



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Pedagogía del Idioma Inglés.**

Theme:

“YOUTUBE AS A TEACHING MEDIA AND THE LISTENING SKILL”

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SUPERVISOR APPROVAL

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I, Mg Manuel Xavier Sulca Guale, holder of the I.D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: “YouTube as a teaching media and the listening skill” investigated by Mr. Jhonny Fabián Tixi Moya with I.D No. 180505982-9 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "YouTube as a teaching media and the listening skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

My lovely family: my father, my dear siblings, especially my brother Luis in heaven.

My beautiful mom Teresa who is the support of my achievements and failures, she is my whole life.

Johnny

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I thank God for being the engine that drives every wish to come true, for each member of my family because they are my emotional and economic support.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “YouTube as a teaching media and the listening skill”

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ABSTRACT

English language learning through YouTube is a fascinating and entertaining way to teach. On the other hand, listening is one of the most difficult skills for English learners to master. Indeed, students consistently show deficiencies in learning this skill. For this reason, the main purpose of this research was to examine how YouTube promotes the improvement of listening skills in second-year high school students of the Juan León Mera "La Salle" Educational Unit in Ambato - Ecuador. Consequently, this research had a mixed approach because it analyzes quantitative data collected through a pre-test and post-test (Fliers A2 preliminary exam) as instruments, it is also qualitative because other qualitative instruments were used to collect information such as bibliographic search and observation of the experimental group. In addition, a pre-experimental design was carried out and it was exposed to a didactic treatment during nine interventions over five weeks in which listening activities were applied using YouTube content as a basis also the experimental group was made up of 33 students (21 males and 12 women). Subsequently, the results were analyzed using a non-parametric test for two related Wilcoxon samples, likewise, the results showed a positive advance in the use of YouTube as a teaching media tool, which confirmed the validity of the hypothesis raised. In the end, it was concluded that the YouTube platform contributes significantly to the development of the students listening skills because its content helps the student to understand specific and detailed information such as names, words, and phrases.

Keywords: Listening skill, technological tools, YouTube as teaching media, YouTube content, Listening competence.

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RESUMEN

Aprender el idioma inglés a través de YouTube es una forma fascinante y entretenida de enseñar. Por otro lado, escuchar es una de las habilidades más difíciles de dominar para los estudiantes de inglés. De hecho, los estudiantes muestran consistentemente deficiencias en el aprendizaje de esta habilidad. Por tal motivo, el propósito principal de esta investigación fue examinar cómo YouTube promueve la mejora de las habilidades auditivas en los estudiantes de segundo año de secundaria de la Unidad Educativa Juan León Mera “La Salle” de Ambato – Ecuador. En consecuencia, esta investigación tuvo un enfoque mixto porque analiza datos cuantitativos recolectados a través de un pre-test y post-test (examen preliminar Fliers A2) como instrumentos, también es cualitativo porque se utilizaron otros instrumentos cualitativos para recolectar información como la búsqueda bibliográfica y observación del grupo experimental. Además, se realizó un diseño experimental y se sometió a un tratamiento didáctico durante nueve intervenciones durante cinco semanas en las que se aplicaron actividades de escucha utilizando como base el contenido de YouTube, además el grupo experimental estuvo conformado por 33 estudiantes (21 varones y 12 mujeres). Posteriormente, los resultados fueron analizados mediante una prueba no paramétrica para dos muestras relacionadas de Wilcoxon, así mismo, los resultados mostraron un avance positivo en el uso de YouTube como herramienta de medios didácticos, lo que confirmó la validez de la hipótesis planteada. Al final se concluyó que la plataforma YouTube contribuye significativamente al desarrollo de las habilidades auditivas de los estudiantes debido a que su contenido ayuda al estudiante a comprender información específica y detallada como nombres, palabras y frases.

Palabras clave: Habilidad de escucha, herramientas tecnológicas, YouTube como medio de enseñanza, contenido de YouTube, competencia de escucha.

CHAPTER I

1.1 Research Background

To support the current research, important information was collected from several previous studies in different academic databases such as Google scholar, university repositories, Redalyc, and Scielo these works such as magazines, dissertations, journals, and articles contributed similar points of view to the study of the Youtube platform as a teaching media and listening skill. Additionally, most of these studies are currently being developed mainly in Indonesia, the United States, the United Kingdom, and Latin countries such as Mexico and Ecuador. It is essential to mention that the information addressed in a single language is not sufficient for the various purposes of the research because the information that serves as a foundation is contained in a single dialect, which limits knowledge to new terms. Therefore, multilingual information included rich and diverse data to support the theory in this study.

Ahmed (2021) conducted the research study entitled "The Significance of Using YouTube as an Academic Tool to Improve Students' Listening Skill in Libyan Universities" This research focused on investigating the meaning of applying the YouTube platform in the EFL class to improve the ability. This platform is currently very popular among the information and communication technologies (CLT) because as an educational tool it generates a pleasant environment that encourages students and their ways of learning. In this study a quantitative approach was applied because it used statistics in addition to a questionnaire as a means of gathering data, this questionnaire was applied to 60 second and third-year students at the Kfrah Faculty of Art and Science. This work contributes to this research with proven information about YouTube as an interesting tool that boosts performance and motivates students in an EFL class.

The research entitled "The Use of YouTube as a Learning Tool in Teaching Listening Skill" conducted by **Shadam and al. (2020)** aimed to review a systematic or formal investigation to find out how useful and active the YouTube tool is for

teachers and for learning. This research employs a qualitative approach as well as a questionnaire that was adapted for third-semester students at Ma'soem University. Therefore, this work is utmost importance for this research study because it provided different information on the use of technology in teaching and learning besides the results of this search it makes YouTube known as a complement among the tools for the teaching of a teacher.

Rahmatollah et al. (2019) conducted the research called "Impact of Using YouTube Videos on Iranian Intermediate Male and Female EFL Learners' Listening Skill Development" this research work aimed to inquire about the influence of instructional YouTube videos on the listening comprehension of women and men from an EFL class in Iran. The study involved the use of a quasi-experimental approach and to determine the level of comprehension equality, the Oxford Quick Placement Test (OQPT) was applied. The members of the sample were divided into two experimental groups and two of the same genre, then YouTube video clips were introduced to the experimental group while the control group received the same content but without YouTube video clips, a pre-test, and a post-test accepted for the purpose of this study. Therefore. The results are significant for the development of this research because it provides effective data on using YouTube videos as tools to improve students' hearing and English.

Aboudahr and Shorouk (2020) conducted this research entitled "The Effect of Using YouTube to Increase the Level of listening Skills Among Non-Native Students of Arabic Speakers in Malaysian Universities" the aim of this study was to use the survey questionnaire to assess the influence of YouTube in promoting the Audio development of non-native Arabic language learners. The research used a quantitative approach, a sample of 144 students selected through stratified sampling using the investigative search (SPSS, 25). The results indicated that YouTube is a platform with positive uses for the development of listening for Arab students with a non-native language. These results contribute to the development of this research with

credibility on YouTube as a dynamic tool of multi-use for education and mainly the development of listening skills.

In this research work entitled "The Use of YouTube Video toward Student's Listening Ability" the authors **Shafwati et al. (2021)** focused on knowing the effect that YouTube videos have as a means of learning listening skills. The development of this research involved a pre-experimental quantitative approach with a group where a pre-test and post-test were applied, the sample was 23 undergraduates from the English department at the University of Lampung, and the result of t-test showed that the meaning of the tails was 0.000. This means that YouTube has a significant influence on the development of listening skills, and it is also indicated that the videos on this platform make audiovisual comprehension more fun. These findings contributed to this research work with credible information about the content of the YouTube platform and its contributions to listening training in English Language students.

Wed (2019) conducted the work entitled "The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills", this study aimed to find out if YouTube and Snapchat have the capacity to promote EFL listening comprehension and make it deeper. The approach used was a mixed approach in addition to a questionnaire and an evaluation that guaranteed the validity of the research work. In this research, the participants were 50 female students from the Taif Language Center, they were randomly chosen and divided into a control group of 30 and the experimental group of 20 students. The experimental group was instructed with YouTube and Snapchat while the control group was instructed with a method of listening usually. After an evaluation of the two groups, the results showed that the use of YouTube and Snapchat effectively improve the auditory abilities of the students. This previous study contributes significant information on the social networks It is YouTube and Snapchat as tools that influence the student's motivation to apply them and improve their listening skills.

In the research entitled "Resource use content online learning: YouTube" conducted by **Rodriguez and Fernandez (2017)** demonstrated the result of using YouTube content in an online postgraduate statistics class, in the study he presents the use of descriptive and inferential statistics the objective of the study is "To verify the use of educational YouTube as a content resource tool promotes a better result in the learning of the students of the master's degree in Business Administration of Tecnológico de Monterrey during April and July quarter" this research work used two groups, one control and one experimental at the end of the second six-monthly evaluation, the results showed that the group exposed to YouTube content improved its learning performance by contrast to the group that did not use the YouTube tool consequently this study come up with credibility of using the YouTube platform as a means of teaching besides revealing utmost importance support the theoretical framework of this research work.

Ramírez (2016) conducted the research called "YouTube's educational possibilities uses" that had the objective of discovering the opportunities that YouTube offers as an educational tool. The applied methodology was qualitative because it was based on documentary research that inquired about various contributions of the platform. As a result of this work, it was shown that YouTube provides positive contributions to different educational aspects such as the formation of learning communities, search, selection, storage of content besides to the evaluation of self-authored or foreign audio-visual content. Therefore, these results contribute to this research work with truthful information on YouTube as a teaching tool that can help improve English Language Learners' listening skills.

Vera and Moreno (2021) developed a research entitled "Learning experiences on YouTube an analysis during the COVID 19 pandemic" the objective of this research was to analyze the uses that students of a public university in Mexico give to YouTube during the pandemic that occurred in 2020 by the COVID-19, and identify the educational utilities of YouTuber in formal and informal learning situations. The approach used in this work was quantitative in addition to a questionnaire made in

Google Forms that was applied to 149 students. The results indicated that YouTube is frequently used as an alternative learning option, however, YouTube can be applied as a resource in teaching and learning in a formal environment. This contributes with help to the research work with revealing information that involves analyzing the YouTube tool for teaching purposes.

Rahman et al. (2022) conducted the research called "YouTube Music as an Innovative Teaching Media to Improve Student' Listening Mastery" in order to investigate the effectiveness of the YouTube music platform as a teaching media to improve students' listening mastery. The approach used in this work was quantitative using true-experimental research, there were 52 students who were divided into two groups of 26 students. This research work also used a test and a questionnaire as a means of collecting data. In fact, exist numerous investigations that indicate that YouTube music is an efficient means of training students' listening skills. Implementing test as the first instrument, it was shown that the average of students to whom YouTube music was applied was 79.85 higher than those students who were taught by conventional means with 71.50. In the end, it was concluded that teaching using innovative media is different from conventional media. In addition, this result was affected by the perception of listening learning, which was found by the answers to the questionnaire. These findings contribute to the research work with information on the effectiveness of innovative tools applied in instruction for formal environments.

The results of the previous studies demonstrate the effectiveness of the YouTube platform as an interesting tool of instruction as well as support for educators. Listening skill is a challenge for English learners and the implementation of innovative technologies in an EFL classroom motivates students to improve their listening skills.

Theoretical framework

Independent variable

1.1.1 ICT

Information and communication technologies (ICT) refer to the numerous technological aids and materials focused mainly on the transmission, development, and collection data, this set of technologies implements the use of computers, internet websites, radio, and television technologies as well as telephony (**Oyedokun et al., 2022**).

On the other hand, **Pratt (2022)** stated information and communication technologies (ICT) as the infrastructure of elements and tools of advanced technology that allows the new information technology to transport, create and to store information, but the acronym ICT is not the only word which is used to refer to Information and Communication Technologies is also known as Information Technology (IT) nevertheless ICT is the general term used to represent the massive equit made up of multiple digital tools.

1.1.2 Web 2.0

The term Web 2.0 is difined a set of projects and devices from O'Reilly and Medialive that allows users to use applications as platforms where they can collectively share as well as create and store content and information. In other words. Web 2.0 is the development of the technologies that were presented by the Reilly and MediaLive International companies, which are leading Internet organizations (Tapia et al., 2020).

In addition, **Kenton (2022)** pointed out that Web 2.0 is the updating of applications found on the Internet with new functions and updated content besides these new technologies allow their users to be more owners of the information that is shared compared to Web 1.0 old technologies, where the user played a passive role.

This new generation of 21st-century applications offers a high level of interaction between users, making them the authors of most of the content found on the web.

1.1.3 Web tools 2.0

According to **Garcia et al. (2013)**, web 2.0 tools are active internet functions that permit the creation of private web pages that enable users to create, share, store and even collaborate on the content of another online user. Additionally, these technological tools have evolved the interaction of web designers and customers and as a result, the excessive amount of information has become the property of the user, in this way the customers manage their own technology, creating and modifying information according to their own interest.

Furthermore, web 2.0 tools allow users to control information in various web 2.0 areas, these areas make available to the user the advantage of attaching videos, photos, and links to other web pages. In the field of education, the utilities of these tools are endless, and handling them does not require advanced programming skills. It is important to mention that the constant use of these digital tools promotes students' creativity because web 2.0 tools do not limit their ideas (**Gulley & Thomas, 2020**).

Oyedokun et al. (2022) indicated common samples of 2.0 websites and tools:

- **Wikis and blogs:** allows a user or group of customers to share, comment, edit and update information on a website for example PBworks and WordPress.
- **Social networks:** are tools that allow the user to publish and upload. share and comment on content such as Facebook, Instagram and Twiter
- **Hosting sites:** allow users to share, comment, and collaborate with other creators of audiovisual content for different areas and purposes such as YouTube, TikTok and Flickr
- **Web content:** permit users to manipulate different educational content, business, to different social objectives for example Wikipedia and Weebly.

1.1.4 YouTube as a teaching media

Currently, studies show that the use of the internet and its applications have a positive influence on the teaching process and videos are a great source of learning, for this reason, YouTube, as the largest repository of audiovisual content, has become the educator's preferred tool because it introduces a new topic or simply better capture the attention of students as reported by **Ahmad et al. (2021)**, YouTube as a teaching media has contributed positively to world education because this platform is fast and free access to learn languages and cultures around the world.

In line with **Abang et al. (2018)**, Youtube is a fascinating social website with multiple contents from different social areas such as education, history, business, medicine, etc. The YouTube platform is currently one of the most popular internet applications that aim to create and share audiovisual material, it is mainly an entertainment media for all users of different ages.

In the other hand, YouTube has become a very useful complementary tool for the teaching of the English Language as a Foreign Language because this tool exposes material in real situations, makes teaching an interesting habit. In addition, many users of the English language publish videos and tutorials in different accents with exercises to teach grammar, improve listening skills or simply share personal stories (**Abang et al., 2018**). Additionally, the content offered by YouTube as a teaching media is free to download and edit for students and teachers .

Furthermore, as **Abang et al. (2018)** stated there is a number of researchers who study the YouTube platform as a means of teaching Listening skills and their discoveries have shown that students prefer to use a computer more when studying, as well as students prefer dynamic activities using Web tools 2.0. Therefore, YouTube as a web teaching tool can prompt the interest of students to improve their listening skills.

Finally. **Nasution (2019)** stated that YouTube as an English Language teaching tool is at the forefront in assisting the student to better understand the English class

sessions. This means that YouTube shows significant contributions to students to better understand the English language. In summary, YouTube presents unique and significant features to be an accurate tool to develop the four skills of the English Language, especially listening skills.

Dependent variable

1.1.5 English language

The word "English" comes from the Anglisc derivation that was the language of the Germanic tribe the Anglos that took place in England around the 5th century. This language is the mother tongue of nations such as the United Kingdom, Australia, Canada, the United States New Zealand as well as many other countries. Besides, English Language is adopted in other countries such as the Philippines, India, and Singapore, polyglot countries that adopted English as a second language. It is important to mention that The English Language is the mother tongue of some African nations such as South Africa, Nigeria, and Nigeria (**Nordquist, 2020**).

Conforming to **Hachten (2003)**, English Language is the second among the 10 most significant and most spoken languages globally. The English language is the most used language at a geographical level, this means that for more than 4,000 million humans, English is their second language. In many countries, English is taught as a Foreign Language and is widely used not only in the field of education but also in business, marketing, etc. In short, the English language is a language used by more than half of the world's population, utterly the language of international communication.

1.1.6 English language skills

Language learning requires four specific skills that help people to create communication these skills are receptive and productive. The receptive skills are listening and reading because by listening and reading we receive information. On the other hand, productive skills have the function of producing spoken or written communication (**Iqram Hossain, 2015**).

Each language has its facilities and difficulties to learn, as **Manaj (2015)** defined the four language skills as pinnacles that are trained separately but are united together to create language. Teachers' goal should primarily be to apply reliable materials and sources that sharpen these skills.

1.1.7 Receptive skills

Receptive skills are commonly known as listening and reading. These skills, like productive skills, have been better trained since the 1990s when the implementation of audiovisual material such as videos and images were exposed through web 2.0 tools. Additionally, the influence of these materials has had positive effects on promoting teaching inside and outside the classroom. In such a way that new technologies are expected to improve communication skills so that students are able to better understand the content that new technologies offer and thus promote creativity as well as generate superior skills for listening and writing comprehension (**Surkamp & Yearwood, 2018**).

The ability to listen and read is known as receptive skills, the receptive ability to listen is essential when the person begins to understand a language, in addition, this ability of the human being needs consent to retain information and generate an effective response to external stimuli. Likewise, the ability to read wants consent to understand the information in written form, this ability is second among the four skills that a language needs to sharpen and be able to generate knowledge and communication (**Sreena & Lankumaran, 2018**).

1.1.8 Listening skill

The ability to listen is one of the most demanding skills when it comes to understanding a language as reported by **Abang et al. (2018)** listening is the tendency to capture external factors in such a way as to understand what the rest of the individuals transmit orally. The development of this ability is very significant when

communicating because it is used 50% more than reading and writing. Unfortunately, this skill is not taken seriously by students and this is the main reason why listening is challenging.

On the other hand, **Nu Nu (2019)** defined the ability to listen as a cognitive action of receiving sound waves to be processed by the brain as an understanding of real actions in communication. Likewise, it is the initial input to encode, understand, analyze and respond to external stimuli this means that communication and learning begin through hearing. Therefore, the ability to listen is an important part of learning the English language nowadays because if the students understand the language better it means that their listening has become familiar with the target language.

English language listening skill requires a lot of effort for students because the listening lesson requires other skills than just listening, other skills such as the ability to comprehend and retain information in the long or short term. Additionally, it is evident that people cannot visualize how listening actually works during active cognitive processes. Nevertheless, the educator tries to understand this process, that is why teachers seek support in didactic tools that promote the listening skills of the students (**Nu Nu, 2019**).

Types of Listening

Commensurate with **Nu Nu (2019)**, the listening skill can be developed in different aspects according to the learning skills of each student. This means that in listening skills there are different specific aspects that are further developed, classifying this skill into 7 different types.

1. **Selective listening:** it is about the compression of the content for the main purpose of the lesson, this assists students to extract ideas from what they listen in some cases regardless of the level of complexity of the text content.

2. **Intensive listening:** It is the formal entrance to lessons that aim to bring the student's interest in the aspects of the language after the main theme of the content has been raised.
3. **Interactive listening:** it refers to the enhancement of responses that promote the interlocutor awareness of student feedback focused on types of cultural distinctions thus student choices, and strategies awareness can promote collaborative student engagement.
4. **Discriminative listening:** it is a good grounding for different listening goals and establishes differences in listeners' behaviors to point out audio and visual messages as well.
5. **Listening for comprehension:** It is notable for the understanding of data by avoiding critical reason for the errand through assigning a speaker's tentative meaning instead of assigning a speaker's own meaning.
6. **Critical listening:** it refers to criticize and understand what is heard and after making judgments about the message in order to accept or refuse compelling issues.
7. **Appreciative listening:** it refers to appreciate and obtain a perceptible sense of the material.

1.2 OBJECTIVES

1.2.1 General objective

To examine how YouTube promotes the improvement of listening skill in second-year high school students at Unidad Educativa "La Salle".

1.2.2 Specific objectives

- To diagnose the development of listening skill competence.
- To use suitable YouTube content that best promotes listening skills training.
- To describe how YouTube as teaching media enhance listening skill proficiency.

1.2.3 Fulfillment of the objectives

It was essential to apply a pre-test based on the Cambridge Flyers 2 sample exam to diagnose the level of listening competence that the students have. This listening comprehension test lasted 20 minutes that focused on assessing the students' ability to understand detailed information, such as words, names, and phrases.

The appropriate YouTube content used were video blogs, TV shows, music videos, song lyrics, and video tutorials that served as the basis to adjust learning activities that allowed students to actively participate in discussions, answer questions, and complete exercises.

The YouTube platform as a teaching media improved the development of students' listening skills because the content motivated students to actively participate and served the teacher as a support tool to adjust creative ideas in his lesson activities.

CHAPTER II

METHODOLOGY

2.1 Materials

In the development of this research, it was important to make use of human resources, as well as technological ones. In the first place, in this search, second-year high school students from Unidad Educativa Juan León Mera “La Salle”, who was the experimental group, played an important role. In addition, the survey of variables required the search of different academic journals, electronic books, and articles that provided relevant information to develop the theoretical framework. Subsequently, the third Cambridge English exam for young learners (Flyers A2) was used, this test is structured in 5 parts however only parts 3 and 4 were used to develop the pre-test and the post-test, where parts 3 and 4 were listed as parts 1 and 2. Moreover, this study reach also used technological materials such as YouTube, a WhatsApp group, and the internet. Additionally, the lesson activities in each intervention required the use of classroom teaching aids for instance blackboard, laptop, worksheets, and markers. Finally, the IBM statistical (software) was used to represent and analyze the results of the research.

2.1.1 Population

The experimental group for this study was made up of 33 adolescent students with an age range of 17 to 18 years consequently 21 of them were males and 12 females all belonging to the second year of high school at Unidad Educativa Juan León Mera “La Salle”.

Table 1

Population

Population	Experimental group	Percentage
Male	21	64%
Female	12	36%
Total	33	100%

Note: These data were taken from students of second high school at Unidad Educativa Juan León Mera “La Salle” by Tixi (2022).

2.1.2 Instruments

A2 Flyers is the third exam of the three Cambridge tests for young students. The purpose of this type of exam is to include children in the daily use of the English Language, making them confident and secure when communicating in a spoken or written way in such a way to obtain an A2 level according to the Common European Framework of Reference (CEFR). In addition, the exams focus on familiar topics to sharply promote listening, speaking, reading, and writing skills (**Cambridge Assessment English, 2018**).

The development of this research used the listening part to diagnose the listening competence of high school students. Currently, the Flyers A2 exam has 5 parts scored out of 5 points, these parts measure the learner's ability to understand detailed information such as names, words, and phrases. However, this research used parts 3 and 4 to structure a pre-test and post-test these tests were structured in parts 1 and 2 for an exam of 20 minutes

2.1.3 Procedure

In this research process, 9 interventions were applied in face-to-face classes for 5 weeks, where each lesson lasted 20 minutes. In the first intervention, the researcher applied the pre-test, introduced himself to the students, and gave them instructions for the class and instructions to fill out the pre-test exam moreover the researcher created a WhatsApp group to send the video before each lesson, the objective of this group was to avoid possible setbacks as well as give student more time to understand the topic of discussion.

In the second intervention, the lesson entitled "stereotypes" was applied, the video for this lesson was previously sent to students through WhatsApp to listen. This lesson required the students to participate in discussions about Latin people stereotypes, and the students were able to speculate and structure basic sentences in agreement or disagreement with their classmate's opinions.

In the third lesson, the video entitled "Personalities" was applied, in this lesson, the students had to participate in a didactic activity that divided the class into two groups where each student used adjectives that describe their personalities, and the teacher read-aloud for the students to listen and through a sentence, the students guessed who of their classmates the class was talking about.

In the fourth session, the content to be discussed was music lyrics in which lyrics from the song "Infinity" by Jaymes Young were used to make worksheets. The objective of this lesson was to identify words and specific information thus in groups of 9 students, the class had to try to fill in the missing words in the worksheet.

In the fifth lesson, the activity entitled "questions and answers" was applied, in this lesson the students were able to ask and answer about movies, this activity required the students to play with a paper ball formed with questions in it, and the student who kept the ball answered a question that the teacher read out loud. Therefore, the students were able to practice questions and answers using vocabulary taught in the previous lessons.

In the sixth lesson, the students played the "music challenge" activity. In this activity, the students had to listen to the first verses of some songs and in groups try to guess the title and the author of the song that was played. The objective of this activity was to identify vocabulary to express feelings and emotions.

The sixth intervention was aimed to memorize dating vocabulary through drawing and guessing, the teacher sent the video to the WhatsApp group to the students listen and understand it, this lesson required the students to learn vocabulary that was introduced in the video entitle “dating an American woman vs a Latin woman” while a student was drawing the word or phrase he/she chose the rest of students tried to guess what in the word.

The last lesson developed was entitled "present simple and present continuous" for this lesson a video tutorial was used where the use of these tenses was explained. Additionally, this lesson focused entirely on individual student learning. In fact, this lesson helped the student to use the present simple and continuous to answer and ask questions with basic studies.

In the end, the researcher applied the post-test that was structured in two parts, in fact, the same ones that were used in the pre-test in order to compare the initial and final results. Also, parts 1 and 2 of the post-test and pre-test had a value of 2.5 for each part and a sum of 5 points. Finally, the post-test results showed significant results compared to the pre-test results, which means that YouTube as a teaching media promotes listening skills.

2.2 Methods

2.2.1 Mixed approach

The current research study had a mixed approach because the information was collected and examined in a quantitative as well as a qualitative way just as **Tegan (2021)**, a mixed-method implies coupling quantitative and qualitative search components in order to answer the questions raised just as **Ahmad et al. (2019)** a quantitative approach is characterized by favoring deductive empirical logic based on rigorous treatment experimental methodologies, and statistical processes for data collection. On the other hand, a qualitative approach is based on insights acquired through observation to deepen a topic in a general way, it also helps to create concepts and tentative hypotheses to solve the problem posed (**Ahmad et al., 2019**). Consequently, this study used a quantitative approach because the data analysis was examined through numbers as the use of statistics likewise this study conducted a qualitative approach because it focused on explaining through observation the effect that YouTube has as a media of teaching to promote listening skills.

2.2.2 Research modality

Field

According to **Bhasin (2020)**, the field study is a qualitative strategy that implies relating through observation and interaction with the people or objects of study in their own field, although the field study is aimed at analyzing the object of study in its natural environment many times particular variables of a subject make it difficult to understand the cause and effect relationship. Therefore, this current research used the field study to observe the effect that the YouTube platform has on the listening ability of second-year high school at Unidad Educativa Juan Leon Mera "La Salle".

2.2.3 Bibliographic research

It is also bibliographic research because the data and information relevant to the subject of study will be extracted from different bibliographical sources and databases such as Google scholar, university repositories, Redalyc and Scielo just as **Arteaga (2020)** affirmed, the bibliographic study is any type of search that involves using information based on published sources and materials such, magazines, journals, reports, websites such as blogs as well as databases.

2.2.4 Design

Experimental research

Bruce (2018) stated that experimental research models are plans designed to observe a single object, person, or group of people after a treatment to see its effect on more than one variable. Therefore, this research work also used an experimental design because a single experimental group was observed, to which a pre-test, a treatment, and finally a post-test was applied in order to examine the influence of YouTube as a strategy to improve the listening ability of an experimental group at Unidad Educativa Juan Leon Mera "La Salle".

2.2.5 Types of research

Exploratory

This research is exploratory because it inquires in an innovative topic not previously addressed just as **Swedberg (2020)** affirmed that exploratory research seeks to explore current and interesting facts with the purpose of obtaining relevant information that contributes to a better understanding of the study phenomenon.

2.2.6 Hypothesis

Alternative Hypothesis

YouTube as a teaching media promotes the listening skill of second high school students at Unidad Educativa Juan León Mera “La Salle”.

Null Hypothesis

YouTube as a teaching media does not promote the listening skill second high school students at Unidad Educativa Juan León Mera “La Salle”.

Variable identification

- YouTube as teaching media (independent variable)
- Listening skill (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter includes the development of analysis of the data collected through Pre-test and Post-test, where a group of 33 second-year high school students from Unidad Educativa Juan León Mera "La Salle" was selected. Consequently, the listening comprehension section was applied, and the Flyers A2 preliminary exam was taken as a basis likewise tables and graphs were used to analyze the results, which allowed greater ease when analyzing and interpreting the data.

The information was collected from 33 students, who participated in a before and after, where the YouTube platform was applied as a teaching media to enhance the development of listening skills, each part of the pre-test and post-test results are detailed in tables and graphics. It is important to mention that Flyers A2 preliminary exam contains 5 parts and is rated on 5 shields in total nevertheless, this research used parts 3 and 4 each rated on 2.5 and a total of 5 points.

Lastly, in the development of the tables and graphs, the IBM SPSS statistic software was used, which allows inferential statistical studies to be carried out. A normality test was applied and it was shown that the results are scattered. And this indicates that a Wilcoxon test, a non-parametric two-related sample should be applied to determine whether to reject or accept the Null hypothesis.

3.1.1 Pre-test results

Table 2

Pre-test results

Pre-test results			
	Part 1	Part 2	Pre-Test Score
Average	1,02	1,20	2,21

Note: General average of the listening pre-test by Tixi (2022).

Figure 1

Pre-test results

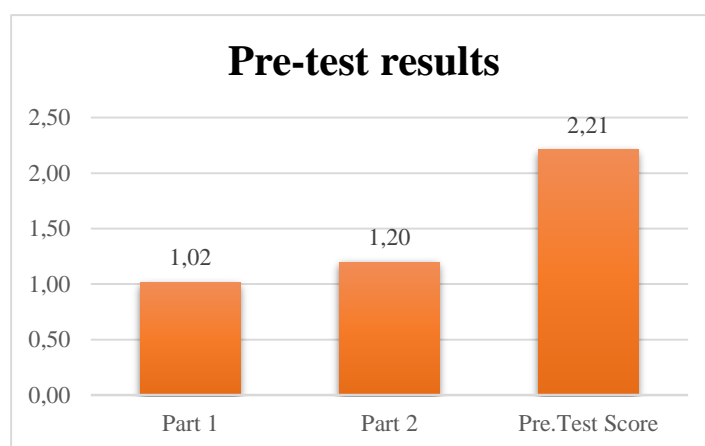


Fig. 1: Pre-test results by Tixi (2022).

Analysis and interpretation

The results obtained in the pre-test are the follow, in the table, it can be seen that in part 1, there is an average of 1.02 out of 2.5 points. On the other hand, in part 2, the students obtained an average of 1.20 out of 2.5 points. As a result, the average score is 2.21 out of 5 points.

The results interpret a notable difficulty in listening comprehension on the part of the students, this listening problem was evident in the different parts of the test. In part 1 it is evident that there were really low scores, in this part, the students had to listen to the literal and place it in the correct box. In the application of the pre-test, the receptive listening ability is low thus it is necessary to improve the students listening skill.

3.1.2 Post-test results

Table 3

Post-test results

Post-test results			
	Part 1	Part 2	Post-Test Score
Average	1,03	1,98	3,02

Note: General average of the listening post-test by Tixi (2022).

Figure 2

Post-test results

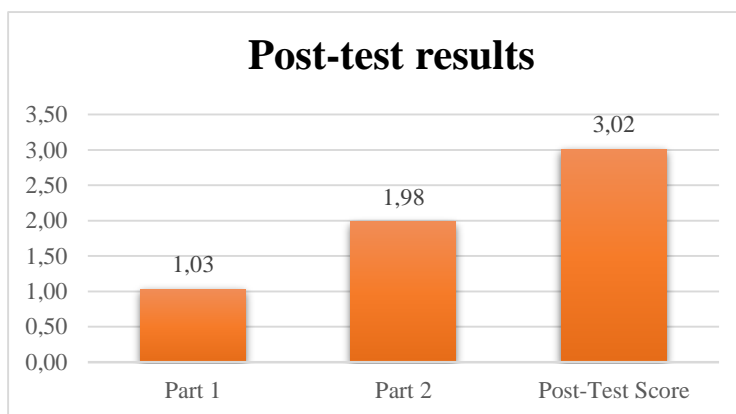


Fig. 2: Post-test results by Tixi (2022).

Analysis and interpretation

The results obtained in the Post-test are the following, in the table, it is observed that in part 1, there is an average of 1.03 out of 5 points. On the other hand, in part 2, the students obtained an average of 1.98 out of 5 points as a result the average score is 3.02 out of 5 points.

The results allow interpreting that the application of the YouTube platform had a good impact on the students' listening comprehension. However, it is evident that listening is a problem that still exists in the two parts of the test where the students had to listen to the literal and place it in the correct box consequently the application of the YouTube platform allowed develop the listening ability, but not in a satisfactory way,

and it is observed that there is still a deficiency in the receptive listening ability, thus it is necessary to practice more to improve and develop of this skill.

3.1.3 Comparative results pre-test and post-test

Table 4

Comparative results pre-test and post-test

Criteria	Pre-test average	Post-test average	Difference	Expected average
Part 1	1,02	1,03	0,02	2
Part 2	1,20	1,98	0,79	2
TOTAL	2,21	3,02	0,80	4

Note: General average pre-test and post-test, difference and expected average by Tixi (2022).

Figure 3

Comparative results pre-test and post-test

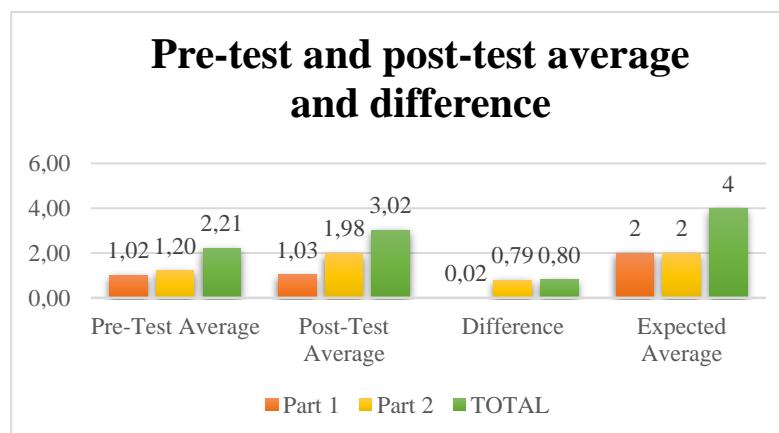


Fig. 3: Pre-test and Post-test average and difference by Tixi (2022).

Analysis and interpretation

The comparison of the averages of the 2 parts of the test are the follow, in part 1, the result of the previous test was 1.02, while in the final test it was 1.03, out of 5 points, which shows that there is no there was notable increase. On the other hand, in part 2, the pre-test gave a value of 1.20, and this improved to 1.98, in the Post-test, over 5 points, there was an increase of 0.78 points. The general average at the beginning was 2.21, out of 5 points. After the application of the YouTube platform, it is evident that it helped in developing the listening skill, and the general average gave a value of 3.02.

In summary, the use of the YouTube platform contributed to the development of listening skills. The applied platform is easy to use, and can be found on any mobile device or computer, it can also be used at any time, at any time and every day of the week, which is a very beneficial tool for academic purposes.

3.2 Verification of the hypothesis

In the current research, the analysis of the collected results was developed, through the Wilcoxon signed range comparison test, through the IBM SPSS Statistic program.

Hypothesis statement

Null hypothesis (H0)

YouTube as a teaching media does not promote the listening skill of students from the second-high school at Unidad Educativa Juan León Mera “La Salle”.

Alternative hypothesis (H1)

YouTube as a teaching media promotes the listening skill of students from the second-high school at Unidad Educativa Juan León Mera “La Salle”.

3.2.1 Test of normality

Table 5

Test of normality

Test of normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,253	33	,000	,858	33	,001
Post-test	,162	33	,028	,927	33	,029

a. Lilliefors significance correction.

Note: Shapiro-Wilk normality test values by Tixi (2022).

The normality test table between the pre-test and post-test was performed using Shapiro Wilk because of the sample to be analyzed is less than 50. After performing the analysis and as shown in the table, the significance level for the pre-test is 0.001, now with the application of YouTube as a teaching media tool, to improve listening skills in students, the significance level for the Post-test is 0.029, which shows that the

results follow a normal distribution. As a result, in the analysis of the normality test, it is observed that a non-parametric test with two Wilcoxon-related variables must be applied.

3.2.2 Wilcoxon signed ranks test

Table 6

Wilcoxon signed ranks test

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	5 ^a	13,50	67,50
	Positive Ranks	27 ^b	17,06	460,50
	Ties	1 ^c		
	Total	33		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed rank test values by Tixi (2022).

3.2.3 Test statistics

Table 7

Test statistics

Test statistics^a	
	Post-test – Pre-test
Z	-3,721 ^b
Asymp. Sig.(2- tailed)	,000

a. Wilcoxon signed ranks test.

b. Based on negative rank.

Note: test statistics with Asymptomatic Significance by Tixi (2022).

Analysis and interpretation

To analyze the Wilcoxon signed ranks test, the difference between the Post-Test values are taken into consideration, minus the pre-test values, as a result, it is observed that negative ranks (a) gave a value of 5, that is that 5 students had a lower value in the final test compared to the initial test. On the other hand, there are 27

positive ranges (b), and ties (c) are equal to 1. This means that there is a mean range of 13.50 and another of 17.06. The sum of these ranges gives two results that are 67.50 and 460.50.

The following table shows the significance test, where the relationship with the research hypothesis is observed, the result is a value of 0.000, which is less than 0.05. This means that the development of the research through the analysis of the data collected, results in the rejection of the null hypothesis, and the alternative hypothesis is given way and accepted. Therefore, the application of the YouTube platform contributes to the development and improvement of second high school students listening skill.

3.2.4 Discussion of results

After having implemented the YouTube platform as a teaching tool and the results obtained when comparing the pre-test and post-test, it evidenced a significant development of the listening skill in second-year high school students from La Unidad Educativa Juan León Mera"La Salle". Consequently, YouTube is a productive and innovative teaching media also the use of this tool is significantly accurate compared to other audiovisual tools for teaching and training listening skills (**Rahmatillah et al., 2019**).

Shadam et al. (2020) teaching using YouTube causes a significant effect on the videos' undersatnding, in fact, it allows the student to pay more attention and interest in the learning material, it is also evident that this platform contributes to linguistic development, especially to the student's listening skill. Additionally, **Sigit at al. (2021)** stated that the use of YouTube as a productive tool also entails searching for entertaining material that is possible to watch, listen to and discuss the content of the material. On the other hand, **Rahmi (2022)** mentioned that sometimes the use of YouTube as an educational tool entails contradictions, especially in places without internet access. However YouTube is a tool accessible to downloads and its videos can

be seen at any time and situation, similar to traditional audio but even better because it is not only an audio material but also a visual one (**Abang et al., 2018**).

Eventually, although the previous results detected deficiencies in the listening ability of the students, the results after a treatment based on the content of YouTube as a teaching media showed a positive significance in the development of the students listening skill, thus YouTube as a media promotes the development of English learners listening skills.

CHAPTER IV

4.1 Conclusions

Finally, the current research work has been completed and once the information collected has been analyzed and interpreted regarding the YouTube platform as a teaching media and the listening skill, it is of utmost importance to conclude the research work supported by the results obtained.

- The listening competence of the students from second-year high school at Unidad Educativa Juan León Mera "La Salle" was diagnosed through the Pre-test (Cambridge Flyers A2 sample) this test had two parts and the total average of 2.21 over 5 points was obtained (**Cambridge Assessment English, 2018**). Therefore, from this diagnosis it can be deduced that the development of the listening skill competence was low this means students were not being able to understand detailed information such as names, words, and phrases thus it was important to apply the YouTube platform as teaching media in order to examine how it can improve listening skills
- YouTube is a platform that encompasses various content that can be used to master listening skills in the English language and, according to the advantages of this research, this type of content influences not only listening skills, but also the learning of different real vocabulary such as verbs, nouns, adjectives, expressions, idioms, phrasal verbs, etc. Therefore, it was concluded that students pay more attention to content that interests them, such as television programs, video clips, and video blogs nevertheless music videos and music video lyrics are the convenient YouTube content that best promotes English learners' listening skills (**Sigit et al., 2021**).
- Furthermore, the content that is published on the YouTube platform shows the language in real situations and this helps students the more they consume YouTube content the better they will master it. In summary, the YouTube platform was used as a teaching media to enhance listening skill proficiency because of the diverse English content students can find interesting and encourage them to listen to the

language thus they can master their listening skills unconsciously (**Aboudahr & Shorouk, 2020**).

- It is quite clear that the YouTube platform has significant effectiveness in improving high school students' listening skills, as the final results after applying YouTube content showed positive results the use of YouTube as an educational media improved listening skills due to the content used by the teacher, this content helped improve focus and interest and encouraged students to further perfect their listening skills (**Abang et al., 2018**).

4.2 Recommendations

After having analyzed and examined the YouTube platform as a means of teaching to improve listening skills, it is suggested to take into account the following recommendations.

- To promote the development of listening skill competence, the YouTube platform should be implemented as a teaching or support tool in the teacher's lessons or individual student learning. Indeed, YouTube encompasses fascinating English content for students and teachers thus they should use frequently diverse audiovisual material in terms of vocabulary and accents in order to enhance learners' listening skills.
- Furthermore, students preferred to use additional content, such as productive reviews, sketch videos, and pranks, to create a fun learning environment that motivates them to want to keep practicing their communication skills. However, it is recommended that teachers use more music videos and song lyrics in their lessons because this type of audiovisual content is a source of vocabulary learning and also more effectively captures the student's attention.
- To carry out the application of the YouTube platform as a pedagogical tool since it contributes positively to the improvement of the listening skills of the students. Therefore, it is suggested teachers promote the application of the YouTube platform in face-to-face activities because it encourages students to participate actively moreover promotes autonomous student work without being authorized by the teacher.
- In order to maintain the student's concentration and stimulation in the auditory activities, the teacher should offer to use current and interesting content from YouTube, such as video clips and video clip lyrics, as this type of content arouses more interest in students besides being a vast source auditory and visual material.

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ANNEXES

Annex 1: School approval

CARTA DE COMPROMISO

Ambato, 06 de abril de 2022

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mgs. Silvana Meléndez en mi calidad de Directora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " YOUTUBE AS A TEACHING MEDIA AND THE LISTENING SKILL" propuesto por el estudiante Tixi Moya Jhonny Fabian portador de la Cédula de Ciudadanía 180505982-9, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


Mgs. Silvana Meléndez
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Note: School approval by Tixi (2022).

Annex 2: Pre-test and Post-test



UNIDAD EDUCATIVA "LA SALLE"
BACHILLERTO GENERAL UNIFICADO
PRE-TEST and POST-TEST



Candidate name: _____ Date: _____

Class: Level A2

Hour: 20 minutes

Introduction. This test is based on Cambridge Preliminary (Flyers A2) English Sample Exam and English Pedagogical Module 1 for Second year of high school from "Ministerio de Educación"

Objective: To measure the students' listening skill competence

Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in listening Parts 1 and 2.
- At the end of the test, send just the sheet to your teacher.
- Each question is worth 0.50.

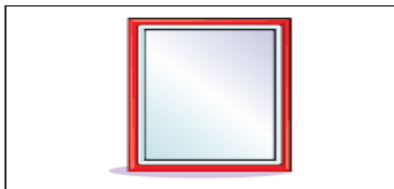
LISTENING

PART 1

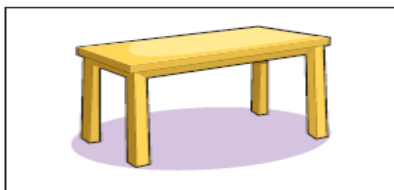
-5 questions-

Where should these things go in the new house?

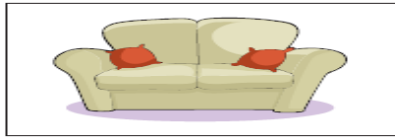
Listen and write a letter in each box. There is one example.



mirror



table



sofa



bookcase



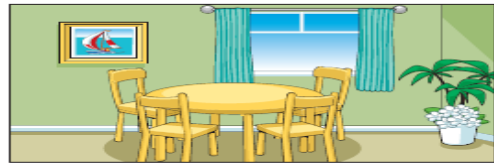
painting



clock



A



B



C



D



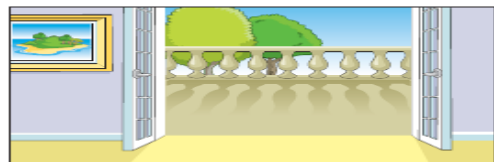
E



F



G



H

LISTENING

PART 2

-5 questions-

Listening and tick (✓) the box. There is one example.

Example.

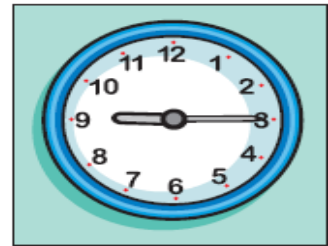
What time does the café open?



A

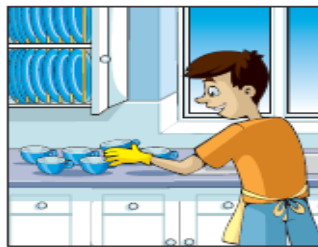


B



C

1. What must Harry do first?



A



B



C

2. What will Harry make for lunch?



A



B



C

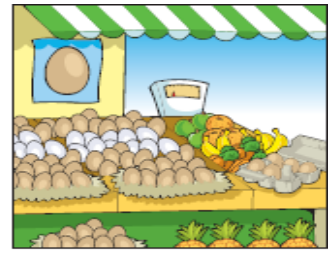
3. Where should Harry go to buy the eggs?



A

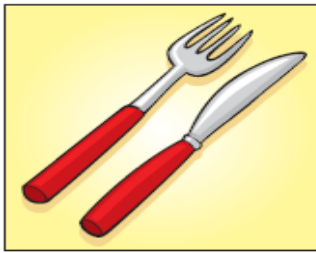


B



C

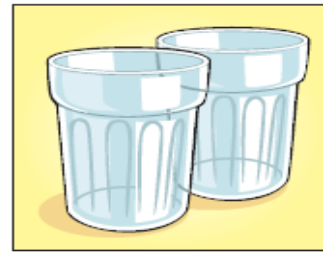
4. What should Harry put on the tables?



A

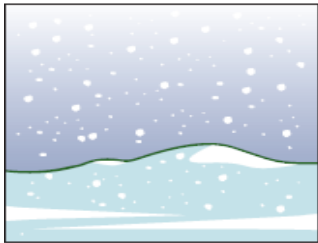


B



C

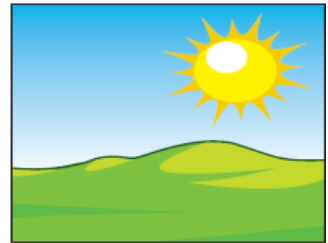
5. What was the weather like yesterday?



A



B



C

Note: (Flyers A2) Cambridge English Sample Exam (2018)

Source: <https://www.cambridgeenglish.org/latinamerica/images/165873-yle-sample-papers-flyers-vol-1.pdf>

Annex 3: Instrument validation



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “LISTENING TEST”

PERTENECIENTE A LA INVESTIGACIÓN:

YOUTUBE AS A TEACHING MEDIA AND THE LISTENING SKILL

AUTOR/A: Jhonny Fabián Tixi Moya

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: ÓPTIMO

PARAMETROS PREGUNTAS	Pertenenencia de las preguntas del instrumento con los objetivos				Pertenenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
LISTENING - PART 1 Evaluation Criteria: Students listen focus on gist understanding and writing the best option. Instructions: listen to the audio them write the correct letter to answer the item. (see evaluation instrument) Assessment: The task requires students to listen for specific information of the pictures				✓				✓				✓				✓
LISTENING - PART 2 Evaluation Criteria: Students listen for gist, ticking the correct option																

<p>Instructions: listen to the audio them tick to choose the best option in the box. (see evaluation instrument)</p> <p>Assessment: The task requires students to listen for specific information of the pictures.</p>				✓				✓			✓			✓
--	--	--	--	---	--	--	--	---	--	--	---	--	--	---

OBSERVACIONES :



Realizado Por:
 Jhonny Tixi
 CI: 1805059829



Firmado electrónicamente por:
**MANUEL XAVIER
 SULCA GUALE**

Validado Por:
 Lic.Mg. Manuel Xavier Sulca Guale
 CI: 1802447548

Annex 4: Lesson plans

LESSON PLAN 1																							
UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”																							
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 16 th 2022.		Topic: Latin stereotypes “Video blogs” Time: 20 min.																					
General Objective <ul style="list-style-type: none"> To discuss different opinions and speculations about Latin stereotypes. 		Specific Objectives <ul style="list-style-type: none"> To recognize specific adjectives to describe people's appearance. To speculate about different opinions To structure basic sentences using adjective. 																					
Timing	Procedure	Materials																					
5min	T will introduce the topic class thought a YouTube about foreign people speculations about Latin people. Link: https://www.youtube.com/watch?v=kqY3nN4Et7M&t=9s T asks students to listen and pay attention to specific adjectives Ss listen and write notes down.	Lap top - internet																					
15 min	T writes different stereotypes on the board to students try speculate and decide between a TRUTH or MYTH T asks students What do they think about Latin stereotypes T start choosing 5 students for each column Each student will listen and give an opinion about the Latin stereotype The rest of students listen to their classmate opinion and they speculate or contrast ideas. Ss altogether will conclude weather the Latin stereotypes are a TRUTH or MYTH	Markets, black board																					
5min	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">T</th> <th style="text-align: center;">M</th> </tr> </thead> <tbody> <tr> <td>Latinos are fiery and hot-tempered</td> <td></td> <td></td> </tr> <tr> <td>Latinos all know how to dance</td> <td></td> <td></td> </tr> <tr> <td>Latin people are always up for a party</td> <td></td> <td></td> </tr> <tr> <td>Latin men and women are jealous and possessive</td> <td></td> <td></td> </tr> <tr> <td>Latinos are lazy</td> <td></td> <td></td> </tr> <tr> <td>Latin men = Latin lovers, charming smooth.</td> <td></td> <td></td> </tr> </tbody> </table> <p>T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills.</p>		T	M	Latinos are fiery and hot-tempered			Latinos all know how to dance			Latin people are always up for a party			Latin men and women are jealous and possessive			Latinos are lazy			Latin men = Latin lovers, charming smooth.			
	T	M																					
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Latinos all know how to dance																							
Latin people are always up for a party																							
Latin men and women are jealous and possessive																							
Latinos are lazy																							
Latin men = Latin lovers, charming smooth.																							
Source: https://www.youtube.com/watch?v=kqY3nN4Et7M&t=9s																							

LESSON PLAN 2		
UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 17 th 2022.		Topic: Personalities “TV shows” Time: 20 min.
General Objective	Specific Objectives	
<ul style="list-style-type: none"> To recognize common adjectives to describe people personalities. 	<ul style="list-style-type: none"> To distinguish common adjectives that people use to describe appearance To speculate about common behavior and appearance. To apply common adjectives in simple structured sentences 	
Timing	Procedure	Materials
5min	T introduces the topic class thought a YouTube “best friends challenge” Link: https://youtu.be/0Yw-U34X4sc T asks students to listen and pay attention to specific adjectives Ss listen and write notes down.	Lap top - internet
15 min	T will divide the class in two groups T asks students to write sentences the best adjective that describe their personality. <ul style="list-style-type: none"> Intelligent Shy Outgoing Nervous Energetic Friendly Kind Hot-tempered Fiery Jealous Ss write in a sheet of paper a sentence the best describe his/her personally using the adjectives	Markets, black board
5min	T sets two boxes to students put in their sentences T reads each sentences loud. Ss listen to teacher and try to guess who is the person that the sentences describe. T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills.	
Source: https://youtu.be/0Yw-U34X4sc		

LESSON PLAN 3 UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 19 th 2022.		Topic: feelings “Music lyrics” Time: 20 min.
General Objective <ul style="list-style-type: none"> To identify words and specific information 		Specific Objectives <ul style="list-style-type: none"> To recognize words to describe feeling To use specific words for describing mood To structure basic sentences adjectives to describe feeling.
Timing	Procedure	Materials
5min	T introduce the topic class thought a YouTube about foreign people speculations about people feeling. Link: https://www.youtube.com/watch?v=Co72yW9C_Uw T asks students to listen and pay attention to specific adjectives Ss listen and write notes down.	Lap top - internet
15 min	T makes four groups of 9 people T gives Ss work sheets and an answer sheet to complete with the correct word T plays the song “Infinity” Ss listen to the song and try to put in order the words <ul style="list-style-type: none"> Die paradise Try sacrifice Mad ocean Lost frozen Impossible universe ‘Cause chosen Infinity crown Darling heart Hole gods Reason 	Markets, black board, worksheets
5min	T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills.	
Source: https://www.youtube.com/watch?v=Co72yW9C_Uw		

LESSON PLAN 4 UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 25 th 2022.		Topic: Questions and answers “Video clip” Time: 20 min.
General Objective <ul style="list-style-type: none"> To practice questions and answer about movie tastes. 		Specific Objectives <ul style="list-style-type: none"> To review specific vocabulary words To recognize specific names and information. To answer to simple questions
Timing	Procedure	Materials
5min	T introduces the topic class thought a YouTube video clip of the movie Spiderman no way home Link: https://www.youtube.com/watch?v=A4kZ2Nnsm_g T asks students to listen and pay attention to specific adjectives Ss listen and write notes down.	Lap top - internet
15 min	T writes some questions about movies in pieces of paper to students to choose. T gives students a ball to throw it each other the student who catch the ball will choose one piece of paper with some questions. <ul style="list-style-type: none"> What movie is this video clip from? Do you like science fiction movies? What is your favorite part of the movie? What are the names of the characters in this movie? Can you name 5 marvel movies? What is your favorite marvel movie? 	Markets, black board
5min	Each student chooses one piece with one question. T I write louder each question to student to listen. Each student will listen and give an opinion about their classmates.	
	T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills.	
Source: https://www.youtube.com/watch?v=A4kZ2Nnsm_g		

LESSON PLAN 5 UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 26 th 2022.		Topic: Music challenge “Video music” Time: 20 min.
General Objective <ul style="list-style-type: none"> To identify vocabulary to express feelings and senses. 		Specific Objectives <ul style="list-style-type: none"> To recognize specific adjectives to describe people's feeling. To speculate about different opinions To structure basic sentences using adjective.
Timing	Procedure	Materials
5min	Let's students listen to the song “take me the church” Link: https://www.youtube.com/watch?v=PVjiKRfKpPI T ask students to listen and pay attention to specific adjectives Ss listen and answer What do you think about the video? What does it convey to you?	Lap top - internet
15 min	T divide the class in 5 groups of 6 students. T choose 10 different songs of a play list <ul style="list-style-type: none"> Look out of heaven by Bruno Mars Stay by Justin Bieber Bounce by Calvin Harris Infinity by Jaymes Young When it's come to you by David Guetta Save your tears by The weekend Chlorine by Twenty-one pilots Levitating by Dua Lipa Clocks by Coldplay Firestone by Kygo T play each song during one minute Ss listen carefully to the first verse of each song with the objective of guessing the title of the song. The fastest group will win a point if they write the title of the song and its author	Markets, black board
5min	T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills.	
Source: https://www.youtube.com/watch?v=PVjiKRfKpPI		

LESSON PLAN 6 UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: May 30 th 2022.		Topic: Dating vocabulary. Time: 20 min.
General Objective <ul style="list-style-type: none"> To memorize vocabulary for dating through guessing and drawing. 		Specific Objectives <ul style="list-style-type: none"> To recognize adjectives to describe people's appearance. To speculate about different opinions To structure basic sentences using adjective.
Timing	Procedure	Materials
5min	T introduces the class through a YouTube video Link: https://www.youtube.com/watch?v=zfRPisvnjIw T asks students to listen and pay attention to specific adjectives Ss listen and write notes down.	Lap top - internet
15 min	T write the new dating vocabulary in pieces of paper <ul style="list-style-type: none"> Fall in love Jealous Nervous to break up to hit it off to cheat on someone to get (back) together friend zone chemistry to flirt <p>The teacher is going to stick the pieces of paper face down on the board for the students to choose.</p> <p>T plays music while the students pass a ball to each other and when the music stops the student with the ball goes to the blackboard to try to represent the new word or phrase he/she has chosen.</p> <p>Ss try to show their classmates what word or phrase did he/she choose.</p> <p>Ss try to guess the word or phrase that his/ classmates are drawing by looking carefully</p>	Markets, black board, colorful notes paper
5min	T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills	
Source: https://www.youtube.com/watch?v=zfRPisvnjIw		

LESSON PLAN 7		
UNIDAD EDUCATIVA JUAN LEÓN MERA “LA SALLE”		
Class: Second High School. Teacher name: Tixi Moya Jhonny. Date: June 2 nd 2022.		Topic: present simple and present continuous “Video tutorial” Time: 20 min.
General Objective	Specific Objectives	
<ul style="list-style-type: none"> To use present simple and continuous to answer common questions. 	<ul style="list-style-type: none"> To distinguish the present simple and the present continuous. To use vocabulary in present situations. To structure simple sentences using present and continuous tenses. 	
Timing	Procedure	Materials
5min	T introduces the class through a YouTube video tutorial present simple and present continuous. Link: https://www.youtube.com/watch?v=GLF0IHOrTIs T asks students to listen and pay attention to use of present simple and present continuous Ss listen and write notes down.	Lap top - internet
15 min	The teacher will write questions on pieces of paper and form a ball of paper. What are you doing? Can you speak English fluently? Do you listen to music? Do you like movies? What are you doing on Friday? What are you doing on Saturday afternoon? T makes a paper ball with some questions to students to answer. T throws the ball of paper at the student who is not paying attention. Ss catch the ball of paper and discover the question that contains the piece of paper T reads the question louder, Ss listen and try to answer using simple sentences using present simple or present continuous.	Markers, black board
5min	T assess students according to their individual participation. T send an audio to Ss listen to and train their listening skills	
Source: https://www.youtube.com/watch?v=GLF0IHOrTIs		

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Sources included in the report

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