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EXTRANJEROS

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MODALIDAD PRESENCIAL**

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“YOUTUBE AS AN E-LEARNING TOOL TO IMPROVE LISTENING
SKILLS IN 1° “BGU” OF UNIDAD EDUCATIVA SALESIANA SÁNCHEZ Y
CIFUENTES FROM IBARRA”

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DEDICATION

The following research project is dedicated to all the people who helped me financially, intellectually, or morally to develop this project and all the years at the Técnica del Norte University.

Specifically, this project is dedicated to my mother, brother, and sister for having been present each of the years that I attended the Técnica del Norte University.

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ABSTRACT

Since 2020, language learning has changed a lot due to the Covid-19 pandemic. The face-to-face modality was replaced by the online modality, known as “e-learning”. Two years later, the students return to face-to-face classes with some experience in the digital field, it is for this reason that the researcher of this project decided to apply a proposal based on improving listening skill using an online input tool, YouTube. The proposal consists of 6 units, each unit consists of 2 lessons and their respective guide for the teacher. Each lesson is based on a YouTube video selected according to the characteristics preferred by the population in question. The population was the 1st BGU students of the Sánchez y Cifuentes Educational Unit, who in the survey assured that in their listening skill classes, watching videos is practiced very little. Likewise, the participants assured that they would agree with the implementation of YouTube videos as a study tool. Research data (video characteristics) were obtained through two research techniques (survey and interview). The most relevant results were that students prefer to watch entertainment and sports videos with a duration of 1 to 3 or up to 5 minutes on YouTube and be evaluated in writing. The implementation of YouTube videos in classes generates highly positive impacts on students because the characteristics of the videos are in accordance with their preferences.

Keywords: Language learning, E-learning, listening skill, YouTube videos, entertainment, impacts.

RESUMEN

Desde el 2020, el aprendizaje de idiomas ha cambiado mucho debido a la pandemia del Covid-19. La modalidad presencial fue sustituida por la modalidad en línea, conocida como “e-learning”. Dos años después, los estudiantes regresan a clases presenciales con cierta experiencia en el campo digital, es por esa razón que el investigador de este proyecto decidió aplicar una propuesta basada en mejorar la habilidad de escuchar utilizando una herramienta input en línea, YouTube. La propuesta planteada consta de 6 unidades, cada unidad consta con 2 lecciones y su respectiva guía para el docente. Cada lección está basada en un video de YouTube seleccionado de acuerdo con las características que prefiere la población en cuestión. La población fue los estudiantes de 1ero BGU de la Unidad Educativa Sánchez y Cifuentes, quienes en la encuesta aseguraron que en sus clases se practica muy poco la habilidad de escuchar viendo videos. Así mismo, los participantes aseguraron que estarían de acuerdo con la implementación de videos de YouTube como herramienta de estudio. Los datos de investigación (características de videos) fueron obtenidos a través de dos técnicas de investigación (encuesta y entrevista). Como resultados más relevantes se obtuvo que los estudiantes prefieren ver videos de entretenimiento y deportes con una duración de 1 a 3 o hasta 5 minutos en YouTube y ser evaluados de manera escrita. La implementación de videos de YouTube en clases genera impactos altamente positivos en los estudiantes debido a que las características de los videos van de acuerdo con sus preferencias.

Palabras claves: Aprendizaje de idiomas, aprendizaje electrónico, habilidad de escuchar, vídeos de YouTube, entretenimiento, impactos.

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INTRODUCTION

Topic

YouTube as an e-learning tool to improve listening skills in 1° “BGU” of Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra.

The problem

One of the most important skills to create understanding in a certain language is listening. Therefore, this skill is essential to develop a second language by differentiating sounds in a speech whether formal or informal. Input is very necessary to develop any language, in all approaches to language learning its importance is emphasized (Benati, 2017). Therefore, it is necessary for the second language learner to develop this skill in a proper way because the student, without understanding a question, cannot answer it or without understanding a sentence cannot give an opinion about it. The lack of listening skill development in language learning brings some drawbacks that make learning harder.

Justification

On the one side, in recent years learning has changed from a face-to-face modality to a virtual modality because of health and social reasons. Consequently, learning needs to implement new approaches and methods to stay working. However, some troubles have appeared, and one of them is a distraction. In terms of this, Yunus et al. (2004) explain that a problem in learning is students' lack of seriousness when they use distracting online platforms and lose concentration in class (as cited in Pindo, 2019, p. 5). That distraction generates students not to pay attention to the class. Therefore, there are problems with concentration in the development of e-learning.

On the other side, the lack of exposure to the language also delayed language acquisition. Many times, language teachers focus mainly on output skills (speaking and writing) rather than input ones (listening and reading). Pérez (2000) considers that unfortunately, learning a second language begins with the written form and both listening and speaking are neglected (as cited in Blasco, 2009, p. 3). Students hardly understand spoken Language in English classes as much as it is necessary to establish a suitable interaction between teacher and students.

Those two aspects set a question to be answered: can listening skills be developed by using technology and specifically YouTube videos in E-learning? For many teachers, it could be complicated to use technological tools. After research developed by Winter et al. (2021), where one hundred Irish teachers of primary and secondary levels participated, it was found that almost half of the participants stated they have basic knowledge of technology. However, they feel frustrated and low in self-confidence. For this reason, there is not always a correct use of technological devices in the classroom; this produces a lack of interest in learning.

Contemporary students seek to develop their skills in a different way. Usually, students are motivated when working with hardware and software whether in or outside the classroom. All the innovations in learning methods have made the student feel interested, not only in technology but also in the content of the class. Helping our students become effective self-

directed learners is more important than ever (Godwin-Jones, 2020). As time advances, technology advances too and with it, new learning trends appear; it clearly increases the interest of learners who are looking for innovative ways to learn autonomously.

Chapter 1

Chapter 1 shows theoretical foundations of how learning develops, explaining the different learning theories that have been developed for decades. Theories guide the course of learning and the role of educational actors. In addition, learning is directed by approaches that are based on certain beliefs that develop learning methods. These methods are processes and contents to follow during the learning process. Likewise, the learning methods seek to develop the different skills of the language using different techniques, whether virtual or physical. In this chapter, the use of virtual techniques such as videos from different platforms are specified.

Chapter 2

Chapter 2 establishes the methodology that is carried out in the investigation, it is a mixed methodology, where there are qualitative and quantitative aspects. In this way, different data collection instruments are established; specifically, interviews and surveys with teachers and students, respectively.

Chapter 3

Chapter 3 shows an analysis of results after applying the research instruments. The developed survey consists of 10 questions that the students answered. On the other hand, the teachers of the institution also answered open questions in relation to virtual classes and different virtual learning techniques.

Chapter 4

Chapter 4 consists of a series of listening activities that were developed based on the results of the surveys carried out on the students. Each activity consists of 3 stages: pre-listening, while-listening, and post-listening. All the activities have a guide for the teacher and a series of written questions for the students; likewise, each activity is related to a video extracted from YouTube. This video complies with the characteristics established in the results of the investigations.

Impacts

The impacts that this research project will represent are academic and social; moreover, the scope of this will be institutional. The impacts of the research are aimed at improving academic and social aspects that improve students' listening skill proficiency in the institution, and if successful, it could have a regional scope, and then, national.

This research project will have an institutional scope, and the institutions of the area will be able to make use of the material that is proposed as academic and technological support in this

project. In this way, technological development will be motivated by academic activities in the high schools of the city. The impact of this research will help foreign language teachers to attract the attention of their students with activities that will be interesting for the students as the research results show. Students will be able to become familiar with the target language and speak with confidence. Therefore, the exchange of ideas among people is facilitated, improving social relations.

Objectives

General Objective

Propose a guide to use YouTube videos to strengthen Listening skills with 1st “BGU” at Sánchez y Cifuentes high school from Ibarra.

Specific Objectives

- Conduct a bibliographic study to set up the theoretical foundations in favor of the use of videos to strengthen listening skills.
- Identify categories and duration of YouTube videos preferred by students in the 1st “BGU” at Sánchez y Cifuentes high school from Ibarra.
- Determine the type of listening activities preferred by students in the 1st “BGU” of Sánchez y Cifuentes high school.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Teaching English as a Foreign Language

Due to globalization, people have been forced to travel around the world and that makes it necessary to have a language that most nationalities can understand. English is a language that has become universal for that reason. However, some learning problems have created too many inconveniences for people to acquire the English language. Cultural conflicts such as the eternal confrontation between East and West or communism and capitalism have influenced the learning of English as a foreign language. "The role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable" (Broughton et al., 2003, p. 7). All these obstacles have made English language learners have to look for more effective strategies to help them acquire the language despite existing limitations. Many of them have searched for appropriate online resources to raise their level of the language.

However, there are different contexts that make learning more difficult or easier. Definitely, more effective learning occurs when the learner is exposed to an environment where there is the use of the target language. Therefore, the concepts of "foreign" and "second" language must be differentiated. On the one hand, a foreign language is a language that is learned in a formal way (Setiyadi, 2020). That means that the language is learned in a school following a certain process; likewise, it is guided and tutored learning. On the other hand, a second language that is no more than a language acquired in society appears; that is, learners acquire the language by interacting with the people around them. Obviously, the second language is the opposite of a foreign language; because the second language is acquired without a guide or tutor, and it is completely informal and spontaneous facilitated by an environment where the target language is used very frequently.

Constantly, there are problems with learning and acquiring a second or foreign language. Quickly, it can find several interferences such as the mother tongue that, in many cases is very similar to the target language. That is an interference that very often delays the learning of language learners. The interference between the native language and the target language can be positive or negative, it all depends on the skill developed (Setiyadi, 2020). On the one hand, if the learner learns another language to speak, the interference is negative. Clearly, the learner can associate the pronunciation of similar words in one language and another and pronounce them inappropriately. On the other hand, if the student seeks to learn a language to understand it and develop listening and reading skills, the similarities between languages are positive. These interferences and similarities will make the learner immediately understand a speech or a text since it is very similar to their mother tongue.

1.2 Language Learning Theories

Throughout history, the debate on how human beings learn has been generated. Although there are many theories that try to explain this process, there is also a debate between two sides, the nature, and influence of extra factors that generate knowledge in the human brain. This is a philosophical debate that has generated many questions and many theories around this topic. Bates (2016) states that: "The nature vs nurture debate is one of the oldest issues in human development that focuses on the relative contributions of genetic inheritance and environmental conditioning" (p.25). The most important and accepted theories that try to explain human learning seek to demonstrate following their own way and the beliefs of their defenders that it is the best way to achieve learning.

1.2.1 Behaviorism

Behaviorism is a psychological and learning theory developed mainly by John Watson, who is considered as the father of this theory. Its main goal is the prediction and control of the behavior of learners by stimuli and following a system of rewards and punishments (Zhou & Brown, 2015). The behaviorist theory consists of shaping the behavior of the learners by stimulating them. Because of this theory, learners can understand the consequences of their actions. Learners tend to replicate the behaviors they see in their environment; these external influences modify their behavior and enrich their knowledge. By observing people around them, children can generate favorable and unfavorable responses (Zhou & Brown, 2015). Consequently, the teacher is in charge of creating an appropriate environment to model the student's behavior in an appropriate way.

Behaviorist theory is not only related to physical stimuli but verbal stimuli that create communication among people. In terms of communication, Baum (2017) writes: "communication occurs when the behavior of one organism generates stimuli that affect the behavior of another organism" (p.117). The behavior of people or animals can be modified in a certain way when they receive an oral message. Likewise, the influence that the speaker has is very important, since he is the one who sends a message to the listener and expects him to develop some action in response to the message. This type of communication requires a sender that oversees sending a message in code; then, a receiver decodes and processes the message (Baum, 2017). This process creates understanding between the participants.

1.2.2 Cognitivism

Cognitive theory is based on the intelligence of the human being and how it has progressively evolved from birth. Jean Piaget established 4 phases of human learning that begin at birth and end in adulthood; sensorimotor, preoperational, concrete operational, and logical operational stages; during this process of cognitive evolution, the child develops communication, logical conversation, logical reasoning, and adaptation to the environment (Hanfstingl et al., 2019).

Unlike behaviorism, in Cognitivism, the learner is not limited to receiving knowledge from external factors but can also create their own knowledge.

In terms of language learning, cognitivism has greatly influenced this process. The need for autonomy has made language students develop their intelligence by themselves and not only under the guidance of the teacher. In Williams and Burden's (1997) words: "the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned" (p. 13). Learners need to decode the new language, not just hear it; therefore, they have to use their minds, logical thinking, and adaptation in order to acquire a second language.

1.2.3 Constructivism

The theory of constructivism is based on the autonomy of the student where the student himself can create his own knowledge. For this, the teacher guides the student, the teacher has a secondary role in the learning process. Aljohani (2017) emphasizes that: "The basic premise of constructivist theories is that people create their own meaning through experience" (p. 2). Likewise, the theory embraces a "top-down" rather than a "bottom-up" instructional methodology; therefore, learning is based on discovering the details that support a proposed topic (Aljohani, 2017). The learner needs to develop deductive learning in order to develop a topic by discovering sub-themes and details of a topic and then applying them in real life.

The theory of constructivism is very similar to cognitive theory. Both constructivism and cognitivism are complemented by the processes of assimilation and accommodation; on the one hand, the assimilation process is in charge of relating the new knowledge with previous knowledge; on the other hand, accommodation is modifying previous knowledge to take new ones into account; these processes contribute to the adaptation of the human being (Williams & Burden, 1997). All these processes lead human beings to develop skills that allow them to carry out an activity consciously, the human beings need to adapt to the world by themselves.

1.2.4 Language Learning Approaches

An approach is a level of teaching where the nature of learning is specified. That is, an approach is a set of beliefs that lead the teacher to implement teaching methods that comply with the beliefs of a certain approach. A concept of approach was established by Richards and Rodgers (1986), they state that: "approach is the level at which assumptions and beliefs about language and language learning are specified" (p.15). Considering that the teaching approach level establishes the nature of a student's learning, each approach has its differences and similarities with others. Language learning approaches have been appearing as new technologies and philosophies appear.

1.2.5 Audio-lingual Method

The Audio-lingual method was very popular and used in language learning. This method focuses on developing both input and output skills through imitation and memorization. In Djauhar's (2021) words, the Audio-lingual method focuses on: "How to communicate. Teachers are role model, and students are an imitator" (p. 86). This method of memorization and imitation allows learners to perfect skills such as listening and speaking. In this method, both the teacher and the student play a fundamental role in language acquisition.

Naturally, this method has certain advantages and disadvantages that appear over time. On the one side, a disadvantage of the Audio-lingual method is that it focuses only on the mechanical aspect of the language. That is, it focuses on language proficiency and leaves aside the meaningful learning, cognitive aspect, creativity, and communicative ability of the learner (Yang, 2018). On the other side, one advantage of this method is that it creates an environment where the target language is which is used most of the time. Therefore, according to Yang (2018): "Firstly, the method is able to train learners' English thought. Since the Audiolingual Method require teachers try to just use English to teach, or use very little Chinese (mother tongue) during the teaching process" (p. 3). Thinking in the target language is very helpful in achieving a good command of that language.

1.2.6 Communicative Language Teaching

The main objective of acquiring a foreign language is communication, and this has developed over the centuries. Learning a language ceased to be repeating a phrase to become sending and/or processing a message. Richards and Rodgers (1986) emphasize: "the need to focus on language teaching on communicative proficiency rather than on mere mastery of structures" (p. 64). Communication creates understanding between two parties and complies with cognitive principles such as message decoding; likewise, meaningful, functional, and applicable in real-life learning is created.

Learning objectives have changed a lot over time. Previously, language teachers were satisfied with proficiency in oral language; however, the study objectives have changed. Currently, it is very important not only to demonstrate knowledge but to apply it in daily life. In their research, Nengah et al. (2017) state that teachers are more interested in how students are able to communicate with other people in the target language than in how they use the language in solitary conditions. Conveying messages to create interaction between two or more people contributes to the practice of a language that is being learned. The communicative language teaching approach bases its processes on interaction rather than the acquisition of language and knowledge in isolation.

1.2.7 The Natural Approach

In the late 21st century, Tracy Terrell and Stephen Krashen wrote a book detailing the principles and practices of the natural approach. The natural approach, unlike other approaches, gives less importance to the teachers' speeches, questions and answers, oral repetition, and accuracy in the production of the second language; on the contrary, the bases of this approach consist of the learner' exposure to the target language and the quality of input instead of production (Richards & Rodgers, 1986). Language learners need to be surrounded by the target language to become more familiar. Thus, achieve naturalness in the language developing mainly listening skill.

The natural approach, like other approaches, seeks to develop the communication skills of the learners. In terms of priorities, for the natural approach, the most important thing is knowing how to convey a message, this will make the process of acquiring a second language faster. In Krashen and Terrell (1988) view, "the focus is primarily on the acquisition of the ability of communicate messages using the target language. This is not to imply that we are unconcerned with grammatical accuracy" (p. 58). By first developing communication skills, the learner will be able to develop their grammatical accuracy as a second step; for this, it is important that the student has quality input both inside and outside the classroom (Krashen & Terrell, 1988). The natural approach prepares students to both convey a message using the target language and hone the language to become proficient.

1.2.8 Connectivism

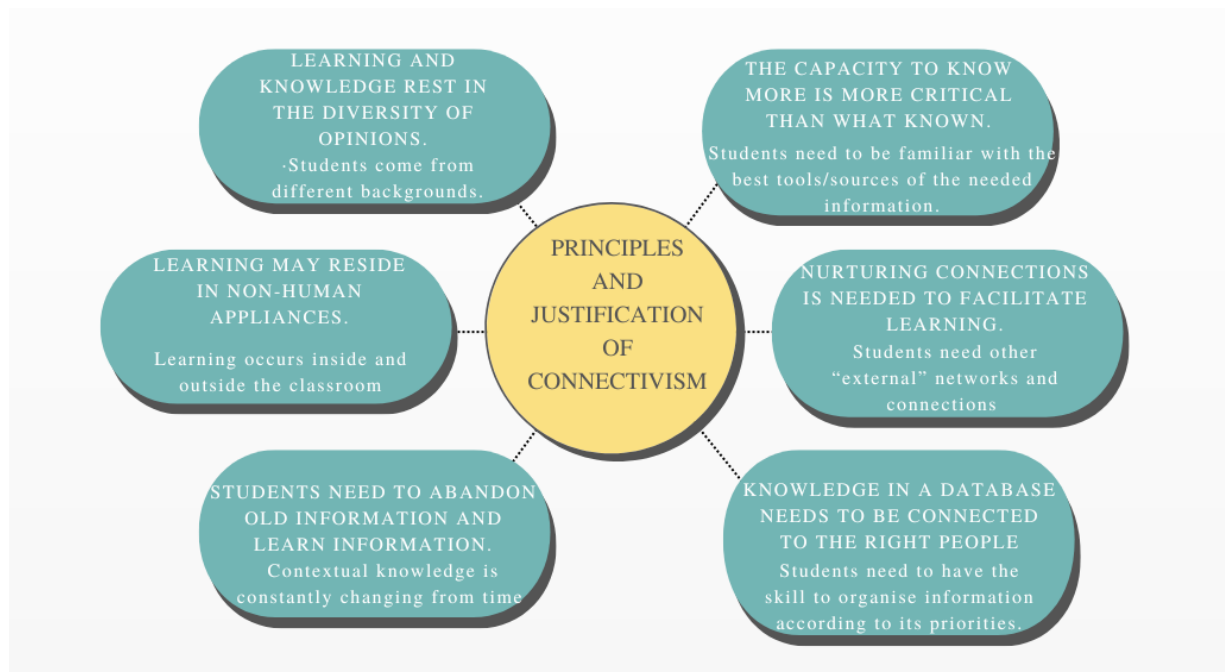
The connectivist approach bases its methods on obtaining knowledge from external sources through a network of expertise easily accessible to almost everyone in the 21st century. It is a very different theory from those previously known because one of its principles is that people's prior knowledge is not as necessary as might be supposed. Boyraz and Ocak (2021) affirm that: "Connectivism is an epistemological approach based on interactions in networks both in the individual's mind and in the outside world." (p. 2). Learners can easily have highly advanced technological devices and a huge database with information that can contribute to their learning. Besides that, the online database can be a real distractor for learners; most learners have someday had problems with concentration because of the technology. The best way to avoid that is by creating study habits.

Learning within the connectivist approach is mentioned as a joint or cooperative action between learning theories, which play a fundamental role in a systematic process. Thus, by having search resources, other vital aspects are also needed that speed up the results and optimize the use of said resources. Connectivism is an approach of online learning that is based on a variety of theories of learning, education, philosophy of knowledge and knowledge management, framed in a discourse of educational and transformative opportunities proposed by new technologies (Bell, 2011). Emerging technologies have provided humanity with endless facilities, such as the simple fact of having fast internet in an office or place of study. This means that for supporters

of Connectivism, we are living in a time of change in learning. Similarly, Teachers should change their methodology by implementing technological resources during their classes, whether online or face-to-face.

In recent years language learning has changed impressively. It starts with globalization, where the expansion of different languages occurs and the implementation to a greater extent of the technological devices that appear as the years go by. Because of that, the Connectivist Theory of Learning has been gaining strength, often indirectly. This is because students and teachers unconsciously adopt digital learning strategies and tools. Al-Shehri, (2011), in his research affirms that “The analysis of the literature indicates that Connectivism itself is a natural conceptualization of learning practices that language learners have been using” (p. 9). Language learning has taken technology as an indispensable ally so quickly that it perfectly complies with the principles proposed by the Connectivist Theory. Those connectivist principles are explained in the table below.

Figure 1
Connectivist guidelines for mobile language learning



Note. Retrieved from Al-Shehri (2011, p. 10).

1.3 Language Learning Methods

Since the creation of Connectivism, several methods have appeared that base their strategies on the use of technological material, whether physical or digital, in the field of education. The use of technological tools has had greater acceptance in educational institutions in recent years due to the evolution and easy access to online resources. Method is a general plan for the orderly

administration and application of linguistic material, following the principles of a given approach and avoiding contradiction between its parts (Richards & Rodgers, 1986). A learning method responds to the “how” of the process, that is, the entire process and what is going to be needed for its success are explicit. Likewise, is directly linked to a learning approach, which means that every method must follow a determined approach and set strategies focused on its principles.

In another context, education has also changed due to other factors, starting with the advancement of technology. Before Covid-19, education had already undergone some changes due to constantly evolving technology and has been used to improve student learning skills. According to Thieman (2008) who affirms that: "The Framework for 21st Century Learning also incorporated technology into Learning and Innovation Skills, which focus on creativity, critical thinking, communication, and collaboration. These skills are also important for citizenship" (p. 5). The implementation of technological tools in language learning must be completely innovative because students of the 21st century tend to get distracted very quickly. Consequently, they need to be in contact with something that keeps them entertained and comfortable. The creativity of teachers plays a fundamental role in the education of their students; they need to implement strategies and activities that keep students entertained while they are learning.

None of the educational objectives would be met in the absence of motivation in both students and teachers. Teachers need the motivation to be able to develop their classes, and that is the job of the authorities of each institution and themselves. On the other hand, teachers also have the complicated mission of keeping students motivated, who often are not sufficiently motivated to get up early, sit in front of a computer, and take several lessons daily. However, students also have the mission of self-motivation. Alam (2020) affirms that: "Students should bear in mind that they are the key stake holders and so they should be self-motivated to have greater interest getting response to online classes with their all efforts" (p. 4). Motivation is the initial step to starting an educational process, and motivation must be generated by oneself, whether are student, teacher, or authority. After that, the academic actors must motivate each other and be able to cope with the different difficulties. Furthermore, to reach motivation in the class, it is necessary to create confidence.

1.3.1 Electronics Learning (E-Learning) Method

Transiting 2022, education worldwide underwent a brutal change to which educational actors are barely getting used to. Even the most traditional teachers have had to change their way of teaching. They have had to replace their classroom with a virtual room on any digital platform, their didactic material with technological material, and physical books with virtual books. Paudel (2021) claims the following:

The pandemic spread of Novel Corona Virus (COVID-19) has created fear, anxiety and several concerns among the people around the world. It has disrupted every aspect of human life including education throughout the world. The pace of its spread made educational institution closure as one of the best preventive measure against it. UNO (2020, August) report shows that the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. (p. 2)

For the majority of students and teachers, this change meant a challenge, a challenge that was very complicated at the beginning. Moreover, many countries took time to change from face-to-face learning to online learning because most countries were not prepared for such a change. Changing from face-to-face to online learning is something people have been waiting for since technology began its endless evolution, and it is expected to continue evolving in the future.

E-Learning is a concept that appeared due to the high demand for technological gadgets. One of the uses that people gave to them was to give themselves learning support. From that point of view, e-learning has become a prevalent method used in the area of language teaching. It is due to the ease it offers in accessing endless digital resources that contribute to the development and improvement of language skills. It is considered an impressive advance that many people were waiting for. "E-learning can be seen as the most important scientific-cultural leap of the world... One of the things that have been considered advantages of e-learning is equalizing educational opportunities for all" (Hakimi, et al., 2016, p. 3). Technology has had such an enormous reach that the vast majority of countries globally have an internet system according to their possibilities. This makes the internet more accessible to even low-income people worldwide, becoming an advantage of e-learning. Likewise, this motivates learners and teachers to continue with the process that, until a few years ago, was much more complicated to achieve due to the lack of resources.

The concept of e-learning includes that the teaching and learning process must involve all educational actors; it must be a joint effort, especially between students and teachers. The teacher fulfills the functions of a guide who is permanently in contact with the student. It is not just about transmitting knowledge but about creating interaction between the teacher and the students. Students need an environment in which there is a lot of interaction in order to familiarize themselves with the target language. "This means that e-learning is not a passive medium for delivering content but is an interactive process between the teacher and student, facilitated by the benefits that technology has to offer" (Thamarana, 2016, p. 6). Unlike behaviorism and other theories, the e-learning method seeks to focus on the student and create communication in the virtual classroom. To establish communication, it is necessary to use the Internet and appropriate tools that create a less rigid environment for students where they can work in a spontaneously and active.

1.3.1.1 Benefits of E-Learning.

The use of technology has helped language learning to try things that were not thought of recently. Over the years, acquiring a laptop or a desktop computer has become more accessible to people. That includes teachers who have tried to develop their class materials and activities with the help of these electronic devices and course, a database found on the network. “Economic factors should not be overlooked, pupils/students significantly reducing transport costs or accommodation” (Banciu et al., 2012, p. 3). Transportation or accommodation expenses are replaced by acquisition costs of technological materials or internet connection. This means a great advantage for students who live far from the educational institution. Likewise, those economic resources can be used to solve some other expenses that education implies; this gives students and parents save money to spend on other issues.

In E-learning, there are many tools that teachers and students can use to teach classes or even to educate themselves. Many of them have unlimited access and are available all the time, most tools are easy to use, and there is a variety to choose from according to the needs and situations of the learners. On the other hand, the use of communication tools in an e-learning class allows students and teachers to stay in touch all the time. Just a message or a call away, which in most cases is entirely free. E-learning has made communication between students and teachers easier and faster through email instead of face-to-face meetings in an office (Abed, 2018). This becomes an advantage because it is much more complicated for the student to try to access a face-to-face pedagogical meeting with the teacher than just sending an email or making a virtual call. However, this depends entirely on the student’s willingness to request attention from the teacher, and it also requires a predisposition from the teacher to attend to their students. Therefore, not only with the use of technological resources is enough to achieve communication. The intervention of the educational actors will always be necessary so that the process reaches its objective.

1.3.1.2 E-learning Tools

Taking into account that the student is the leading educational actor and the reason for education, educational institutions worldwide have sought strategies. Those strategies include electronic tools and sources to continue the process without affecting the emotional stability of the students, who were the most affected by this sudden change in the world. In this context, Paudel (2021) states: “To mitigate the direct impact of virus and prevent the students from psychological depressed, educational institutions have initiated the momentum of educating the students through different means and modalities based on both human and material resources available in the context” (p. 2). To achieve this, it is necessary that the institutions, their leaders, and teachers know the situation and context of every single student. This is because not all students will be able to access the technological resources that are essential to carry out an efficient virtual class. Currently, education needs several essential instruments and materials

that allow students to keep connected to the online classes and to the teacher in order to ask questions or information.

Throughout history, there have been many changes and approaches regarding the formation of the human being; in past times, education was not something that was considered essential. Instead, students were taught to develop a trade from a very early age. Child exploitation is increasingly common in the world, something that nowadays is prohibited by many states worldwide. “In the last century, we have moved from the Industrial Age through the Information Age and now to the Knowledge Age” (Oye et al., 2012, p. 1). In this way, education has now moved to a different plane. Now it is something significant; knowledge is something that is considered a right of learners and an obligation of the rulers to provide free education to their citizens. Therefore, thousands of learning tools have been appearing; those tools have been replacing other kinds of instruments since education is considered an essential aspect of human beings’ evolution.

There are many tools to apply in an e-learning class; however, there are different contexts in each institution. Each student lives a separate reality that the teacher and the leaders of each institution, whether private or public, should consider. Among those contexts, part-time students can be mentioned; those students do not have enough time to use a wide variety of online resources. According to Bonk and Wisner (2000), the best way is “utilize more flexible learning modes for part-time students and using simple communication tools such as email wherever possible” (p. 37). However, there are many educational institutions that have their assignment and grade delivery systems. Many of them are easier to access than an email; nevertheless, the use of an email is much more formal than the use of other messaging instruments such as WhatsApp or Facebook Messenger. It is going to depend on the teachers and institutions to implement informal means of communication like social media as part of their teaching-learning process.

Among the ways through which digital resources are delivered, we have different electronic devices available to many people. Therefore, device and database developers on the Internet have various ways of dispersing information with the objective that more people have access, often free, to information on specific topics. That information helps the learner to develop broader knowledge and more critical thinking. Karmakar and Nath (2014) explain, “E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. E-learning means the content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM” (p. 193). On the other hand, with the constant evolution of human beings and, therefore, of technology, in the future, new digital and physical tools are expected to appear. It is with the aim of storing and transmitting knowledge in an easier way every time. There will come a time when the technology that we consider cutting-edge today is going to be obsolete; therefore, new technologies and tools for teaching will be adopted.

It is no secret that the teaching-learning process has constantly evolved over time. This is due to the emergence of new learning approaches that have changed the way teachers and students think. Thus, due to the evolution of technology; English Language Learning quickly made it an almost essential ally. Starting in the 1970s, language learning, and teaching have changed a lot until the current century. First of all, in the 1970s the technological peak was the so-called mainframe; that was a device that was the final step before reaching personal computers or PCs before multimedia and the Internet. Second, teaching methods have also evolved from the Audio-Lingual method in the 1970s to Content-Based Instruction in the 21st century (Warschauer, 2000). The following table explains in detail the evolution of language learning over 3 decades, where technology evolved tremendously and made its predecessor versions obsolete.

Table 1
The Three Stages of CALL (Computer-assisted language learning)

The Three Stages of CALL			
Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching paradigm	Grammar-Translation & Audio-Lingual	Communicate Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	And Fluency	And Agency

Note. Retrieved from Warschauer (2000, p. 4).

1.4 Language Skills

All languages have skills that must be developed to be able to speak to them; the English Language has four skills that are created in the classroom or online classroom. These skills include input skills which include Listening and Reading, and output skills, speaking and Writing. The classroom must become a communicative environment where there is permanent interaction between students and between students and teachers. With the aim of developing the four skills at the same time and being able to reach the target language with fluency and

accuracy. It is the teacher's responsibility to develop needs-based activities that integrate all four skills to develop students' skills. Time constraints and large class sizes negatively impact integrative teaching (Akram & Malik, 2020). For many teachers, the integration of the four skills is very complicated. However, using digital tools such as audiovisual content that is interesting for students dramatically facilitates the integration of the four skills in the same classroom and the same class.

Integrating the four skills in a class is decisive and essential to achieving the fluency required for communication. Therefore, the skills are developed simultaneously, reading to writing, and listening to speaking; many tools contribute to developing these four skills, separately or together. It is necessary to start a constant process that makes the language flow faster, and of course, that integrates the four skills; Brown and Lee (2015) say that “The integration of at least two of more skills is now the typical approach within a communicative, interactive framework” (p. 316). Carrying out a process of oral and written communication in the classroom or an online classroom helps to develop the four skills at the same time. The teacher has to make sure that their students have pedagogical material that really contributes to their learning.

1.4.1 Listening Skill

Listening is one of the skills that make up a language; this skill notably helps communication. For many people, it is tough to develop because they do not have the appropriate tools that really contribute to the acquisition of a foreign language. Due to its difficulty, many people avoid developing this skill and focus on the other three skills, Speaking, Reading, and Writing. This clearly does not help the integrated acquisition of a language; Djabbarova (2021) states that “The process of acquiring a language starts with listening and ends up in the production of writing” (p. 2). It is recommended that learners of a foreign language do not avoid developing listening skills because it is the first step to being able to communicate with people in the target language. If this skill is omitted, people will not be able to develop speaking skills either.

1.4.1.1 Listening Sub-skills

There are several authors that purpose the listening sub-skills. Cambridge University purposes six listening sub-skills. Four of them are: deducing meaning from context; intensive listening; predicting; and inferring attitude, feeling, and mood. The other two are as follows. (Cambridge English, 2009)

A. Listening for details

As its name implies, listening for details is a sub-skill that helps the listener to fully understand a message. That is, not to lose any detail of the message or misinterpret it. Brown (2006) concludes that “listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend’s home. Just understanding the

topic in this case does us no good” (p. 6). The audiovisual or visual material that is implemented in classes must have enough content so that students can analyze its details.

B. Listening for gist, global understanding

Another listening sub-skill is listening to get a global understanding of the message. It is about listening to the nature and context of the spoken message in order to get the main idea. In Bruzzano’s (2009) words, listening for gist is focused on main ideas and use prior knowledge to develop understanding. In this type of exercise, it can be determined opinions, topics, and locations, among other aspects of a spoken message.

1.4.1.2 Listening Techniques

A. Pre-listening, while-listening and post-listening technique

A listening lesson includes 3 stages that help the student to develop a better understanding of the message where various sub-skills can be developed. The first stage is pre-listening, it is about activating the student's schemata. In that way, students can understand the message based on previous knowledge. The second stage is while-listening, in this stage, the students listen to the audio more than once in order to discover the main idea and the details of the message. For this, it is important that students develop activities while listening to the auditory material. In the post-listening stage, it can be implemented discussions, summaries, vocabulary reviews, and grammar related to the audio or not (Brown & Lee, 2015).

B. Bottom-up and top-down techniques

Taking the sub-skills into account, techniques appear, such as the bottom-up technique, which is based on discovering the topic or main idea of a message by gathering ideas or details. That is, joining fragments of the language will reach a global understanding of the message. On the other hand, there is also the top-down technique that is based on the student's previous knowledge, it is not based on the general idea of the message because it has not been discovered yet. The learner's prior knowledge makes it possible for him to infer details that will surely be correct and that will lead to a general understanding of the message (Brown & Lee, 2015)

C. Watching videos, YouTube

YouTube is a website dedicated to storing and sharing videos of different categories in almost the whole world. This tool has been used for entertainment, academic and informational purposes. Since its foundation, millions of people have made use of videos. Others share videos hoping that someone else sees them and appreciates their effort. People have easy access to all its content that is entirely free. The link www.youtube.com was established, available on almost any smart device so that its access is available to everyone in nearly every country. YouTube has launched a before and after on the internet; the website has achieved millions of viewers around the world. Currently, YouTube is one of the most visited and most lucrative online audiovisual sites in history.

YouTube videos have become a much more manageable and accessible way to get information on a topic. These videos can contribute to the development and understanding of a language learner due to the large amount of audiovisual content that offers on this platform worldwide and are entirely free. For this reason, many learners have chosen to learn any language on their own; this is because they are in permanent contact with the language. This favors the learning of the target language; Almurashi (2016), after research, stated the following:

This paper found that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. (p. 9).

Most students enjoy watching videos on YouTube in their native language. However, very few people access content in a different language. So, it is necessary for a teacher to know their students and at least have an idea of their preferences and associate that information with the search for appropriate videos that are interesting for students. It is not enough to order the student to watch a video; the most important thing is that the student is interested in the content of the video and scans for pleasure instead of obligation. When students do something as an obligation, it is very probable that they do not feel comfortable and do not do the task or activity asked by the teacher.

On the other hand, the use of YouTube, where can be found videos of tutorials, procedures, information, and online classes, among others, can bring negative consequences. For example, the replacement of the teacher and formal courses with an online instructor and tutorials with which people can learn to do practically everything. Unless the teacher is excellent, the students will choose one of the many instructors available on YouTube; however, everything is in the hands of the teachers. Teachers should not allow the videos are a replacement for them during the classes; the videos should only be a support and not an educational actor. The teacher must make sure to do his job well and use videos or any support material only as a tool; in this way, students will feel the support of both the teacher and the pedagogical tool. Teachers must be committed to their work to prevent videos from replacing them.

The use of YouTube as an e-learning tool implies that students have access to a stable internet connection and a smartphone or a computer. To reach the objective, it is necessary to establish categories of videos that students prefer to see. Due to the possibility that the teacher presents or assigns to the learners a video that is not to their liking, they will lose interest in this and will not pay the attention needed to improve listening skills. Several researchers have focused on this topic throughout the world; an example was developed by Silviyanti (2014), where it is pointed out the following:

In relation to YouTube, a study conducted by Kelsen (2009) towards EFL students in Taiwan resulted in the students' opinions of its use, using ratings for YouTube as (1) interesting, (2)

relevant, (3) beneficial, (4) less motivating in the classroom, and (5) less motivating outside the classroom. This study showed that even though students felt positive about using YouTube in enhancing their English, they were less motivated to use YouTube outside of their class. (p. 5).

This speaks about the little interest that some language teachers have in using this website. It also talks about the feelings students would have if they used YouTube; however, they don't have enough motivation. The role of the teacher must be to become a mediator who helps students to learn to learn by finding material that allows them to keep learning and encourages them to continue with the process of acquiring the second language.

1.5 Motivation in Technological Autonomous Learning.

In a study developed by Cevallos et al. (2017) the motivation that students have for autonomous learning of the English language was taken into account. Therefore, this study involved 862 students from 7 careers who need to reach a certain level of English as a graduation requirement. That is, English teaching trainees did not participate in the study, because they may have much higher motivation. Currently, Ecuador implements several educational policies that consider English proficiency essential to improve aspects such as the use of advanced technology, job opportunities, and access to international exchange programs, among others. This has been very motivating for high school and college students to prepare for this area of learning. Likewise, this has motivated many people to prepare themselves in the area of English language teaching.

The research by Cevallos et al. (2017) found that due to a behaviorist teaching system with teacher-centered education still predominates in the country, it is very difficult for students to be intrinsically motivated. Methods such as the Audio-Lingual, where the student only repeats the teacher's knowledge and it is not possible to explore or investigate new knowledge, make students lose motivation. However, new methods and learning approaches have also been implemented that make students be motivated in different ways but not necessarily intrinsically. The use of technology has made possible this type of motivation that encourages students to practice the language in a fun and interactive way outside the classroom; of course, without being forced by their teachers. Thus, the main resources that students have online are songs, games, movies, digital books, among others.

Finally, the study by Cevallos et al. found that the motivation that the participants have to learn the English language autonomously is mostly extrinsic. That is, the participants are focused on improving their English language proficiency because it is a graduation requirement and not for personal satisfaction. Cevallos et al. (2017), after their research, stated the following:

In Ecuador, there is still an extrinsic motivation centered on qualification, which moves teachers and students away from the true goal of education for sustainable development required in the 21st century, which seeks to ensure that students receive an education

directed towards universal learning in which motivation for learning and autonomous learning already are key elements. (p. 12).

To complement, education in Ecuador has tried to include English as a subject no less important than any other. However, the teaching methods have not been adequately improved due to the rapid evolution of technology and how this becomes a challenge for teachers especially those who received a traditional education. In this way, intrinsic motivation in students becomes more complicated to achieve; however, the implementation of technology advances even more every day.

CHAPTER II: METHODOLOGY

1.6 Type of Research

1.6.1 Mixed-methods Research

This is a mixed research project; that is, it combines both qualitative and quantitative methods. On the one side, this type of research collects data that can be expressed numerically in terms of measurement or amount (quantitative data). Regarding this, Kothari (2004) ensures that quantitative research: "is applicable to phenomena that can be expressed in terms of quantity" (p. 3). Quantitative research refers to quantities of a proposed phenomenon whose conclusion will be determined by the majority or the minority in the results obtained. This research is quantitative because employed surveys. The results of these surveys were analyzed numerically. The conclusions were established according to the number of responses in the established options. In this way, it was possible to establish the preferences of the majority of the participants regarding the characteristics of YouTube videos.

On the other side, qualitative research is also used in this research. This type of research includes descriptive phenomena that can be expressed in opinions, attitudes, behaviors, etc.; generally, this type of research is applied in behavioral sciences (Kothari, 2004). Qualitative research helps to collect opinions to evaluate the current state of an event or problem and later establish a proposal. In this research, a qualitative research technique was applied, the interview. A structured interview was applied; that is, it had specific questions previously established and without the possibility of change. This interview helped determine the classroom context. The interview clarified the weaknesses of the students when they develop the listening skill.

1.6.2 Descriptive Research

This is also a descriptive investigation because the researcher is in charge of applying research techniques in order to determine the characteristics of a phenomenon or a situation. In accordance with Patel, M. and Patel, N. (2019): "The main character of this research is that, the researcher does not have control over the variables. He should describe what has happened and what is happening" (p. 50). Among some techniques used, we have the survey, the interview, and the observation. Techniques that will be explained and applied later in this chapter and the next one respectively. These techniques acted in this research as a collector of characteristics both of the current learning context and of a tentative context that generates greater acceptance in students.

1.7 Research Approach

1.7.1 Deductive Approach

This research is based on one hand, on a deductive approach; therefore, it focuses on data already known, especially in the theoretical framework of this project. In Park et al. (2020) words,

deductive research is: "based on existing knowledge (e.g. from the literature review), a hypothetical theory or model is built, which is then related to research directions" (p. 5). In other words, the investigation begins with generalizations to obtain specifications that help to solve a problem taking into account knowledge, theories, and hypotheses that have already been raised by other authors. All the theoretical information that was obtained regarding learning theories, approaches, methods, and techniques oriented to the development of a research process. This research focused on developing listening skill and sub-skills, which were established after a bibliographic study.

1.7.2 Inductive Approach

On the other hand, this research is also based on an inductive approach where a new theory, model, or knowledge must be proposed. Taking this into account, in this approach, it is necessary to apply instruments for obtaining research data that help the development of a theory or a model as new knowledge. That new knowledge is developed by analyzing the data collected (Park et al., 2020). For the development of a teaching guide as a proposal for this project, it is important to develop an analysis of data obtained through the application of instruments. All this process of creating new knowledge will lead to the development of an academic proposal that meets the needs of the population under investigation in terms of listening skill development.

1.8 Techniques

Due to the type of research, it is necessary to include quantitative (surveys) and qualitative (interviews) techniques. The surveys have a data collection objective that will yield analytical results; that is, a general opinion of the population. On the other hand, the interviews were developed for one person, the foreign language teacher of the Educational Unit who gave their opinion. The objective of applying an interview is to collect descriptive data. These descriptive data help to know the specific opinion of one of the members of the population.

1.8.1 Instruments

1.8.1.1 Questionnaire

The applied questionnaire consists of ten multiple-choice opinion questions. A part of the population represented in 92 students gave their opinion. The students were asked about their preferences when developing listening skill in terms of the characteristics and categories of YouTube videos.

1.8.1.2 Interview

The interview applied to the foreign language teacher of the Educational Unit was focused on the activities that the students suggest applying in classes. She was also asked about the

usefulness of YouTube Videos and if she thinks it is convenient to use them in class. The interview was structured, with specific questions that need clear and specific answers.

1.9 Population and Sample

The Population that was taken for the research development was the 11th year at Unidad Educativa Salesiana Sánchez y Cifuentes. This Institution, founded on September 29, 1937, is located in the urban area of Ibarra city, province of Imbabura, Ecuador. It has a level of education from primary school to high school. Thus, the Educational Unit has four 11th-year courses distributed in parallel (A-D), where one hundred twenty students prepare in the Unified General Baccalaureate area (UGB). The sample was ninety-two students between men and women in this secondary education level. It was taken bearing in mind the reliability, the margin of error, and the probability that the proposal occurs. This part of the population works in the morning; they have a daily schedule of seven academic hours of forty minutes. Of these thirty-five academic hours, five (14.29%) are dedicated to English, with only one teacher for the four courses.

CHAPTER III: RESULTS AND DISCUSSION

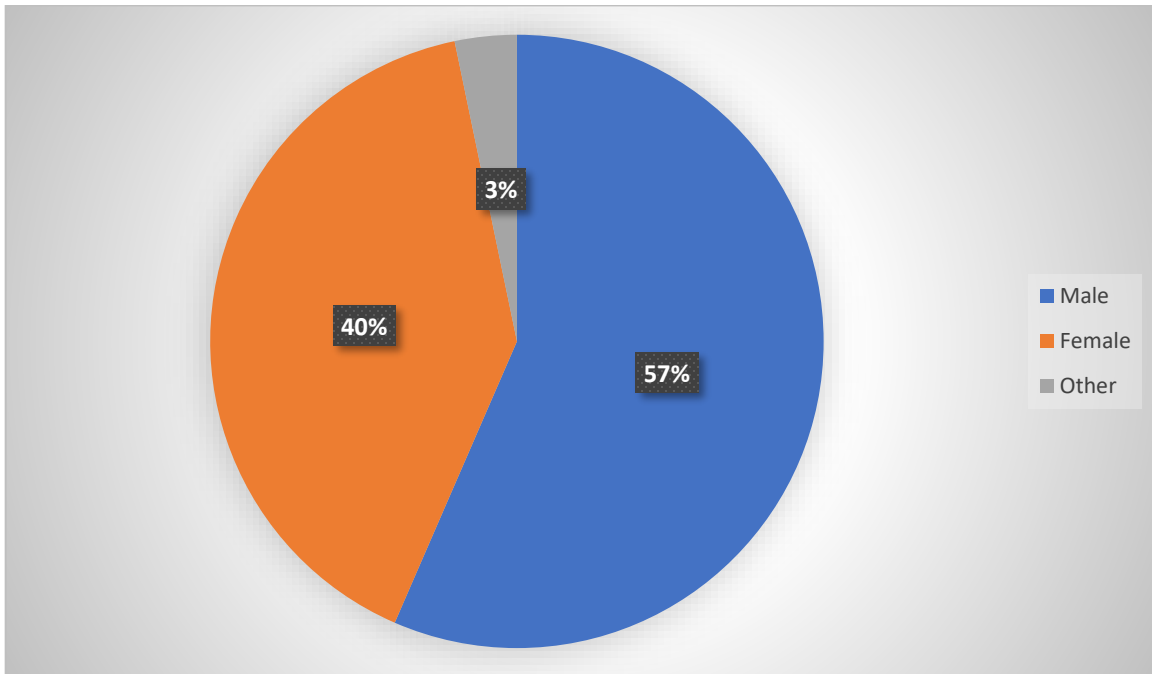
This chapter will show the results obtained after the application of research techniques in the Unidad Educativa Sánchez y Cifuentes. The research techniques were applied online for both students and the teacher of the corresponding level. In addition, a discussion will be developed where the opinion of the teacher, student, and theoretical foundation will be related.

1.10 Students' Survey

1.10.1 Personal Information

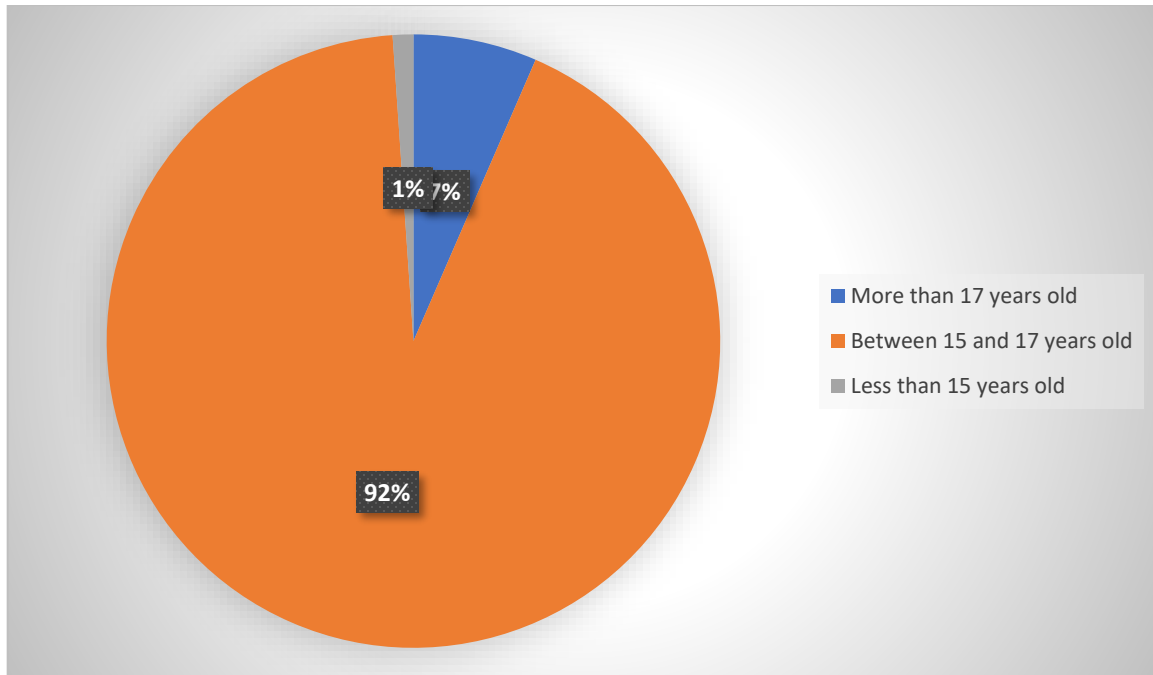
Figure 2

Gender of the participants.



Note: researcher elaboration. Source: survey applied 2022.

Figure 3
Age of the participants.



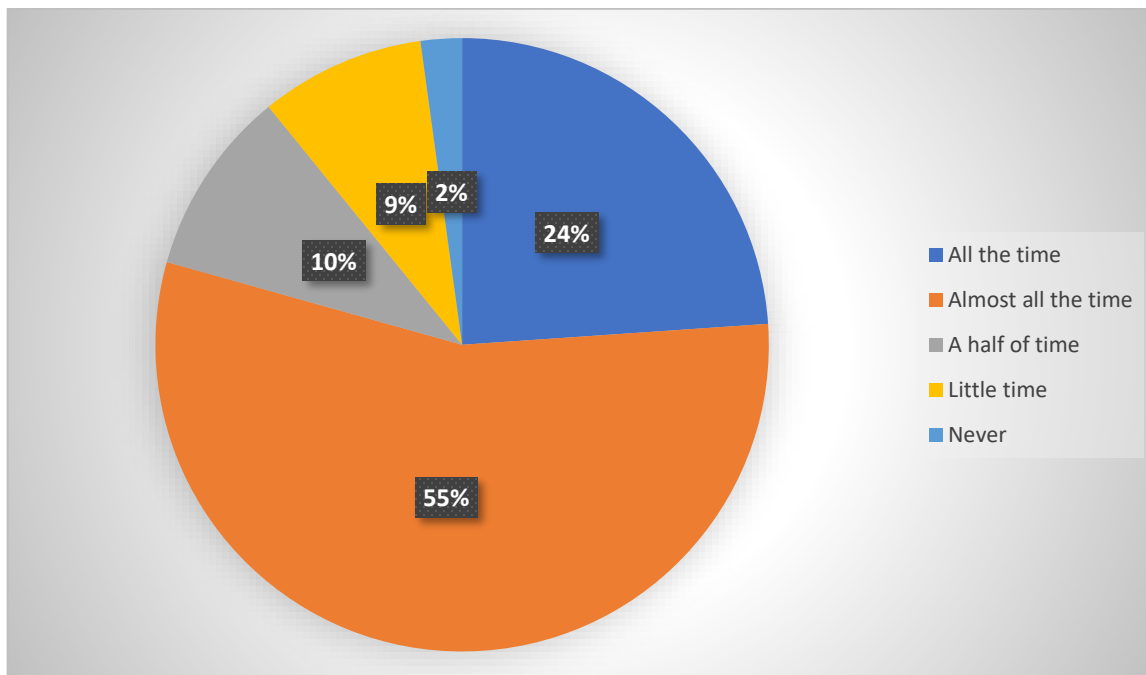
Note: researcher elaboration. Source: survey applied 2022.

Analysis: The vast majority of participants are between fifteen and seventeen years old, and less than one-tenth of them are over or below that age. On the other hand, with little difference, there is a superiority in the number of male gender participants over female gender participants. Added to that, less than a twentieth of the participants claimed to have a different gender; therefore, age and gender will not be a very determining factor in the conclusions.

1.10.2 Questions

Figure 4

Question 1: Interpretation of the time teacher uses the target language.

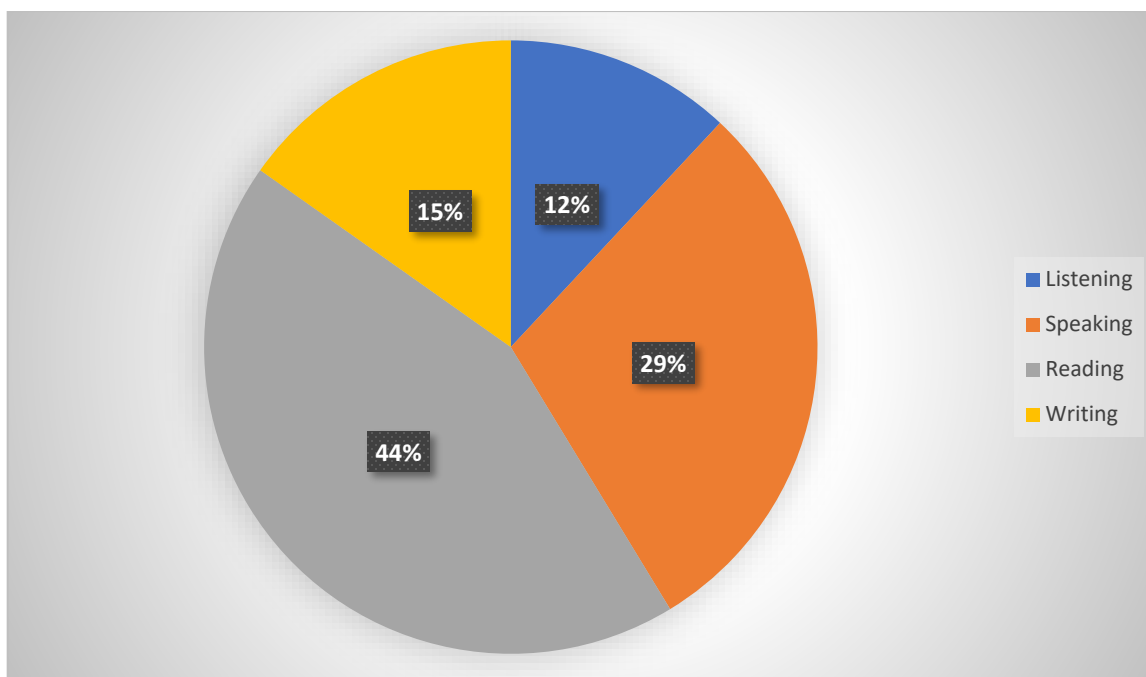


Note: researcher elaboration. Source: survey applied 2022.

Analysis: More than three-quarters of the participants consider that they are satisfied with the use of the target language by the teacher. Of satisfied participants, more than a quarter say that the teacher uses the target language all the time. On the other hand, a tenth of all participants are dissatisfied; of that amount, only almost a fifth assures that the teacher does not use the target language at all. The tenth part of all the participants considers that the teacher uses this language half of the time.

Figure 5

Question 2: Interpretation of the Language easier-developing Skills for the participants.

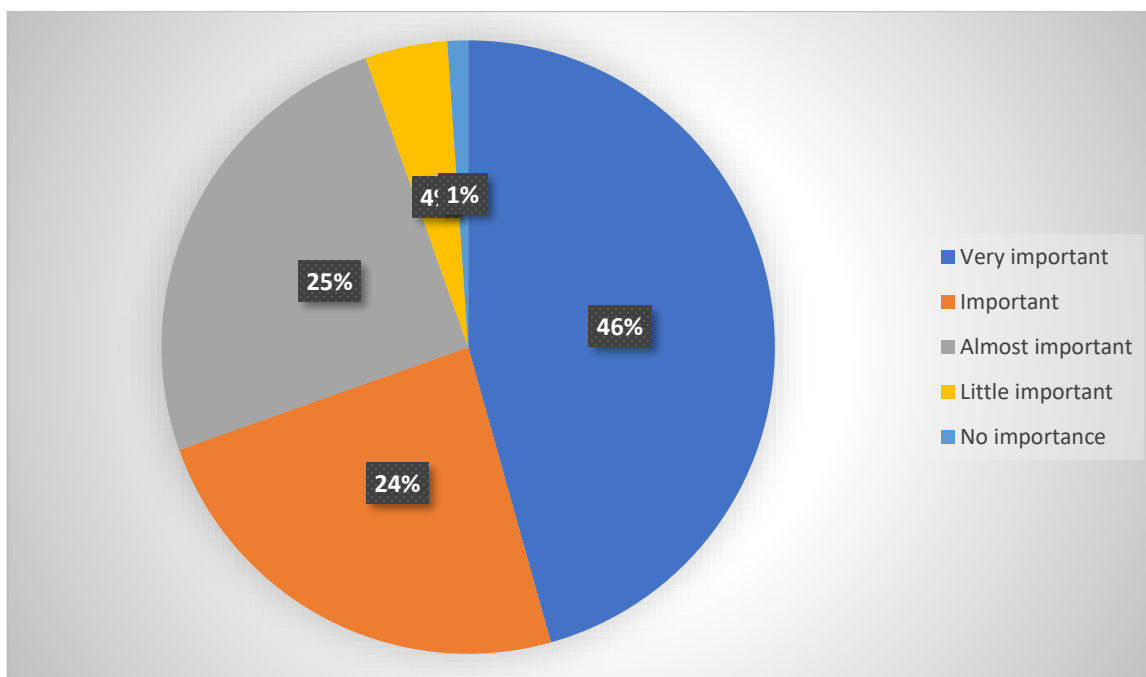


Note: researcher elaboration. Source: survey applied 2022.

Analysis: There is a very big difference between the ease of input skills according to the opinion of the participants, almost half of all of them define reading as the easiest skill to develop. On the other hand, about a tenth of the participants define listening skills as easy to develop. Output skills are easy to develop for around four-tenths of the total. Therefore, very few participants classify listening skills as easy. However, more than half of the respondents believe that input skills are easy, although a generalization cannot be made due to the great difference between them.

Figure 6

Question 3: Interpretation of the importance of listening skills in the classroom.

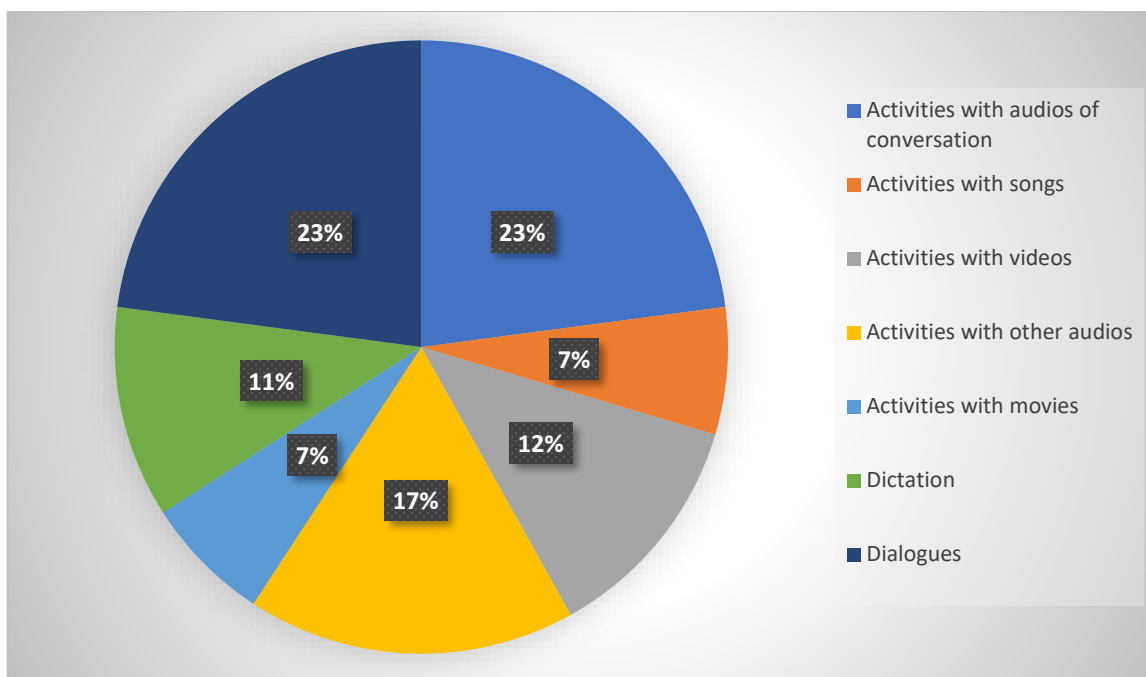


Note: researcher elaboration. Source: survey applied 2022.

Analysis: Almost half of the participants think that developing listening skills is very important in order to acquire a second language; in total, almost three-quarters give it importance. The rest, more than a quarter of all the participants think that this skill is not very useful, therefore it does not merit a deep development process, of these participants, less than a twentieth part gives any importance to the development of this language skill. This data is directly linked to the few (a tenth) participants who believe that listening skills are easy to develop.

Figure 7

Question 4: Interpretation of the most often activities developed in English classes.

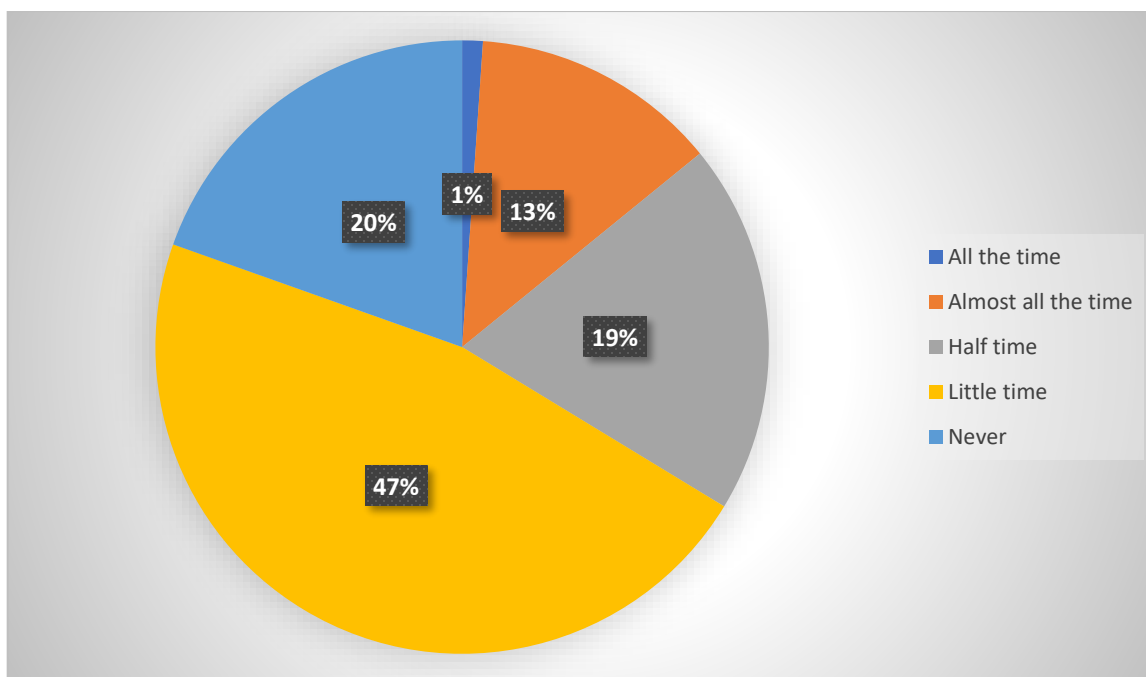


Note: researcher elaboration. Source: survey applied 2022.

Analysis: Almost half of the participants say they spend most of their time in listening classes listening to some audio of conversations. This clearly coincides with the fact that most of the audios of the book that the participants, have this type of content. The third most developed activity in class is the activities with audios of different topics, also included in large quantity in the book. On the other hand, distracting activities such as listening to music or watching movies correspond to less than a fifth of the participants' opinions. In addition, activities such as dictation or watching videos account for about a fifth of the responses of the participants, activities that are also frequent in classes.

Figure 8

Question 5: Interpretation of how often videos are used in English classes.

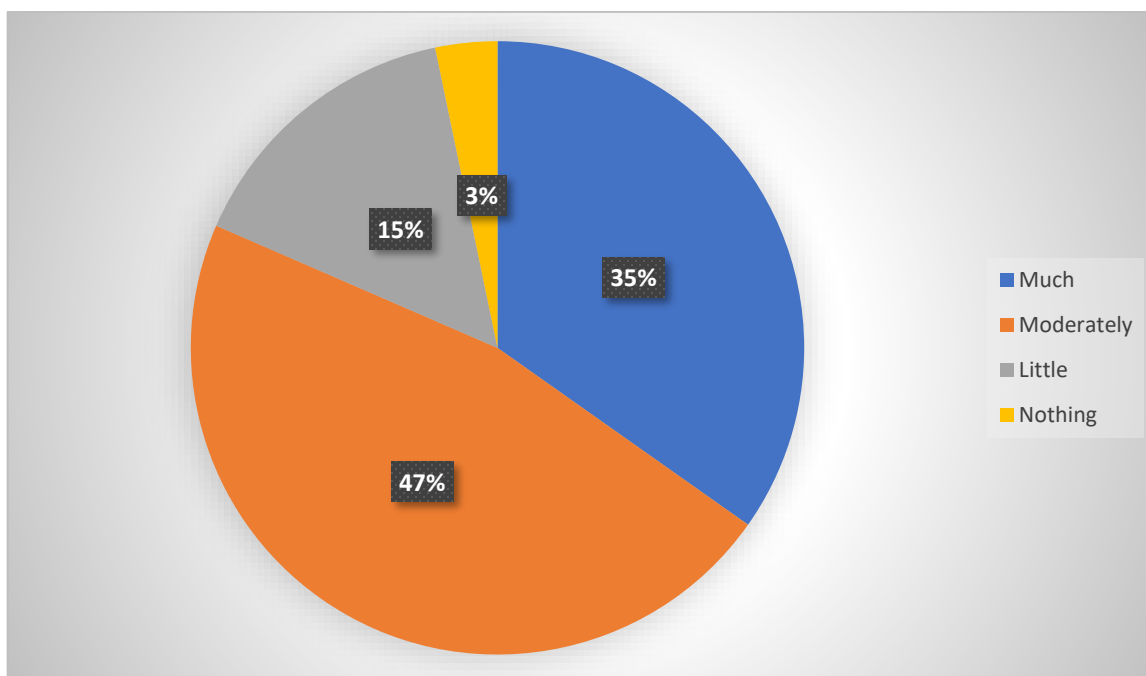


Note: researcher elaboration. Source: survey applied 2022.

Analysis: More than two-thirds of the participants believe that the teacher does not take much into account the videos as a tool to improve the language. Of these participants, more than a quarter of them say that the teacher never implements videos in their classes. This coincides with the low percentage of students who say that videos are used a lot in classes in the previous question. Less than a fifth of the participants are optimistic about the amount of time they use videos during English classes. They assure that the teacher uses this tool always and almost always, with the second option being the most frequent. On the other hand, about a fifth part of the participants believe that half of the time in class is spent watching videos.

Figure 9

Question 6: Interpretation of the opinion of participants about the possibility of implementing YouTube videos in English classes.

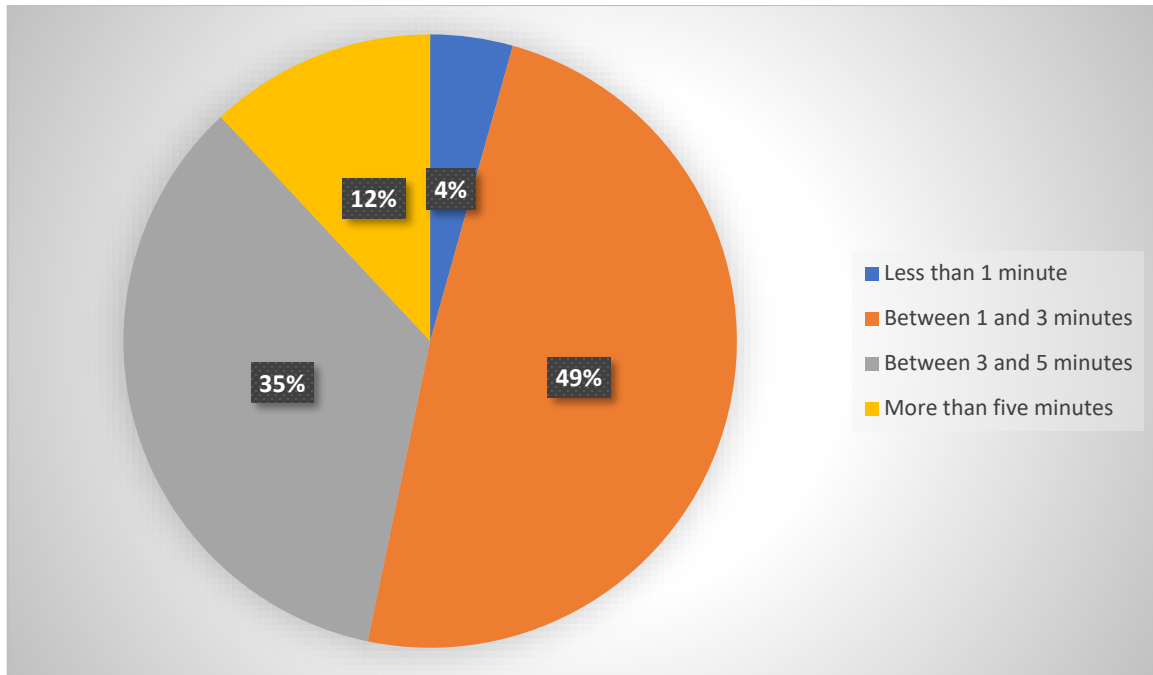


Note: researcher elaboration. Source: survey applied 2022.

Analysis: More than four-fifths of the participants are optimistic about the implementation of YouTube videos in English classes to improve listening skills. In fact, almost half of the participants indicate that they like this idea much, and almost a third, moderately. On the other hand, a small percentage of the participants say that they do not like the idea of implementing this tool in English classes. That amount added to the number of people who have little interest, reaches almost a fifth of the students surveyed.

Figure 10

Question 7: Interpretation of how long a YouTube video must be to be interesting.

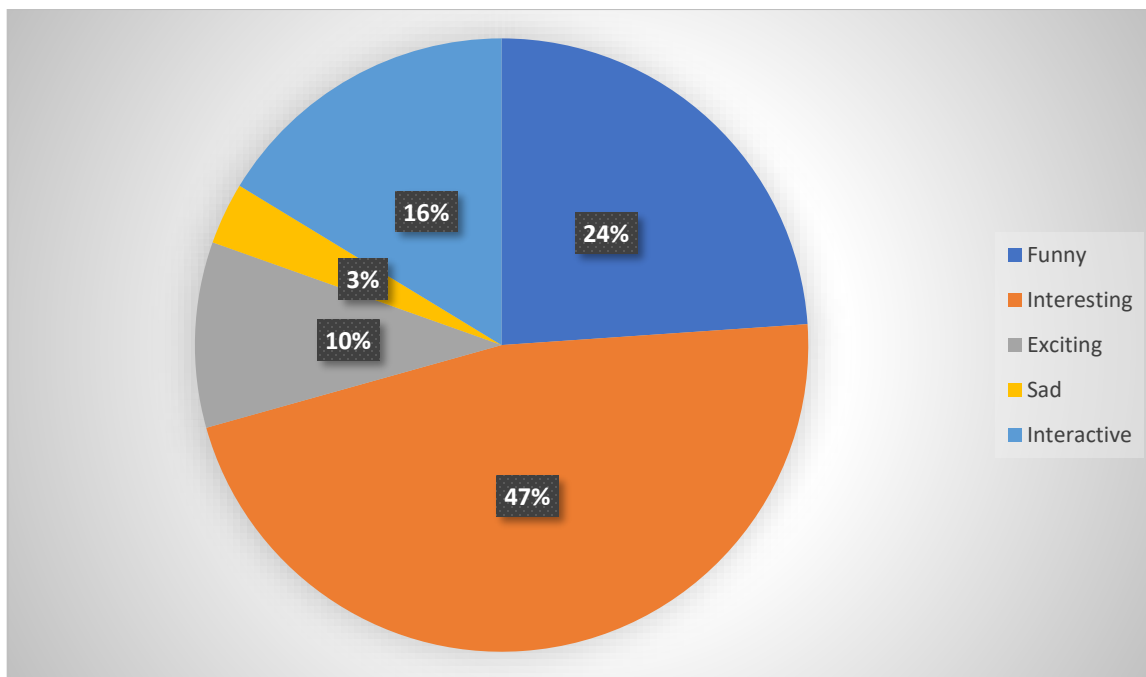


Note: researcher elaboration. Source: survey applied 2022.

Analysis: Half of the students surveyed prefer to watch YouTube videos that last between 1 and 3 minutes. In a slightly lower percentage, a third of the students claim to prefer YouTube videos with a duration greater than 3 minutes but less than 5. Thus, more than three-quarters of the students prefer to watch YouTube videos with a duration range of 1 to 5 minutes before falling into boredom. The rest of the students, around a tenth of those surveyed, prefer to watch videos with a duration of more than 5 minutes. On the other hand, hardly a small percentage prefers to watch very short videos, less than 1 minute long.

Figure 11

Question 8: Interpretation of the main characteristic a YouTube video must-have.

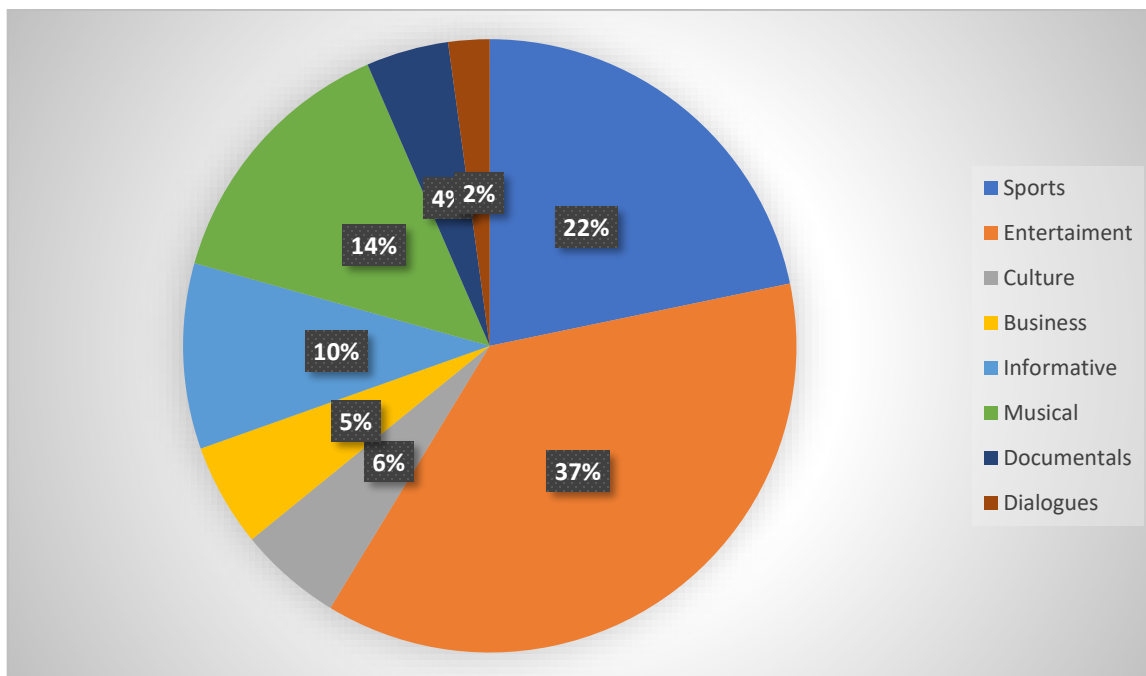


Note: researcher elaboration. Source: survey applied 2022.

Analysis: Almost half of the participants assure that the YouTube videos that would be implemented during the English classes must be interesting. That is, each video represents new knowledge for them. Likewise, according to the general opinion of the students, there is very little acceptance of videos that represent sadness. A slightly higher percentage prefer fun and interactive videos. A quarter of them prefer funny videos; therefore, almost three-quarters of the students would be satisfied using interesting and funny YouTube videos during the English classes.

Figure 12

Question 9: Interpretation of the best category of YouTube videos to be included in class according to the participants.

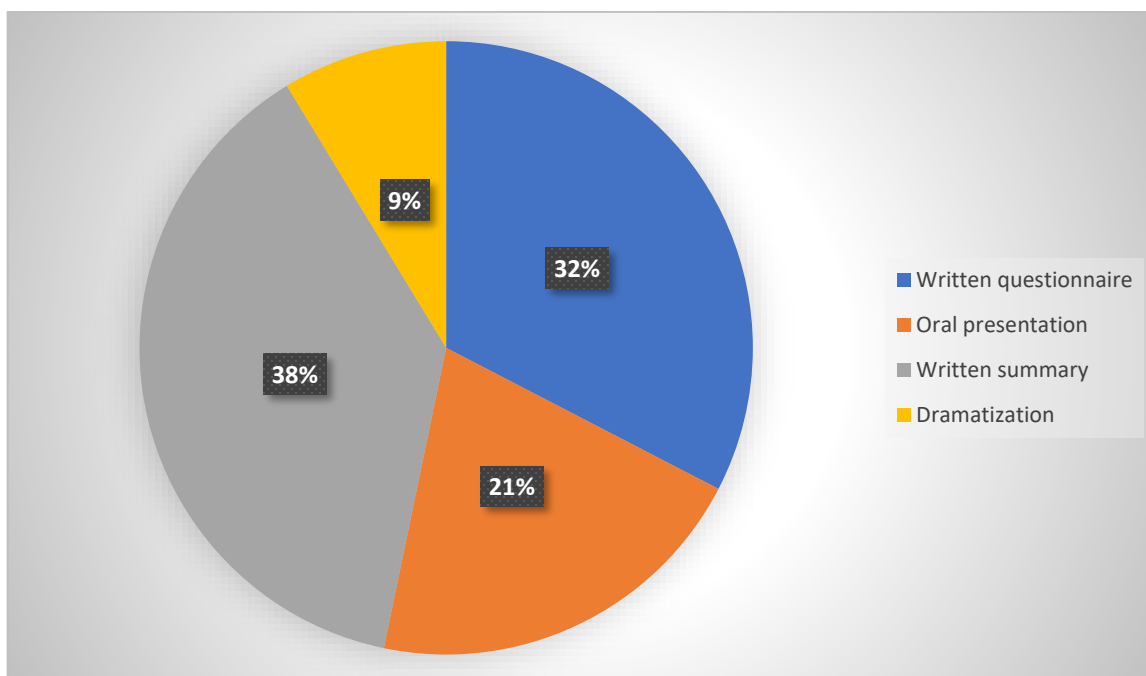


Note: researcher elaboration. Source: survey applied 2022.

Analysis: Most students, representing a third of them, would like to implement YouTube videos of entertainment classification in the classroom. The second most accepted classification among the participants is sports classification, this shows the influence that sports have had on adolescents. The less accepted category among the students is videos of dialogues, in question 4, the respondents indicated audios within that category as one of the two most developed activities in the classroom. Therefore, practicing with many dialogue audios has generated fatigue in students who now prefer not to watch videos of this type.

Figure 13

Question 10: Interpretation of how the participants prefer to be evaluated after watching a YouTube video.



Note: researcher elaboration. Source: survey applied 2022.

Analysis: More than a third of students prefer to write a summary after watching a YouTube video. On the other hand, and with a very similar percentage, students prefer to complete a written understanding questionnaire. Therefore, around two-thirds of the participants prefer to do written production activities; thus, the remaining third part prefers to do oral production activities. However, less than a tenth of the participants prefer to do interactive oral production activities such as dramatization; so, around one-fifth part of them prefers oral presentations.

1.11 Teacher's Interview

Q1. With the return to face-to-face classes, have the students made any suggestions about the technological resources with which they feel identified? Which are?

With the return to classes, the students were very accustomed to handling computers and cell phones for their classes. They suggested doing activities that were done online, for example, playing games, watching videos, or using study programs different from conventional ones.

Q2. How are your students performing in terms of listening skill? If there are listening comprehension difficulties among your students, what are they, and what can they be attributed to?

Students have always had difficulty in listening activities. However, during online classes, they greatly developed that ability because we had many more audiovisual resources than in the classroom. With the return to the classrooms, the students returned to using the audiovisual material available in the book. However, I think that many of the topics in the content do not attract enough attention.

Q3. What activities have you developed with your students with a view to improving listening skills?

In face-to-face classes, the audio and videos that the book has as resources are used. However, different activities such as conversations, and role plays, among others, are also carried out.

Q4. Have you used YouTube Videos to improve your students' listening skills? Does it seem like a good tool?

Yes, to reinforce a topic or a unit. Yes, it is a good tool because it allows the teacher to select the right video among millions of videos that are on the platform. And it also allows the student to have different audiovisual content.

Q5. In your opinion, what characteristics should a YouTube video have to attract the attention of your students?

Since most of the students are male, they prefer videos related to sports or movies. On the other hand, women also like entertainment or fun topics. However, students don't like very long videos because they lose concentration.

1.12 Discussion

The present research identified several aspects related to the acceptance and preferences that the participants have for the use of YouTube videos in their English classes. The absolute majority of students have approval for this learning tool, specifically as a listening skill improver. In addition, the teacher of this level of education ensures that her students suggested to implement more online activities such as watching videos. This shows us that students make their desire to implement videos in class; however, the teacher did not meet that requirement. On the other hand, in terms of the participants' preferences for specific videos, considering categories, classifications, and the length of time a video should last. The results showed that the students in the 11th year of Sánchez y Cifuentes High School consider as interesting, entertainment and sports videos with a duration of between 1 and 3 minutes. In addition, the participants showed interest in written comprehension activities such as summaries and tasks after having seen a YouTube video with the abovementioned characteristics.

After obtaining all the investigation results, there is too little application of YouTube videos in the classroom. The students' points of view were very similar, and the answers were coherent. According to the students, YouTube videos would be an essential and interesting tool for developing listening skill. On the other hand, the teacher said that it is beneficial for the teacher to have a platform with millions of videos to select and develop a lesson. In addition, the students assured that listening is the most challenging skill to develop in class, but it is essential for English language proficiency. In the same way, the teacher indicated that her students have had problems in listening activities; nevertheless, online learning helped a lot to improve that.

Most students agree that listening is the "least easy" skill to produce. Only a tiny part considers this skill easy; this coincides with a minor part of them who assure that this skill has no importance in a classroom. In contrast, most participants say that listening is a very important skill to develop in high school due to its complexity. As Brook (2011) explained, YouTube is a digital platform that allows students to increase their motivation and interaction within classes, primarily if they work in pairs. By increasing the students' motivation, it will be possible to have more fluid classes where the students' attention can be attracted and the objectives set before each class of listening comprehension development can be met.

An incentive for the development of listening skill is the use of exciting material in the classroom; however, the research shows little conformity of the participants with the tools and resources used; thus, low expectations are experienced in this language skill development. According to Gilakjani and Ahmadi (2011), it is essential to carry out different activities in class, such as watching short films in the target language, to facilitate the acquisition and improvement of the skill. In this way, it will be much easier to increase the student's enthusiasm, develop their interest in the subject, and achieve the proposed learning objectives. Therefore, it can be affirmed that to get a greater interest in the students developing a particular language or skill, it

is very important that they follow their interests to feel comfortable with the language and thus avoid stress or frustration.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Academic Proposal

Improving Listening Skills with Videos on:



Author: Alex Fernando Criollo Cholango

CHAPTER IV: PROPOSAL

1.13 Introduction:

After analyzing all the present research results, it begins with developing an academic proposal consisting of six units with two lessons. All these lessons are supported by a YouTube video from which the necessary information is extracted to create each part of the proposed activities. Each activity consists of three parts, pre-listening, while-listening, and post-listening. The characteristics of the videos include those that the students mentioned in the survey carried out previously and whose results were analyzed in the corresponding chapter of this research. The videos have a duration of fewer than 5 minutes but greater than 1 minute. Videos contain understandable language and specifications preferred by the students who are the object of this investigation. In addition, the activities to be developed bring together output exercises, specifically written and spoken which were considered to be of greater interest to the 11th-year students of the Sánchez y Cifuentes School in the city of Ibarra.

1.14 Justification:

The following activities seek to implement YouTube videos that have been absent for a long time. According to the results obtained from the research carried out, YouTube videos are rarely used in daily English classes. These videos generate interest in students to use them; because students are young and are adapted to the current technology. Therefore, implementing these would not be something new for students; however, they pointed out that they have an acceptance of YouTube videos as a study tool.

Students try to adapt to the activities and resources that are applied in the classroom by the teacher, primarily audios of the used book. This is because most students consider listening skill very important for classroom communication. For this reason, teachers oversee implementing activities and tools in their classes that allow them to innovate the subject. Many times, students make suggestions to change the methodology or the process that is carried out in each lesson, but teachers do not carry them out. This is because many teachers do not have ideas about implementing different resources their students like.

1.15 Theoretical Foundations

1.15.1 E-learning

Electronic learning is used to teach in an online way to learners through platforms, programs, multimedia, and technologies. E-learning tries to connect the learning process as an involving process with videos, sounds, graphics, and text connecting these with the student in an interactive and competitive environment. Rawashdeh (2021) affirms “E-learning is an increasingly expanding environment, which enable users the flexibility to operate outside the barriers of place and time” (p. 108). It is explained as learning that takes place online, with all the innovative ways of technology to obtain and share information.

1.15.2 Listening skills

Listening is a primary goal in the language and the most important skill during the learning process. It helps to develop understanding and communication, creating an important relationship inside the classroom and being a tool in language education that complement the other language skills. According to Doyle, (2022), “Active listening is the process by which an individual secures information from another individual or group” (p. 3). It is an individual process that is significant for understanding and creating interaction with the group in different activities.

1.15.3 Pre-listening, While-listening, and Post-listening Technique

First, pre-listening is something learners do before a listening activity in order to prepare for the listening by activating schemata. These could be an activity with the purpose, to introduce the topic. Secondly, while-listening stage is a stage frequently used during the lesson by the teacher, it is to help students to develop listening skills. And finally, post-listening, helps the students to review their understanding after the lesson. (Brown & Lee, 2015)

1.16 Objective

Enhance English language listening skill by implementing YouTube videos and applying listening techniques in 1° “BGU” at Unidad Educativa Salesiana Sánchez Y Cifuentes.

UNIT I

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to movies and series.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Adverbs of sequence

Vocabulary:

Movies and series

Materials:

YouTube video

Link:

<https://youtu.be/TnWmWalfbwA>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
2. Read the sentences.
 - a. Set the form of the word.
 - b. Grammar. Ask students to place the correct adverb of sequence in the sentences.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video. Ask students to determine where the actions take place.
5. Play the video again. Ask students to match the statement with the speaker.
6. Play the video once again. Ask students to choose true or false and correct the false ones.

Post-listening (8 min)

7. Ask students to answer the questions.

MOVIES AND SERIES PRE-WATCHING

1. Read the following paragraph.

People often stop studying and **pick it up** later. Usually, this pause is due to fatigue, but sometimes it is because the learning is getting **tough** and it is necessary to rest for a while. When they are ready to move on, they feel so **lucky** that they are waiting to hear the **bell** ring again.

2. Write each word in bold from the paragraph in front of its synonym. Then, write “adj”, “verb”, or “subj” according to the form of each word.

- a. **Alarm:** _____
- b. **Resume:** _____
- c. **Blessed:** _____
- d. **Hard:** _____

Overviewing grammar.

3. Choose the best adverb of sequence for each step.

How to make coffee?



Then

First

After that

Finally

Next

- a. _____, choose the most appropriate container to make coffee.
- b. _____, boil some water.
- c. _____, serve the water in a cup.
- d. _____, put coffee and add sugar in the water.
- e. _____, enjoy it.

WHILE-WATCHING

4. Watch the video carefully and determines where the actions take place.
- Mathematics class
 - English as a foreign language class
 - Business lecture
 - Reading class
5. Watch the video again and match the statement with the person who said it.
- Joey is stupid. _____
 - Some words are so tough. _____
 - Somebody's going to get a gold star. _____
6. Watch again and write F if the statements below are false and T if true; if false, write the correct statement.
- Joey is obsessed with being the best in the class because he really needs a good grade

 - The teacher thinks Joey has a wonderful accent and he might not be in the right class

 - Joey makes a mistake in answering a question from the teacher and a classmate corrects him

 - The girl Joey wants to impress has trouble pronouncing the letters "TH"

POST-WATCHING

7. Work with a classmate, ask and answer the following questions.
- What's the craziest thing you have ever done to impress a boy/girl?
 - Do you think it is important that language learners receive classes according to their language proficiency? Why?
 - Do you think a native speaker is likely to make a mistake in his own language? Why?

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to unhealthy food.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Time expressions

Vocabulary:

Unhealthy food

Materials:

YouTube video

Link:

<https://youtu.be/NNzC46zhOuw>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Set the form of the word.
 - b. Use the previous words to write sentences.
2. Grammar. Ask students to select the correct time expression in every sentence.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the type of video.
5. Play the video again and ask students to choose true or false and correct the false ones.
6. Play the video once again and ask students to select the correct option to complete the sentences.

Post-listening (8 min)

7. Set randomly students in groups of 4 people and make them talk about the questions proposed.

MOVIES AND SERIES PRE-WATCHING

1. Read the following sentences and place the words in bold of each sentence according to the form of the word.

- a. Consuming excessive **sugary** foods is damaging to your health.
- b. I will **dispel** your doubts, I know the whole truth.
- c. Cereal, bread, pasta, and rice contain **carbohydrates**.
- d. Let's go to the gym to burn **calories**!
- e. Fast food has a lot of **fat**, which makes you gain weight.
- f. Eating salad instead of fast food is **healthier**.
- g. I love **smoothies** but they contain a lot of sugar.

Adjectives	Verbs	Subjects

2. Choose 4 words from the vocabulary and write down sentences by using them.

Overviewing grammar.

3. Choose the correct time expression to complete the following sentences.

- a. _____, I was playing my guitar in my own band.
 - Right now
 - Recently
 - In the future

- b. _____, I will get a degree.
 - Soon
 - Recently
 - The day before

c. _____, I am writing a book.

- Currently
- A little while ago
- Last year

d. _____, I am going to study science.

- Next month
- Yesterday
- Last month

WHILE-WATCHING

4. Watch the video carefully and choose the best type of video.

- a. Informative
- b. Cultural
- c. Instructive
- d. Entertainment

5. Watch the video again. Read the statements and write true or false. If false, correct them.

a. Both Coca Cola and orange juice are sugary drinks. ____

b. Orange juice contains less sugar than Coca Cola. ____

c. Orange juice is healthy. ____

d. Orange juice contains more proteins than Coca Cola. ____

e. Sugar isn't addictive. ____

6. Watch the video once again and complete the following sentences by choosing the correct option.

- a. Orange juice is _____ to be healthier.
- *Suppose*
 - *Supposed*
 - *Exposed*
- b. We are _____ for our oranges.
- *Known*
 - *Know*
 - *Knew*
- c. We _____ you not to have fruit juice.
- *Encouraged*
 - *Encourage*
 - *Discourage*
- d. Don't think it's _____ to have a smoothie.
- *Healthy*
 - *Unhealthy*
 - *Healthier*
- e. No sugar you can _____ and feel your best.
- *Look*
 - *Cooked*
 - *Cook*

POST-WATCHING

7. Get together in groups of 4 students and talk about how much fruit juice or Coke you drink daily. Talk about the consequences of drinking these types of sugary drinks.

UNIT II

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to sports.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Present perfect tense; since and for

Vocabulary:

Sports

Materials:

YouTube video

Link:

<https://youtu.be/pde23rYsD1I>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Match the picture with the correct word.
 - b. Match the word with its meanings.
2. Grammar. Ask students to complete exercises by choosing “have” or “has” and “since” or “for” in each sentence.

While-listening

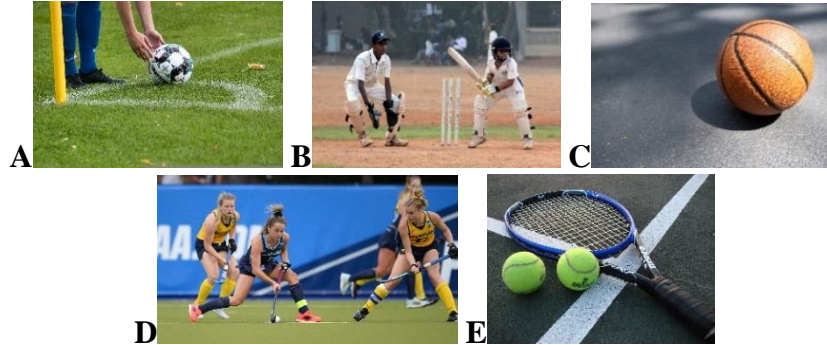
3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the best topic for the video.
5. Play the video again and ask students to complete the table with information about sports presented in the video.
6. Play the video once again and ask students to write “true” or “false”. If false, write the true statement.

Post-listening (8 min)

7. Ask students to choose the sport they like the most and explain why they like it.
8. Ask students to interact with any classmate, ask for him/her favorite sport and complete the previous table.

SPORTS PRE-WATCHING

1. Match the pictures with the meanings.



Tennis____ Basketball____ Cricket____ Soccer____ Field Hockey____

2. Match the word with its definition.

- Game played by two teams of fifteen players with a ball shaped like an oval on a rectangular field. _____
- Game played by two teams in which the players hit the ball with their hands from side to side over a net. _____
- Game played by many players who sink a ball into nine or eighteen holes by hitting it with a special club. _____
- Game played by two players who hit the ball with a racket from side to side over a net on a table. _____
- Game played by two teams of nine on a field with a circuit shaped like a diamond of four bases. _____

Overviewing grammar.

3. Choose the best options to complete the sentences below.

- John *has/have* played soccer *since/for* 3 years.
- We all *has/have* hated cricket *since/for* we knew it.
- I *has/have* been waiting for playing baseball *since/for* I watched it on TV.
- Sophia *has/have* bought golf equipment for her children *since/for* 12 years .
- William and Daniel *has/have* watched tennis *since/for* they traveled to the USA.
- Radios *has/have* transmitted soccer matches *since/for* more than 50 years.

WHILE-WATCHING

4. Watch the video carefully the video and circle the best title for it.

- a. The greatest athletes of all time
- b. The most popular sports in the world
- c. The largest stadiums in the world

5. Watch the video again and list the ten sports mentioned in the video, write where they are famous the most, and when appeared. (Write DNS if does not say).

SPORTS	WHERE	YEAR
<i>Soccer</i>	<i>worldwide</i>	DNS

6. Watch the video once again and write F if the statements below are false and T if true; if false, write the correct statement.

a. Soccer is the most watched sport in the world. ____

b. Field hockey is the same that ice hockey. ____

c. Volleyball has around 1 billion fans. ____

d. Table tennis is a smaller version of the original game. ____

e. The United States is not obsessed with baseball. ____

f. Rugby is very popular all around the world. _____

g. Golf is very expensive because of the trips around the world. _____

POST-WATCHING

7. Which is your favorite sport? Write the reason for your choice.

SPORT	REASON
	I like this sport because...

8. Ask any classmate about his/her favorite sport and complete the same table.

SPORT	REASON
	My classmate likes this sport because...

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to culture.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Yes/no questions in the Present Perfect tense.

Vocabulary:

Culture

Materials:

YouTube video

Link:

<https://youtu.be/IesWWZEh604>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Match the picture with the correct sentence.
2. Grammar. Ask students to answer the questions in the present perfect tense.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the type of video.
5. Play the video again and ask students to write “true” or “false”. If false, write the true statement.
6. Play the video once again and ask students to choose the answer to the questions.

Post-listening (8 min)

7. Ask students to write about an exotic custom and randomly ask some students to share the information with the whole class.

CULTURE

PRE-WATCHING

1. Read the following sentences and analyze the meaning of the words on bold.

- The students only **mingle** among classmates, they do not know other people.
- Background** is very important, if you were in jail, it is difficult to get a job.
- This is a **cross-cultural** country, there are people from all continents.
- Bowing** after making a lecture is a custom.

2. Write each sentence next to the picture it represents.



Overviewing grammar.

3. Answer the questions below.

a. Have you ever traveled abroad?

b. Has Melissa already looked for a job?

c. Have they all already done the homework?

d. Has your brother ever helped you clean the house?

WHILE-WATCHING

4. Watch the video carefully. What type of video is?

- a. Motivational video.
- b. Educational
- c. Guide of a process
- d. Rankings

5. Watch the video again, read the statements and write true or false. If false, correct them.

a. It's becoming more difficult to have colleagues, clients, and contacts from all corners of the globe ____

b. When we are children, we teach what is right and what is wrong ____

c. An awareness of such issues can help make any cross-cultural exchange smoother and easier ____

d. Japanese people prefer to greet by shaking hands instead of bowing ____

6. Watch the video once again. Circle the best option for each question.

a. What are the steps toward true international business success?

- *Working and punishing*
- *Recognizing and welcoming*
- *Greeting and thanking*

b. What is one of the biggest challenges?

- *Not to make negative assumptions*
- *To make negative assumptions*
- *Following rules*

c. What most Brazilians do appreciate?

- *People who miss work*
- *People who arrive after the allotted start time*
- *People who leave work early*

POST-WATCHING

7. Think about the weirdest custom you have ever seen. Search online for unconventional customs from different cultures than yours. Share your findings with the whole class.

UNIT III

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to music.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

First conditional

Vocabulary:

Music

Materials:

YouTube video

Link:

<https://youtu.be/StD7g6u1L6E>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Place the words in bold according to their form.
 - b. Complete the sentences with the words in bold.
2. Grammar. Ask students to write sentences with the first conditional according to the pictures.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the place the facts take place.
5. Play the video again and ask students to order the events.
6. Play the video again and ask students to write “true” or “false”. If false, write the true statement.

Post-listening (8 min)

7. Ask students to discuss in pairs what the most interesting part of the video was.

MUSIC

PRE-WATCHING

1. Read the following sentences and place the words in bold of each sentence according to the form of the word.

- a. A **comb** is a strip with a row of narrow teeth, used for arranging the hair.
- b. The new classmate is **rather** curious, he asked me too much questions.
- c. You should **stare** into my eyes and tell the truth. Do it! Look at my eyes!
- d. My mother is **made the grade** in acting; I mean, she's qualified to do it.
- e. **Dragging** the dog will make it sick so don't pull it on the ground or on the floor.

Subject	Verb	Adverb	Adjective

2. Complete the following sentences using the correct word from the box.

Comb Rather Stare Made the grade Dragging

- a. Joe wanted to be a police officer, but he didn't_____.
- b. Instead of _____ my suitcase on the floor because it was very heavy, I asked for help.
- c. I lost my _____, that's why my hair is awful.
- d. I needed more time to finish the assignment. It was _____ hard.
- e. If you really wanted to learn, you would_____.

Overviewing grammar.

3. Create a sentence for each picture, do not forget to use the first conditional.



a. If I earn too much money, I will...



b. If he swims on cold days, he will...



c. If my brother studies harder, he...

WHILE-WATCHING

4. Watch the music video carefully and decide where those facts happened.

- a. Spain
- b. England
- c. Denmark
- d. The United States

5. Watch the music video again and order the events as you listen to them.

- a. Dragged a comb across my head___
- b. Looking up, I noticed I was late___
- c. A crowd of people stood and stared___
- d. The English army had just won the war___
- e. A crowd of people turned away___
- f. He didn't notice that the lights had changed___

6. Watch the music video once again, read the statements, and write true or false. If false, correct them.

- a. People were really sure if he was from the House of Lords. ____

- b. Somebody spoke, and I went into a dream. ____

- c. Four hundred holes in Blackburn, Lancashire. ____

- d. Now they know how many holes it takes to fill the Albert Hall. ____

POST-WATCHING

7. Get together in pairs and discuss the following questions: Which was the most interesting part of the song? What would you change?

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to tourism.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Second Conditional sentences

Vocabulary:

Tourism

Materials:

YouTube video

Link:

https://youtu.be/pUyQYemoT_c

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the exercise.
 - a. Match the word with its meanings.
2. Grammar. Complete the sentences with the second conditional.

While-listening

3. Ask students to pay attention to the video and take notes about it
4. Play the initial 57 seconds of the video and ask students to choose the best option related to what they think the video is going to be about.
5. Play the full video and ask students to complete the statements using the best option.
6. Play the video once again and ask students to write some characteristics about the given country according to the video.

Post-listening (8 min)

7. Ask students to get in pairs and complete a table with information about the country that they and their classmates would like to visit.

TOURISM PRE-WATCHING

1. Write the words in the box next to its definitions.

- a. Extending or reaching all around the world. _____
- b. A Massive building, mostly composed of several buildings. _____
- c. Economic activity focus on any area of goods or services. _____
- d. Temporary lodgings, it could include board or payments. _____
- e. Economic gain after producing and selling. _____
- f. From a country different to the one's own. _____
- g. Process of allocating money in a project to gain more money soon. _____

Overviewing grammar.

2. Complete the following ideas using the second conditional.

- a. If Ashley traveled to Mexico, I sure she _____
- b. If I were a pilot, I _____
- c. My mother would visit Time Square if _____
- d. We could travel around the world if _____
- e. If my country had enough visitors, _____
- f. Do not visit Mexico, if I were you, _____

WHILE-WATCHING

3. Watch the beginning of the video (initial 57 seconds) and think about what the video is going to be about. Choose the best option.

- a. A personal experience.
- b. The most visited countries in the world.
- c. The coldest country in the world.
- d. A tourism vlog.

4. Watch the video again and complete the following sentences with the most proper option.

a. In _____, over a billion tourists travelled the world.

- 2015
- 2005
- 2010

b. In 2014 ____ million travelers visited France.

- 94
- 74
- 84

c. The most visited attraction in the USA is _____ in New York.

- *Time Square*
- *Central Park*
- *Brooklyn Bridge*

d. China has spent huge sums of money on their _____ industry.

- *Food*
- *Medicine*
- *Travel*

5. Describe the following countries according to the video.



France



The United States

POST-WATCHING

6. Get together in pairs and talk about the country each of you would like to visit and why. Complete the following table with your and your classmate's reasons.

COUNTRY	REASON
	I'd like to visit this country because...

COUNTRY	REASON
	My classmate would like to visit this country because...

UNIT IV

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to food.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Past perfect tense

Vocabulary:

Food

Materials:

YouTube video

Link:

<https://youtu.be/4SPxwITWH6U>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete exercises 1 and 2.
 - a. Match the word with its picture.
 - b. Choose words from the vocabulary and complete the ideas.
2. Ask students to choose the correct word to complete the sentences given.

While-listening

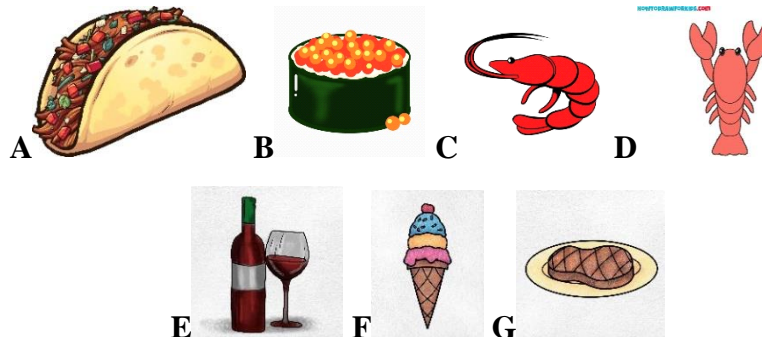
3. Ask students to pay attention to the video and take notes about it
4. Play the video and ask students to set what the video is about.
5. Play the video again and ask students to match the food with its description.
6. Play the video once again and ask students to imagine another dish with similar characteristics.

Post-listening (8 min)

7. Ask students to write a recipe for a dish, explain the process, the ingredients, and the experience of eating that dish for the first time, and include drawings.

FOOD PRE-WATCHING

1. Match the pictures with the words.



Lobster___ Wine___ Taco___ Beef___ Caviar___ Shrimp___ Ice cream___

2. Using the words above, complete the following ideas.

- What I like the most is _____
- What I have not eaten yet is _____
- What I do not like is _____
- What I would like to have right now is _____
- What I would like to have every day is _____
- What my best friend likes is _____

Overviewing grammar.

3. Choose the best option in each sentence.

- After I'd *eaten* / *eat* the 777 dollar burger, I *pay* / *paid* the bill
- After Michael *had finished* / *finishes* his homework, he *played* / *plays* soccer
- I *hadn't start* / *started* the career when she already *has* / *had* two degrees
- Before I *came* / *come* here, she *had sells* / *sold* all my clothes
- You *had do* / *done* it so quick that I *didn't realize* / *realized*
- We *had try* / *tried* it many times that we *are* / *were* getting tired

WHILE-WATCHING

4. Watch the video carefully and answer, what the video is about?

- a. Expensive food
- b. Exotic food
- c. Unhealthy food

5. Watch the video again and match the foods with the descriptions in the box.

25 thousand dollar taco - 10 thousand dollar pizza
5 thousand dollar burger - 816 dollar ice cream
777 dollar burger

- a. It is made with a vanilla bean from Madagascar. _____
- b. It is served with a bottle of Rose Dom champagne. _____
- c. It is served with a bottle of Chateau Petrus wine. _____
- d. Contains expensive seafood and is served with cognac and champagne.

- e. Created in a Mexican resort. _____

6. Watch the video once again, take into account the characteristics of the dishes and predict which is going to be the following too-expensive food. Write some characteristics of this.

Dish's name _____

Description _____

POST-WATCHING

7. Write down the recipe for your favorite dish. You need to explain what are the ingredients and the preparation of this. Then, tell when the first time was eating this dish. Draw your dish.

Drawing of the dish:



Name of the dish

Ingredients

Preparation

When did you eat this dish for the first time?

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to football.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Tag Questions

Vocabulary:

Football

Materials:

YouTube video

Link:

<https://youtu.be/B5Synf9UhP0>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the exercises 1 and 2.
 - a. Classify the words according to their form.
 - b. Choose the correct option in each sentence.
2. Grammar. Ask students to complete the tag questions proposed.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose a title.
5. Play the video again and ask students to match the words with the description.
6. Play the video once again and match the statement with the speaker.

Post-listening (8 min)

7. Ask students to ask and answer the questions in pairs.

FOOTBALL PRE-WATCHING

1. Classify the words below according to their form.



To wave



Hard-fought



Countrymen



Nail-biting



Sportscaster

Nouns	Adjectives	Verbs

2. Circle the correct word.

- Every morning the teacher *bite* / *waves* the flag.
- Yesterday we had a very *hard-fought* / *easy* match, we almost lost.
- Antonio wants to come back; he really misses his *sportscaster* / *countrymen*.
- Yesterday I was so nervous that I *bit my nails* / *waved my nails*.
- Diego la Torre is my favorite *sportscaster* / *countrymen*.

Overviewing grammar.

3. Complete the following tag questions.

- You haven't watched this movie, *have* you?
- Your mother lives in France, ____ she?
- Yesterday was so rainy, ____ it?
- She could hurt me, ____ she?
- The television didn't work, ____ it?
- You won't buy anything, ____ you?

WHILE-WATCHING

4. Watch the video carefully and choose the best title for it.

- a. Argentina, the best place to visit.
- b. Argentina, the happiest country in the world.
- c. Argentina, the world champion country.
- d. Argentina rewards the champion country.

5. Watch the video again and match the words in the box with the statements.

3 decades Lionel Messi A. Cantor Joe Biden 2026

- a. The greatest player of this generation. _____
- b. Congratulates Alberto (Fernandez). _____
- c. World Cup in USA, Canada, and Mexico. _____
- d. The trophy is back in Argentina. _____
- e. Argentine sportscaster. _____

6. Watch the video once again and match the statement with the person who said it.

Biden president TV reporter Argentine sportscaster

- a. The World Cup will be held in USA, Canada and Mexico. _____
- b. Argentina, champion after 36 years in the waiting. _____
- c. Messi guy might have a future. _____

POST-WATCHING

7. Discuss the following questions in pairs.

- a. Do you think L. Messi is the greatest football player of this generation? Why?
- b. How would you feel if your country won the World Cup?
- c. Who do you think felt more emotion, the players, or the fans?

UNIT V

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to disasters.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Passive voice

Vocabulary:

Disasters

Materials:

YouTube video

Link:

<https://youtu.be/1IVbxpDvRvU>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete exercises 1 and
 - a. Match the words in the box with the picture.
 - b. Complete the sentences with the words in the box.
2. Grammar. Ask students to rewrite the sentences in the passive voice.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose whom the video is directed.
5. Play the video again and ask students to choose the correct option for each question.
6. Play the video once again and ask students to write “true” or “false”. If false, write the true statement.

Post-listening (8 min)

7. Ask students to predict the future by answering the question proposed.
8. Ask students to answer the questions in pairs.

DISASTERS PRE-WATCHING

1. Match the pictures with the words in the box.

<i>Fire</i>	<i>Storm</i>	<i>Flooding</i>
<i>Emergency kit</i>	<i>Rain</i>	<i>Winds</i>



2. Complete the following sentences by using the 6 words in the box.

- In case of _____, it is necessary to have a(n) _____ to treat minor burns.
- Excess _____ can cause _____, water can even enter houses.
- A(n) _____ can cause the sky to darken at any time of the day.
- Strong _____ can knock down trees and even buildings.

Overviewing grammar.

3. Rewrite the following sentences in the passive voice.

- My grandfather built this house in 1970.

This house was built in 1970 by my grandfather.

b. I will finish the homework tomorrow.

c. Michael is driving his car.

d. Paulo Coelho wrote “The Alchemist”.

e. I painted the house yellow last week.

WHILE-WATCHING

4. Watch the video and think about who the video is directed to, choose the best option.

- a. People who live with family
- b. Anyone
- c. People who have no family
- d. People who have pets at home

5. Watch the video again and answer the following questions by choosing the correct option.

- a. What did the Kalui family prepared?
 - *A household self-control plan*
 - *An individual emergency plan*
 - *A household emergency plan*
- b. What does Kalui family’s insurance cover?
 - *Storm damage*
 - *Unemployment*
 - *Life*
- c. What does the Kalui family offer Mr. Jones?
 - *A natural disaster insurance*
 - *Help getting prepared for possible severe weather*
 - *Looking after his cat*

d. What did the Logan Early Warning predict?

- *A severe storm*
- *A hurricane*
- *Flooding*

6. Watch the video once again, read the sentences, and write true or false. If false, correct them.

a. Mr. Jones immediately accepted the proposal made by the Kalui family. ____

b. Because Mr. Jones is watching his favorite show, he can't get to safety. ____

c. On the radio it is announced that the worst of the storm is yet to come. ____

d. When you are collecting debris, make sure to kill the snakes and spiders. ____

POST-WATCHING

7. After watching the video 3 times, think about Mr. Jones. What do you think he is going to do next severe weather?

- a. Get prepared to stay safe
- b. Watch his favorite show
- c. Escape from the house with his cat

8. Get together in pairs and discuss the following questions.

- a. What does your family do to avoid damage from natural disasters? Why?
- b. How would you share this message so other people know what to do during a natural disaster?

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to phobias.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Passive voice. Yes / no question.

Vocabulary:

Phobias

Materials:

YouTube video

Link:

<https://youtu.be/koNwUeG-iKE>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Set the form of the word in bold.
 - b. Match the previous words with their synonyms.
2. Grammar. Ask students to complete the questions in the passive voice and answer them.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the purpose of the meeting.
5. Play the video again and ask students to match the statement with the speaker.
6. Play the video once again and ask students to answer the questions by choosing the correct option.

Post-listening (8 min)

7. Ask students to discuss the meaning of the phobias proposed by working online in pairs.

PHOBIAS

PRE-WATCHING

1. Read the following sentences and classify the words in bold according to their form.

- I have a **fear** of landscapes because I do not like heights.
- Apologies** is not enough, you must fix it.
- We were sitting in an **awkward silence**, no one knew how to start talking.
- My dogs **bark** a lot when they see strange people.
- I am **terribly** tired, I ran many kilometers.

Adverb	Subject	Verb

2. Write each word from the previous table in front of its synonym.

- Panic _____
- Woof _____
- Expression of regret _____
- Extremely _____
- Tense pause _____

Overviewing grammar.

3. Complete the following questions in the passive voice and answer them.

- Were the students _____ (teach) at home? Yes, _____
- Was my book _____ (buy) by my friend? No, _____
- Were those trees _____ (plant) by my father? Yes, _____
- Was my TV _____ (sell) at a garage sale? No, _____
- Was this goal _____ (score) by Cristiano Ronaldo? Yes, _____

WHILE-WATCHING

4. Watch the video carefully and determine what the purpose of the meeting is.

- Making jokes
- Talking about phobias
- Telling experiences
- Job interview

5. Watch the video again and match the statement with the person who said it.

<i>Lee</i>	<i>Jim</i>	<i>Karen</i>	<i>Ronni</i>	<i>Tim</i>
------------	------------	--------------	--------------	------------

- “He (Lee) said that earlier”. _____
- “I have a fear of apologies”. _____
- “She has a fear of repetition”. _____
- “Sorry I am late”. _____
- “Try and keep the conversation flowing”. _____

6. Watch the video once again and choose the best answer for the following questions.

- Who does have a fear of AAGH! word?
 - Lee*
 - Jim*
 - Karen*
 - Ronni*
 - Tim*
- How many times did Lee apologize with Jim?
 - 1*
 - 2*
 - 3*
 - 4*
- When did the Jim’s phobia start?
 - When he first tried on his grandmother’s skirts*
 - When he first tried on his grandfather’s stockings*
 - When he first tried on his grandmother’s stockings*

d. What is Ronni's phobia?

- *Awkward silences*
- *Awkward visits*
- *Awesome silences*

e. What is Tim's problem?

- *He screams at other people's phobias*
- *He barks at other people's phobias*
- *He barks at other people's cries*

POST-WATCHING

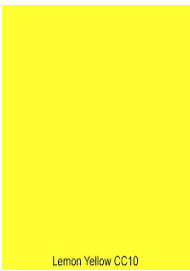
7. Look at the following rare phobias and discuss with a classmate what you think each phobia consists of.



Arithmophobia



Plutophobia



Xanthophobia



Globophobia

UNIT VI

Lesson 1

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to everyday English.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Wishes

Vocabulary:

Everyday English

Materials:

YouTube video

Link:

<https://youtu.be/ghSM8YPG8BA>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Set the form of the word in bold.
 - b. Complete the sentences by using the previous words.
2. Grammar. Ask students to complete the wishes according to the interpretation of the pictures.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the type of music of the video.
5. Play the video again and ask students to order the events.
6. Play the video once again and ask students to write “true” or “false”. If false, write the true statement.

Post-listening (8 min)

7. Ask students to write in pairs a new verse of the song using the same rhythm. Share the verse with another pair.

WISHES

PRE-WATCHING

1. Read the following sentences and place the words in bold of each sentence according to the form of the word.

- a. **Wondering** is to ask yourself a question.
- b. Your personality **reminds** me of my older brother.
- c. That building will **fall down** because it is very old.
- d. I feel **pain** since you left.

Subject	Verb

2. Complete the following sentences using the correct word from the box. Use the correct form of the word.

Wondering Remind Fall down Pain

- a. The _____ I feel is due to exercises I did.
- b. I _____ if I will travel abroad this year.
- c. _____ was the reason I went to the hospital.
- d. Your brother _____ me how I was like years ago.

Overviewing grammar.

3. Complete the following wishes according to each picture.



She wishes... _____



He wishes... _____



Men _____ they play... _____

WHILE-WATCHING

4. Watch the music video and think about what type of music it is.

- a. Rock
- b. Pop
- c. Heavy metal
- d. Reggaeton

5. Watch the music video again and order the events as you listen to them.

- a. I'm late for work again. ____
- b. I'm soaking through and through. ____
- c. The morning rain clouds up my window. ____
- d. I drank too much last night. ____
- e. And all I see is you. ____

6. Watch the music video once again, read the sentences, and write true or false. If false, correct them.

- a. But your picture on my wall. It reminds me that it's not so bad. ____

b. I missed the bus and there'll be hell today. I'm late for work again. ____

c. And I want to thank you for giving me the worst day of my life. ____

d. To be with you is having the best day of my life. ____

POST-WATCHING

7. Get together in pairs. Using the same rhythm as the song, change the lyrics to 1 verse; then, get together with another couple and sing the new verse.

Lesson 2

Objective: Listen and understand general and specific information from the video presented. Increase vocabulary related to technology.

Technique: Pre-listening, While-listening, and Post-listening.

Level:

11th level

Time:

40 minutes

Grammar:

Phrasal verbs

Vocabulary:

Technology

Materials:

YouTube video

Link:

<https://youtu.be/GobAhnW1ies>

QR Code:



Worksheet

Sheet of paper if necessary

Procedure:

Pre-listening (8 min)

1. Vocabulary. Ask students to complete the section.
 - a. Read the sentences. Determine the meaning of the words in bold.
 - b. Match the previous words with their synonyms.
2. Grammar. Ask students to complete the sentences by using the proposed phrasal verbs.

While-listening

3. Ask students to pay attention to the video and take notes about it.
4. Play the video and ask students to choose the opinion of the speaker.
5. Play the video again and ask students to complete the statements by choosing the best option.
6. Play the video once again and ask students to answer the questions by choosing the best option.

Post-listening (8 min)

7. Ask students to write 4 sentences about what they think the world was like and what it will be in terms of technology.

TECHNOLOGY PRE-WATCHING

1. Read the following sentences and try to find out the meaning of the words in bold from their context.

- The **application** of a more severe law will make people stop committing crimes.
- All the **goods** that I own are a house and a car.
- You have to **assume** the risk because if you don't risk you don't win.
- Knowledge** is gained by reading books and practicing.

2. Write each word in bold from the previous sentences in front of its synonym.

- Accept _____
- Understanding _____
- Utilization _____
- Belongings _____

Overviewing grammar.

3. Look at the following phrasal verbs and complete the following sentences by using them.



Take off



Try on



Put out



Call out

- We had to _____ the fire ourselves, there were no firefighters.
- Many people _____ to avoid stress.
- _____ this shirt _____, it belonged to my grandfather.
- Every time we _____ my fear of heights starts.

WHILE-WATCHING

4. Watch the video carefully. What does the speaker think about technology?

- a. Technology has evolved too fast.
- b. It is important so as not to repeat the past.
- c. Without technology, the world would not be the same.

5. Watch the video again. Choose the best option and complete the following statements.

- a. Technology is everything made by humans to make life _____ and _____.
 - *Easy – undone*
 - *Breezy – fun*
 - *Easy – fun*
- b. Technology is the application of human _____, _____, _____, and _____.
 - *Homage – skills – techniques – days*
 - *Knowledge – skills – techniques – ideas*
 - *Knowledge – skills – techniques – days*
- c. Most of _____ and _____ that we have today are products of technology.
 - *Machines – devices*
 - *Routines – devices*
 - *Routines – advices*
- d. Without technology, it would be like living in the _____.
 - *Future*
 - *Jungle*
 - *Young girl*

6. Watch the video once again and answer the questions by choosing the correct option.

- a. What was just the speaker doing at the beginning of the video?
 - *He was chatting with his friend in Kenya.*
 - *He was chatting with his cousin in Kenya.*
 - *He was posting a photo with his friend in Kenya.*
- b. Which is the function of technology?
 - *To create and use empathy and humility.*
 - *To create and use goods and services.*
 - *To encourage people to be faster and smarter.*

c. What is necessary to build a building?

- *Seller, designer, architect, and builders*
- *Architect, builders, carpenter, and civil engineer*
- *Architect, builders, designer, and civil engineer*

d. What does the speaker say about technological advances at the end of the video?

- *It seems there is no end*
- *The end is coming*
- *There is no end*

POST-WATCHING

7. Think about what the world was like and what it will be like. Write 4 sentences in which you explain that.

1.17 Impacts

According to the nature of the research project and the academic proposal, 2 types of impacts can be established. The impacts are possible results or consequences that the application of the research project and academic proposal brings, according to the following areas:

- Academic Impact
- Social Impact

Table 2

Rubric of impact levels

Qualitative Measurement	Quantitative Measurement	
	Positive impacts	Negative impacts
High	3	-3
Medium	2	-2
Low	1	-1

Note. Elaboration adapted from Mera, 2013.

Table 3

Academic impacts

Levels	3	2	1	-1	-2	-3
Academic indicators						
Students improve listening for gist sub-skill	X					
Students improve listening for details sub-skill	X					
Students deduce meanings from context	X					
Students infer attitude, feeling, and mood.	X					
Total						Σ 12
Level of academic impacts:						
Σ / Number of indicators						
12 / 4						
3 = High positive impact						

Note. Elaboration adapted from Mera, 2013.

Analysis

The academic impacts generated by the application of the proposal are highly positive. This means that the use of YouTube videos as a tool really contributes to the improvement of the listening skill and its sub-skills. Likewise, implementing videos with the characteristics and duration that the students themselves chose helped to attract their attention.

Table 4
Social impacts

Levels	3	2	1	-1	-2	-3
Social indicators						
Students communicate with each other with conviction and understanding.	X					
Students cultivate values, knowledge, and habits of their classmates by listening to them.	X					
Students help each other complete a task	X					
Total						$\Sigma 9$
Level of social impacts:						
Σ / Number of indicators						
9 / 3						
3 = High positive impact						

Note. Elaboration adapted from Mera, 2013.

Analysis

The social impacts generated by the application of the proposal are highly positive. This means that the implementation of YouTube videos in classes helps students develop listening skills; therefore, they can converse, discuss, debate with basis and ease with each other. Likewise, this tool allows students to gain knowledge and cultivate values through the interaction that the lessons require.

CONCLUSIONS

- All the theoretical foundation that could be obtained regarding pre-listening, while-listening, and post-listening technique, allowed the researcher to develop an academic proposal. The mentioned technique was the appropriate way to implement YouTube videos tool. YouTube videos were a vital part of the proposal where the students of the Unidad Educativa Sánchez y Cifuentes can develop several listening sub-skills that lead them to understand the message that is sent through the video presented.
- Through an adequate research methodology, essential information can be obtained that helps to solve a problem. In this case, through research techniques it was possible to know the preferences of the students related to the type of YouTube videos. If students do what they like, they feel comfortable doing it and it is easier to gain their attention for longer. That way, students like to learn and like to stay learning and having fun at the same time.
- The suggestions of the students and the opinions of the teacher were important to determine the content of the academic proposal. The results of the research resulted in the high acceptance of students for watching YouTube videos during classes to raise the level of listening comprehension. Therefore, this allowed the research project to stand firm. Likewise, these data obtained were linked to part of the theory studied that determines that students feel motivated working with audiovisual material.
- The relationship of all the factors studied led to the development of an academic proposal that meets all the characteristics that students need to raise their level of listening comprehension. The implementation of appropriate tools and techniques managed to generate a highly positive impact on students. This led the learners to develop more than one listening sub-skill that leads them to understand contexts and understand details of a spoken message.

RECOMMENDATIONS

- The Research Project recommends continuing doing research about YouTube video tool in future research in order to apply different listening learning techniques. Integrating the 4 skills after watching a YouTube video can be a good alternative for creating new study material. There are many techniques that can be adapted to the use of videos, whether from YouTube or another audiovisual platform.
- Research techniques allow the researcher to determine the acceptance of students for certain tools or techniques. Many times, the students will not have the expected acceptance; however, it is recommended to apply part of the proposal and apply more research techniques. That, with the aim of finding out why the lack of acceptance and try to find a viable solution in order to continue with the project.
- The autonomy of the students is very important so that they can generate their own knowledge. It is also very important to encourage students to use YouTube videos at home. Autonomous learning will be a great help for the professor who currently has the role of guide rather than teacher.
- To prevent students from losing concentration, it is important to keep them busy with some activity while they watch a video. Because of that, this research project was also focused on the application of techniques that keep students doing activities while watching the video. In the same way, it is recommended to apply similar techniques where students do not remain seated for 5 minutes. Young students are very susceptible to lack of concentration.

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ANNEXES

Annex 1: Request and Authorization of the Educational Institution

MSc. Heli Rueda

RECTOR DE LA UNIDAD EDUCATIVA SÁNCHEZ Y CIFUENTES

Presente.

Estimado magister,

Reciba un cordial saludo. La presente tiene como objetivo informarle que el estudiante Alex Fernando Criollo Cholango, con cédula de identidad 175517375-2 de la Universidad Técnica del Norte, de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, se encuentra realizando su trabajo de investigación para titulación. El tema del presente trabajo es "YouTube as an e-learning tool to improve listening skills in 1° "BGU" of Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra" (Videos de YouTube como una herramienta del aprendizaje en línea para mejorar la habilidad de Listening en el 1° "BGU" de la Unidad Educativa Salesiana Sánchez y Cifuentes de Ibarra). El cual se relaciona con el proceso de enseñanza-aprendizaje del idioma inglés. En tal virtud, solicito muy comedidamente su autorización para que el mencionado estudiante recabe información en la Unidad Educativa que usted dirige mediante encuestas y entrevistas dirigidas a estudiantes y docentes.

Se garantiza que los aportes de todos los encuestados y entrevistados de la Unidad Educativa serán anónimos y tendrán uso exclusivamente académico. Además, este estudio no conlleva ningún tipo de riesgo, los participantes no recibirán ningún beneficio o compensación de carácter económico por su contribución. Como aporte a la institución, se garantiza también el derecho de los participantes a conocer los resultados de esta investigación, bajo esta virtud el estudiante Alex Fernando Criollo Cholango se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final tanto físico como digital.

Si tiene alguna inquietud sobre esta investigación, se puede comunicar conmigo docente-tutor del presente tema de investigación al teléfono: 0999906618, o al correo electrónico: LAUNIVERSIDAD@utn.edu.ec.



Christian D. Andrade Molina

Docente

Universidad Técnica del Norte

Autorizado
23-06-2022
[Handwritten signature]
Coordinador con el
tutor que le acompaña

Annex 2: Survey Format

UNIVERSIDAD TÉCNICA DEL NORTE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey

Objective:

Analyze the use of YouTube videos to improve listening skill in 1° “BGU” at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra”

The following survey is to collect research data in order to know the points of view of the students. The survey is anonymous and has a purely academic purpose.

1. Gender

- Male*
- Female*
- Other*

2. Age

- More tan 17 years old*
- Between 15 and 17 years old*
- Less tan 15 years old*

3. How often does the teacher use the English language during class hours?

- All the time*
- Almost all the time*
- A half of the time*
- A little time*
- Never*

4. What is the easier skill for you to understand and develop?

- Listening*
- Speaking*
- Reading*
- Writing*

5. **How important do you consider the development of the LISTENING skill in the English class?**
- Very important*
 - Important*
 - Almost important*
 - A little important*
 - No importance*
6. **From the following activities, which of them have you carried out most frequently during English class hours? (One or more answers).**
- Conversation audio activities*
 - Activities with songs*
 - Activities with videos*
 - Activities with audios*
 - Activities with films*
 - Dictation*
 - Dialogue*
7. **How often are videos used in your English classes?**
- All the time*
 - Almost all the time*
 - A half of the time*
 - A little time*
 - Never*
8. **Do you like the idea of implementing YouTube videos in English more frequently during your English classes?**
- A lot*
 - Moderately*
 - A little*
 - Not at all*
9. **In your opinion, how long should a YouTube video be to be interesting?**
- Less than 1 minute*
 - Between 1 and 3 minutes*
 - Between 3 and 5 minutes*
 - More than 5 minutes*
10. **In your opinion, what is the main feature that a YouTube video should have? Just one answer.**
- Funny*
 - Interesting*
 - Exciting*

- Sad*
- Interactive*

11. In your opinion, what category of videos do you prefer to be included in your English classes? Just one answer.

- Sports*
- Entertainment*
- Culture*
- Business*
- Informative*
- Music*
- Documental*
- Dialogues*

12. How would you like your understanding to be assessed after watching and listening to a YouTube video? Just one answer.

- Written questionnaire.*
- Oral presentation.*
- Written summary.*
- Dramatization.*

Annex 3: interview format



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Entrevista

Objective:

Analyze the use of YouTube videos to improve listening skill in 1° “BGU” at Unidad Educativa Salesiana Sánchez y Cifuentes from Ibarra.”

The purpose of the following interview is to collect research data in order to know the views of teacher. The interview has an absolutely academic purpose and does not commit the interviewee to continue with the research process.

Q1. With the return to face-to-face classes, have the students made any suggestions about the technological resources with which they feel identified? Which are?

Q2. How are your students performing in terms of listening skill? If there are listening comprehension difficulties among your students, what are they, and what can they be attributed to?

Q3. What activities have you developed with your students with a view to improving listening skills?

Q4. Have you used YouTube Videos to improve your students' listening skills? Does it seem like a good tool?

Q5. In your opinion, what characteristics should a YouTube video have to attract the attention of your students?