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“2021: Año del Bicentenario de la Independencia de Centroamérica”



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN-MANAGUA

**Undergraduate Project to opt for the Bachelor of Arts Degree in Education, with
emphasis in English Language Teaching**

**Title: YouTube as an Educational Resource to Develop the Listening Skill in the
English Language.**

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Facultad Regional Multidisciplinaria de esteli,
FAREM – Esteli

**“2021: Año del Bicentenario de la
Independencia de Centroamérica”**

Endorsement letter of approval

Hereby it is stated that the students: **CRISTIANA ISABEL MORAN OROZCO, ALEYDA NAZARELI MORENO AGUIRRE, and YASER EDUARDO ESPINOZA RAMIREZ** in compliance with scientific, technical and methodological requirements have completed their undergraduate program in English Language. They have presented the work *YouTube as an Educational Resource to Develop the Listening Skill in the English Language*. in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a minor in English language teaching.

Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the eleventh day of the month of January of the year two thousand and twenty-one.

Sincerely,

Dr. Marjorie N. Gomez

Advisor

FAREM -Estelí

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Firstly, we would like to thank God, for his blessings and to provide us the intelligence and wisdom to make this research possible. Moreover, for the blessings throughout the five years in the university.

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Dedicatory

The present work is dedicated in the first place to our parents, who are our greatest examples to follow/ They forged us with sacrifice and a lot of faith, and contributed to our desire to be able to fulfill our goal which was to successfully finish our career. They left us, as children, the best inheritance. The inheritance that is the education.

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Abstract

Technology plays an important role in societies and it can be used in many aspects of daily life, one of these aspects is implemented in education, where the technology provides new tools, strategies, and supplemental materials that can be incorporated into the classroom; such as YouTube. According to Bonk (2009), YouTube is considered an attractive social medium platform that can contribute to global education and it has offered several advantages to teachers and students. In Nicaragua, we work under a grammar-based program so this method traditionally used in our country is dated and ineffective for producing fully bilingual students. For that reason, listening hasn't been taken as an important skill, Despite the fact that English in Nicaragua has been implemented for many decades now, it is not reflected in students' proficiency that graduate from high school. According to EF EPI (English Proficiency Index), Nicaragua is currently ranked 16th of 19th countries from Latin America included in this year's EPI. We use this issue as a point of heading for the development of a project that focus on the listening skill of high school students; in fact, listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but the lack of effort to develop this skill, creates the troubles previously mentioned. This project is designed to assist the teaching process during four weeks. In each week, there is going to be strategies using videos in order to strength listening comprehension, the project use three important stages in listening, these stages are pre, while and post listening, the idea of this is to evaluate the students the whole time. That is why we used YouTube for being a medium that provides great content to the students and the possibility to build a self-study environment using this platform.

Resumen

La tecnología juega un papel importante en las sociedades y puede ser utilizada en muchos aspectos de la vida diaria, uno de estos aspectos donde se implementa es la educación, donde la tecnología brinda nuevas herramientas, estrategias y materiales complementarios que se pueden incorporar al aula; como YouTube. Según Bonk (2009), YouTube es considerada una plataforma de red social atractiva que puede contribuir a la educación global y ha ofrecido muchas ventajas a profesores y estudiantes. En Nicaragua trabajamos bajo un programa basado en gramática por lo que este método tradicionalmente utilizado es anticuado e ineficaz para producir estudiantes totalmente bilingües por que la habilidad de escucha no se ha tomado como una habilidad importante, a pesar de que el inglés en Nicaragua se ha implementado por muchas décadas, no se refleja en la competencia de los estudiantes que se gradúan de secundaria. Según el EF EPI (Índice de dominio del inglés), Nicaragua ocupa actualmente el puesto 16 de los 19 países de América Latina incluidos en el EPI de este año. Usamos este tema como un punto de partida para el desarrollo de un proyecto que se enfoca en la habilidad de escucha de los estudiantes de secundaria, de hecho, escuchar es la habilidad de comunicación más crítica. Los estudiantes están involucrados en diversas situaciones auditivas 65% a 90% del tiempo, pero la falta de esfuerzo para desarrollar esta habilidad, crea problemas como los mencionados previamente. Este proyecto está diseñado para ayudar en el proceso de enseñanza y aprendizaje durante cuatro semanas. En cada semana se implementarán estrategias utilizando videos para fortalecer la comprensión auditiva, el proyecto utiliza tres etapas importantes en la escucha, estas etapas son pre, while y post listening, la idea de esto es evaluar a los estudiantes todo el tiempo. Es

por eso que usamos YouTube por ser un medio que brinda gran contenido a los estudiantes y la posibilidad de construir un ambiente de autoestudio usando esta plataforma.

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I. Introduction

Technology plays an important role in societies and it can be used in many aspects of daily life. Many people use technology to carry out activities and work such as in business, or searching a job or searching information. Additionally, technology offers online materials and websites for learning and teaching, as YouTube. This website has impacted the way users interact with the platform and it has move from an entertainment site to an educational one over the years.

According to Bonk (2009), YouTube is considered an attractive social medium platform that can contribute to global education and it has offered several advantages to teachers and students. It is a flexible tool and educators can easily search and review videos related to a specific concept or knowledge, meanwhile students are able to understand and can remember the complex concepts much better when they are exposed to a visual explanation video¹.

Having analyzed the benefits of YouTube, we are going to make use of this advantages in our context, Nicaragua, where the educational English Language system has a grammar-based focus. So, we are going to make use of this resource (YouTube) to help develop a crucial skill of communication as it is ‘listening’ in English language learning. To achieve this, we will develop a didactic proposal based on reliable information collected and adapted to Nicaraguan scholar environments, we targeted this project to 8th grader kids in which we are going to make use of YouTube videos to improve the listening skill in an interesting way.

1.1 Problem Statement

¹ <https://ieeexplore.ieee.org/document/6246045>

Teaching in high school represents a challenge every day, there are many factors that influence the teaching process, according to English teacher's opinion of the Instituto Nacional Francisco Luis Espinoza (INFLE), classroom size is a principal factor that affects the teaching- learning process, When there are lots of students in the same classroom, it can be harder to take care of the whole group, because big classes carry misbehaving and misunderstanding; furthermore, it is impossible to give a one-on-one attention².

Another factor that affects the efficiency of English learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials as projectors. Recapitulating the teacher's comments, from INFLE, she mentioned that she is able to use the projector but it is not commonly used for her. The teacher is up to work with traditional materials such as worksheets.

On the other hand, when she referred to the training they have received, the focus of these meetings is: firstly, organize units and contents for periods of class. Secondly, to share experiences and strategies for implementation, with the purpose to assess students' progress. Videos are not taking into account or these are barely included among the strategies they share. However, teachers are looking to implement useful strategies. For that reason, we are providing the idea of using a digital resource such as YouTube, one of the main free platforms used in this technological era for the advantages that provides, and the wide educative content offered and that is adaptable to English language education in Nicaragua.

1.2 Justification

² personal communication with English language teachers from INFLE, November 12th 2020.

Having analyzed these aspects about the challenges of teaching English in public high schools in Nicaragua, we would now like to focus on the reasons to carry out the present research project. The purpose of the project is to promote YouTube as a useful educational complement in the teaching of English as a foreign language (EFL). This is also related to the new technological necessities in this globalize world in order to influence the traditional way of educating. Moreover, by using these technological resources, we are trying to create and develop knowledge in an interesting way.

It is important to find new strategies that complement the Nicaraguan educational system in order to improve the way teachers educate. With the use of YouTube videos, we are trying to incorporate a great tool that can strengthen the skills of the students, specially listening, YouTube provides a real-life experience such as having the opportunity to hear English native speakers. This kind of advantages provides an opportunity for the learning process and that is why implementing YouTube can be significant.

The motivation to carry out this project turns around the bad situations in the past year 2020. We had events like hurricanes and the Covid-19 pandemic that stopped everything worldwide and had lots of consequences such as; the suspension of presential classes that caused the desertion of students in schools and universities and the death of hundreds of people. Once the classes returned, it was under short periods of time that made things harder. Under the university normative, it is permitted to develop a thesis or a project. That is why we develop this project in order to provide a tangible and useful resource that complements the teacher´s job to strength pupils´ listening skill in high school. On the other hand, we use this experience to learn about the workability of YouTube in education. Despite

the short period of time, we were able to go through all the obstacles to work on the present project.

1.3 Objectives

To carry out this project, we set a goal to follow as a point of departure, in order to implement YouTube videos as a complementary tool for English learners. The objective of the research project is as follows:

To make use of new technologies, in this case YouTube, and adapt this digital resource in English language education. YouTube allows to have access to a great diversity of information that can facilitate teachers' job in order to break monotony in the classroom, with the main purpose of developing students' skills, engaging and motivating them using a variety of videos that can complement the lesson plans and, more importantly, improving their English language abilities.

On the other hand, we are trying to learn about this platform, in order to complement what can be our future job as English language teachers and this is a great chance to do that. The advantage of YouTube is its versatility which allows to have a variety in the teaching and learning process, in this way trying to produce a pleasing experience for students.

1.4 Organization of the project

This text is organized in the following manner. The first section is about the problematic in which our project is based. Also, the justification of carrying out this project and the objectives that will work as a guide. Meanwhile we are going to make a focus on relevant information that will be a strong base to the proposal. The second section will be focused on the theoretical aspects of the research. The third section is the body of the project

which includes a description of our pedagogical proposal and the objectives of it, also it gives an overview of the participants and the context involved. Moreover, the methodology that takes place in our research and the analysis of the data included in this research. The fourth section is the project itself which includes the activities and the material to develop in the classroom.

II. Literature Review

The present section is a literature review of the main topics or concepts investigated for the present project. This section will discuss the role of education and technology, the role that YouTube can have in the teaching of English, and the educational strategies that have been proven effective in the teaching of English as a foreign language.

2.1 Education and technology

Technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the internet and the ubiquity of smart devices that can connect to it. Instructional designers and educational institutions will have most of the opportunities provided by technology to change education so that effective and efficient education is available to everyone everywhere³.

Obviously in Nicaragua, it can be harder to work with technology since not all the schools have technological equipment such as, projectors, speakers, language laboratories to teach students, but that's a big issue not only in Nicaragua, in Central America and the world in general (Saavedra, 2020).

³ <https://online.purdue.edu/blog/education/how-has-technology-changed-education>

On the other hand, the use of YouTube videos can be convenient, you can play the videos on your mobile phone if it is necessary. Fortunately, we are working in a school that has the enough resources to make use of YouTube videos; in this case, the school is Institute Francisco Luis Espinoza (INFLE). The school recently; underwent a significant restructuring, providing it with some internet resources.

Integrating technology tools into instruction refers to the process in which technology is used as a tool to actively support the tasks of teaching and learning. Further, it refers to the different ways that technology tools can be used to support learners as they construct their own knowledge through completion of creative activities that enhance meaningful learning. Technology integration centers on best practices to incorporate technology into the curriculum as teaching tools. The most effective way to benefit from technology is to integrate it into the curriculum as opposed to integrating curriculum into the technology.

A critical issue related to technology use is that technology should not drive instruction. Technologies are just tools that support learning. Tools are extensions of our human capability. A tool alone does not function until it is used properly. Therefore, although technologies allow students to work more productively than in the past, the teacher's role using modern technology, to enrich classrooms, is more demanding than ever. (Keengwe and Onchwari, 2009).

2.1.1 Benefits

Technology provides new tools, strategies, and supplemental material that can be incorporated into the classroom influencing lectures with power points for example. It is considered as an important skill that will prepare students for future digital demands, through

videos that will create a more engagement environment, also improving the collaboration and helping teachers to have a better relationship with the students. Using technology in your classroom can make learning more interactive and collaborative and can help students better engage with course material.

The future workplace will require students to have skills related to technology including the technical ability to use spreadsheets, word processors, databases and such. By having and working with technology in schools, students gain the skills that they will need to be marketable in the future workplace and to operate in a tech world. Technology, combined with a student-centered constructivist mode of learning, has the potential to provide students with these higher-level cognitive and interpersonal skills (Saba,2009).

Another benefit of technology use is the encouragement of collaboration and communication in learning activities. According to Gillespie (2006), new technology enables students to collect information and interact with resources, such as images and videos. Murphy (2006) states that the Internet can serve not only as a reference source but also as a means of communication. It is argued that technology enables the user to get connected to the world outside of the classroom and hence produce high-quality work, knowing that their work will be viewed by a large audience. In addition, learners can get in touch with their peers from other schools, and members of interest groups.

2.2 English in public schools.

In Nicaragua, English has been taught probably since “1979”, during the revolution of the *Frente Sandinista de Liberación Nacional* (FSLN). The new government made increased access to schooling a priority. The FSLN quickly embarked on a literacy campaign both to obtain political support and to make 57 real educational gains (Walberg, 2018).

Despite this, over the years it has not been established as a law in the country. Some initiatives have been proposed throughout the years to achieve this. The most recent proposal belongs to Cole (2016)⁴ who had the main objective to establish and promote the compulsory teaching of English in all levels of Nicaraguan educative system (Primary - High School).

One of the reasons to incorporate this proposal was to develop an education of quality and to achieve that graduates have an optimal domain of the English language. In the labor market, the increasing number of tourists from north America and Europe was an incentive for this proposal. Moreover, the call centers have opened an accessible job market for those who speak English, which represents an increase in profits in the economy of Nicaragua⁵. We can infer that; the government has implemented English in public education expecting to satisfy the necessity of businessmen and companies that invest in this country.

Despite the fact that English in Nicaragua has been implemented for many decades now, it is not reflected in students' proficiency that graduate from high school. According to EF EPI (English Proficiency Index)⁶, Nicaragua is currently ranked 16th of 19th countries from Latin America included in this year's EPI. Nicaragua is ranked with 455 points which represents low proficiency in comparison. Argentina is in the top of Latin America's countries with 566 points which represents high proficiency. On the other hand, Ecuador is the lowest ranked with 411 points that represents very low proficiency. Nicaragua is still being the last among central America's countries.

⁴[http://legislacion.asamblea.gob.ni/SILEG/Iniciativas.nsf/0/7aac306448f3422a0625804c005f5d91/\\$FILE/LEY%20QUE%20PROMUEVE%20LA%20ENSE%20C3%91ANZA%20DEL%20INGLES001.pdf](http://legislacion.asamblea.gob.ni/SILEG/Iniciativas.nsf/0/7aac306448f3422a0625804c005f5d91/$FILE/LEY%20QUE%20PROMUEVE%20LA%20ENSE%20C3%91ANZA%20DEL%20INGLES001.pdf).

⁵ <https://todaynicaragua.com/growing-call-center-market-in-nicaragua/>

⁶ <https://www.ef.com/wwes/epi/>

All of the abovementioned discussion tells us that if Nicaragua wants to be competitive in the global education and economy, English needs to be taught and learned differently. One way to achieve this is to develop activities or pedagogical strategies that can help students develop proficiency in the English language. Some of these activities or strategies can be updated such as using YouTube to learn in a creative, independent, and resourceful way.

Even though there are many strategies to learn English, including this resource, tailoring them to specific ages/learners is a task that needs to be planned carefully. And that is why this project is designed, to create strategies that can assist teachers to develop their classes student-centered, to help their students improve their proficiency in a meaningful way based on their specific age and context.

2.3 YouTube as an educational resource

As a teaching supplement, YouTube can inspire and engage learners and support their digital learning style. YouTube may offer the student with an opportunity to experience new technology or a technology that will provide them with skills for future careers. It is imperative for instructors to use available innovative resources such as YouTube and to help learners create content that they find relevant and engaging. In addition, YouTube is a free teaching resource, which is an important consideration for education

Through YouTube, links can be easily clipped into PowerPoint presentations, documents, or online teaching platforms (such as Blackboard or Classroom) by simply cutting and pasting the selected video URL that is displayed on the YouTube site. Users can also create a YouTube account, and download and save videos to the account for viewing in

the classroom. Access to the Internet is needed for both online and in class instructors to access the video which provides learners with an opportunity to be active versus passive in their learning process (Burke & Snyder 2008).

YouTube is an important resource that provides a vast content on almost any educative topic, it can be used not only as a streaming platform. In fact, as an educative platform, YouTube provides to the students a build self-study environment watching the videos used in class, causing an important impact when we are talking about learning such as a feedback and learning in a self-taught way.

2.4 YouTube and English teaching.

Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily (Almurashi, 2016).

Research by Herron, Hanley and Cole (1995) indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive listening is facilitated by the richness of the context that visual provides, such as educational videos. Heron (1994) finds that advanced strategies based on videos helped learners improve comprehension and aid in the retention of information.

A recent large-scale survey by Canning-Wilson (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the

classroom. She states that although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

In fact, video engagements play important roles in the classrooms because the students do not only listen how the language is used by native speakers, but they can also see how the language is used in real context of communication. Students will be more interested in learning activities because they can get different learning experiences. Berk, (2009) argues that there are numerous types of videos that can be employed in the classrooms. The choice of the video will depend on the teaching and learning objectives, students' characteristics, and interests.

2.5 Challenges of the listening.

Listening is much more than hearing. It involves both physical and mental processes, hearing and interpreting. Listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction (Choubey, 2019).

Renukadevi (2014) states that learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening, it is easier to improve the other skills and gain confidence.

The main reasons why the learners feel listening difficult are:

1. Lack of effort to understand each and every word while listening. Especially in L2 (second language) acquisition they are unable to transfer their L1 (first language) skill easily to a second language.
2. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
3. Listeners problem with different pronunciation, accents, as they stick to one particular articulation.
4. Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.
5. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners (Renukadevi 2014).

In Nicaragua, we work under a grammar-based program so listening hasn't been taken as an important skill, this creates imbalance in the English learning Deva Richards, (2017) relates that many Nicaraguan English teachers are aware that the reading-and-writing focused TEFL (Teach English As Foreign Language) method traditionally used in Nicaragua is dated and ineffective for producing fully bilingual students. Basically, it is taught indirectly. There is not specific situation or lessons that focus on the development of it, that is a significant issue since much of the students have lacks to interpret the language to give a critical response in the foreign language.

2.6 Strategies proven effective to teaching English with videos.

In regards to listening comprehension, it should be noted that it has three relevant stages, which are the pre-listening, while-listening and post listening. They are used when the teacher or the students are talking or in this case in specific, using a video. Each of these three stages has a purpose in specific to make advances in the develop of listening skills.

The pre-listening happens when the teacher prepares the students for a listening task, it is managed to let students identify what is the situation that the task would be about, but this is not the only purpose, it also makes the students get in context, while allows them to realize what they already know about it and what predictions they can make and what are their expectations (Houston, 2016). All of these can be achieved through brainstorming, for instance making general and specific questions of the upcoming video.

Likewise, the second stage is the while-listening, where students listen to identify the main ideas, it allows them to summarize important information from videos (Houston, 2016). They can practice it using note-taking which is the practice of writing or recording key points of information listened in the videos. Other technique is 'Word web' similar to brainstorming. The focus of it is to write key words in a map, it can be unknown words or vocabulary related to the topic of the class; examples are adjectives, nouns, verbs within the video. Furthermore, discussions and exploring ideas are used in order to reflect students understanding of the video. The advantage of this, is that students are focus on the learning process and it is not just a profit for students, it also allows the teacher to notice if they are paying attention and working, or getting troubles in understanding, or just the vibes in the classroom if they are achieving their expectations.

Last but not least, the third stage the post-listening is where the students go beyond the listening and start to use it for further language practice, at this stage is easily to identify

where they had trouble understanding. It is the right moment to set a speaking task related to the listening and also to reproduce a conversation implementing debates, for example. In this case students discuss about what they have heard in the videos using critical thinking and collective thinking. On the other hand, Dictogloss⁷ is an activity where learners reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. The teacher in this way could detect problems, what was the cause of confusion and misunderstandings. In addition, this could be a chance to personalize the listening, allowing them to share their opinions and if they were to agree or disagree during the activities content (Houston, 2016).

In conclusion, the post-listening stage was designed to extend the understanding of what the students learned at pre-listening and while-listening stages into other learning tasks like answering the questions (speaking) and writing the answers. EFL students need to act upon what they have heard to expand their thinking. This post-listening stage helps students internalize what they have listened to and comprehended. In short, the teaching procedures or stages starting from pre-, while-, to post-listening can help the teacher, or those working on teaching to organize the lesson in order to provide to the students with step-by step instruction. In addition, by using those stages, the teacher could have an opportunity to set how much time should be spent on each stage (Saehu, 2016).

⁷ <https://www.teachingenglish.org.uk/article/dictogloss>

III. Body of the project

3.1 Description of the project/ Pedagogical proposal

This didactic proposal is based on English language teaching using YouTube videos as a point of direction to develop listening comprehension in 8th graders from *Instituto Francisco Luis Espinoza* (INFLE).

The project is focus on listening comprehension because it is a fundamental skill that allows to interpret the language in a communicative way. On the other hand, listening is very unusual in the English language educational program, in Nicaragua, since the program has a grammar-based focus. Additionally, it is reflected on students' proficiency because most of them have worries in the lack of this ability. To sum up, that is the value of the proposal, trying to work on that ability to strength weaknesses and to try to make students better at English Language.

This proposal is designed to assist the teaching process during four weeks. In each week, there is going to be strategies using videos in order to strength listening comprehension of students from 8th grade at a public school.

3.1.2 Context and participants

The project is directed to one of the main schools in Estelí, one that is open to every child to register, this is the *Instituto Nacional Francisco Luis Espinoza* (INFLE). This school was rebuilt in 2019, where the government provided different resources to improve the teaching and learning process for high school kids. Most significantly, this school has a considerable number of students from different locations around the urban zone, reason why it presents a notorious classroom size for each school year. However, one of the most

important upgrades, recently done in this school, was the inclusion of digital sources such as a projector and also spaces designed to share technological classes with the teenagers.

In this case, the present project is focused on students of 8th grade A, with ages between 13 to 14 years old. These students are in a difficult stage, and it is really hard for a teacher to keep them motivated to learn a second language. Most of them don't show commitment for the class. For this reason, the 8th grade teacher always tries to understand the difficulties that they present, such as, confusion or lack of emotional response that could play a vital role in the integration of new knowledge. Currently, a digital learning environment is unavoidable and it is an important part of the learning process in any country, especially in growing class sizes like the one selected for this project. The integration of technology resources as YouTube could predict and conquer English learning for the students.

3.2 Objectives of the project

This didactic proposal has as an objective the use of YouTube videos, implemented in high school education, to develop listening comprehension. Moreover, this proposal pretends to incorporate YouTube as an educative tool to give more strategies to the teacher working with 8th graders, with the end of avoiding the use of traditional methods. In this way, to create an environment where the students feel motivated, and engage in the classroom through audio visual strategies.

3.3 Methodology

For the proper development of this research, it was necessary to work under the qualitative approach because it is an essential tool in the field of education. This

documentary research is based on a qualitative approach of content analysis; which involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research (Bhandari, 2020).

In addition, this type of approach is very significant due to the reflection process that it implies, thus allowing an adequate analysis of the implementation of methodological strategies such as videos in English language classrooms. It should be noted that within qualitative perspectives, this study has an exploratory phase whose main objective is the review of available literature or existing documentation for a more definitive investigation of strategies proven useful to develop the project.

3.4 Presentation of data collection

This section will show the kind of information collected to emphasize the impact that YouTube videos could cause in listening development. Moreover, the ways to implement those videos in educational environments.

Table 1: Organization of analyzed studies

Study	Focus	Context	Results
1. Using videos in the teaching of listening.	The objective of this study was discovered significant achievements in listening using authentic videos.	Nahdlatul Ulama University, Indonesia	Use videos enable students to make important connections in the world beyond the classroom. Listening for specific information improved

			more significantly than the other listening sub-skills after the application of a video.
2. The effectiveness of YouTube videos for teaching English.	The use of YouTube videos as supplementary material in order to allow the use of modern technologies to study English.	Taibah University, Kingdom of Saudi Arabia.	YouTube in teaching language help learners understand their English lessons. YouTube could be a good material to incorporate English lessons and it can help with understanding the lesson as well
3. Didactic proposal to develop listening comprehension.	Didactic proposal directed to translators and interpreters' students to develop the listening comprehension.	Valladolid University.	It is necessary to develop a type of exercise somewhat different from the current ones.
4. YouTube an innovative learning resource.	The use of innovative video technology as YouTube to enrich the learning environment.	Caroline University.	It should be taken advantage of the interactive nature of the video as well as in post-viewing and follow-up activities.
5. Multimedia Teaching with Video Clips	Videos used to improve learning in college. The verbal and visual	Johns Hopkins University, Baltimore USA.	The results of these studies and the verbal and visual components of a video potentially provide

	components of a video to fit the characteristics of this next generation of students		a best fit to the characteristics of this <i>Net Generation</i> of students and a valid approach to tap their multiple intelligences and learning styles.
6- EFL Teaching and training in Nicaragua.	Discuss the methodological approach, techniques, and activities that I used to improve the English and TEFL skills of the Nicaraguan students and teachers.	Humboldt State University, USA.	Help those teachers adopt student-centered, communicative teaching practices to support student motivation and improve students' English speaking and listening skills.

Source: The Authors

3.5 Analysis of data collection

By investigating and reading different documents, it was carried out a categorization that focused on three aspects of the studies analyzed: focus and context, this data was categorized trying to relate it to the Nicaraguan context. Unfortunately, there are not enough information or resources in the country related to research involving YouTube, Nonetheless, the data collected was contextualized as best as possible in order to make use of this information in a proper and realistic way for our project.

It should be noted that this information is based on the use of YouTube with a view of making use of new technologies in the classroom, providing new learning experiences to students. Besides this, the use of videos is targeted at developing listening comprehension mainly.

3.5.1 Discussion of analyzed studies

We decided to make this categorization that consisted in highlighting 4 basic points that provide a quick overview of the studies analyzed. This allowed us to delete the data that is not reliable with our context. In the same way the categorization provided us to work with information that can be adapted to our proposal, obviously thinking in the proficiency that the students from 8th grade might have.

In the data collected, we focused on the use of YouTube videos in a proper way into the classroom, in contemplation to grab the attention and the interest of the students. Basically, we consider this platform as a bridge to make the English class more inspiring for them. Furthermore, we center on the kind of techniques that we can implement using videos to develop the listening skill for high-school kids.

The points above mentioned on the categorization done of the data were fundamental pillars to take into account at the moment of designing our didactical proposal because it establishes a framework to use YouTube videos, and the considerations that we need to have at the moment of implementing those videos in the classroom. Furthermore, the researches gave us a clear idea of how to develop the listening comprehension within the investigations, we noticed the 3 stages of listening that play an important role in the interaction of the

students with the videos, these stages allow the teacher to evaluate the students throughout the process.

IV. Conclusions and Recommendations for Future Work

This project required a complex procedure to obtain a tangible resource for this project, through an exhaustive research of information about the different ways that different resources influence the English teaching and the best ways to improve it. This project took us to a detailed inspection of the best activities using YouTube that can be used to develop the listening skill in the English Language. As we already know, this skill is one of the most overlooked skill and weakest skill in English learners in the public educational system. We explore this problem and the different issues that represent for teachers and students. Also, how most English language learners have difficulty to understand a varied and unfamiliar native speaker of English. In conclusion, YouTube can be a bridge that through simple videos and activities could help students to comprehend a listening task and be able to resolve it. YouTube demonstrates that this is a proper tool that should be included by the educational system, and we hope that this didactic proposal shows the results expected for the students at secondary level, and assist both teacher and students in teaching-learning process.

We suggest to keep promoting the use of YouTube as a supporting tool to improve the listening skill. It can support the teaching and learning process in English language classes. It can give a complete turnaround using YouTube to develop other skills in order to enrich the knowledge about the use of videos. Another point that we would like to make is to try to use our pedagogical proposal as a point of heading to create a similar or longer program based on the use of this platform. If it is possible, to try to verify the results of this proposal in a different context and participants. Another recommendation is to check the reliability of the suggested activities or including new strategies that improve the listening

skill in English language teaching. Finally, we would like to encourage upcoming university students, from the English program, to always keep working and doing their best. Despite all the adversities of 2020, we were able to finish this project so use this example as a reason to keep going forward.

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V. Annexes

Didactic Proposal

Subject: English Language

School: Instituto Francisco Luis Espinoza

Week: N° 1

Topic: Adjectives

- People description

Time allowed: 2 periods (135 minutes)

Objectives:

- Students increase their vocabulary learning adjectives of description.
- Students demonstrates comprehension of short descriptions about people appearance.
- Students practice the ability to describe their classmates and personal appearance.

Stage	Date	Activities	Time
Pre-listening	March, 1 st 2021	<ul style="list-style-type: none">• Brainstorming about words to describe people.	10 minutes
		<ul style="list-style-type: none">• Students observe the illustration N#1 and listen to the teacher pronunciation and repeat.	20 minutes

While- listening		<ul style="list-style-type: none"> • Students watch the video https://www.youtube.com/watch?v=V6x4hUIO1Os then using illustration N# 2 they are going to circle the correct adjective according to the listened information in the video (Repeat the video the times that be necessary). 	25 minutes
		<ul style="list-style-type: none"> • In pairs students will discuss and make comparison about what they heard and circle in their worksheet N#2 to verify answers then they practice the dialogue with the partner. 	25 minutes
		<ul style="list-style-type: none"> • Teacher and students get an assessment about the activities realized. 	10 minutes
Post- listening	March,2 nd 2021	<ul style="list-style-type: none"> • Using true and false activities the teacher would describe the picture N#3 and students would say if the description is correct or incorrect and if the 	20 minutes

		<p>description is incorrect and a volunteer will try to describe the picture correctly. (The teacher must give wrong descriptions to test the students' knowledge)</p> <ul style="list-style-type: none">• Students choose a classmate and describe in their notebooks using vocabulary learned and then they will pass in front of the class and read louder to allow the rest guess which classmate is being described.	25 minutes
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Subject: English Language

School: Instituto Francisco Luis Espinoza

Week: N° 2

Topic: Clothing

Time allowed: 2 periods (135 minutes)

Objectives:

- Students get in context and understand simple clothing vocabulary.
- Students are able to describe clothes including colors and highlighting personal appearance.

Stage	Date	Activities	Time
Pre- listening	March, 8 th 2021	<ul style="list-style-type: none">• Introduce clothing vocabulary using a video https://www.youtube.com/watch?v=sQbSfZu26B8• Fill in the gaps to complete the word using worksheet N#1.	20 minutes

<p>While-listening</p>		<ul style="list-style-type: none"> • Students will practice listening comprehension using a video https://www.youtube.com/watch?v=QjcazTg5Dss • Students answer question on their notebooks according to the information listened in the video: <ul style="list-style-type: none"> - What does she normally wear? - What does she wear at summer? - What does he wear to work? - What does she wear in her free time? - What does he wear on weekends? • In an oral form the teacher and students share information of the understanding video and check the correct answers. • After watch and discuss about the video students will describe on their notebooks the characters of the video including clothes and personal appearance. (The teacher can make a pause on the video show the characters). • Ask for volunteers to present their description for the whole group. 	<p>30 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>10 minutes</p>
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Post- listening	March 9 th , 2021	<ul style="list-style-type: none"> • Teacher reads a brief clothing description (using the worksheet targeted to the teacher) for students and they have to listen carefully then, students using a silhouette will draw the clothing details listened. 	20 minutes
		<ul style="list-style-type: none"> • Using the worksheet N° 2 the teacher will say a piece of cloth then students will write a check on the cloth that they listen. 	15 minutes
		<ul style="list-style-type: none"> • Students name the pieces of cloth they already checked and teacher would assess their answers. 	10 minutes

Subject: English Language

School: Instituto Francisco Luis Espinoza

Week: N° 3

Topic: Body Parts

Time allowed: 2 periods (135 minutes)

Objectives:

- Students are able to identify body parts and use correctly vocabulary learned in oral and written way.

Stage	Date	Activities	Time
Pre-listening	March, 15 th 2021	<ul style="list-style-type: none">• Students get in context identifying body parts vocabulary in a wordsearch.	15 minutes
		<ul style="list-style-type: none">• Brainstorming about words they found out.	5 minutes
While-listening		<ul style="list-style-type: none">• Students watch the following video to familiarize with body parts vocabulary. https://www.youtube.com/watch?v=SUt8q0EKbms• Practice the vocabulary provided by the video using their own body parts.	20 minutes

		<ul style="list-style-type: none"> Using a bingo student will practice their listening and understanding of the vocabulary. Students are going to describe their body parts using adjectives such as color, shapes, and things they can do with each part. Assessment of their understanding. 	<p>25 minutes</p> <p>15 minutes</p> <p>10 minutes</p>
Post-listening	March 16 th 2021	<ul style="list-style-type: none"> Teacher would write words of the body parts vocabulary on an adhesive note and then students will ubicate where it corresponds on one classmate body and name the parts. Teacher would create groups of 4 students and then provide a sheet with the puzzle on it then students will cut it and form a cube then pass and roll the cube and mention one action that you can do with the chosen part. (Materials: glue, scissor, cardboard, cube structure) 	<p>20 minutes</p> <p>25minutes</p>

Subject: English Language

School: Instituto Francisco Luis Espinoza

Week: N° 4

Topic: Illnesses

Time allowed: 2 periods (135 minutes)

Objectives:

- Students identify and make themselves comfortable with illnesses vocabulary.
- Students describe symptoms of illnesses and how they can prevent them.

Stage	Date	Activities	Time
Pre-listening	March, 22 nd 2021	<ul style="list-style-type: none">• Present Illnesses vocabulary through a video until minute 1:40.• https://www.youtube.com/watch?v=tERmnS_Bjws• Students use note taking of vocabulary listened in the video and practice the pronunciation.	20 minutes

<p>While-listening</p>		<ul style="list-style-type: none"> • Students watch a video until minute 1:30 in order to solve the upcoming dialogue https://youtu.be/t8c5oyYtYqo • Base on their understanding of the video, students fill the dialogue with the illnesses <p>To be honest, I hate mornings. That's why I wake up afternoons. Good morning! No, it isn't good today. I'm not feeling well. What's grown? Am I sick? Hmm, maybe Did I catch a <u>cold</u> yesterday? No, I don't think so. But I have a _____. And I am so hot, it must be a _____. That's probably the _____. Well let's Google it. Interesting, what symptoms do I have? _____ yes. _____ oh yes! _____ mmm, a little bit. _____ no, I'm just hungry. _____ _____ Maybe I'm allergic to something. Ok, it's loading now I hope it's not coronavirus please! Please! WHAT</p>	<p>5 minutes</p> <p>20 minutes</p>
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		<p>No, no way! I'm going to get a heart attack with this news It is probably a _____.</p> <ul style="list-style-type: none"> • After having evaluated the previous activity students choose an illness and describe the symptoms of it in their notebooks. • Students will present in front of the class their descriptions. • Assess students' performance and misunderstanding of the class. 	<p>15 minutes</p> <p>20 minutes</p> <p>10 minutes</p>
Post-listening	March 23 rd 2021	<ul style="list-style-type: none"> • Wordweb to remember the vocabulary related to illnesses (teacher got to draw a spider web on the whiteboard and students got to write a word in the web). • Using the worksheet N° 1 (week 4) students got to choose the correct option for that the teacher is going to say 3 choices. (The idea is the students will practice their listening that is why teacher must read the choices and the upcoming questions). <ol style="list-style-type: none"> 1. a) Cough b) Fever c) Headache 2. a) Sore throat b) Stomachache c) Flu 3. a) Toothache b) Headache c) Cough 4. a) Headache b) Flu c) Fever 5. a) Cough b) Sore throat c) Stomachache 6. a) Flu b) Toothache c) Headache 7. a) Flu b) Toothache c) Stomachache 	<p>10 minutes</p> <p>25 minutes</p>

		<ul style="list-style-type: none">• Now they are going to answer related to the illnesses:<ol style="list-style-type: none">1. How do you prevent a headache?2. Have you suffered a stomachache?3. What should do to prevent a flue?4. What are the symptoms of flu?• Assessment of their answers.	10 minutes
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Appearance

1 Age



young middle-aged old

2 Height



short medium-height tall

3 Build



well-built plump fat slim

4 Complexion



pale-skinned yellow-skinned olive-skinned dark-skinned

5 Face



oval round square triangle long

6 Hair



short black hair long black hair grey hair wavy brown hair curly hair ponytail red pigtails fair hair (plaits) short spiky hair bold

7 Eyes



blue (brown, black, green) eyes



hazel eyes



oval eyes



big round eyes



small eyes

8 Nose



small nose



turned-up nose



straight nose



hooked nose



long nose

9 Mouth and lips



full lips



thin lips



curved lips



large mouth



small mouth

10 Other features



beautiful (pretty)



handsome



ugly



beard



moustache



wrinkles



freckles



large ears



small ears

A cartoon character with a large nose, wearing a blue shirt and yellow shoes, standing next to the title.

PHYSICAL DESCRIPTION

What are they like?

A: What does your wife hair look like?

B: She has medium length wavy and black/ brown hair and likes to wear large earrings.

A: What is your wife height and shape?

B: She is (tall/short) and (thin/fat). What about your husband?

A. He has (short/long)black hair and moustache he is a little (overweight/skinny). What does your boss look like?

B: She has (curly/straight) white hair and wear glasses . How about your boss?

A: He is average height and (slim/chubby). What does your best friend look like?

B: He is quite short and stocky he is (bald/hairy) and he has (green/blue) eyes what about your best friend?

A: She is (short/tall) and (skinny/thin)





Fill in the gaps



B _____



G _____



C _____



G _____



S _____



C _____



R _____



S _____



T- _____



J _____



F _____



C _____



S _____



S _____



S _____



G _____



D _____



S _____



L _____



S _____



S _____



J _____



S _____



S _____



T _____



S _____



B _____



P _____

Read for the students the following statements

What is he/she wearing?

He is wearing a blue scarf and yellow coat, blue jeans and red shoes.

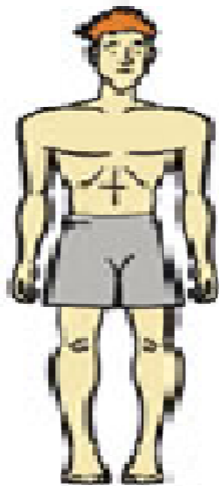
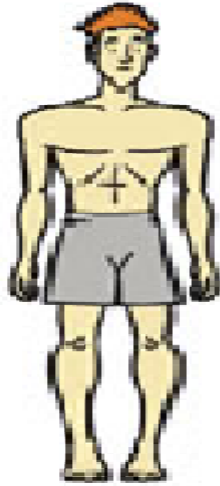
She is wearing a pink sun hat, white jeans and a black T-shirt.

She is wearing purple pajamas and blue flip-flops.

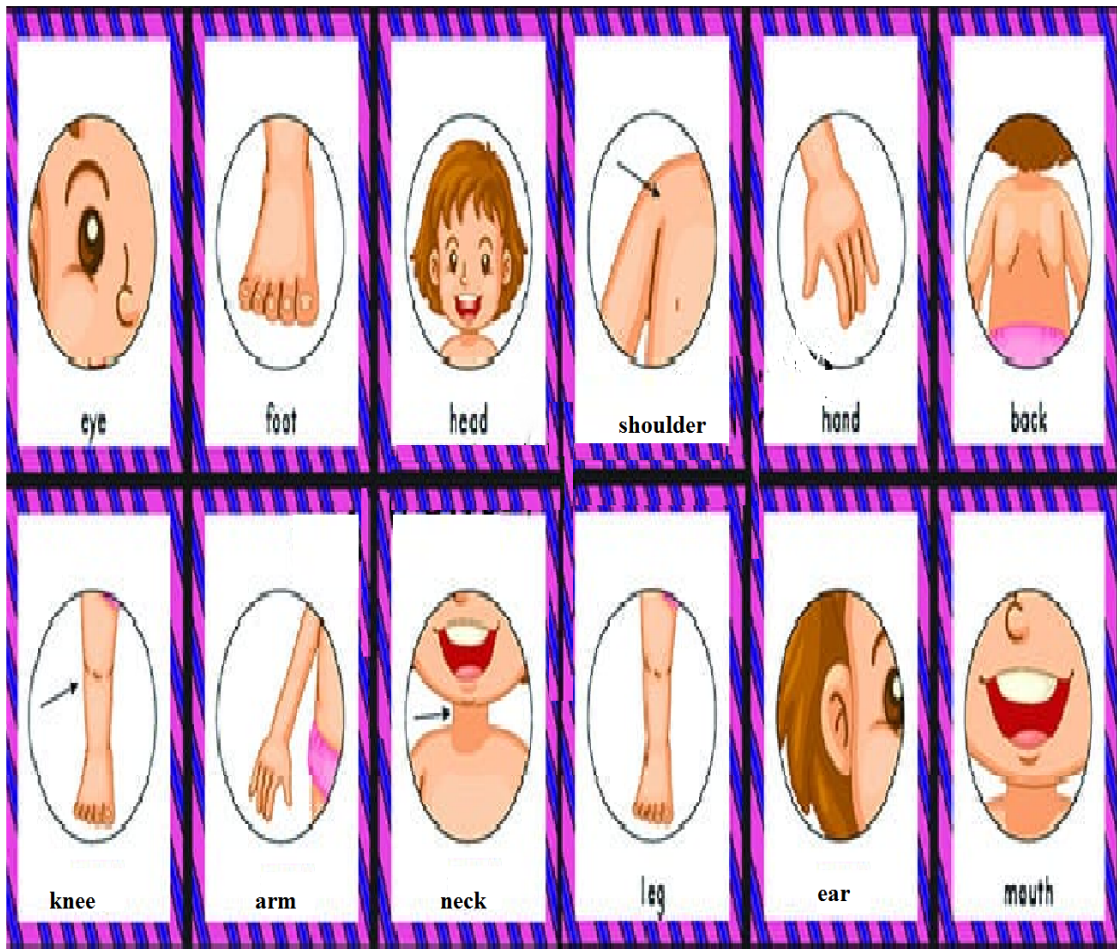
He is wearing a red cap, black shirt, blue jeans and red shoes.

Week 2 (Worsheet 2)

Draw cloth for the following sihouete







Week 3 (Cube structure)

