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Period 2022-2023**

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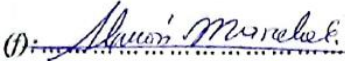
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## **DEDICATION**

I dedicate this thesis first to my daughter since she gave me the strength to continue with my studies, due to her wanting that in the future she can have that aspiration to improve myself. It is also for my parents who never stopped insisting that she look for something more than just being an employee, they always instilled values in me, especially my mother who, despite everything, has always supported me in everything. My partner, despite living together, encouraged me to continue with my studies and not leave them, despite everything, she always supported me.

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## RESUMEN

Este trabajo de investigación se realizó en el colegio Patricio Espinoza Bermeo de la comunidad de San Clemente con la participación de 5to año de educación general básica en el periodo académico 2022-2023. El objetivo de esta investigación fue establecer una estrategia de aprendizaje donde el uso de videos o audios en los idiomas inglés ayude a mejorar las habilidades auditivas en las clases de inglés como lengua extranjera. Esta investigación se desarrolló con una metodología mixta, es decir, cualitativa y cuantitativa y de esta manera poder lograr los objetivos planteados dentro de la investigación. Posteriormente se recopiló información esencial a través de encuestas aplicadas a los estudiantes, y una entrevista aplicada a la docente encargada de enseñar a los niños el idioma inglés. Luego del análisis de toda la información contenida, se generó una serie de actividades pedagógicas utilizando videos y audios de la plataforma YouTube en inglés, que serán de gran utilidad para que los estudiantes mejoren sus habilidades auditivas en el idioma inglés.

– **Palabras clave:** escucha, YouTube, videos, audios, inglés

## **ABSTRACT**

This research work was carried out at the Patricio Espinoza Bermeo school in the community of San Clemente with the participation of the 5th year of general basic education in the academic period 2022-2023. This research aimed to establish a learning strategy where using videos or audios in the English language help improve listening skills in English as a foreign language classes. This research was developed with a mixed methodology, in other words, qualitative and quantitative, to achieve the objectives set within the research. Subsequently, essential information was collected through surveys applied to the students, and an interview was applied with the teacher in charge of teaching the children the English language. After the analysis of all the information contained, a series of pedagogical activities was created using videos and audios from the YouTube platform in English, which will be very useful for students to improve their listening skills in the English language.

**Keywords:** listening, YouTube, videos, audios, English.

## INDEX

AUTORIZACIÓN DE USO Y PUBLICACIÓN .....	i
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE.....	i
CONSTANCIAS .....	ii
CERTIFICACIÓN DEL DIRECTOR .....	iii
APROBACION DEL TRIBUNAL .....	iv
DEDICATION.....	v
GRATITUDE.....	vi
RESUMEN .....	vii
ABSTRACT.....	ix
INTRODUCTION .....	1
The problem .....	1
Justification .....	3
Objectives.....	4
General objective:.....	4
Specific objectives:.....	4
CHAPTER I: Theoretical Framework .....	5
1.1. Acquisition of a new language .....	5
1.2. Second language acquisition .....	6
1.3. English as a new language .....	6
1.4. Language learning theories .....	6
1.4.1. Behaviorism.....	7
1.4.2. Cognitivism .....	7
1.4.3. Constructivism.....	8
1.5. Language Learning Approaches .....	8
1.5.1. Audiovisual method.....	8
1.5.2. Audiolingual approach .....	9
1.6. Importance of learning English skills separate .....	9
1.7. English skills .....	9
1.7.1. Reading.....	10
1.7.2. Writing.....	10
1.7.3. Speaking .....	10
1.7.4. Listening .....	10

1.8. Technological tools .....	13
1.8.1. BBC News review .....	14
1.8.2. Voice of America’s Learning English .....	14
1.8.3. TED Talks .....	14
1.8.4. Lyrics training .....	14
1.8.5. BBC Learning English .....	15
1.8.7. Person English portal.....	15
1.8.8. YouTube .....	15
1.8.8.1. Using YouTube .....	15
1.9. Video as a teaching resource.....	16
1.9.1. Kinds of videos.....	17
1.9.2. Advantages of using videos.....	18
CHAPTER II: Methodology .....	19
2. Methodology .....	19
2.1. Type of research .....	19
2.2. Method.....	19
2.3. Population.....	20
2.4. Tools and techniques .....	20
CHAPTER III: Analysis and Discussions .....	21
3.1. Analysis and discussion .....	21
3.1.2. Students survey.....	21
3.1.3. Interview.....	26
3.2. Discussion .....	29
3.2.1. Technological tools .....	29
3.2.2. Videos on YouTube.....	29
3.2.3. Listening skill .....	30
CHAPTER IV: PROPOSAL .....	31
CONCLUSIONS .....	81
RECOMMENDATIONS.....	82
REFERENCES .....	83
ANNEXES.....	88

## FIGURE INDEX

Figure 1: <i>Students like English class.</i> .....	21
Figure 2: <i>English is important to learn.</i> .....	22
Figure 3: <i>Practice time in English</i> .....	23
Figure 4: <i>Students like English videos and audio.</i> .....	23
Figure 5: <i>Students like English videos and audios.</i> .....	24
Figure 6: <i>Platform more used</i> .....	25
Figure 7: <i>Use of Platform.</i> .....	25
Figure 8: <i>Platform more use.</i> .....	26



# INTRODUCTION

## The problem

Learning several languages apart from the mother tongue is currently of great importance and indispensable. However, the most necessary and important language could be learned is English because in today's this language is global. Furthermore, in some countries, the English language is used to communicate and create relations between foreign people, also people who have their own companies need to make many pacts and the language that uses is English. In addition, it is very useful when browsing the internet or simply meeting people from other places who do not speak your language simply to know how to use an acquired appliance (Bernal, 2019).

English in the world has great power. For this reason, there are many people who acquired this language. According to the World Economic Forum, "the importance of a language is calculated using the PLI (Power Language Index), which is an indicator that is based on five different variables to assess the power of a language." So there are more than 1.5 billion people who speak English, where only 375 million are native speakers and where 450 million speak English as a first language and 750 million speak English as a second language worldwide. (Ayu, 2016)

By becoming a world language, English has allowed communication between several countries of different indoles and languages. However, the English language must be necessary and essential within an educational institution to improve skills and abilities at the national level or in other parts where English is not spoken, since there is a need to acquire it at school or colleges in a mandatory manner, being similar to the subjects that are taught in education, especially in Latin America, since in this place every year more people choose to learn English either for society or for work reasons (English, s.f.).

The English language is taking more prominence in the development of nations. However, a recent study revealed that Latin America is below average in this language's knowledge index. In addition, it is mentioned that Ecuador ranks 55 of the 80 countries evaluated in America, meaning that this country has a medium level of English. Therefore, more reinforcement and perseverance within the institutions are needed to improve learning in the English language, and with time and the struggle of teachers and students, it could become a country where people adopt this language as another language (English, s.f.).

Children and young people study English as one more subject within the national educational curriculum during the school day. In addition, the limited time of regulatory hours for the English subject has shown that it is not enough to acquire the language. For this reason, children who have economic possibilities have been seen taking courses to further reinforce the English language. However, there are places where English is not used as a class subject, for example in rural education, since the existing distance between the countryside and the city takes many hours of travel, the teacher does not have the possibility of arriving or simply not having the number of children established in the LOEI regulation the ministry does not assign teachers. According to Cárdenas A. (s.f.), "The scarcity of resources hinders access to education in rural areas." In addition, since

there is no help from the national government and the Ministry of Education with the assignment of teachers, materials, and infrastructure, rural education finds itself with low levels of knowledge of some class subjects.

Rural education due to the country's economy has had adverse effects on the learning process. For example, some rural schools have no teachers for each grade or special classroom or teacher. Another example, is at the Patricio Espinoza Bermeo school when the researcher finished his last year of basic education, the English teacher was excluded from the institution; When there are changes within the government, the English teacher can be restored. It is also mentioned that the parents fought for the institution to have more services as well as an ancestral language teacher named Kichua. Ortega Auquilla, D.P., & Fernández, R.A; They mentioned "the new government implements new measures within the educational system." In addition, in this 2022-2023 academic period, the Patricio Espinoza Bermeo school has an English teacher for all levels. Consequently, it is a solution to the learning problem of children in the educational field mentioned in English (2017).

The other problem is the installation of schools in rural areas, since there is a limited number of teachers, one room is used and divided to teach 4 different levels; Since the institution does not have a large number of students, the mystery cannot assign another teacher. Additionally, the school has 62 students and 4 teachers, and 2 extra teachers (English and physical education); In the research process, the 5th grade, which has 4 students, was chosen. In this case, it could be mentioned that a teacher with few students can work better in the classroom with her students. However, another problem in this sector of rural education is that teachers do not have technological tools for the teaching-learning process, for this reason, students have dedicated themselves to learning in the traditional way or expect that the teacher can acquire the appropriate tools for teaching and developing skills in the English language such as writing, reading, listening and speaking; When the school is in a tourist place, they also become familiar with the second language because its reinforcement and acquisition are vital. Nevertheless, the rural sector has a shortage of public services as they are far from the city, they cannot access the internet, public transport services are scarce, and the schools of rural sector need have adequate infrastructure for education.

Nonetheless, without equal education and government support, the English language has a low level of learning in all four skills such as reading, listening, writing, and speaking. However, there are a variety of methods and strategies that allow better development and learning in the second language. Currently, the teachers during their process carry out internships, which will serve in the professional life of each teacher looking for methods to help their students understand English. In addition, the researcher in his practice saw a hearing deficit in the English language in the students; Therefore, it is necessary to reinforce this ability in students so that they can communicate with different people. therefore, it is required to develop correct listening comprehension in each of the students; for which the teacher will search auditory and visual methods to reinforce the ability when learning a second language.

## **Justification**

The ability to listen, also called oral comprehension or listening comprehension, refers to the comprehension process within the auditory and verbal realms. In addition, it can be mentioned that through this skill the communication is of good quality, this can be face-to-face or through various electronic means, and it not only implies listening to the message but also taking into account the tone of voice, the hesitations, unfinished sentences, repetitions and when the interlocutor can be seen, facial and body expressions, which contribute to understanding the message. Therefore, in Ecuador and throughout the world there are a variety of problems for people who have not been able to acquire hearing ability when learning a language, for example, English is a world language because several people have had difficulty learning or understanding it, this usually happens because many of them does not like the language or does not require it in English it in their social or work life (Daniel, 2011).

This ability constitutes an active and complex interpretation process where the subject of the person establishes a relationship about the person who hears, who knows and at the same time can also express what the sender feels (receptive orientation). Construction of presentation meaning (meaning of constructive orientation with the sender and the response, which would be the collaborative orientation within a stable communication), therefore, when the receiver has the ability to create meaning through participation, it would be part of the imagination and empathy (transformative orientation) (Córdoba, 2005).

The objective for which this research is carried out is to improve the hearing ability of boys and girls in the 5th grade of basic general education of the Patricio Espinoza Bermeo school in the community of San Clemente in the academic period 2022-2023. Thus, the main purpose of this research work is also to know the impact that the teacher will obtain when applying this learning strategy on their students, taking into account that in this school the subject of English has not been studied very frequently. Therefore, it is necessary to know the level of listening skills that can be developed in children who lack knowledge of the area mentioned.

This research project was carried out to solve the problem raised above. In this case, it is essential that students from rural areas also have good English language learning. In addition, since English is a global language, knowledge is low in rural school children since they have not received much of this subject since the level that they are considered to obtain is A1 according to the new Ecuadorian curriculum, this is based on the Common European Framework of Reference for Language Teaching (CEFR). Another point of view is that is located in a tourist place, it would be of great help for each child to communicate with foreigners and thus strengthen both their mother tongue and English.

The need exists in the country for all people to have some knowledge of the English language. since it is important to be able to establish relations between different countries; and above all in this small community where the school is located since there is tourism and also many people from outside the country visit the community of San Clemente. In the same way, foreigners who usually stay in this place help students by reinforcing doubts and children because they also teach how to live and show what their culture is like. For example, the people who work in community tourism can establish a

small conversation since not having quality learning in the languages makes it difficult for them to understand foreigners. For this reason, listening comprehension in this work and educational field is of great importance to developing in the classroom, so it is necessary to continue researching whether this technological tool such as YouTube can help improve the listening comprehension of children in this area rural area of the school and perhaps with time to be able to help the people who support themselves from this job. (Regis.Edu, s.f.)

This research is feasible because in the Patricio Espinoza Bermeo school, there is not much knowledge and there is no understanding of how the English language can improve life in the future. However, it is necessary to contribute a learning method or strategy so that the listening skill is developed when listening to or watching a variety of videos and audios. Therefore, in this way, students are not distracted in class and can learn English with technological and didactic material. Therefore, it would be interesting for teachers to learn how to develop the ability to listen to students in the 5th year of basic education at the Patricio Espinoza Bermeo school, since it is a very small group, it could facilitate research. In addition, the strategy could be applied individually because in the 5th grade, there are only 4 children and it is a possibility to work with the whole school, there are around 62 students in the institution because it is necessary to create an innovative proposal (Vega, 2020).

## **Objectives**

### **General objective:**

- Investigate Youtube Videos as Technological Tools to Develop Listening Skills in 5<sup>th</sup>-Grade Primary Education at Patricio Espinoza Bermeo School of San Clemente Community

### **Specific objectives:**

- Analyze the teaching method based on YouTube as a strategy to improve listening skill.
- Choose some videos on YouTube for different topics of classes to develop more listening in learning English.
- Create a didactic guide using You tube videos on different class topics according to the school level.

## CHAPTER I: Theoretical Framework

### 1.1. Acquisition of a new language

A great concern of teachers in the area of English is how to encourage students to learn a new language, for which the need has been seen to increase the didactic and innovative material to carry out their classes in a better way since Through the teaching-learning process, students must reach a level of competence to obtain good communication with people from the same circle or foreigners. However, for students, it has not extended any motivation to acquire a new language, which is why there are several types of teaching and development of the four linguistic skills (Speaking, Listening, Writing, and Reading), so the classes is vital Innovator and didactic so that students learn a foreign language in a fun and understandable way. (Fernandez, 2019)).

The implementation of ICT in schools and colleges at the national level in Ecuador in the field of education was of great importance for the teaching-learning process since it has been shown that most students emit a response of very positive levels. in learning, it was also shown that this is easily accessible for both teachers and students, since through this they internalize the competencies of the students in the classroom. In the years of the pandemic, the world of technology obtained a high ranking since it did everything possible to increase the participation of the attending students in English skills, so in this work, we will find a way to have a didactic guide that can be used in the future in the classroom. This didactic guide takes different authors as theoretical bases for the construction of the objectives of this innovative proposal (Vega, 2020).

Besides Campos and Portillo; the studies that were carried out with a group of 30 people, in this case, all the students were participants so it was necessary to observe and listen to an authentic and academic statement. In addition, the participants had to answer short questions on the subject of multiple choice video and audio, at this point if the students manage to reach the B1 level according to the European reference framework, they would have their benefits, so the students were subjected to simple tests. using academic audios, being that it is verified that the videos are strategic learning support in the classroom for students to learn a new language (2016)

According to Sulca 2022, studies that he carried out, it can be inferred that the majority of the students preferred to listen to authentic music, recordings, that is, podcasts, series, movies, songs, etc. which are something more real than the typical audios offered by textbooks. Therefore, the results demonstrated in his thesis imply that the students are guided by positive strategies when listening to different types of videos and more with the materials they want and have, the listening practice can be improved in the classroom it is not stretched based on single class activity, but also creating an extensive and cultural listening experience between them.

In addition to that, students choose to listen to songs with a focus on the meaning of the letter, which reveals that this well-known activity still works well when developing listening and they enjoy it, but it would be good if teachers asked students what is missing when they are practicing this skill. For example, if teachers know that their students do not

understand some section or part, they can give them the transcripts of the listening exercise. This can help students not to feel stuck and lost (Guale, 2022).

## **1.2. Second language acquisition**

The meaning of second language acquisition or SLA is when people can learn another language than their first language. Therefore, in each country, people can learn any language that likes. In this case, Ecuador can learn any language but is most common in school or particular classes people learn English as it is a general language in the world to communicate with foreign people. (Reading R., 2013)

## **1.3. English as a new language**

According to Orozco, (2010): "people can self-regulate learning in any environment, for example, a teacher to teach must plan various strategies or methods to use in each (learning) situation, apply them, control the process, evaluate and detect possible failures, and consequently transfer all this to a new action or learning situation. (p.37)". In the field of teaching, the teacher must use many methods or strategies during his class or simply also to reinforce the difficulties that he has found in his students, in addition, the teacher will be able to obtain good results in the teaching-learning process of a language as a second language of acquisition.

English is a language of great importance throughout the world and is beneficial for all kinds of professional or personal goals. Therefore, the learning of this new language has increased due to the job offer at a national or international level, so it is essential to study how motivation through videos can help students learn, acquire and understand the fundamentals of English, also how it will help to achieve fluency in the four skills in students, and in this way it could change the lives of many people around the world. (Kelly, s.f.).

According to Yuyun, the English as a Foreign Language (EFL) classroom, in listening comprehension orientation, is mentioned as also helping to encourage students to apply the oral language. In this digital age, Information and Communication Technologies (ICT) plays a fundamental role within the resources that the teacher needs to support the teaching-learning process in the classroom with their students. Therefore, if the teacher has access to the internet you can immerse yourself in a digital world full of free resources either by browsing Google, Yahoo, and YouTube, among other types of applications that help both the teacher and the student to obtain language learning skills. Additionally, this would be one reason why most of the teachers of the new age use more technology for the teaching-learning process to work better and not resemble the use of a blackboard or a book in class to improve the second language of the student. world. (Yuyun, 2021).

## **1.4. Language learning theories**

Actually, it is still impossible to explain with certainty how the learning process works in a person, since for many years several psychologists created various theories

through some studies. Rubio, N. M mentions that "the objective of understanding that learning is all the behavioral and mental changes in each human being and also to know that each person has a different mentality. In addition, it can be mentioned that each of these theories has advantages and also some drawbacks in its application, so an exact number of learning theories cannot be said, what can be verified is that the studies began in the 20th century with various experiments, so it is necessary to know which ones. were the pioneering theories that were used for the learning process ". (2020)

#### **1.4.1. Behaviorism**

Behaviorism is one of the oldest theories that emerged in the 20th century. This theory because it focuses on the changes that a human being can develop according to the stimuli provided by the environment. According to the UNIR magazine, it mentions that "Behaviorism is a psychological current that is based on behavioral science. Therefore, it is in charge of studying the interaction of the individual during his adaptation to the environment that surrounds him and, in this way, understand where the behaviors of humans are born". (2022)

While behaviorism in education aims to condition students to an environment where they eliminate unwanted behaviors and thus have motivation when learning, however, being one of the most used theories in the past, even today there are teachers who are governed to use traditional theories in the teaching-learning process of a language. According to Puerta, A. R, "the behaviorist theory can be applied to improve the acquisition of knowledge in students, their behavior, or their attitude towards classes. For this reason, many of the behavioral techniques are still used today in both the field of formal education and in other less regulated areas" (2019). In addition, it is essential to mention that each teacher must be governed or guided according to the sharing of their students to dictate the classes since all students have the same way or motivation to learn in the course.

#### **1.4.2. Cognitivism**

Besides Rubio "This cognitive theory was born at the end of the 50's. This theory aims at the mental study of each human being when learning something. so at this time, people stop learning only through stimuli or responses. Through this type of theory, the human being began to explore and acquire knowledge, which will be stored internally in the subconscious of the brain, so in this case, human beings act as information processors" (2019)

In the field of education, it is about teaching students in a way where the learners are filled with knowledge through content. This is a technique or strategy that could help improve the learning of such content. The teachers who use it must create, select and organize the class content, thus having a direct link with the content according to the level of each student. According to Caldeiro, the cognitive approach assumes that the objectives of a teaching sequence are defined by the content to be learned and the level of learning that is intended to be achieved.

### **1.4.3. Constructivism**

According to Rubio " Constructivism arose between the 1970s and 1980s, as a response to the vision of cognitive psychology. Constructivists did not see students as passive receivers of information but as active subjects of new process knowledge techniques" (2019). On the other hand, mention is made that this theory works in the cultures of each student and how he learns, giving more importance to the strategies that each one individually uses for information retention and is not governed by memory use, but rather that the student will build their own knowledge through practice.

### **1.5. Language Learning Approaches**

The approaches within the educational field have the objectivity of helping students learn and thus develop their skills and behaviors when acquiring new knowledge. of learning since each human being is a different world because he will always need to be guided by his teacher so that he helps regulate his emotions, behavior, and cognition, as well as the initiative, curiosity, and creativity that each student must possess, but these approaches, since it has integrity and has varied study rams, is somewhat confusing to understand and somewhat complicated to define. Therefore, it is necessary that each learning process be motivational and fun.

According to Vandergrift (1996), there are three types of listening strategies: metacognitive, cognitive, and socio-affective strategies, each of them uses different techniques for capturing meaning and some of them (especially socio-affective strategies) interrupt the listening process to make it more efficient. Strategies refer to the tech listeners use to confirm understanding, cooperate with the speaker, or reduce anxiety (self-stimulus) Metacognitive strategies are complex activities performed by listeners to understand each word. Cognitive strategies refer to what they hear listeners or perform actions to understand the listening input. However, there are two methods or approaches that focus on this thesis and explain in the out point.

#### **1.5.1. Audiovisual method**

The visual aid can help in some cases to teach English. Also, this helps that student improve their listening skill because, with help from videos and audio, they can listen in all moments. Furthermore, they can improve their speaking skills by listening to the pronunciation of each word in English, but other authors have the same opinions about this

The audiovisual method refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all are visual presentations that are shown by the teacher to the students. It can be called a new trend because technology is used in this method such as computers, televisions, language laboratories, or others which can support the teaching-learning process to improve students' skills. (Ernesto, 2021)



### **1.5.2. Audiolingual approach**

One of the best approaches that some teacher use in class to improve listening skills in students is the Audiolingual approach. These mentions say that both only improve the listening skill as the speaking. “The audio-lingual approach suggests that students be taught phonology, morphology, and syntax of the language; all these patterns can be learned through contrastive analysis of the differences between the native tongue and the target language, which helps students to acquire new language more easier. (Iaun.Ac.Ir. Retrieved December 8, s.f.)

### **1.6. Importance of learning English skills separate**

People's minds encompass a world full of uncertainty since many scientists have not been able to explain how the human brain works when learning. Therefore, the development of learning is based on the stimulation of the brain since this is responsible for the comprehension of a language and the different areas of knowledge. However, to learn a new language, several strategies or methods are needed, as is the repetition of specific stimuli where stimulus and response would be worked on, for example when a baby begins to speak because they need to listen to their parents so that they can later repeat the word. In addition, it is mentioned that in order to acquire English as a second language, it is important that students of the new language expose themselves to different real-life situations since this will allow them to begin to distinguish the difference between sounds and words, as well as to practice in fluency and pronunciation in most times they will also be able to acquire new vocabulary thanks to reading, as well as begin to communicate through writing. In some cases, there will be people who have certain skills more developed than others, which will facilitate the evaluation. Therefore, students must learn English with appropriate academic programs for each one of them, and each institution must design educational programs or activities where each student can improve their skills simultaneously, so their prior strengthening is necessary, this would be useful for accelerating the learning of others. (Pearson I., 2022.)

### **1.7. English skills**

When people want to learn a new language all over the world they like to interact with others, but in some cases is most difficult to understand a new language when people are beginners, for that reason, the teacher can teach divided into four parts all skills for improving the new language such as reading, writing, listening, speaking.

However, English is necessary and important in all the world that is the reason, it doesn't separate the skill when learning a new language, it is successful for the learner to acquire the four skills to communicate with native speakers outside the world or inside as many people travel to other countries.

### **1.7.1. Reading**

Reading is an important section to learn English, so you have to create interest and motivation, this is because old teachers because their classes taught with uninteresting readings that do nothing but bore and lose the reading habit. People reading a book are looking for something interesting. That awakens the passion for reading since it is essential because it helps to have more knowledge of vocabulary, grammar, and writing (TOTAL, 2010).

### **1.7.2. Writing**

It is necessary since this provides methods of overcoming the limitations that can be found when learning a language, so writing helps in itself to know the new vocabulary, to achieve good fluency in written skills, and also in oral competence. In addition, this is best seen when the structure of how a sentence is formed is understood to make the use of connecting the letters with words when communicating in a better way we find to incorporate vocabulary (Álvarez, 2018).

### **1.7.3. Speaking**

The importance of speaking is considered an indispensable tool since at an international level through this language they can communicate and especially for economic treaties between countries that are dedicated to the import and export of goods or services, for which they must have professionals who have developed their skills like reading, writing and interpreting this language, allows growth and strengthening in the world (Cerezo, 2019).

### **1.7.4. Listening**

During the same years, the ability to listen is a challenge to understand in class or when people want to communicate with other people from the same environment where they are learning a second language. Therefore, to have quality communication, it is necessary to first develop this ability and promote the student's educational and professional progress. In fact, YouTube, the platform that changed the lives of teachers and students, has quickly gained popularity due to the variety of content that is published on this platform. However, there are some platforms or applications that can be used to improve the skills of students. Through this, students can work independently at home, and at any time, they can choose their own work material. (Karquera, 2022)

When people are learning a new language, they focus more on learning to "speak" the language in order to establish communication and thinking that this skill is the most important, but the ability to listen well and understand English is more important, so It is necessary to practice with strategy or methods that promote the ability to listen in order to later establish the ability to speak. Therefore, it is important that both teachers and students use technical applications and didactic instruments for the teaching-learning process for students.

On the other hand, learning a new language anywhere in the world is successful when people learn to communicate with each other using the target language and the two people can understand each other without any complications. However, teaching a language is very different from acquiring it naturally, so it is of great importance that teachers look for innovative tools, strategies, and methods, leaving outdated methods aside since teachers are the people who help students to improve their language skills but it does not acquire the language easily as is a necessary be constantly practice.

Listening skills should be taught before reading, writing, and speaking since speaking begins after listening to others. Likewise, Syafi et al. (2020) explained that this listening ability also involves several more skills at the time of learning, such as linguistic skills that include vocabulary, grammar, and pronunciation of each word, while non-linguistic skills have situational context and the speaker's intentions.

#### **1.7.4.1. Listening importance**

Yurko and Styfanyshyn (2020) mention the importance of developing the ability to listen in learning a language, its level of difficulty for the learner is undeniable, so the language must be practiced continuously in order to develop skills when acquiring the language. Also, it has been observed that the main benefits of having good effective listening comprehension lead to successful communication with greater productivity and comfort in a foreign or social environment, this part of practice helps listening skills intensively and extensively, also to become familiar with accents and dialects. Furthermore, the key to improving listening skills is to involve students in a real environment, eliminating barriers (fear, nerves, or insecurity) to listen, so recognized listening strategies must be implemented and thus become active listeners.

The importance of listening skills is due to the fact that this provides better oral communication with foreign or native people who speak the same language. Therefore, without listening skills, people cannot understand and cannot have a good conversation with a speaker of the language. However, another fact is important because listening allows to produce a substantial and meaningful responsibility for the people who receive the message and thus be able to respond, thus having quality communication anywhere, for example In an office, people who have listening skills perfectly developed can produce a productive collaboration on a large scale due to their development in the labor and social environment.

#### **1.7.4.2. Listening component**

When acquiring the listening skill, it is taken into account that it has several variables, such as recognizing and understanding what other people say when establishing a conversation. Therefore, what is involved in this process is the understanding of the listener, the accents of the speaker when pronouncing a word, the grammar, the vocabulary of the speaker, and the understanding of the meaning of each phrase that is mentioned. Additionally, Listening is a skill that has been developed through lessons and practices with concrete and real situations so that they can immerse themselves and develop with the language that is being acquired. According to Widayat (2014), he mentions that there are several components within the auditory ability, which are: discriminating sounds,

recognizing words, identifying stressed words and the grouping of words, and identifying the functions that each word, sound, accent, gesture, and relevant object in a conversation. In addition, this group of components includes knowing and remembering important words established within a conversation, so it is of great importance to give adequate feedback to the speaker and reaffirm what the speaker has said. Furthermore, Babayiğit and Shapiro (2020) stated that listening comprehension components require rapidly changing lexical and syntactic processing of spoken language.

### 1.7.4.3. Teaching Listening

Teaching children should be based especially on certain motivational activities such as games, since the child must be motivated to look at learning the English language as a fun, motivating, and necessary way to obtain knowledge, either with classmates or with travelers from outside the country. Teachers and parents in some cases are in charge of promoting the learning of vocabulary, listening (comprehension of spoken English), and Speaking (pronunciation in English) since learning grammar is not feasible in children, these teachers need to have motivation, patience, and imagination. and perseverance (APA citation or Gidelines, s.f.).

- **Motivation:** the need to have an adequate space and adequate time to be able to teach with enthusiasm and above all with motivation. It is also good to talk with children about the importance of learning a new language and the benefits they will obtain in the future.
- **Patience:** when working with children as they are explorers since they are in a world full of intrigues, it does not turn out that with a single day of classes, they can acquire knowledge. Therefore, you must be calm and go step by step so that the teaching process obtains results since the child will need to assimilate the new language together with the mother tongue.
- **Imagination interest and curiosity.** A child's thinking is immense, so it is necessary for teachers to awaken their imagination, and creativity with various imaginative activities, whether by listening, observing, or writing something during classes.
- **Constancy:** students should regularly keep learning the new language or simply set a schedule since this is counted in schools and in this way they adapt to the circumstances. For example, it is not convenient for times when the child is tired, irritated, etc.

### 1.7.4.4. Types to prepare listening activity

- **Preparing to listen (Pre-listening)**

The action, in this case, is to prepare the student to practice before the listening activity. In addition, they can know the vocabulary or new words that in the unit can become familiar with the topic. Therefore, the teacher is in charge of familiarizing the student with what he

will learn. It is also important to mention that the teacher can use elaborate questions to guide the student.

- **While listening**

It consists of the students being able to listen to the audio or watch the videos and complete the activities in their notebooks or book. Additionally, they may produce their ability to infer their answer in order to support. Therefore, it is of great importance that at this point the students have a good listening comprehension. In addition, the teacher must help his students by guiding them and giving them tips so that they can develop their skills. He must also develop activities where they can create their own strategic points.

- **Post listening**

In this place, the teacher can produce other activities to see if their student can learn or has a problem, and then the teacher can work with all the students in front of the class and explain why. For example, when they are in class, the teacher can exemplify a real situation or perhaps tell a story where the student must be guided and relate either vocabulary or grammar that is used in each activity or unit.

## **1.8. Technological tools**

Education in Latin America, from wanting to acquire a second language, has created a large number of people trying to learn it. Because English is the universal language that helps communication between different countries of the world, it has become It is foolish to learn and improve each skill of a foreign language. In addition, in Latin American countries, especially in the South, there are educational gaps between the teaching-learning method, since most teachers today are still guided by traditionalist methods. to teach, even though they have many tools on hand that they could use in class. However, when there are elderly teachers who, because the use of technology is lacking, have limited themselves to the use of ICTs (information and communication technologies), so their students have also limited themselves to learning through the use of technologies in class such as Learning strategy. Said students, according to Jukes and Dosaj (2006), cited by Martínez, prefer to process images, sounds, and videos rather than just read or interact with texts, they interact online and simultaneously with many other people, and they feel very comfortable reading from a screen, and they tend to learn what is immediately relevant, applicable, and fun. Therefore, it is important to determine how students learn and what type of strategies they usually use since many of them can be visual or auditory. (Cortes, 2014)

Technology has revolutionized all aspects of modern life and also the teaching-learning process and studying a new language like English is no exception, especially today, there are many virtual options for reinforcing or learning any skill. Therefore, it is necessary for the student to develop all the skills such as reading, writing, speaking, and listening, for this the internet has been a very useful tool since you can find a large number of online resources for the process of teaching-learning. In addition, English has a high increase in people who want to study or learn the language, because most of them have opted for the use of technological tools in teaching English and that this offers great

benefits to students, especially those children, since for them everything is new and they pay more attention in class since they learned in a creative and innovative way (Genoveva, 2022).

According to Jiménez's thesis in recent years thanks to technological advances, human beings through ICT (information and communication technologies) have been able to access all types of information throughout the world, through any type of electronic device. , whether it is a computer, tablet, or cell phone, through the Internet it is possible to access information, videos, audios, or texts; In addition, the use of technologies encourages participatory behaviors, and education should focus more on developing a new method of using ICTs (Bernal, 2019). Therefore, it is necessary to use the technological tool in this new era is the most relevant thing that people believe because it helps everyone in the world to practice and adopt the new language through the use of this type of page;

### **1.8.1. BBC News review**

BBC News Review is part of the BBC Learning English Channel on YouTube. this channel uploads a video every day on YouTube. Its goal is to help students learn English which focuses on teaching pronunciation, vocabulary, and exam skills. News Review in particular is useful for teaching listening skills in class.

### **1.8.2. Voice of America's Learning English**

This is a channel where we can find news and other stories in English with an educational character and you can choose the level you want, at a much slower speed than usual and along with its transcript, if you want to read it while listening to the news. On the same website, you will find links to two-level English courses. Being an American product, the levels are not linked to the European Framework of Reference, but we can say that level 1 is intended for beginners, and level 2 is intended for students of pre-intermediate level (A2) or B1.

### **1.8.3. TED Talks**

TED Talks, as its website suggests, is a global online community that allows you to spread ideas through short and powerful talks. We can find topics related to technology, entertainment, and design. Today the topics range “from science to business to global issues. Videos of all the short speeches are available on the TED Talks YouTube channel. This page is very different from BBC News. Speeches can last between 5 and 18 minutes. They are highly motivating, inspiring, and thoughtful. Using TED Talks gives teachers unlimited opportunities to improve students' listening skills. The students are exposed to various speech styles that help them learn how to use stress, intonation, and modulation while speaking.

### **1.8.4. Lyrics training**

This app can be improved listening and speaking may be reading learning because with they can sing their favorite song of children in English while they sing can practice

their listening and another skill, since this page has any kind of music videos can develop, same as an online game it is easy to play in all the classes or short groups, also the teacher can create your personality task work. (Genoveva, 2022).

### **1.8.5. BBC Learning English**

This page offers something for learning and teaching the language, and this has some sections for to use and improves language teaching or learning, in each unit can find some videos and some similar activities and quizzes. This page has various explanations of grammar, learning vocabulary, improving pronunciation, and getting better reading comprehension. (Genoveva, 2022).

### **1.8.7. Person English portal**

On this site, you can find some activities that can help in memorization and comprehension in a better way. Students can develop more scores in your activities because they can use them in any place or moment. Also, this page is very funny for children because there are many kinds of videos for activities that the students can use to practice and develop more skills in second language learning (Genoveva, 2022).

### **1.8.8. YouTube**

This virtual platform began to be launched in 2005, and it was in 2006 that the Google company began to administer it, so that year they began with their structural and visualization improvements. Previously it worked with Adobe Flash, and now it works through HTML code. In addition, YouTube is a platform where people of any type and social status can upload and share videos of their choice, since it has a large number of music videos, educational videos, movies, and novels, among others. Users can also create videos to share with people who view or use this application, thus achieving a large number of views and subscribers. It is the most chosen platform when looking for videos, sharing, or uploading them since creating a channel is free. (Peiro, 2019)

Currently, most homes have Internet, and in recent years the use of the Internet and YouTube became a modality of study due to the pandemic, many educational institutions were governed by the use of technology for the teaching-learning process by It was made using various platforms, including YouTube is a website where there are a variety of videos that can be easily uploaded by users, and in the same way you can find videos of all kinds, as well as home videos, children's drawings, movies, documentaries, music among others, also the most used, could be the tutorials where knowledge is imparted step by step. Additionally, during the pandemic, YouTube was used to watch educational videos or videos related to the topic of a class, this was a great help for some students.

#### **1.8.8.1. Using YouTube**

A technique that can be used on this platform could say listening to songs will help to improve or develop the ability to understand a new language in a better way, since on this platform there are many music videos, stories, songs, and audiobooks are a good tool

that can be used in children especially we would focus on songs for each class topic. The video has pedagogical potential that should not be underestimated. Therefore, using YouTube does not mean that the traditional methods used by teachers to impart knowledge in a didactic way are set aside (Cabal, 2021).

YouTube videos can be used in a classroom in different ways for teaching English in terms of improving vocabulary, accents, pronunciation, voice modulation, and much more. There are advantages of using YouTube to teach English that it offers a variety of videos, whether musical or everyday examples in English that people often use daily, so the teacher can use it as a tool to improve their listening and speaking, reading, and writing skills. The teacher can select a part of the student's level-appropriate film and he/she can show those film clippings to the students. (Retrieved, 2022)

#### **1.8.8.2. Techniques of using YouTube to teach Listening Skills.**

YouTube as a teaching-learning methodology or technique can be a very useful source for teaching listening skills when teachers integrate videos into practical educational activities. Using this tool, the teacher can make a stimulating, interesting, and meaningful class for the students by implementing an activity that includes YouTube videos according to the level of the students, for each lesson listening skills could be developed that are effective and efficient. The need of the hour is to equip students with good communication skills that prepare them to face interviews and develop skills in the new language. Students might not respond appropriately if they cannot understand what they have heard. This can make communication difficult. It could further hamper your career opportunities. Therefore, teaching listening skills is equally essential as teaching other skills as well. For a listening class to be productive, it is very important to plan the classes meticulously, the class would produce positive results in the listening skills of the students if the teacher can exploit the material to the fullest possible measure. Most students use YouTube for personal entertainment without taking advantage of this tool which is of great help for studies (Karkera, 2018).

Therefore, the teacher must clarify to the students the purpose of using YouTube in the class on the YouTube page numerous channels deal with various topics YouTube is Two of the most popular channels that most students use to teach or learn in the case of students listening skills these channels are BBC New Reviews and TED Talks, the same there are also other pages to develop English.

#### **1.9. Video as a teaching resource.**

Didactic resources play a fundamental role in the field of education in all sectors within the classroom, in the teaching-learning process; It is understood that a didactic resource is a material that teachers or students prepare by themselves, in order to be able to support themselves in the teaching and learning processes, teaching is to guide students rather than teach them, so it is necessary to know the student first in order to help them. Therefore, in order to learn, the student must first know himself in order to detect what kind of strategies would help in his learning, since some are visual and kinesthetic, because in this way they more easily retain knowledge, both participating in its elaboration and



looking at the result. middle-high level adolescents go through moments in which videos are attractive and interesting to them (the majority use cell phones to watch videos), “Audiovisual media are simple channels through which any content is communicated. (Bojorquez, 2018)

Some people in the world use more their cellphones than anywhere and also, and they have access to the internet. Thus, people can use this kind of method to teach anything, they can watch videos that help them when they need to reinforce any topic of the class. However, in the new era of cell phones, you can download apps or pages to practice any skills in any language.

### **1.9.1. Kinds of videos**

Some apps that use by teachers or students to learn English can meet different kinds of videos with the same context to teach or learn, for example, musical videos, educative, tutorials, blogs, comedy, and others. Therefore, people of any age can access this platform and watch or listen to any video or audio. In the opinion of Geysler, W. (2017), says people watch a wide variety of things actually, which is probably reflective of the fact that YouTube viewers now span the whole spectrum of ages and types of people.

- **Educational videos**

When talking about some audiovisual materials, it has had a long historical trajectory that has come to be used as a teaching tool in the classroom worldwide through the boom of new technologies, development is even greater, detractors arising and reactivating the incorporation of videos began in the 1980s and gradually intensified until they became the protagonist, as well as audiovisual media in the cinema and slides (as a still image resource), the video had the possibility of bringing cinema to the classroom and work on it through the fixed image, replace it as many times as necessary and, even, the path to do it was started, in the simplest way, by the people involved in the educational processes. On the other hand, regarding the work of foreign language (FL) teachers, Yubero (2010) states: “FL teachers have always been very attentive to arousing the interest of their students through all kinds of motivating teaching strategies. From the flannel gram and the flashcard to the new multimedia resources available on the web, it is necessary to take advantage of the available resources to develop useful educational applications in our classrooms. (Gómez, 2017)

- **Tutorials**

These kinds of videos can show many easy strategies to do anything or any kind of activity in class, house, or company, but some videos can be false and impossible to do it. However, the different videos can help people, for example, if the teacher meets a tutorial on how to improve their listening skills; the teacher can need to share it, also, you are likely to find something to help you do virtually anything you can think of. This kind of video can find in other applications. (Geysler, 2017)

- **Blogs**

Videoblogging is currently seen a lot about how people who are influencers influence the lives of people who only watch the videos; therefore, it can be said that people want to imitate other people's actions and implement them in their daily lives for what is necessary. Moreover, children and people look for videos or blogs that help the improvement of each one of those who watch them.

### **1.9.2. Advantages of using videos**

As teachers, videos should be used in the classroom to promote students' creativity, and this type of strategy has obtained favorable results for learning. Elsapiens (2019) mentions that video is a basic communication channel; since children and adults have the habit and routine of being informed through this format.

- Students can learn or improve the language and learn more about the culture, habits, and lifestyle of the people world.
- Students can watch the videos and determine what pronunciation and conversation skills need to be purchased and work on them after watching the video.
- Audios with videos for students to pay attention to and listen to as well as songs, kids' music, or cartoons.
- Learning through the image, they can understand non-verbal elements, also fundamental in communication. With the video, students will also capture information about the body position of the interlocutors, their gestures and looks, and they will develop skills such as empathy.

## **CHAPTER II: Methodology**

### **2. Methodology**

This is a type of method that the investigator uses in this investigation; The types of research that could be used for an investigation can be quantitative, qualitative or mixed. The research will use this type of method according to the theme of the project. In addition, through this type of method used, a research proposal can be created.

#### **2.1. Type of research**

This research was done in the Patricio Espinoza Bermeo school, as in this school the investigator can obtain essential information that how to help the students learn English. Moreover, the investigation used the mix methods research. The first method is qualitative research; the objective of this method is to analyze numerical data that the researcher obtains. In addition, this qualitative research has the potential to add new dimensions to obtain essential data that cannot be accepted by measuring variables alone. (N.d.-b, nd.)

This research has what is methodologically based on a quantitative method, the non-experimental descriptive one since the basic information of the project. In addition, It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations, opinions, and experiences about any topic that teachers use in class also are characterized as being exploratory. In this study, it will be useful to know about the experiences of three teachers from the university. (Bhandari, 2020).

#### **2.2. Method**

The investigation was developed with the non-experimental method since the variables presented will not be changed or manipulated during the investigation. that is to say that since there are no alterations in the variables, the natural environment where this research will be carried out will not be changed. Research that is not developed by changing an independent variable or that of different individuals to the conditions is known as non-experimental research. Although it is considered crucial to distinguish between experimental and non-experimental research, this does not imply that the second is less significant or superior to the first. (Rajiv S. Jhangiani, 2022)

This research work also uses a deductive method since it begins with a theory, premises, or, for example, in this investigation, a problem or research questions to be solved began. In addition, the inductive method allows us to develop new knowledge through the problem and the analysis of data collected during this investigation since it is essential to obtain the data to be able to visualize difficulties and patterns concerning the information collected.

### **2.3. Population**

The population of this research is made up of 4 students of the 5th level of basic education of the Patricio Espinoza Bermeo school located in Ibarra, La Esperanza parish of the San Clemente community, this research will focus only on this level as there is only one course with this class level. This is a non-probabilistic sample as all the students should contribute to this research, below the equal situations, and will use the same tools with any type of variations.

### **2.4. Tools and techniques**

At the first moment will create the instrument of the survey with 9 closed questions. The procedure to realize the survey of students of the 5<sup>th</sup> level about how learned and how to like to learn English in school, also your teacher gives the class some didactic material or only the teacher is the focus in the traditional class and does not use the new methods, because in actuality the teachers with technology have many tools for use in class with the student can improve more the skills in language acquisition.

Secondly, the researcher will create a structured interview only for the one teacher of English subject in this school because there exists only one teacher for all schools. In addition, the objective, in this case, was to recollect some important aspects and opinions in the process of teaching English. Also, to know what kind of activities the teacher uses to improve listening skills, through videos.

This research is focused on the next investigative questions, In the Patricio Espinoza Bermeo school the students of the 5<sup>th</sup> level can improve their listening skills by only watch or listen the audio and videos on YouTube can? Also, What kind of activities is effective in the learning process? This information will be recollect when applying for a survey and an interview.

## CHAPTER III: Analysis and Discussions

### 3.1. Analysis and discussion

This chapter shows the results of data gathered after making the application of the instruments such as interviewing the teacher of English subject matter and surveying the students in Patricio Espinoza Bermeo School. Furthermore, the survey results were recollected from 4 students to the 5<sup>th</sup> level in a rural school, it consisted of 8 questions about the student's knowledge of English subject, also meet some problems in the learning process as identify some problems in the learning process and how students would like to learn, partiality about English videos and music, then with this information create a strategy to perfect listening skill. Additionally, the purpose of the interview for the teacher consisted in some questions that permitted essential data about how students' language skills are, at 5th level school.

The result obtained was necessary to analyze because this investigation uses two kinds of instruments a survey of students and an interview with the teacher. Also, it can be demonstrated as your key results on this project. in addition, this kind of result can be represented without interpretation, and in an orderly and logical sequence using illustrative materials such as tables and figures with respective text. (académicos, 2019).

#### 3.1.2. Students survey

This survey has 8 questions and this demonstrates the information recollected from 4 students of the school in the 5<sup>th</sup> grade of primary education. It is important to mention that this kind of result was obtained face-to-face with the students inside the classroom, being a small group, they do not lose time and students continued with their classes.

##### 1.- Do you like to study English?

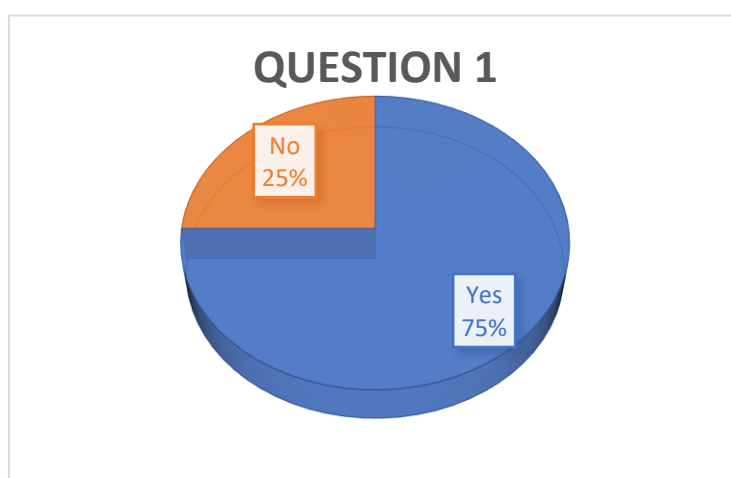
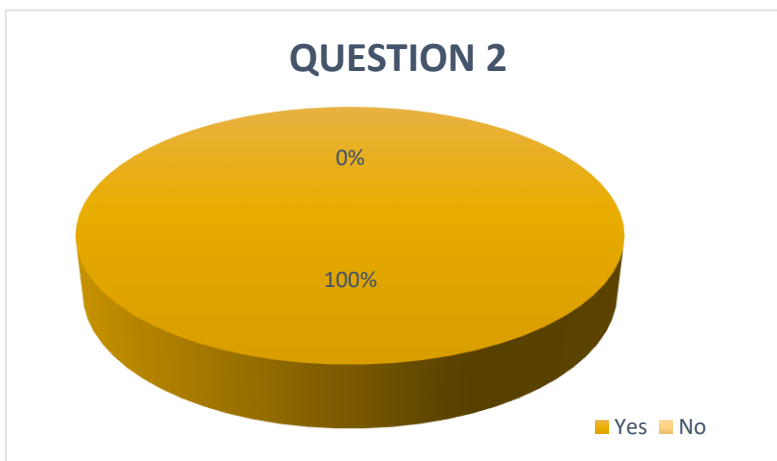


Figure 1: Students like English class.

## Analysis

The graph shows the result of the first question where students mention that they like or dislike English subject matter. The answer has a higher percentage is Yes. That means the students say they like the English subject in the school. However, the other part is lower; the students mention that does not like English as a subject in school. Thus, it means only a short percentage of students do not feel to attract with the learning process of a new language, or maybe the children consider it not faxable or essay to learn a second language, or in some cases, these guys learn a third language. According to Holden (1981), teachers have a big responsibility when teaching, also education is not only to teach reading, writing, speaking, or thinking. Teachers' hearts have always been in the right place. (pag. 16).

## 2.- Do you consider English essential to learn?



*Figure 2: English is important to learn.*

## Analysis

This pie chart shows answers to students' think about English importance of English learning. First, all students in the 5<sup>th</sup> level of primary education selected the option Yes that it is very important to learn English in school. Also, it means all children know the second language is very important to know and learn as English is a global language to communicate in different countries. Finally, The students think it is essential to learn a second language but they mention that indigenous people should learn a Kiwchua language too. Furthermore, in this school, there is a subject called kiwchua, therefore these children could leave the school being trilingual. From the point of view of Cheryl Rumsey (2020), first, English is a global language to communicate in some countries. Second, some people can meet good jobs in a multinational company in their own country or find work abroad.in conclusion, there are many opportunities in life if know the English langue.

### 3.- How much time do you practice English outside the school?

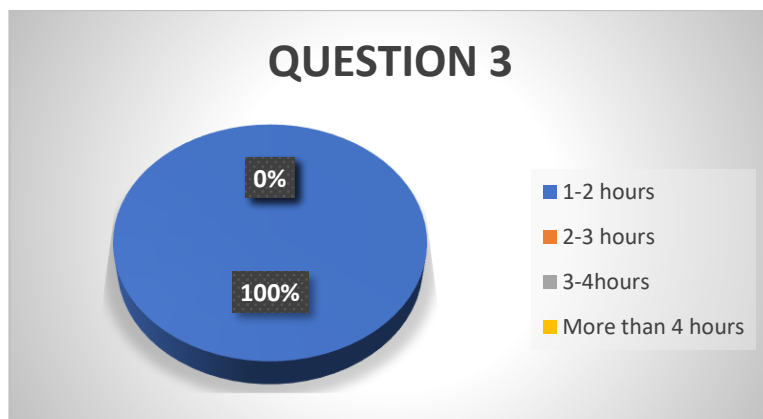


Figure 3: Practice time in English.

#### Analysis

The pie chart gives information about the time that students spent their time to practice the English language. The majority proportion has the answers where students study English outside the class only from 1 to 2 hours per day when they stay in period of class. In this case, it has been seen that students do not have time to practice more than 2 hours per day, in some cases the students only practice 1 hour per week. However, it is necessary teacher-oriented and influences their students to practice the subjects not only the second language. Moreover, according to EPI – EF Proficiency Index,” Ecuador has a lower level in the English language, where results of this exam give a score of level A1. Therefore, it is important that the students and teachers develop more knowledge and learn English. (2019).

### 4.- Do you like to listen to audio and watch English videos?

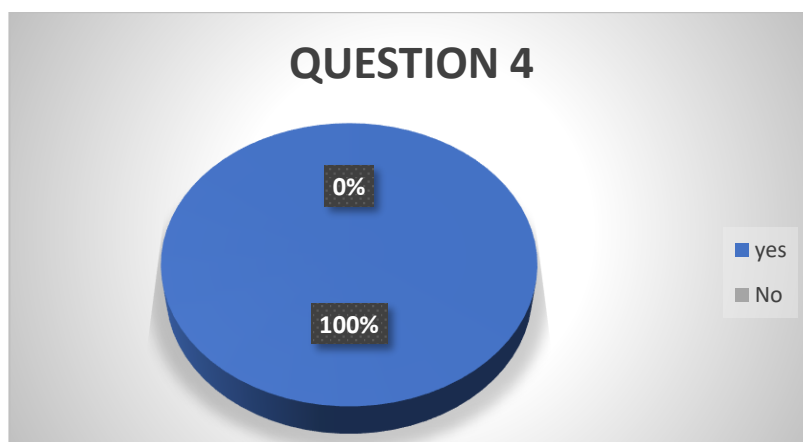
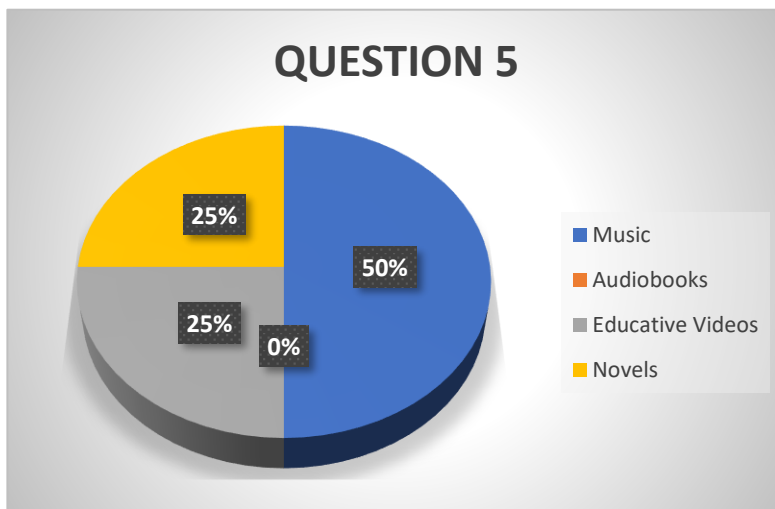


Figure 4: Students like English videos and audio.

## Analysis

This figure provides data from the survey. In this information, students mention that they like to watch and listen to audios or videos in English, it has a higher percentage positive of students in the 5<sup>th</sup> level of Patricio Espinoza Bemeno school. In addition, the minority request has no answer. It has been shown that the students feel motivated through listening to or watching English videos or audio. This strategy is important when the teacher likes to improve skills in learning a second language because some students can produce and major in the other language, showing the importance of using the audiolingual and visual methods in the class.

**5.- Which of the following videos and audios do you like to watch and listen to in your free time?**



*Figure 5: Students like English videos and audios.*

## Analysis

This diagram explains the percentage what kind of videos or audio students like to watch and listen to in their free time. Firstly, the majority proportion is music, that means half of the students listen to more music than watch videos in English. Another part of the diagram is novels and educative videos. It has been shown not only teachers can use music or educative videos to use in class how the strategy could use other kinds of videos for example novels, pictures, and documental in others. However, the children need more motivation to watch other kinds of videos that can help in their process of learning or improve their skills when they like to acquire knowledge in a new language.



6.- Which of the following platforms do you usually use to practice your listening skills? You can choose only one option.

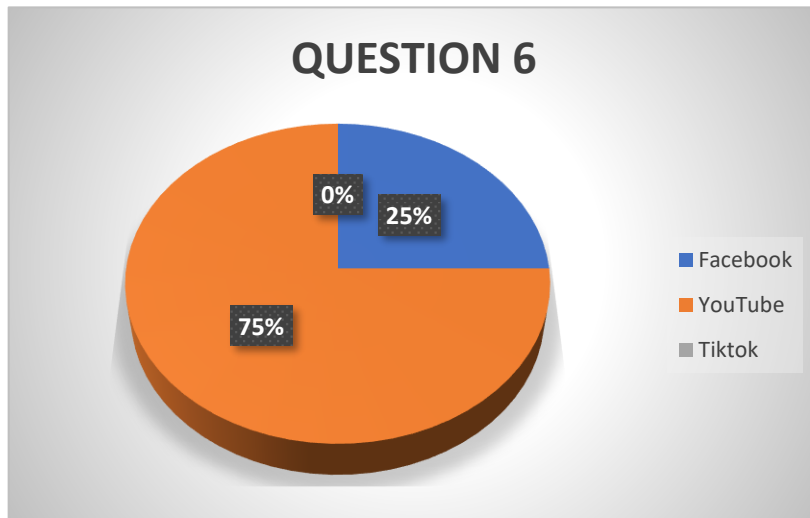


Figure 6: Platform more used

### Analysis

The pie chart illustrates essential information about which platform is more used by students of Patricio Espinoza Bermeo school. In the first place, it is the YouTube platform, this has been the more used by students in class or at home because this platform has a variety of videos that can watch or listen to many videos or audios. In addition, a quarter proportion is the Facebook platform, the students who use Facebook to watch videos or listen to some audios to improve their skills in English too. Nevertheless, there are many kinds of platforms that students can use to improve their skills in any subject but the YouTube platform contains a lot of kinds videos or audios on any topic for whatever age.

7.- How often does your teacher use audios and videos as tools to improve your listening skills in class?

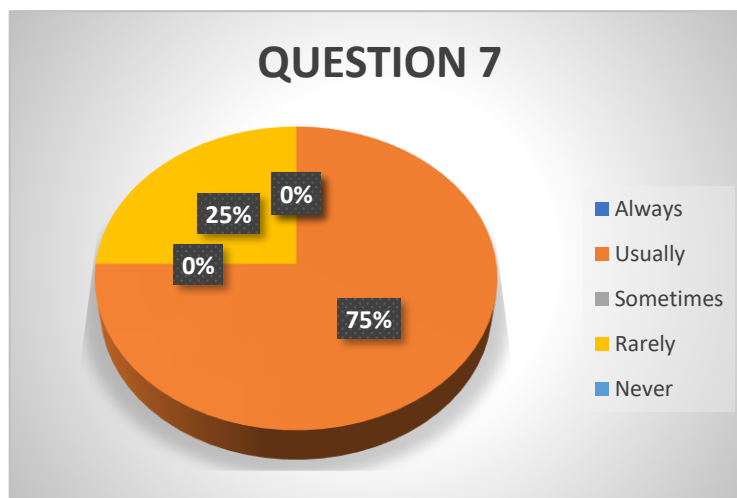


Figure 7: Use of Platform.

## Analysis

This figure demonstrates the time that students use the technological tool in class as a strategy of learn a new language. First, the mainstream part Usually represents 75% of answers; this wants to say the teachers in class spent their time with videos or audios on any platform to develop skills in their students. Moreover, the minority part is rarely represents 25%; this quarter's proportion means that students do not pay attention or missing English class or begin a rural school there isn't a technological tool necessary to teach and improve skills in their pupils. Also, it has been necessary to use technology to develop skills in our students inside or outside the class.

### 8.- Would you like your teacher to use more audio or videos to improve your listening skills in class?

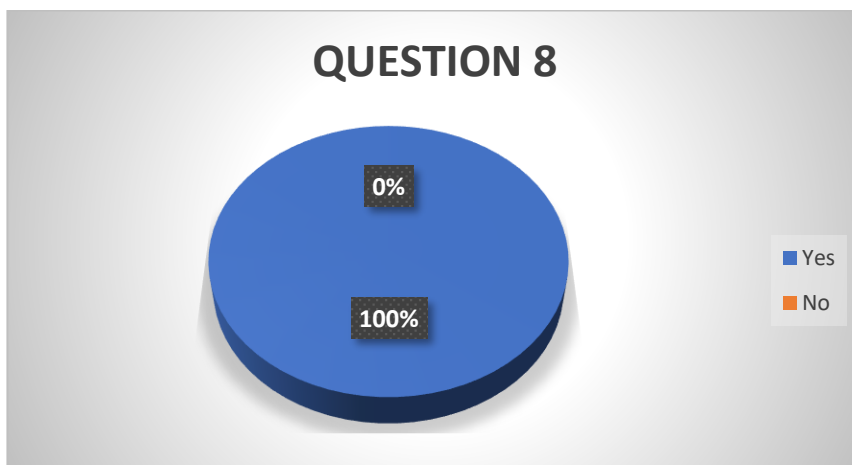


Figure 8: Platform more use.

## Analysis

The graph above shows the answer of the participants to the question about if all students want that their teacher uses more technological tools such as videos or audios in class. According to the result, all students say "Yes" which means students need the teacher to use more videos and audios, to learn and improve their skills in listening, speaking, reading, and writing. Instead, there are some platforms to use in class or at home because all people have access to the Internet. Also, it is necessary that the government help rural schools with implements such as InFocus, speakers, computers, and others, to teach the better way any subject.

### 3.1.3. Interview

The interview was applied to the teacher that works at Patricio Espinoza Bermeo school. It was applied semi-presential because he works only on Wednesdays and Thursdays, for this reason, the teacher helped with writing their answer in a paper of questions, from December 23rd to 2022 To get more accurate information the teacher make it easier for him to help when he decided to write their answers.

**1.- What is your name: my name is Pablo Carlosama.**

**2.- How long have you been working as an English teacher?**

I have worked for approximately fifteen years as an English Teacher.

### **Analysis**

According to the answer, it is analyzed that the teacher works many years in the education area. For this reason, the teacher knows and puts into practice some strategies to teach in class, since after many years of teaching classes, the teacher will continue learning and looking for new strategies for their students to learn and understand English.

**3.- What teaching methods, do you use in your English classes? You can write more than one.**

In my classes usually use this method CLT (Comunicative Language Teaching), CLL (Community Language Learning), Direct method, Project-based learning, and the Audiolingual method.

### **Analysis**

It is analyzed that the teacher's response is fundamental since in his classroom he uses some methods to improve skills in this subject of English. Even so, students need more strategies where they use a technological and visual tool to learn a second language, especially videos or goodbyes that their students like, since with this students can improve not only a skill but also understand and increase their vocabulary, children especially need more motivation to learn English in class for which the most used methods are visual and audio.

**4.- What technological tools, do you use in class to improve your students' listening skills?**

I usually can have the opportunity can use Computer, cellphone, projector, and speakers as the school is in a rural area is difficult to meet the projector or any technological advances.

### **Analysis**

According to the answers, it is analyzed that the teacher demonstrated that he uses technological material to teach his students. In addition, the school is located in a rural area, so it has some difficulties to be able to choose technological tools. Therefore, the teacher is in charge of finding other ways of teaching and also solving the needs of each student when working in class. Schools in rural towns sometimes do not have government support and parents of students must pay for materials such as Wi-Fi, radio, or computer.

**5.- Do you think that your students could improve their listening skills by listening to audio or watching videos in the classroom? Please, explain.**

Yes, the best way to get the target language is through listening skills we do not have the opportunity to listen to English speakers so we need some tools to improve our listening skills.

**Analysis**

According to the answer, it infers that teacher know the kind of students one per one has, because he knows how to improve their listening skill, for example, the listening skill in some case most challenging to understand by the students because when people speak can pronounce some word with the same accent, also, it is necessary that all student can distinguish each word when listen. however, the teacher has the knowledge to induce and guide all students to develop their skills in class for then put them into practice either in English or another subject of study.

**6.- If your answer is Yes, what platforms do you use to improve your students' listening skills?**

Ok, I use podcasts from BBC, Training lyrics, YouTube, and Duolingo for children in classes.

**Analysis**

It is analyzed that the teacher can use a variety of means or tools to improve the listening ability of their students, but according to the survey carried out with the students, they mention that they need to use the visual and auditory methods more in order to develop their listening ability in the language. In addition, it can be observed that the teacher uses different platforms according to the level of the students, since it is important to motivate and encourage children to use different applications daily that can reinforce knowledge and skills in the language, it should be noted that in This type of platform is easy to use.

**7.- What kind of videos or audio would you like to use to improve the listening skills of your students?**

I usually in-class use Videos about English songs, and videos about information on topics related to the class theme.

**Analysis**

According to the question, it is analyzed that the teacher has knowledge of the types of videos and audios that their students need to improve their listening skills as well as the songs, educational videos or audios according to their level. Therefore, the teacher must have a variety of work material in class to develop her skills. Therefore, several teachers

choose to work with the YouTube platform since this app contains thousands of videos, songs, audios with different educational themes and according to each age, whether for children, young, or adults.

**8.- Would you like to use audios and videos as technological tools to improve your students' listening skills?**

- Yes ( X )**
- No ( )**

### **Analysis**

The interpretation of the teacher's response is that he uses many real tools or technology to teach the language, it can also be observed that the teacher, despite being in a place where there is not enough technological material, the teacher looks for a way to teach and about everything that your students are not afraid of the English language. Moreover, the teacher needs to search for different technological tools to can help their students when they cannot understand any word or confuse about the pronunciation when listening.

## **3.2. Discussion**

### **3.2.1. Technological tools**

In this era of evolution, many people have to access digital media or have advanced devices where students and people can learn or meet new things or ways to learn something not only one language because the videos or things are varied on the internet, according to Goss, B. (1982) says:

*There is no denying that social media has become part and parcel of our lives. Most students these days are digital natives. With the advancement in technology and the widespread availability of the internet, accessing social media is no longer a challenge. Easy access to social media has facilitated language teachers to integrate traditional teaching with e-learning thus creating stimulating lessons. One of the best forms of social media to teach English in a language classroom is YouTube.*

When applied the instruments in the school show the importance to motivated learn English through videos, they cannot produce listening skills but they can produce speaking, high vocabulary, and pronunciation and increase communication in class or produce good communication with foreign people.

### **3.2.2. Videos on YouTube**

YouTube videos can be used in an English classroom because produce some aspects important when people learn a new language, for example, vocabulary, accents,

pronunciation, voice modulation, and many more abilities in students. The best aspect is that the teacher offers a variety of videos applied in the classroom every day depending on the topic. Professor, mentions that “Listening skills can also be enhanced through YouTube as news headlines are available to watch on YouTube. As the news is summarized very quickly (in the first minute of the video below), the teacher can ask students to listen to the news headlines and put those headlines in order (where they will have the headlines on a handout)”. (n.d.)

The information recollecting in the high school illustrates that the students can learn with any music or video according to the topic or theme of class if it depends on the teacher materials used in class. YouTube can meet and research many videos or in some cases examples to demonstrate to students how is the most effective learning. When teacher likes to improve their listening skill, the students can choose many audio or videos with audio in class.

### **3.2.3. Listening skill**

Listening skill is very difficult to understand in class or when people like to acquire a second language, this ability is necessary to improve a learned and then have successful communication skill which, in turn, promotes educational and career progress. YouTube has gained popularity among the masses in a short period. Some platforms or apps with technology can use to improve their skills online or the student can work autonomously house and at whatever time and the students can choose their material. (Karkera, 2022)

During this process of research and recollecting information, many students like to learn English. However, listening skills are very difficult to learn in some cases people cannot understand and they cannot produce good communication with others. Instead, it's necessary to improve listening skills in our students using many technological, traditional, or any strategies for listening skills.



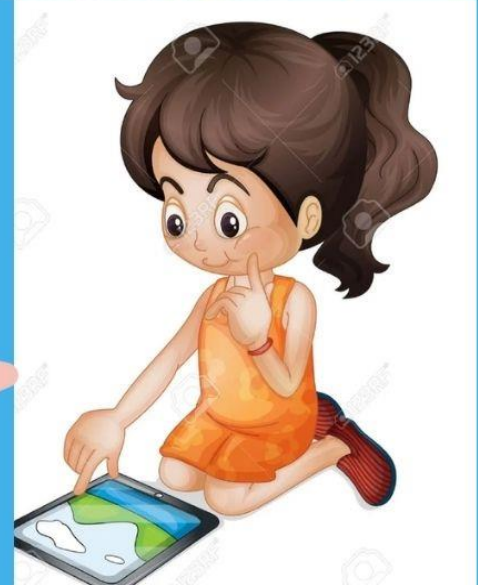
**PROPOSAL**



**LEARNING LISTENING SKILLS IN THE VISUAL WORLD.**

**DIDACTIC GUIDE TO IMPROVE LISTENING SKILL**

**BY: JHOSELYN ILES**





## **Introduction**

This proposal is created to help 5th levels of primary education students improve their listening skills through watching videos or audio in some activities. The English language is complicated to learn, there are many problems when students want to establish good communication with a native speaker or in some cases they cannot understand.



However, there are some benefits to this. First, the students can benefit from this guide by practicing listening activities. Second, the school's teachers can implement this proposal at other levels. Finally, the teachers in Ecuador could use this guide to teach the English language and develop the student's listening skills.





# Background



After analyzing the result of the survey in Patricio Espinoza Bermeo School. The information was essential to create this didactic guide where the proposal is that the students can learn and improve their listening skills. Considering that it is located in the rural field exists a lower knowledge of English. Consequently, when these children travel to the urban environment, especially to high schools they cannot go equal in knowledge compared with other students. (Melo, W. 2023)

According to, Boss G. mentions “YouTube is no longer a source of entertainment alone. It has been globally implemented as a basis for learning.” However, on the internet, there are many tools to use in class how teachers to improve their skills in the second language. For instance, YouTube allows and met many videos and audio, next Duolingo is another platform that has many activities to help with writing or speaking skills.



## Justification



Many students have difficulties using their listening skills in class as they cannot produce good communication and do not understand the instructions in class. Another problem is that students do not acquire new knowledge and develop other's skill that uses English. Then realized the surveys of students show that they need to improve their listening skills in class. Furthermore, teachers need some didactics activities to prepare students and motivated them to major in their skills in Learning a second language.

This proposal helps students to improve their listening skills based on some activities that use Youtube videos as a technological tool. This guide has 4 units and each unit has two lessons which include post, during, and while listening activities. This guide can be used and implemented in schools by teachers that use more visual strategies to increase students' listening skill because many students can learn using videos or audio in English.





## **Theoretical foundation**

### **Educative Videos**

Videos are a technological tool that some teachers in the digital era will implement in their classrooms because this strategy can motivate and teach students something innovative in class. It does not need any platforms to get different videos that people can watch in their free time or watch to learn about something and also can bring more knowledge.

Also, Educative videos will have content that helps the curricula content in each country, the student will work autonomously in their house using the educative videos because the platforms have some videos that can fill their minds with useful knowledge. Therefore, all audiovisual material in the school has a big usefulness in the life of students. (Cobosan Alejandrina, 2010)

### **Listening skill**

Listening skills can be hard to learn a second language because there are similar words with the same pronunciation. Many people need to have good listening to establish understandable communication, another reason is that English a universal language. For this reason, listening skill is very important to learn.



## **Theoretical foundation**

### **Educative Videos**

Videos are a technological tool that some teachers in the digital era will implement in their classrooms because this strategy can motivate and teach students something innovative in class. It does not need any platforms to get different videos that people can watch in their free time or watch to learn about something and also can bring more knowledge.

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### **Listening skill**

Listening skills can be hard to learn a second language because there are similar words with the same pronunciation. Many people need to have good listening to establish understandable communication, another reason is that English a universal language. For this reason, listening skill is very important to learn.



## Parts of listening activities

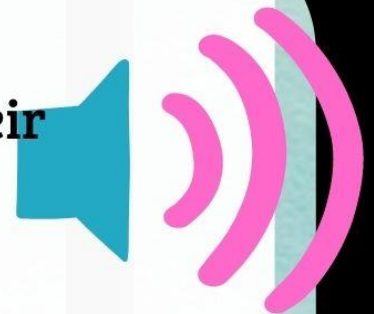
- **Preparing to listen**

The action, in this case, is to prepare the student to practice before the listening activity. Also, they can know the vocabulary or new words that are useful for the topic of the unit and they can familiarize quickly.



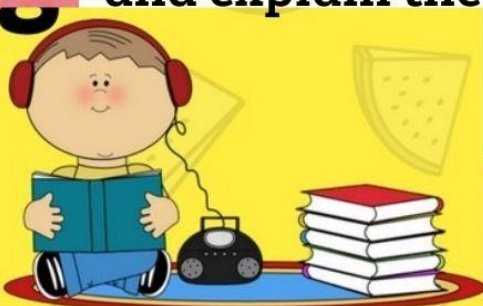
- **While listening**

This consists in that students can listen to the audio or watch the videos to complete the activities in their notebooks or book. In addition, they can produce their skill by inferring their answer to can support their ideas.



- **Post listening**

In this place, the teacher can produce other activities to analyze if students can learn or have any problems. Then the teacher can work with all students in front of the class and explain the reason.





# Objective

Strengthen the listening skills of the 5th-level students in the English language through visual activities.



The page features a decorative border with various elements: a blue flower with a red center in the top-left, a pink flower with a yellow center in the top-right, a green leaf with a blue pencil in the middle-right, a pink and blue flower in the bottom-left, and a pink flower with a white center in the bottom-right. The word 'contents' is written in a large, bold, yellow font with a black outline at the top center.

# contents

## UNIT 1

- What do you do for a living?
- Professions

## UNIT 2

- My classroom
- There is and there are
- School supplies vocabulary

## UNIT 3

- My house
- Furniture vocabulary

## UNIT 4

- What do you do in your free time?
- Verbs

## UNIT 5

- What do you want to eat?
- Food vocabulary

## UNIT 6

- My favorite food
- Process of recipe



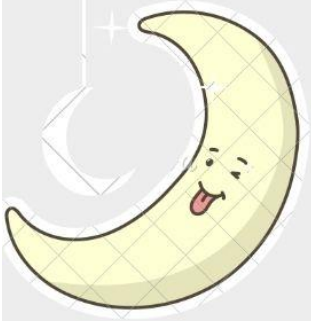


# UNIT 1

## WHAT DO YOU DO FOR A LIVING?







# LESSON #1



**Objective:** Students will be able to mark between 4 and 5 true or false sentences correctly as they watch the video Conversational English - Occupations.

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

**LEVEL:**  
5th level

**TIME:**  
25 MINUTES

**GRAMMAR:**  
Use A or An

**VOCABULARY:**  
PROFESSIONS

**MATERIALS:**  
YouTube video Link:

**(Video #1):** Activity :  
<https://www.youtube.com/watch?v=eejZ4UvMqoc>

**Conversation (Video #2):**  
<https://www.youtube.com/watch?v=YAX3Yu4gueQ>

**WORKSHEET**



# LESSON #1

## Students Procedure :

### Pre-listening (8 min)

1. Vocabulary. students answer some questions before starting the class;

Are you a student? (teacher, doctor, engineer, others) answer example: I am a student.

2. Complete the worksheet in the first activity. Match the previous words with their correct picture in the worksheet (literal #1).



### While-listening

3. Ask students to pay attention to the video and complete the second and third questions in the worksheet.

4. The students pay attention to the video to order the image, then they underline the correct answer. ( Video #1)

5. Play video #2. Ask students to answer true or false in the worksheet (literal #4).

6. Play the video one more time and check the answers.

7. Finally the students discuss in class. ( literal #5).



### Post-listening (8 min)

8. Students discuss in class and answer the questions.





# LESSON #1

## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. The teacher starts asking questions at the beginning of the class.
2. The teacher will play the video and explain what the worksheet activity consists of.



### While-listening

3. The teacher asks students to pay attention to the video and complete the worksheet in activities # 2 and 3.
5. The teacher plays the videos and tells them to take notes so they can answer the true and false questions later.  
( play the video for each activity twice )
5. The teacher listens to the responses of everyone in the class.

### Post-listening (8 min)

6. The teacher gives feedback on the topic so students can discuss in class.



# WORKSHEET #2

NAME:  
DATE:

PRE- LISTEN

1.- Match the correct picture



POLICEMAN



SINGER



ENGINEER



FOOTBALL  
PLAYER



ARTIST



DOCTOR



## WHILE LISTENING

### 2.- Choose and listen. (Video #1)



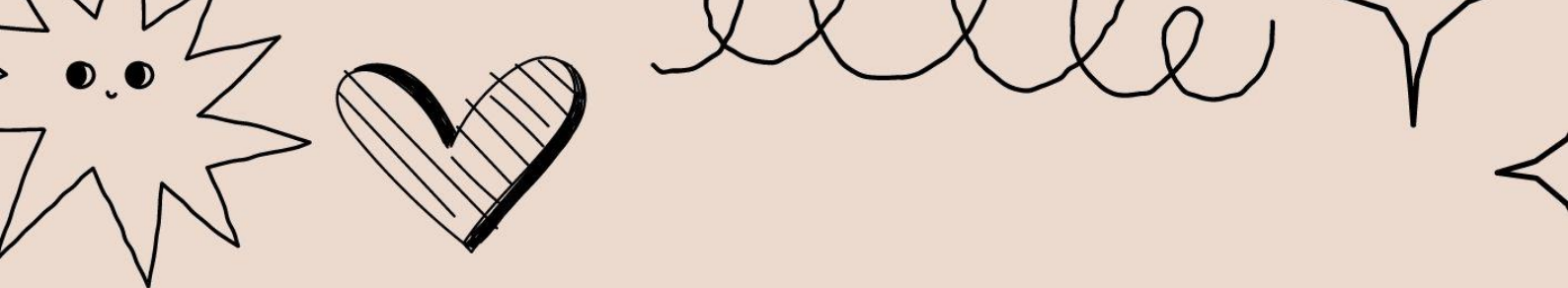
- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....



### 3. Underline the correct word.

- A ..... cut the hair.  
a)doctor      b)hairdresser      c)veterinary

- A ..... catch bad people.  
a)doctor      b)fireman      c)policeman



**4.- Listen and Write true or false. (Video #2)**

- The conversation is at a party. ....
- Ann knows Julio and Tamara. ....
- Ana is not a fashion designer. ....
- Tom is a teacher at the city high school. ....
- July is not a computer safety. ....

**POST- LISTENING**

**5.- Work in pair and discuss.**

- What do you want to be in the future?
- What do you think is the best profession?



# UNIT II

## MY CLASSROOM





# LESSON # 1

**Objective:** The students will be able to complete three activities correctly in the while-listen section as they watch and listen to videos.

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

**Level:** 5th level

**Time:** 25 minutes

**Grammar:** there is and there are

**Vocabulary:** School supplies

**Materials:**

YouTube video Link:

**Song of long frog(Video#1);**

<https://www.youtube.com/watch?v=bY6WyeJPP2s>

**Song of school supplies(Video #2):**

<https://www.youtube.com/watch?v=igCzgAGb034>

**Video of activity (Video #3):**

<https://www.youtube.com/watch?v=5GwDZ6p6Pv8&t=81s>

**Video of the activity Video #4:**

<https://www.youtube.com/watch?v=oFA-zf5H-PU>

**Worksheet**



# LESSON #1

## Students Procedure :

### Pre-listening (8 min)

1. Vocabulary. students answer some questions before starting the class;

Are you a student? (teacher, doctor, engineer, others)  
answer example: I am a student.

2. Complete the worksheet in the first activity.  
Match the previous words with their correct picture in the worksheet (literal #1).



### While-listening

3. Ask students to pay attention to the video and complete the second and third questions in the worksheet.

4. The students pay attention to the video to order the image, then they underline the correct answer. ( Video #1)

5. Play video #2. Ask students to answer true or false in the worksheet (literal #4).

6. Play the video one more time and check the answers.

7. Finally the students discuss in class. ( literal #5).



### Post-listening (8 min)

8. Students discuss in class and answer the questions.





# LESSON # 1

## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. First of all, the teacher asks one question before the class. Have you heard about there is and there are?
2. Subsequently, the teacher explains how the pre-listening activity should be developed, for which the teacher must play the first video, the link is in the materials.



### While-listening

3. The teacher asks the attention of students before playing the video and in this way also continues working on the worksheet while listening section. The teacher gives the respective instructions for the activity.
4. The teacher must play the following video and explain what the activity consists about.
5. The teacher plays video no. 4. and explains the true or false activity.



### Post-listening (8 min)

6. The teacher should help and give feedback if necessary so that the students can carry out the last activity.







# WORKSHEET #1

NAME:  
DATE:

## PRE- LISTEN

### 1.- Complete the letter of a frog on a long song. (Video #1)

There is a ..... on a long,  
 On a ....., on a long  
 There is a frog on a long,  
 What ..... he eat?  
 He ..... flies.

There are ..... frog under a rock,  
 Under a rock under a rock  
 What does he eat?  
 ..... eats flies.

There are two frogs under a rock,  
 What do ..... eat  
 They eat ants

frog  
 long  
 does  
 eats  
 two  
 they  
 cat  
 is  
 by



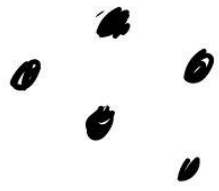
There is a ..... in a bag  
 In a bag, in a bag  
 There..... a cat in a bag  
 What does she it?  
 She .....fish

There are two cats .....a tree  
 By a tree, by a tree  
 There are..... cats by a tree  
 What do they eat?  
 They eat .....food.

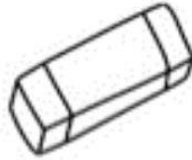




# WHILE- LISTENING



2.- Listen and paint the school supplies mention in the video. (Video #2)



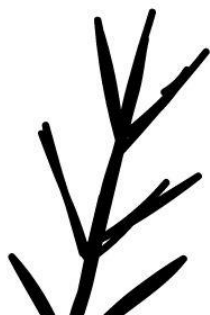
3.- Watch, complete and chose the correct word in the sentences.(Video #3)



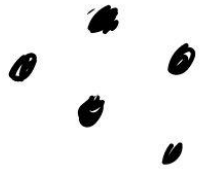
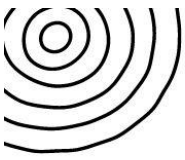
- it is ..... a glue an Eraser a pencil
- it is ..... a Pencil case a Pencil a School bag
- it is ..... a Chair a Library a desk
- it is ..... an eraser a Board a marker
- it is ..... a School bag a Glue a Pencil

4.- Look, listen, and answer true or false. (Video #3)

- There are two windows in the classroom. ....
- There are 3 tables in the classroom. ....
- There is a ball on the floor. ....
- There are 13 chairs in the classroom. ....
- There are five children in the classroom ....
- There is a computer in the classroom. ....
- There is a picture on the wall ....
- There are two biscuits on the table. ....

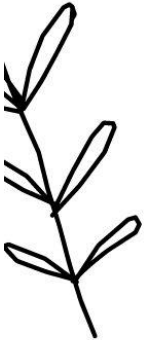




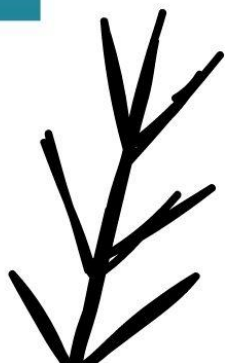
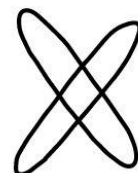
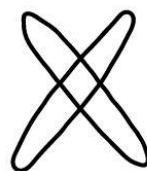
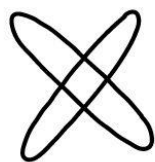


# POST-LISTENING

5.- Look at the picture and discuss, it with their classmates.



- How many children look?
- Are there two teachers?
- Is there a black clock?







# UNIT III

## My house





## LESSON #2

**Objective:** In this lesson, learners will be able to order the parts of the house and answer true or false in the correct way as they watch and listen to the video Parts of the House - English Educational.

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

**Level:**  
5th level

**Time:**  
25 minutes

**Grammar:**  
Difference of there is and there are

**Vocabulary:**  
Furniture of the house

**Materials:**  
YouTube video Link:  
**Video#1;**  
<https://www.youtube.com/watch?v=R9intHqlzhc>

Worksheet





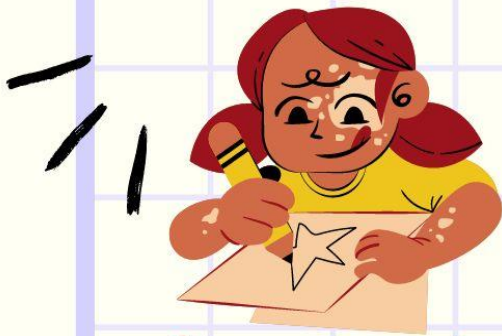


# LESSON #2

## STUDENTS PROCEDURE :

### Pre-listening (8 min)

1. **Vocabulary**, students answer one question to start the class; What things do you have in your room?
2. Look, listen, and write in the worksheet the first activity.
  - a. Look at the picture and repeat the words that look.
  - b. **Grammar**. Students complete the match activity #1 in the worksheet.



### While-listening

3. Ask students to pay attention to the video.
4. Play the video. Ask students to repeat and pronunciation of each word that listen to in video #1.
5. Play the video again. Students complete activity #2 of the worksheet.
6. Play the video one more time. Ask students to check their answers in whole the class.

### Post-listening (8 min)

7. Students practice the vocabulary according to things that they have in their house. Also, they can expose in front of class.



# LESSON #2

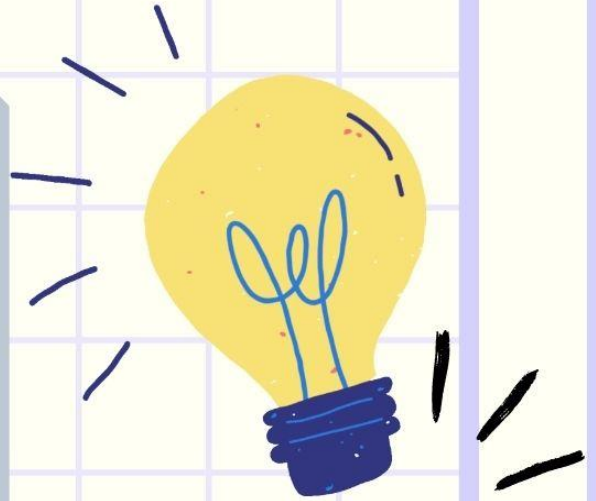
## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. The teacher starts with a question for his students, he chooses randomly and ask;

What things do you have in your room?

2. The teacher should practice listening with their students where the teacher should look at the image and pronounce so that their students can repeat. Then the teacher should follow the instructions to carry out the worksheet activity.



class

### While-listening

3. The teacher asks his students to pay the necessary attention to the video and take notes.

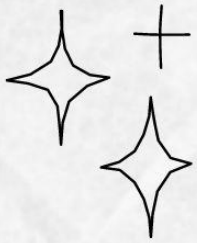
4. The teacher plays the video and then repeat what they heard, the pronunciation of each word, after which the teacher must give the instructions to solve the activity in the worksheet.

5.- Finally, the teacher makes his students share their answers.

### Post-listening (8 min)

6. The teacher gives feedback on what they have learned in class so that they can describe the different things they have.



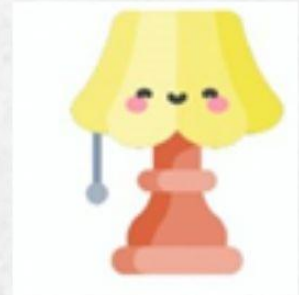


# WORKSHEET # 2

NAME:  
DATE:

## PRE- LISTEN

1.- Match the correct word with their image.



BOOKCASE

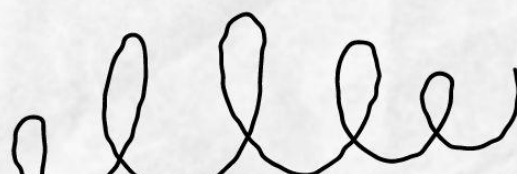
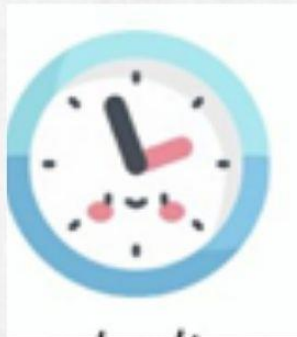
TELEVISION

PILLOW

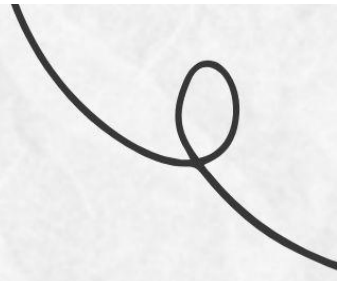
BED

LAMP

CLOCK





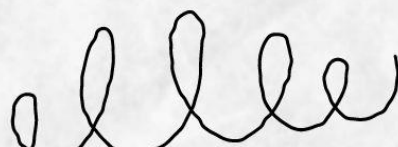
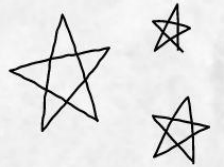


# WHILE -LISTENING

2.- Look, order, and practice pronunciation. (Video #1)



- a.- windows ( )
- b.-door ( )
- c.-roof ( )
- d.-garage ( )
- e.-garden ( )





#### 4.- Listen and choose true or false

a.- There is a beautiful garden.

True

False

b.- In the living room, there are sofas, bookshelves, and beds.

True

False

c.- In the kitchen, there is a stove, refrigerator, and table.


True

False

d.- In the bathroom, there are toilet and sink.

True

False



e.- In the bedroom, there is a bed and bookshelves.

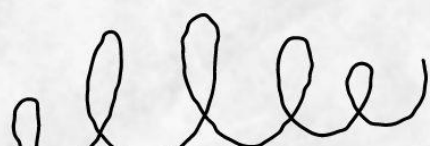
True

False

#### POST-LISTENING



3.- Look at the things that have at your home and expose in front of class .







# U N I T I V



## WHAT DO YOU DO IN THE FREE TIME?



# LESSON #1

**Objective:** By the end of the lesson, the students will be able to practice the song and answer true or false as they listen and watch the videos.

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

**Level:**  
5th level

**Time:**  
25 minutes

**Grammar:**  
Use of simple present tense

**Vocabulary:**  
Daily routines

**Materials:**  
YouTube video Link

**Video#1:**  
[https://www.youtube.com/watch?v=L3kPwe8T\\_-w](https://www.youtube.com/watch?v=L3kPwe8T_-w)

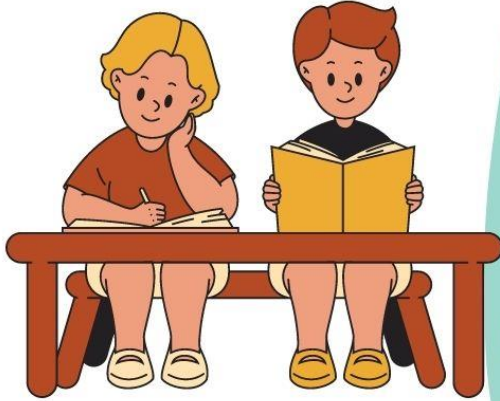
**Video #2:**  
<https://www.youtube.com/watch?v=MstHhbWY6L8>

Worksheet



# LESSON #1

## STUDENTS PROCEDURE :



### Pre-listening (8 min)

1. **Vocabulary**, Students answer one question before the class; What do you do during the day?
2. Classify, cut, and paste in the worksheet's first activity.
  - a. Establish the knowledge of two kinds of verbs. ( regulars and irregulars)
  - b. Grammar.** Ask students to classify the verbs and then cut and paste them into the worksheet.

### While-listening

3. Ask students to pay attention to the video.
4. Play the video. students listen to the question and answer each question according to their own information in worksheet activity #2.
5. Then in the whole class each student shares their answers.
6. Play the video of activity #3. Ask students to listen carefully to the pronunciation.
7. Play the video one more time and practice the song with all students in class.

### Post-listening (8 min)

8. Students should create their schedule with real activities about themselves





# LESSON #1

## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. The teacher starts the activity with asks their students one question;

What do you do during the day?

2. The teacher gives instructions to do the activity in the worksheet.



### While-listening

3. The teacher asks students to pay attention to the video.

4. Then the teacher must play the video and explain what must be done in the activity since the students must answer the questions heard in the video and then share the answers with their classmates.

5. Then the teacher should practice the song with the students and should help them with the pronunciation of what is heard.

### Post-listening (8 min)

7. At the end, the teacher must explain how the students should carry out their daily schedule and must give a little feedback so that their students do not have complications.





# WORKSHEET # 1

NAME:

DATE:

## PRE-LISTENING

### 1.-Match the correct picture



• play

• sleep

• write

• listen

• take shower

## WHILE-LISTENING

2.- Listen and answer with your information.(Video #1)


What do you do every day?

	YES	NO
• Do you brush your teeth every day?	.....	.....
• Do you take a bath every day?	.....	.....
• Do you eat breakfast every day?	.....	.....
• Do you comb your hair every day?	.....	.....
• Do you go to school every day?	.....	.....
• Do you play games every day?	.....	.....
• Do you have lunch every day?	.....	.....
• Do you read a book every day?	.....	.....




### 3.- Listen and Sing. (Video #2)

**What do you do in the morning?**




What do you do? What do you do?  
What do you do in the morning?

I get up.  
I have my breakfast.  
I go to school.  
That's what I do. That's what I do.  
That's what I do in the morning.




**What do you do in the evening?**




What do you do? What do you do?  
What do you do in the evening?

I do my homework.  
I have my dinner.  
I play with my toys.  
That's what I do ...  
... in the evening.




**What do you do in the afternoon?**



What do you do? What do you do?  
What do you do in the afternoon?



I have my lunch.  
I learn at school.  
I go home.  
That's what I do ...  
... in the afternoon.

**What do you do at night?**



What do you do? What do you do?  
What do you do at night?

I say goodnight.  
I brush my teeth.  
I go to bed.  
That's what I do ...  
... at night.



### POST-LISTENING

4.- Create your own schedule with activities that you do everyday.



# UNIT V

WHAT DO YOU WANT TO EAT?





# LESSON #1

**Objective:** At the end of the lesson, the students will be able to complete the song as they watch the video song of Food-Planet Pop.

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

**Level:** 5th level

**Time:** 25 minutes

**Grammar:**

Question and answers: Do you want ...? / Yes, I do. / No, I don't.; What do you want to eat? / I want to eat

**Vocabulary:**

Food

**Materials:**

YouTube video Link:

**Video #1:**

<https://www.youtube.com/watch?v=pr2GSnDicDI>

**Worksheet**



# LESSON #1

## STUDENTS PROCEDURE:



### Pre-listening (8 min)

1. **Vocabulary**, students answer some questions before the class
  - What do you want to eat?
  - Do you like .....?
  - Do you want....?
2. Listen and practice in the worksheet
  - a. Practice the pronunciation of each food that mention in video #1.
  - b. **Grammar**. Students choose the correct meaning of activity #1 in the worksheet.



### Post-listening (8 min)

6. Students ask some questions to their classmates and establish a short conversation.



### While-listening

3. Ask students to pay attention to the video.
4. Play video #2. the students will listen and complete the letter of the song with the words that students listen. activity #2 in the worksheet.
5. Play the video again. Ask students to check their answers.





# LESSON #1

## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. The teacher asks their students some questions
  - What do you want to eat?
  - Do you like .....?
  - Do you want.....?
2. The teacher plays the first video and then he will practice the pronunciation of vocabulary.
3. Next the teacher explains the activity.



### While-listening

3. The teacher says their students to pay attention.
4. Next the teacher plays the video twice and explains the activity.
5. Finally the teacher and students check their answers.

### Post-listening (8 min)

7. Teacher gives the feedback and helps each student.



# WORKSHEET # 1

NAME:

DATE:

## PRE-LISTENING

### 1.- Look and match



1. ICE CREAM
2. APPLE
3. CHIKEN
4. HAMBURGER
5. FISH
6. MILK
7. BANANA



# WHILE-LISTEN

## 2. Listen and complete

### SONG OF FOOD

Food! Food! Food!  
What's your favorite food?  
Do you like .....? Do you like eggs?  
My favorite food is ..... and bread.

Do you like .....? Fish, fish! No,  
I .....! I don't like fish

Do you like .....? milk, milk! Yes,  
I do. What about you?

Do you like bread? ....., bread! No,  
I don't! I don't ..... bread!

Do you like eggs? Eggs, eggs!  
Yes, I do! What about you?

Food! Food! Food!  
What's your ..... food?  
Do you like chicken? Do you like eggs?  
My favorite food is ..... and bread.

Do you like .....? Tomatoes, tomatoes!  
No, I don't. I don't like .....

Do you like chicken? Chicken, chicken.  
Yes, I do! What .....you?

Food! Food! Food!  
What's your ..... food?  
Do ..... chicken? Do you like eggs?  
My favorite food is tomatoes and .....

Food! Food! Food!  
What's your favorite food?  
Do you like .....? Do you like eggs?  
My favourite food is tomatoes and bread

## POST - LISTEN

### 3.- Ask and answers with their classmates

**Do you want a.....?  
Do you like a .....?  
What is your favorite  
(fruit)?**



**Yes, I want.....  
No, I don't like.....  
My favorite.....**



# UNIT VI

# MY FAVORITE FOOD.



## LESSON 2

**Objective:** At the end of the lesson, students will be able to write the ingredients and mark between five and six as true or false sentences as they listen to the video What Is Your Favorite Breakfast?

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

**Level:**5th level

**Time:**25 minutes

**Grammar:**

Question and answers: Do you want ...? / Yes, I do. / No, I don't.; What do you want to eat? / I want to eat

Vocabulary:  
process of recipe

**Materials:**

**YouTube video Link:**

**Video #1:**

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

Worksheet



## LESSON 2

### STUDENTS PROCEDURE:

#### Pre-listening (8 min)

1. **Vocabulary**, students answer these questions.
  - Do you know how to cook?
  - What kind of food do you prepare?
  - Do you know how to prepare the cake? (or any kind of food)
2. Choose and order, work in the worksheet for the first activity.
  - a. Meet new words.
  - b. **Grammar**. Students know the process of making vegetable soup, then they order according to the process that the teacher mentioned.



# class



#### While-listening

3. Ask students to pay attention to the video.
4. Play the video. Students watch the video and complete activity 2 in the worksheet.
5. Play the video again. Students write true or false in worksheet activity #3.
6. Play the video one more time. Ask students to check their answers with their classmates.

#### Post-listening (8 min)

7. Students write one process of their favorite food and expose it in front of the class.



# LESSON 2

## TEACHERS' ACTIVITIES:

### Pre-listening (8 min)

1. Vocabulary, the teacher asks some questions to the students  
Do you know how to cook?  
What kind of food do you prepare?

Do you know how to prepare the cake?

2. Then, he explains the activity, also, the teacher tells the process of preparing the vegetable soup to their students to complete the activity on the worksheet.



### While-listening

3. The teacher plays the video and says their students pay attention to the video.

4. At the end of the video teacher should ask if any students have difficulty doing the activity.

5. Finally, the teacher checks the answers in the whole class.



### Post-listening (8 min)

6. the teacher helps their students and gives feedback, about the class or activity

♥  
**TEACHING IS A  
WORK OF HEART**



## WORKSHEET # 2

**NAME:**

**DATE:**

### PRE-LISTENING

**1.- Choose and order (a process of vegetables soup)**



- 1. Cut all vegetables**
- 2. Put water on the pot**
- 3. Put in the cooking pot all vegetables**
- 4. Add one teaspoon of salt and species, and taste.**



## WHILE-LISTENING

### 2.-Listen and write

#### Ingredients of banana cake

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

### 3.- Write true or false.

#### Process

1. We need four bananas.
2. Put a banana in the bowl and start mashing.
3. In another bowl mix the other ingredients.
4. The dry ingredients are flour banana, milk, and vanilla.
5. In another bowl mixes the melted ingredients.
6. Mix melted ingredients in bananas.
7. Finally, we start frying in an oil-free pan at 120 degrees.

**TRUE    FALSE**

--	--

## POST - LISTENING

### 4.- Write the process of your favorite food. Then expose it in front of the class.





## CONCLUSIONS

- Through the use of video or audio on the YouTube platform imposed in the investigations, it was concluded that the problem found in the diffusion to improve the ability to listen in the English language is great in the rural educational environment as well as in the Patricio Espinoza Bermeo school in the 2022-2023 school year, it can be noted that despite having an English teacher, the students still have deficits in learning the language.
- The following investigation is supported by a logical and coherent methodology focused on collecting relevant information to meet the objectives established therein. Through the research topic, the researcher remained in line to choose the kinds of instruments to use. therefore, the subject of study has its characteristics, especially in the design, since the researcher wanted to achieve the goal that all children in the fifth grade of general education can develop their listening skills in the language.
- Through the data obtained during the survey of the children, it can be observed that there is motivation to learn, but the teacher needs to use more audio and video regarding the contents of each class. Additionally, it is necessary to provide work material where the videos and audios are used so that the children wake up and are more motivated to acquire the language rather than learn it.
- Regarding the proposal presented in the research, it deals with listening activities that are combined with videos and audios from the YouTube platform since it has a variety of videos with which the English language can be reinforced and taught as a subject for the country's schools.

## RECOMMENDATIONS

- The research work mentions that it is recommended to use as a learning strategy the use of videos or audio from the YouTube platform so that students can develop or increase their ability in the English language, it has also been seen that they not only help the listener but also can strengthen other skills of the same language.
- According to this research is recommendable that all researcher uses the methodology which helps to obtain relevant information and also helps with some aspects of using with students in class. Furthermore, it is necessary that improve skills for students depending on difficulties or that students like to learn.
- It is recommended that the children in the educational institution should have playful learning where the videos and audios can be used in each class so that they are motivated to want to learn and each teacher must have knowledge of how to use the videos and audios and to that they can strengthen the language.
- It is very important to create a didactic guide and recommended the of use this proposal as teachers can play with videos or audios to improve the student's listening skills in the English language. Moreover, it's necessary to put into practice the students' skills at any time not only inside the class.

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## ANNEXES



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

### Survey for students

**THEME:** YouTube Videos as Technological Tools to Develop Listening Skills in Primary Education at Patricio Espinoza Bermeo School, Academic Period 2022-2023

**OBJECTIVE:** Collect information about how videos could improve listening skills in 5th-grade primary education at Patricio Espinoza Bermeo School of San Clemente Community

**Instruction:** Mark with an X or circle the answer that you think is appropriate.

#### General information

**Gender:** Masculine  Feminine

**Age:** 5-10  11-12

### Questions

**1.- Do you like to study English?**

- Yes ( )
- No ( )

**2.- Do you consider English important to learn?**

- Yes ( )
- No ( )

**3.- How much time do you practice English outside the school?**

- 1-2 hours
- 2-3hours
- 3-4 hours
- More than 4 hours

**4.- Do you like listening to audios and watching English videos?**

- Yes ( )
- No ( )

**5.- Which of the following videos and audios do you like to watch and listen to in your free time?**

- Music ( )
- Audiobooks ( )
- Educative videos ( )
- Novels ( )

**6.- Which of the following platforms do you usually use to practice your listening skills? You can choose only one option.**

- Facebook ( )
- YouTube ( )
- Tktok ( )

**7.- How often does your teacher use audios and videos as tools to improve your listening skills in class?**

- Always ( )
- Usually ( )
- Sometimes ( )
- Rarely ( )
- Never ( )

**8.- Would you like your teacher to use more audios or videos to improve your listening skills in class?**

- Yes ( )
- No ( )





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**



**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

**Interview for Teachers**

**THEME:** YouTube Videos as Technological Tools to Develop Listening Skills in Primary Education at Patricio Espinoza Bermeo School, Academic Period 2022-2023

**OBJECTIVE:** Determine the knowledge teachers have about using the technological tool YouTube to improve listening skills in 5<sup>th</sup>-Grade Primary Education at Patricio Espinoza Bermeo School of San Clemente Community.

**Instruction: Please,** answer the questions honestly according to your criteria.

**1.- What is your name: my name is Pablo Carlosama.**

**2.- How long have you been working as an English teacher?**

**3.- What teaching methods, do you use in your English classes? You can write more than one.**

**4.- What technological tools, do you use in class to improve your students' listening skills?**

**5.- Do you think that your students could improve their listening skills by listening to audio or watching videos in the classroom? Please, explain.**

**6.- If your answer is Yes, what platforms do you use to improve your students' listening skills?**

**7.- What kind of videos or audio would you like to use to improve the listening skills of your students?**

**8.- Would you like to use audios and videos as technological tools to improve your students' listening skills?**

- Yes ( X )**
- No ( )**