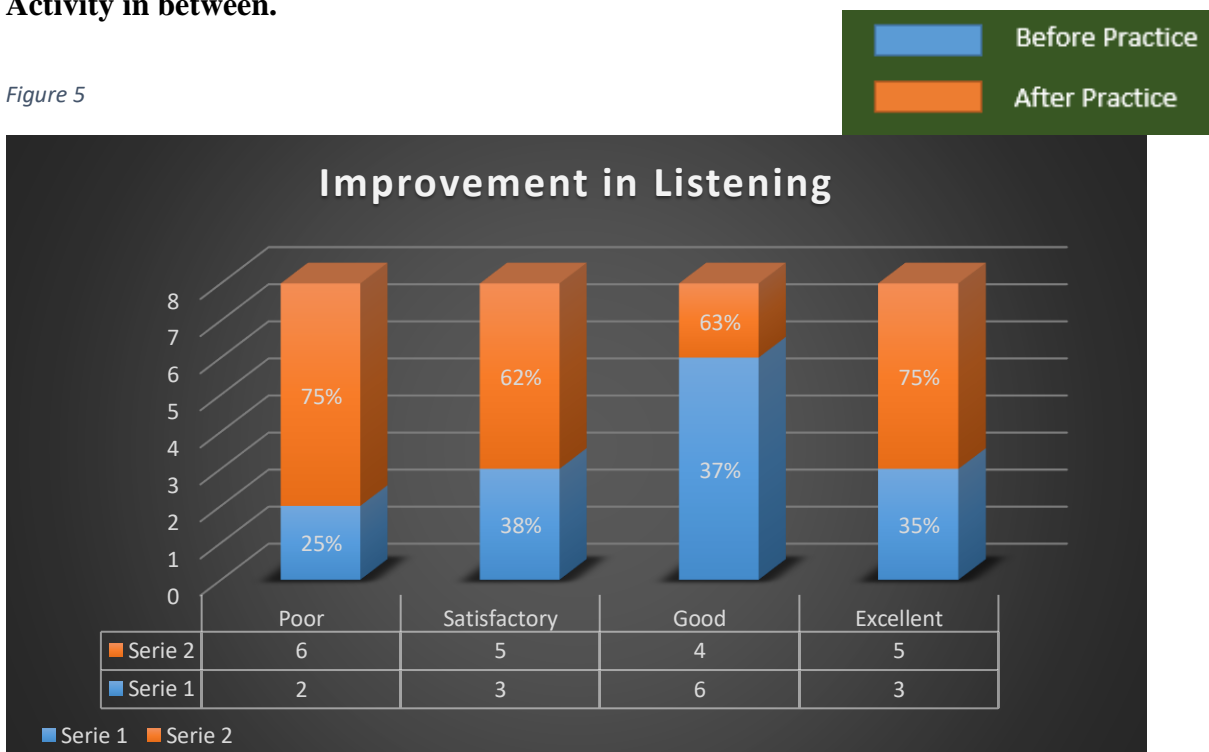
**Pronunciation Correction Activity.**

Incorrect Pronunciation	Correct Pronunciation
Yesturday	Yesterday
Swang	Swung
Shinning	Shining
Choc-late	Chocolate
Van-illa	Vanilla

Table 6

**Activity in between.**

Figure 5



**Improvement in Listening After Practice. Source: Researcher’s own creation.**

Based on the previous information, we can see the graph with the results obtained, which shows the improvement in pronunciation after the practice conducted during the lesson. At the beginning of the activity, each student was at a "Poor" level, and some were at a "Satisfactory" level. For this reason, we see that more practice and new teaching methods are needed, which must be covered not only by teachers but also by parents, with the support of tasks assigned to their children. The use of methods such as teaching platforms guarantees better results. However, we can see that after practicing during the lesson, where they were able to make corrections and were repeating vocabulary and pronunciation, more students were able to advance to the "Good" and "Excellent" levels, resulting in an improvement in the students' pronunciation.

## **4.6 Fluency**

Fluency is necessary in any language, and this helps to have better communication and reflect their level of knowledge. Also, through fluency, a student can communicate better and their advanced level in another language can be reflected. In this study, fluency was assessed in a group of students during the pre-test to measure how well the students could express themselves and to see their level of English. The assessment focused on aspects such as pronunciation, speed, and coherence with which the students could form sentences in English. To measure the fluency of each student, they had to read a short passage where they chose something of interest with simple vocabulary, they had to read it out loud to see their fluency and pronunciation, then they also had to describe a simple picture using sentences that they

already knew and that had been used in class. Their fluency was rated on a scale of 1 to 10, where 1 represents very poor fluency and 10 indicates excellent fluency.

The results of the fluency test varied, and a total of 10 students were chosen. Some students did not manage to have a good pronunciation and had problems communicating; for this reason, they obtained lower scores. Others demonstrated good fluency and were able to express themselves using simple sentences, but still needed to improve sentence formation as they made simple mistakes. The teacher gave feedback during the assessment and focused on the students with the most problems. Then, the teacher corrected each student's pronunciation and encouraged the students to speak with more confidence. In the following table, we can see the distribution of scores among the students, highlighting the number of students and their results obtained at the level of English.

When assessing the fluency of each student, we can see the common mistakes and, in this way, give feedback to continue improving. According to an article published by the Nation (2007), the development of fluency is necessary to be able to cover what is necessary for effective communication; in this way, students can communicate more effectively and gain confidence to be able to communicate with other people. The use of strategies such as platforms such as YouTube and being able to listen to native speakers, as well as being able to practice with classmates and participate in real-life conversations, can improve fluency in a shorter time. The following graph shows the fluency results in the pre-test, showing how the students performed and will be represented on a scale of 1 to 10.

**Fluency Levels in the Pre-Test According to Student Scores.**

Score (1-10)	Number of Students	Performance Level
1	1	Very Poor
2	2	Poor
3	3	Low
4	7	Below Average
5	4	Average
6	1	Moderate
7	1	Good
8	0	Very Good
9	0	Excellent
10	6	Outstanding

Table 7

**Results of Fluency in Pre-Test. Researcher’s own creation.**

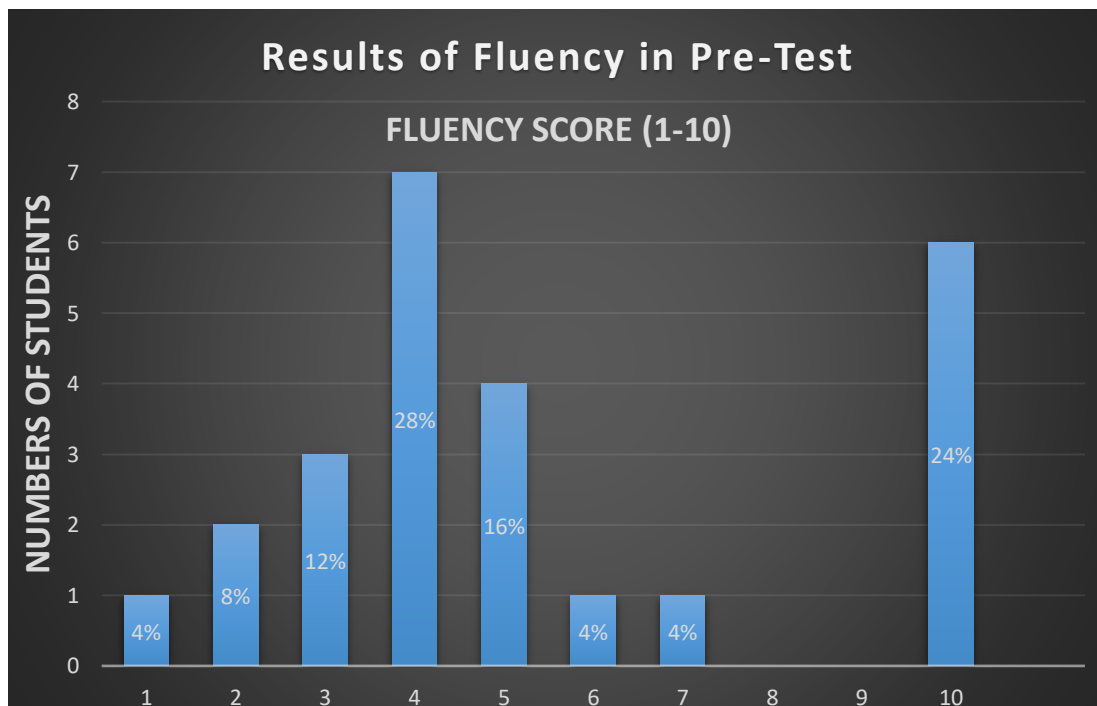


Figure 6

**Fluency Test Results. Researcher’s own creation.**

Here is the graph where we can see the fluency results in the pre-test. It illustrates how the students were distributed on the scale of 1 to 10, where the majority had a score between 4 and 10.

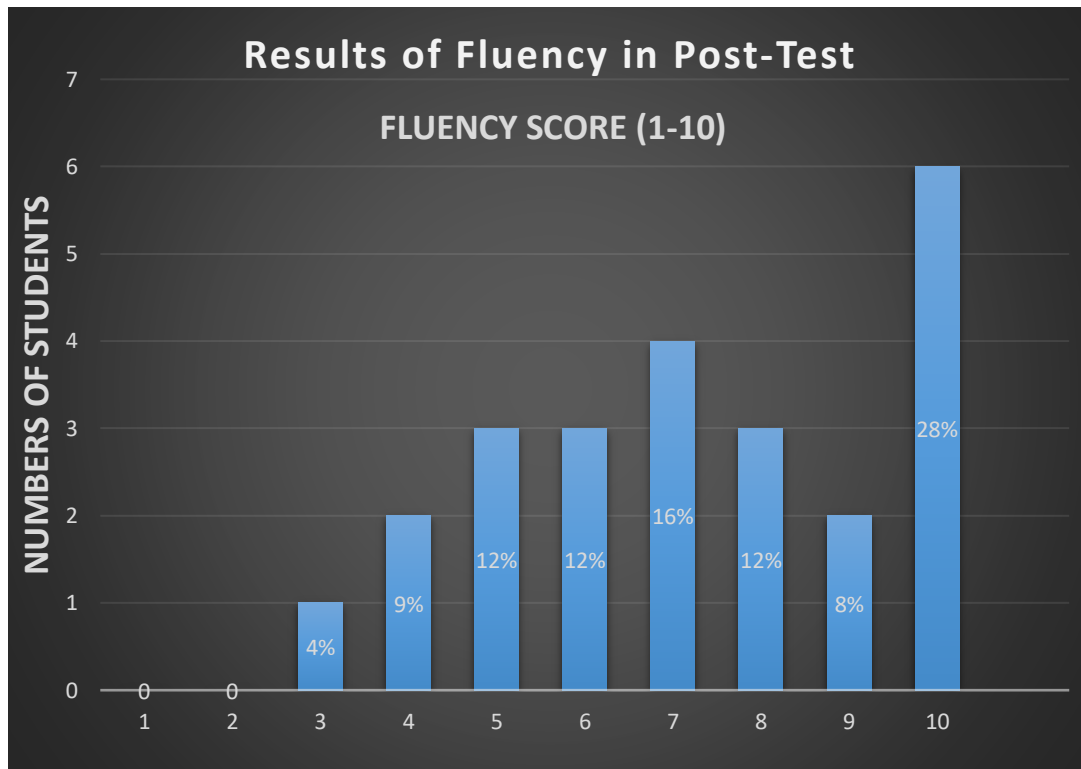
The results of the pre-test show that the students scored between 4 and 10. We also see that a considerable number of students had difficulties with fluency during the test. Seven students scored 4, which shows us that they had difficulties in being able to speak English fluently and confidently. In addition, three students scored between 1 and 3, which indicates that their fluency is very low, and they need more practice. With these low scores, we see the need to be able to intervene and create new methods to teach in a more dynamic way that gives better results. On the other hand, six students scored a perfect 10, which shows us how well prepared they are and how fluent these students are. From these results, we can see that these students already have a solid foundation in English and can express themselves clearly and with almost perfect fluency. However, we see that the majority of students were in a moderate performance range, with a score between 4 and 7, who could use a little more practice to reach the desired level. These students showed some fluency with a few errors during communication, but they still needed to improve their pronunciation. The use of teaching platforms such as YouTube can help these types of students, as well as those who were at lower levels. In general, the results obtained suggest that incorporating listening and speaking activities during each lesson, such as using YouTube videos or incorporating a type of debate between groups, can help improve fluency and generate an environment of trust. By focusing on correcting pronunciation while doing any activity, the incorporation of new vocabulary also generates greater confidence in speaking; thus, the student can increase their level of knowledge and fluency.

## 4.7 Post-Test

During the post-test, the teacher played “Old MacDonald Had a Farm” from YouTube twice. In the first run-through, students listened to and quietly sang along, eyes tracking the screen as they connected animal sounds with names, some tapping desks to keep rhythm, others closing their eyes to focus on pronunciation. After the song ended, the teacher handed out worksheets containing four statements about the verses (e.g., “Old MacDonald had a farm with a moo-moo here”), each paired with three answer options. Learners were instructed to leave the sheets face down until the second playback, ensuring they relied solely on listening rather than guessing. As the second performance began, students leaned forward with pencils poised, silently ticking the box next to each statement that matched what they heard. A few students paused mid-verse to verify whether a “cluck-cluck” or “oink-oink” fit a prompt, demonstrating careful attention to detail. Once the song concluded, pens scratched their final marks, and the teacher collected responses. Without immediately revealing answers, the instructor invited volunteers to explain which statements proved most challenging and why, prompting learners to articulate how rapid animal sounds or overlapping verses affected their comprehension. This reflective exchange provided real-time evidence of each student’s ability to recognize main ideas and specific details in spoken English.

*Percentage of Students by Fluency Score in the Post-Test.*

Figure 7



*Shown the Results of Fluency in the Post-Test. Source: Researcher’s own creation.*

The results of the post-test have shown that there was an improvement in fluency and listening comprehension using the YouTube platform-based teaching method. This method has helped a lot in improving fluency and learning new vocabulary. If we compare it with the pre-test, we can also see that fewer students scored in the lower range (1-4), and we also see that more students scored between 7 and 10, where we see a significant improvement. As a result, we can see that it was effective to use YouTube videos related to real-life situations; the students were able to better understand the topic and learn vocabulary faster, and they were also able to have more confidence in being able to speak and make sentences. Furthermore, through the variety of YouTube videos, the students were able to practice the different accents

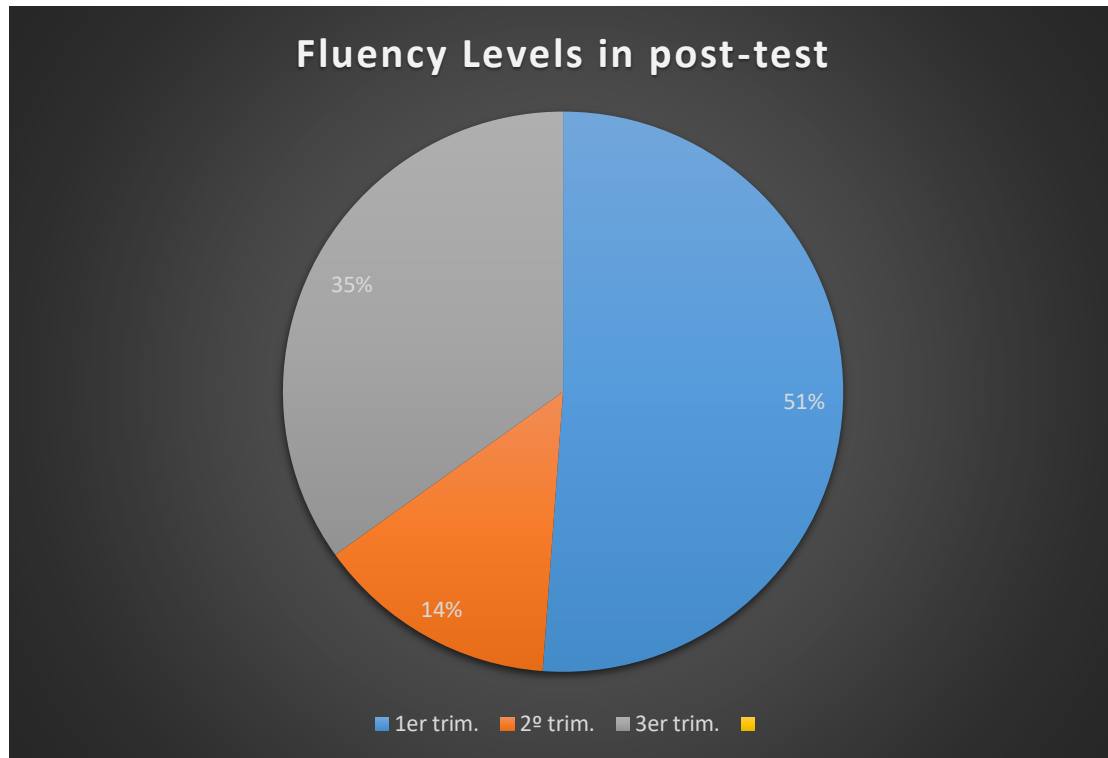
that exist from native speakers in real-world situations, such as making a purchase in a restaurant or listening to a conversation between friends or simply going shopping. This method was much more fun for the students compared to the previous classes that used a teaching book. Students were able to recognize vocabulary more easily and learned unfamiliar words with their correct pronunciation. They were also able to answer the comprehension questions that the teacher assigned, which demonstrates the great benefit of using teaching videos to be able to learn a new topic more easily.

In general, the results of the post-test confirm that the use of the platform was effective in being able to change the strategy of using a practice book; it was also effective in improving listening and fluency skills. According to Brown (2004), post-tests are essential to allow us to evaluate the results obtained from learning, determining if the teaching strategies have been effective during each lesson. The findings that we can find in this study highlight the importance of incorporating multimedia resources and not just using a book or speaking for long periods to teach, it is also important to provide students with authentic listening experiences using in this case the YouTube platform and its large number of teaching channels to be able to improve communication skills in general.

Here is a pie chart where we can see the levels of fluency that the students obtained in the post-test. The scores are grouped into three main categories: low (1-4), medium (5-7), and high (8-10). Therefore, we can see clearer results with each student.

*Fluency Levels in post-test.*

Figure 8



**Comparison of evaluations' results Fluency Levels in post-test. Source: Researcher's own creation.**

## 4.8 Pronunciation.

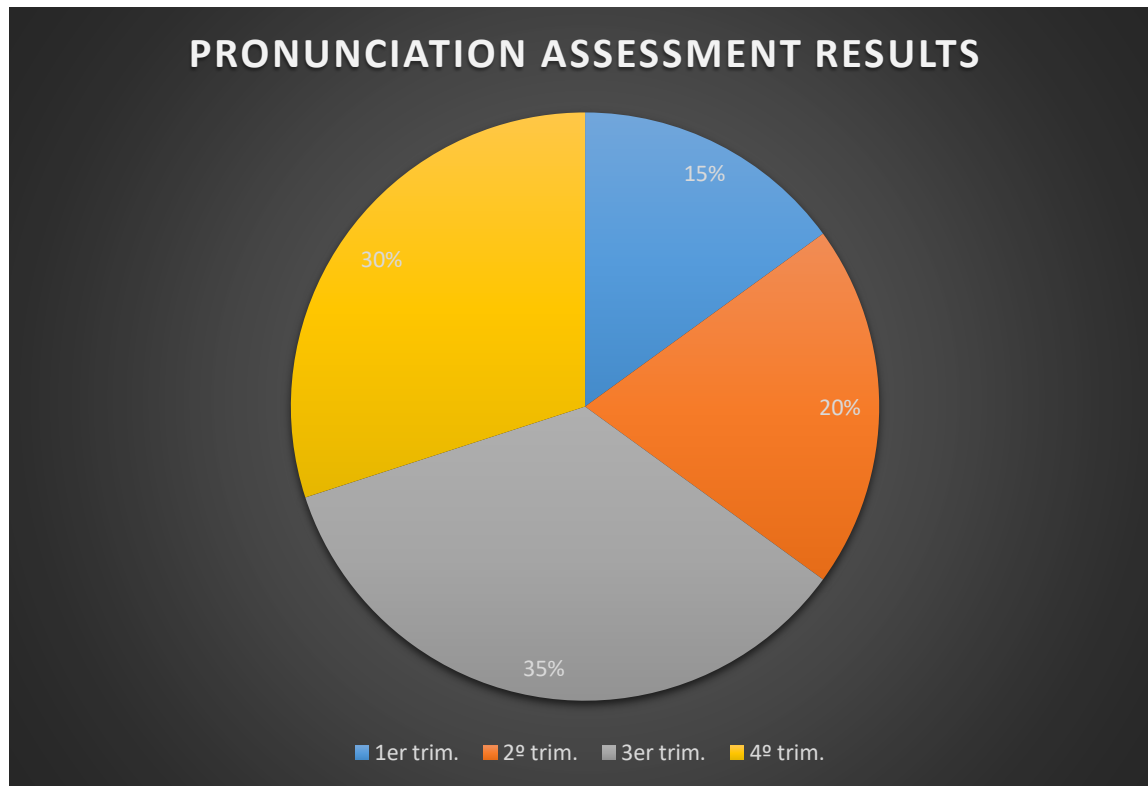
To improve students' pronunciation skills, videos were selected that were related to the lesson topic, and real-life activities such as shopping were also appropriate for the academic level and had vocabulary known to them. The videos also included tutorials on basic English phonetics for students to become familiar with. There were also videos with dialogues between native speakers while they practiced ordering food in a restaurant in English at well-known places such as McDonald's, as well as asking for directions and making a phone call to

a friend. These materials helped students hear the correct pronunciation in real situations and the correct stress patterns that could only be learned from native speakers. As a result, students were exposed to English differently.

After watching the videos, students had to answer comprehension questions, where they had to answer in English, and the teacher corrected mistakes. During these questions, they had to answer things like the main idea of a video, the most important details, and the vocabulary used that was within the vocabulary practiced in class. In addition, students had to participate in pronunciation exercises with their classmates, where they had a series of questions that were related to the video. They also had to repeat the phrases and sentences from the videos while the teacher watched them and corrected them if necessary. During the exercises, the teacher provided feedback to reinforce learning, and they took notes in their notebooks. The teacher also corrected incorrect pronunciations and helped students to pronounce more clearly by repeating words. These exercises helped to increase confidence and fluency, and by repeating words, they remembered their pronunciation more easily.

Regarding the results obtained during the evaluation, pronunciation was classified into four levels: Excellent, Good, Satisfactory, and Needs Improvement. We can see, in the following graph, that the majority of students are at a satisfactory level: 4 students obtained an excellent pronunciation, 6 students are classified as good, we also see that 7 students were satisfactory, and 3 of the students needed improvement. Based on this distribution, we see that many students benefited from the teaching strategy by applying the established methods with selected videos suitable for them on the YouTube platform. Those who had difficulties in pronunciation and answering questions need extra help from the teacher and parents.

Figure 9



*Comparison of evaluations' results Pronunciation in post-test. Source: Researcher's own creation.*

Here is the pie chart with the results obtained in the pronunciation assessment for each student. The results will be in four categories: Excellent, Good, Satisfactory and Needs Improvement. They were evaluated according to the performance obtained after watching the videos on the YouTube platform.

### **Method:**

Before introducing YouTube as a teaching tool in the classroom, students had limited exposure and no access to teaching platforms to learn and become familiar with the English accent, nor were they exposed to real-life conversations. Their listening skills were very low

due to a lack of material; many of the students had difficulty understanding spoken English, and it was even harder to learn when it was presented at a natural pace and also with different accents. During the pre-test, most of the students struggled to recognize words, even though they had already practiced them in class; they had difficulty recognizing vocabulary or short dialogues. Many students only understood words instead of understanding complete sentences that were basic sentences, which made it difficult for them to answer questions when necessary. In addition, their pronunciation was inconsistent, they had errors with their pronunciation level, and they lacked fluency when speaking. With the results obtained, we see the need where we need a more engaging method for teaching, which is practical and also accessible to each student; in this way, we can help them improve their listening and pronunciation skills. Based on the need to address these difficulties, YouTube videos were used in English lessons during each lesson, allowing students to learn more easily in a more dynamic way without the need to read. The videos were carefully selected, as they were real and entertaining situations. The first video was about buying food, another video was about a conversation between friends, and a third video was about asking for and giving directions. These videos were carefully chosen and were selected based on the educational level of each student, considering vocabulary and content. The videos were played at a slower level, and subtitles were added before moving on to conversations at a normal pace. Each session held during the class included listening exercises where all students had to identify words using the vocabulary they had learned during class, they also had to answer comprehension questions that the teacher asked them, and summarize the main ideas about the different videos. Students also participated in discussions about the videos, and the class was divided into two or three groups depending on the number of students who had attended, and the teacher guided the students with questions until they formed a type of debate.

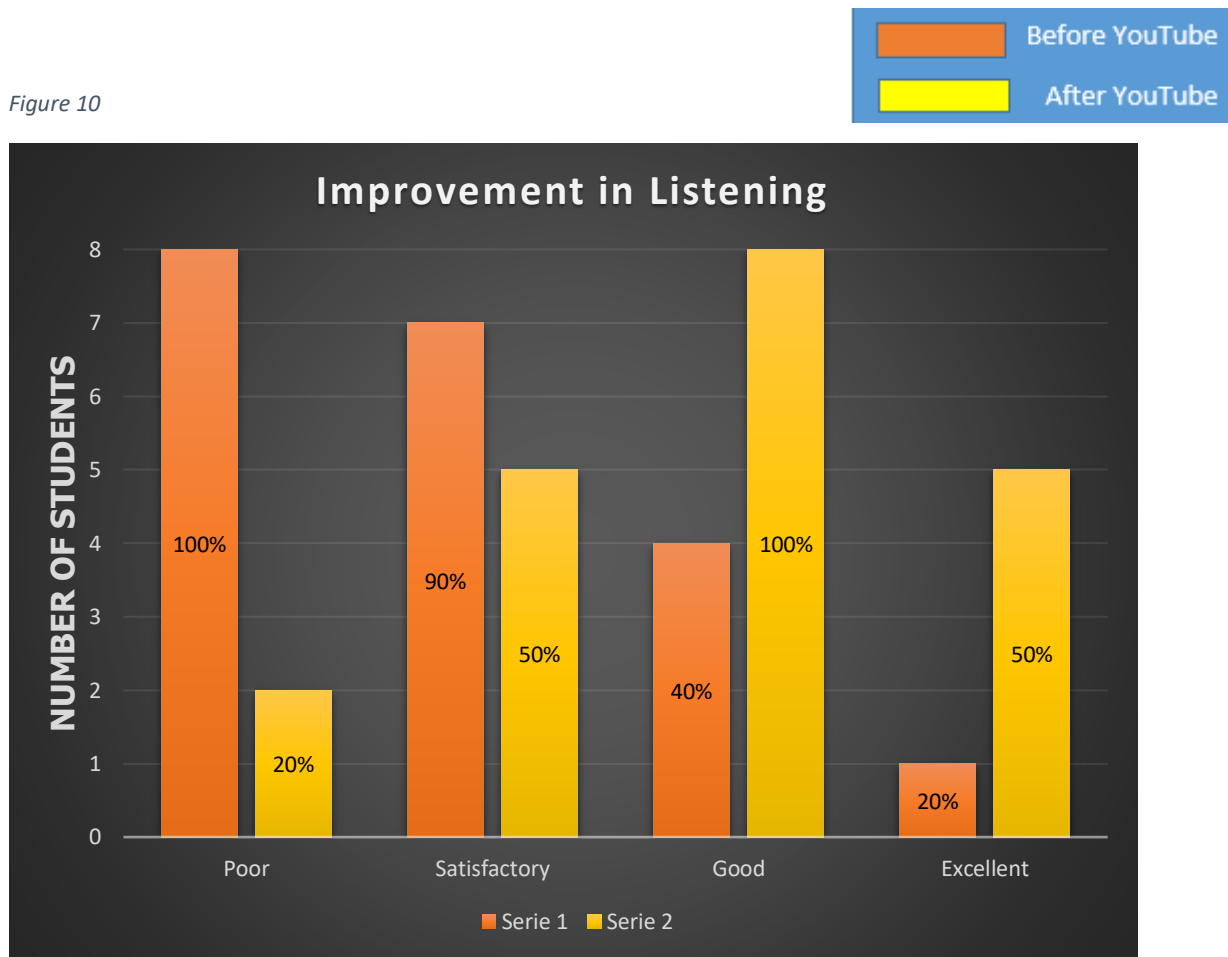
In addition to listening comprehension, students practiced guided exercises to improve their pronunciation through guided exercises where they could immediately correct themselves whenever they made a mistake. YouTube videos were presented where native speakers could listen to them and repeat the correct pronunciation of words themselves, and students could also repeat every word they heard that was difficult for them to pronounce. One of the videos used was “Basic English Pronunciation: Common Mistakes,” where students could listen to words that were used daily and that many mispronounce. During these activities, the teacher would pause the video, and if necessary, the students would take notes and the teacher would also offer explanations, making sure that the students could pronounce difficult words correctly. Then, the students would practice together with their classmates, repeating the sentences they had written down and that the teacher dictated to them until they could produce them more accurately. During the lesson, their confidence increased, and their way of pronouncing and speaking became more fluent and natural.

After several weeks of using the YouTube platform and carefully selecting the videos during this time, the post-test was conducted to assess the students' progress during this time. The results showed that the students had improved their skills in speaking, responding, and even writing some previously difficult words. A greater number of students were able to recall the initial vocabulary that was previously difficult to even write; they were also able to understand the main ideas of the dialogues and respond more accurately to the comprehension questions that the teacher asked during the assessment. Their pronunciation showed notable progress, with fewer incorrect pronunciations and greater fluency in reading and even being able to express themselves with their peers in English. Many students commented that they felt more comfortable with what they had learned during this time and that their listening and

speaking skills were better. They also commented that they felt a greater level of interest in learning English through this method. The method used with YouTube videos and appropriate for their ages, with selected content, made the lessons more attractive, motivating students to participate, and making the class more welcoming and dynamic.

The following graph illustrates each student's progress with listening skills; it also shows the progress in pronunciation before and after using YouTube. We can see that in the pre-test, all students were at a low performance level, and had many difficulties both in understanding and in pronouncing any word. However, with the results of the post-test, a significant number of students managed to obtain much higher results, where they were able to pronounce better and with better fluency compared to the pre-test. With these results, we see that the use of videos through the YouTube platform is extremely important to help students improve both their pronunciation and their fluency. We also see that by using this method, they showed greater interest in learning English.

Figure 10



**Improvement in Listening and Pronunciation Skills After Using YouTube Channels.**  
**Source: Researcher’s own creation.**

Here is the updated bar chart that illustrates the improvement in students' listening and pronunciation skills after using YouTube in the classroom. The data shows that before the implementation of YouTube; the majority of students were in the "Poor" and "Satisfactory" categories. However, after regular practice with videos, more students progressed to the "Good" and "Excellent" levels, demonstrating a clear improvement in their language skills.

## Chapter V

### Conclusions and Recommendations

In this chapter, the study's findings are presented and analyzed to determine whether the use of YouTube channels produced positive or negative effects on upper elementary students' listening skills. This chapter examines the results of classroom assessments, student feedback, and teacher observations to evaluate the strategy's overall effectiveness. This chapter also shows the study's results to see if YouTube channels helped or hindered upper elementary students' listening skills. It looks at test scores, student comments, and teacher notes to judge how well the approach worked. The chapter also discusses practical steps for using YouTube in future semesters and suggests small changes to make its impact on listening comprehension even better.

#### 5.1 Purpose of the Conclusion

YouTube channels present clear, everyday English dialogue paired with simple visuals that mirror real-life situations. Participants hear familiar words and short sentences about familiar themes, such as morning routines or brief stories. This authentic input helps them recognize speech patterns and phrasing they will meet in conversation outside the classroom. These materials give students full control over their learning pace. They can pause, rewind, or replay any segment without pressure, which strengthens their self-esteem and basic technology skills. As they explore content on their own, learners also become more at ease navigating online platforms and using devices for study.

To measure the impact, test results were compared before and after the YouTube sessions, and both surveys and teacher reflections were collected. Student responses noted greater enjoyment and progress, while educator observations highlighted how to choose suitable clips and timing. From these insights, the study offers clear steps for instructors at School Leandro Fonseca Naranjo, such as pairing videos with group talks or simple quizzes to make listening practice both effective and engaging.

## 5.2 Conclusions

The study finds that using YouTube channels helped learners grow their listening skills by offering real English examples and different accents in a fun, straightforward way. These short selections included interviews, conversations, and storytelling, offering a variety of voices and settings. By hearing real speech patterns and tones, participants could notice how words connect in everyday talk. This exposure made it easier for them to pick out key phrases and follow along without artificial examples. Overall, the authentic sound samples bridged the gap between classroom practice and real-world listening.

After the viewing sessions, comprehension exercises showed clear gains for the whole class. Many pupils reported feeling more at ease when tackling audio tasks and valued the chance to pause or replay challenging moments. Simple on-screen instructions guided each step, so students understood what to focus on and how to check their progress. This self-paced format reduced frustration, boosted confidence, and helped learners become comfortable with basic digital controls. To build on these results, instructors at School Leandro Fonseca Naranjo can add brief follow-up activities after each clip. Short multiple-choice questions will evaluate immediate recall, while partner dialogues encourage students to use new expressions in

speech. Matching exercises linking terms to pictures or definitions will strengthen word knowledge. Filling gaps in transcripts offers another layer of practice. By mixing these tasks with the videos, lessons stay engaging and support steady improvement.

### **5.2.1 To identify the listening difficulties faced by Students at Leandro Fonseca Naranjo School**

The first aim of this research was to uncover what makes listening difficult for learners at School Leandro Fonseca Naranjo. Ten students took part, and many found it hard to follow when accents changed or speech came too fast. Informal phrases and quick talking often left them missing key details, which hurt their confidence and made them shy away from class discussions. With little practice hearing native voices, they felt unready for real English outside school walls. Another hurdle was unfamiliar vocabulary in longer audio segments, whether in a short story, a song, or an online clip. When unfamiliar words appeared without any help, confusion set in, and some learners stopped paying attention altogether. This loss of focus slowed their progress and made it harder to grow their word bank. Without clear explanations or hints, students grew frustrated and less willing to keep listening.

The findings also showed that playing real English without support overwhelmed these learners. Yet, lessons that began with a quick review of important terms or a brief chat about the topic boosted their confidence. Breaking audio into short clips and providing easy note prompts lets learners focus on the main ideas little by little. These approaches allow teachers to offer an inviting environment where students grow at ease with genuine English materials.

### **5.2.3 To examine how the proper use of different YouTube Channels and videos with native speakers is of great help in acquiring a new language**

The second aim of this study was to use YouTube channels with all upper elementary students at School Leandro Fonseca Naranjo in the first semester of 2025. By choosing videos showing clear, natural English dialogue and everyday scenes, every learner heard genuine pronunciation, stress, and intonation. This range of examples helped students recognize how native speakers link words, use rhythm, and emphasize key terms. With repeated exposure over time, understanding spoken English became easier both in lessons and in real-life situations.

To keep practice varied and interesting, the research included several video types: short stories, simple how-to guides, and basic news reports. Each format introduced different accents, speaking speeds, and topic-related words. Story videos used pictures and narrative flow to give context, tutorials presented slow, structured language with clear steps, and news clips showed slightly faster, formal speech. Students said this mix held their attention and made new accents or quick talking feel less scary. As a result, they grew more confident when listening to diverse English, both in class and at home.

Finally, clear directions and easy support tasks were key to helping all learners use these YouTube resources well. Before each video, teachers taught important words and set listening goals like spotting main ideas or noting new phrases. While watching, students paused to repeat short parts and wrote down unfamiliar terms. After the video, small discussion groups and quick checks of understanding let learners share what they noticed and clear up doubts.

This step-by-step plan boosted confidence and showed that, with guided use of YouTube, every upper elementary student could improve listening skills naturally and enjoyably.

#### **5.2.4 To evaluate the effectiveness of YouTube videos in facilitating listening skills**

The third aim of this research was to measure how much YouTube videos help students boost their listening skills. To do this, the researcher compared learners' test results before and after they regularly watched a set of selected videos. The listening tasks asked students to identify the main ideas, notice small details, and follow simple spoken directions. After using the videos, average marks rose in every category, as more learners could answer questions about what they heard. This improvement came from repeated exposure to natural English and practice focusing on key points. Hence, the study demonstrates that YouTube content offers practical listening practice and clear, measurable gains.

Beyond test data, the study gathered student feedback and teacher observations to gauge video effectiveness. Many learners reported feeling more confident when listening to English after watching the clips. They noted that subtitles and on-screen images helped them catch unfamiliar words. Teachers observed greater engagement during listening activities and fewer requests to replay audio. These shifts occurred because the videos made listening exercises more engaging and less intimidating. This evidence shows that YouTube not only improves comprehension but also encourages active participation and attention in class.

Finally, the research examined whether different video types produced varied progress levels. Simple how-to guides with slow, clear speech gave beginners a solid foundation, allowing them to build skills step by step. In contrast, brief news segments with more formal

language challenged advanced learners to develop further. By matching videos to each group's level, teachers prevent boredom or confusion. This approach lets each learner progress at a comfortable pace without feeling stressed. In conclusion, the study shows that thoughtfully selected YouTube clips can be an effective way to improve listening skills.

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

The study explores whether adding YouTube audio to classroom activities can help upper elementary learners at School Leandro Fonseca Naranjo improve their ability to understand spoken English during the second half of 2025. By having pupils regularly hear brief selections like everyday dialogues, short tales, and children's songs, the research investigates if clear, authentic recordings capture their interest more than standard textbooks or CDs. Evaluate scores and teacher observations from before and after this YouTube phase are compared to see if exposure to real voices and varied accents leads to measurable progress.

To find an answer, the project tracks changes in comprehension results alongside notes taken during lessons. Instructors record how well participants follow spoken passages and note any shifts in confidence or engagement. This side-by-side look at performance and classroom feedback helps confirm whether integrating online audio boosts understanding. Focusing on this specific group and time allows the study to draw clear connections between the digital content and growth in receptive skills.

### **5.4 Unexpected Results.**

A few surprises appeared during the project. Most pupils improved their listening after working with YouTube audio, but a small number did not advance as much as expected. These learners often lose focus when only sound is played, and they need text or pictures to help

them follow along. Some students did their best when clips contained music or clear images, while others struggled if the speech was too fast or the ideas too complex. Unexpectedly, several children began using new English words and phrases from the audios in normal class activities, even though speaking practice was not part of the plan. This shows that YouTube materials can also boost pronunciation and vocabulary, not just listening. Although these outcomes were not planned, they provide helpful insights for future teaching methods.

### **5.5 Recommendations**

The research outlines simple steps for classroom use. First, the instructor chooses YouTube clips with slow, clear speech and simple visuals so learners stay attentive. Then, they add subtitles or pictures beside the sound to help when words are tricky to hear. After each clip, the instructor poses brief questions or encourages quick feedback to check understanding. The difficulty of the videos should rise slowly, starting with basic content and moving toward harder material to keep everyone interested. Learners can practice new expressions aloud in small teams to build both listening and speaking skills. Lastly, the instructor makes a brief note of the most helpful clips and why they worked, so planning future lessons becomes simpler.

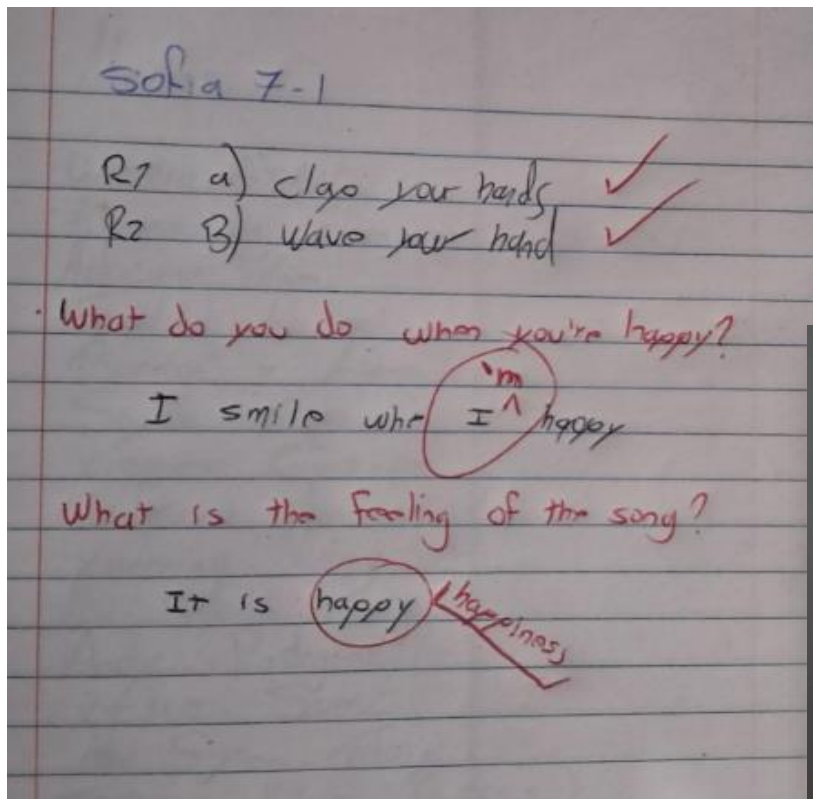
Teachers who plan to conduct a project like this may benefit from preparing clear steps before starting. In this case, the work focused on helping learners follow spoken English by showing them short clips from YouTube. Each video was picked carefully to be sure it matched what the students could manage. If someone else does a similar study, it may be smart to watch each clip several times alone first, noting down small points to highlight during the lesson. Giving learners a straightforward guide of what to expect before pressing play can also make them feel more comfortable and ready to listen.

There are many ways to get more out of YouTube besides just training the ear. A teacher might use these same clips to help with speaking by asking students to copy certain sentences, paying attention to how the words sound. Showing subtitles can open opportunities to practice reading as well. Learners might read lines together in class, which can grow their confidence. Later, they could write a few short sentences about what they watched, adding another skill to the lesson. Though this study centered on listening, future lessons could include small tasks for pronunciation, reading, and simple writing, so students use more parts of the language.

Keeping records after each session could also be helpful. Notes on which clips kept students most interested, or where they struggled, give ideas for future classes. It might be better next time to include more activities that let learners give opinions or ask questions about the video. Picking clips that tell a small story could spark curiosity and lead to short talks in pairs. By changing the types of videos and adding fresh tasks, instructors can build lessons that touch many skills and keep students active, not just listening.

Annexes

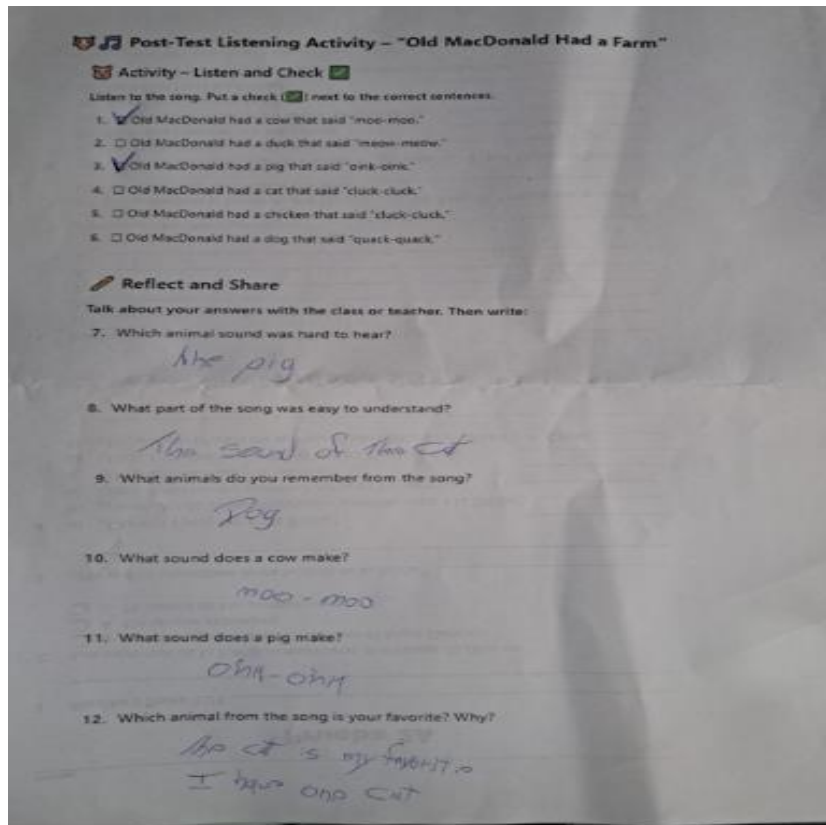
Pre-Test

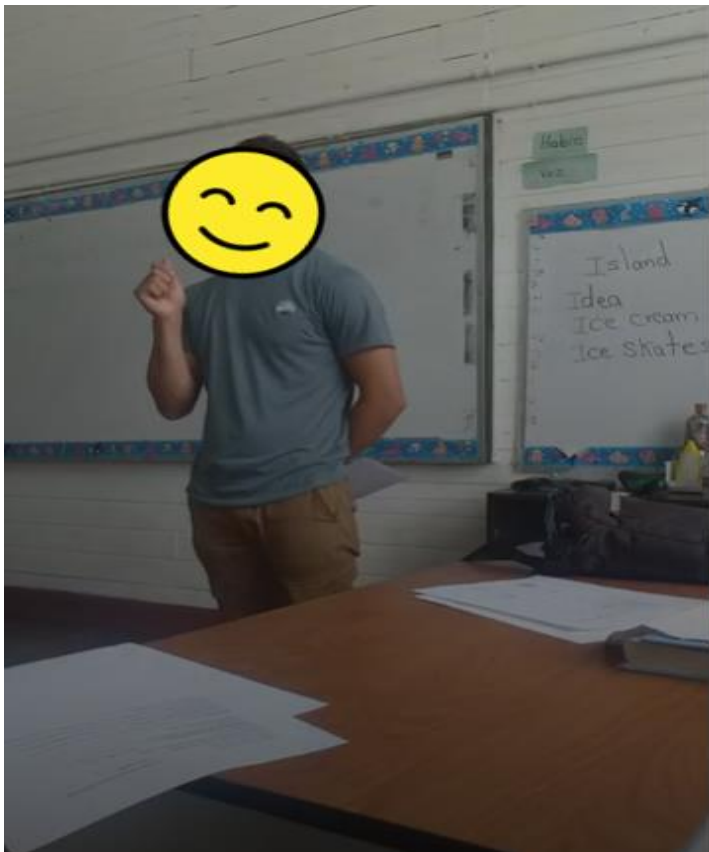
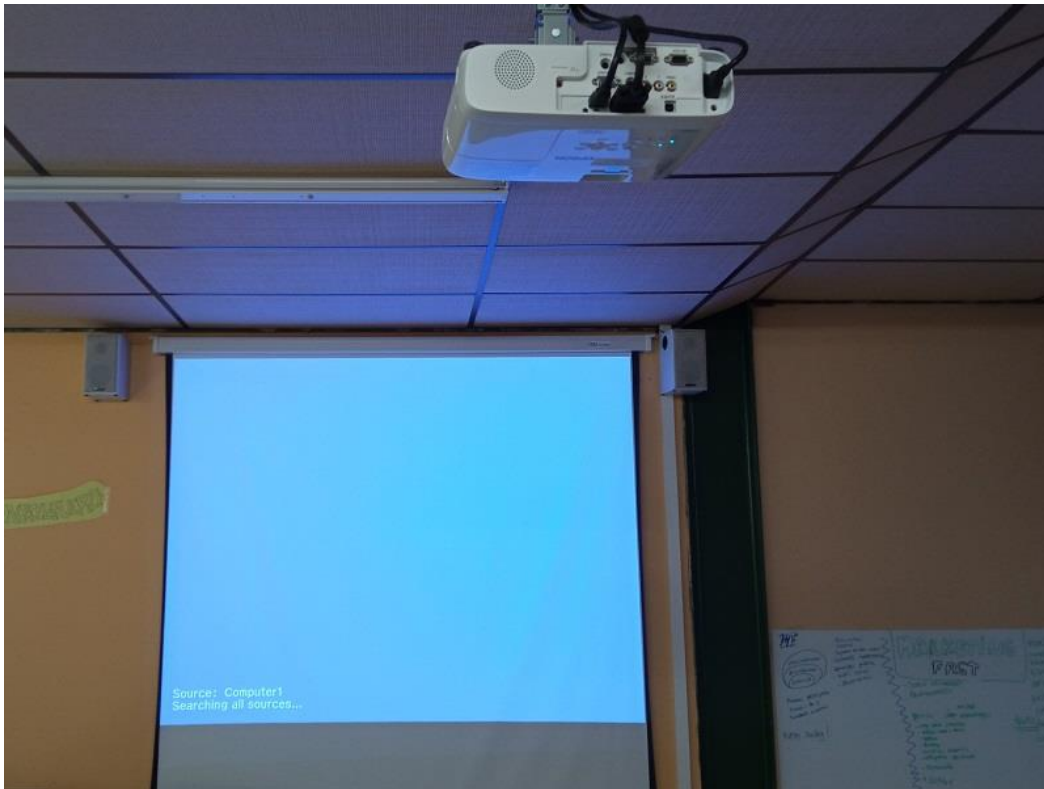


Pronunciation

Incorrect	Correct
Yesterday x	Yesterday ✓
Swang x	Swung ✓
Shining x	Shinning ✓
Choc-late x	chocolate ✓
Van-illa x	Vanilla ✓

### Post-Test





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