



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Facultad Regional Multidisciplinaria, FAREM–Estelí

The effectiveness of using YouTube videos as a didactic resource to improve listening comprehension of Secondary School Students

Trabajo de seminario de graduación para optar

al título de

Licenciado en Educación con Mención en Inglés

Autor

Mario José Zamora Vindell

Tutor

Msc.Erwing Alexander Moncada

Estelí, 29 de enero de 2023





UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

**“2023: SEGUIREMOS AVANZANDO EN VICTORIAS
EDUCATIVAS”**

Carta de recomendación del tutor

Por medio de la presente hago constar que **ZAMORA VINDELL MARIO JOSÉ** estudiante de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés** ha elaborado el trabajo **THE EFFECTIVENESS OF USING YOUTUBE VIDEOS AS A DIDACTIC RESOURCE TO IMPROVE LISTENING COMPREHENSION OF SECONDARY SCHOOL STUDENTS**, el cual ha cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realice la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los 14 días del mes de febrero del dos mil veintitrés.

Atentamente,

Erwing Alexander Moncada Gutiérrez, M.A.
Docente
UNAN-Managua/FAREM-Estelí

Content

1	Introduction	1
1.1	Problem statement	1
1.2	Research questions	3
1.3	Objectives	3
1.4	Justification.....	4
1.5	Organization of the paper	5
2	Literature review	7
3	Method	18
3.1.1	Context and participants.....	18
3.2	Objectives	20
3.3	Methodology.....	20
4	Analysis	24
5	Discussion	29
6	Conclusions	34
7	References	36
8	Annexes.....	41

Abstract

This study examines the effectiveness of using YouTube videos as a teaching resource to improve listening comprehension of seventh grade secondary school students. Technology is used everywhere and in education it has become a great opportunity to learn in an interactive and dynamic way. Therefore, this researching was carried out with the aim to determine the use that technology has, in education nowadays. Technology as an application tool in secondary education can develop listening comprehension of the students through the use of cell phones, computers, tablets, speakers, projectors, and so on; in which it can be integrative resource online-offline, such as YouTube videos, and linking them with listening tests. Also, it was found that using videos can help with listening skills in English class. In conclusion, technology resources such as videos could be used by secondary school students. For that reason, it is recommended that we as future English teachers have an idea of the benefits provided by the use of technological resources such as videos in the language learning process.

Key words: Language acquisition, listening comprehension, Comprehensible input, YouTube video, Assessment, Blended learning.

1 Introduction

Listening comprehension is one of the basic language skills, in which students of secondary education face a serious problem in EFL. Such an issue is related to the lack of vocabulary, due to the lack of exposure to the target language or listening strategies in the classroom. However, new educational trends have incorporated the use of communication and information technologies (CITs) to boost the teaching learning process in EFL in an interactive and a meaningful way. This study was done with seventh-grade students at Rubén Dario institute high School in San Juan de Limay-Estelí.

The aim of this research is to determine the effectiveness of the use of YouTube videos as a didactic resource for improving listening comprehension in teaching English. In order to achieve to this objective; first of all, it was applied a diagnostic test with the purpose of determining if the sample chosen had a good comprehension of listening. Then, based on the diagnostic it was applied an intervention to assess the progress of the students by using YouTube videos. Lastly, it was applied the achievement test to compare if students obtained better results in comparison to the diagnostic test. This paper discusses the significance of using YouTube videos in teaching English, taking into the needs of the students. It analyses language acquisition theory based on comprehensible input related with B- Learning approach move from theory to practice when interpreting students 'results of the three tests carried out during the research process.

1.1 Problem statement

“Language acquisition occurs through understanding messages or, in the other words, through receiving comprehensible input” (Krashen, 1998). Consequently, many researchers have

discussed the effectiveness of YouTube videos in EFL teaching to promote listening comprehension. However, this is a challenge for EFL teachers and students in secondary education due to the fact that some traditional educators may find the use of technological resources such as YouTube videos in language teaching unnecessary. But, today`s students prefer the Internet and the use of technology devices; so this situation creates a gap between them and their teachers. At the Rubén Darío institute, in San Juan de Limay; despite the efforts of the English teachers in developing language skills of the students, from the 7th grade of high school; there is a serious problem that has been affecting language teaching, and this is the lack of motivation of the students for the language. It is considered that one of the reasons why students are unable to learn English, it is because they feel frustrated when they cannot understand the spoken language, and this is due to “the lack of vocabulary, the unfamiliarity of listening materials, and the deficiency of listening strategies, which is considered the main causes of listening comprehension failure” (Gino, 2018); likewise , when there is no “exposure to receive the target language in the classroom” (Elshafie, 2013).

As a consequence, the majority of students; once they finish the fifth grade of high school, they graduate with only some knowledge of grammar, but without the development of listening comprehension because in some cases the teaching and learning process is limited to the use of the textbook provided by the MINED as the only support resource to enhance the language skills. This suggests that the English teacher needs to foster listening comprehension by implementing effective strategies that facilitate listening comprehension like YouTube videos. So from here, has come the next research question:

What is the effectiveness of using YouTube videos to improve listening comprehension of the 7th grade “A” students, at the Rubén Dario institute, in San Juan de Limay?

1.2 Research questions

This investigation addresses the following questions:

1. What role does the use of YouTube videos play in teaching English of secondary education, at Ruben Dario Institute?

2. What is the progress of the students on listening comprehension by using YouTube videos?

3. How do students improve listening comprehension by using YouTube videos in the classroom?

1.3 Objectives

Aims	RQs
1. To identify strengths and weaknesses in listening comprehension of seventh grade students	1. What role does the use of YouTube videos play in teaching English of secondary education, at Ruben Dario Institute?
2. To assess the student's progress by using YouTube videos.	2. What is the progress of the students on listening comprehension by using YouTube videos?
3. To compare if through the intervention (using YouTube videos) students obtained better results than in the diagnostic test by implementing an achievement test.	3. How do students improve listening comprehension by using YouTube videos in the classroom?

The aim of this research is to study the effectiveness of YouTube videos on listening comprehension of secondary school students. The specific objectives are;

1. To identify strengths and weaknesses in listening comprehension of seventh grade students, through diagnostic test.
2. To assess the student's progress by using You Tube videos.
3. To compare if through the intervention (using You Tube videos) students obtained better results than in the diagnostic test by implementing an achievement test.

1.4 Justification

This research is based on the effectiveness of using You Tube videos in improving of listening comprehension of students of 7th grade A, morning shift at Ruben Dario institute, in San Juan de Limay, during the second semester 2022. I chose this topic for three reasons: The first one because is consider that the way of teaching and learning has changed, thanks the use of technology; The second one, because in my own experience, YouTube videos has been an important tool for acquiring vocabulary and improving my listening comprehension, which has been the skill in which I have faced difficulties as a college students of English major. The third one, and which is the focus of this research, is due to the fact that in secondary education it is considered one of the language skills, in which students face more difficulties; and even more so, when students are not familiar with technological resources that help them to improve this ability.

The idea of carry out this research is to determine the effectiveness of using You Tube videos in improving listening comprehension. Moreover, the appropriate strategies, resources and how the use of videos promotes listening comprehension in the classroom. Data will be collected by using three types of different test such as: diagnostic test, progress test and achievement test. This

research will be beneficial to improve strengths and weaknesses related to the listening comprehension.

The impact of this researching is that the use of You Tube videos provides a meaningful way to learn interactively. In addition, it will awake the interest and motivation of students, by using it in their mobile devices cell phones, tablet, laptops, and so on; in such way facilitate the input of the language. Finally, this paper will be useful for my professional experience as a future English teacher, also for those readers and teachers who want to innovate in the language teaching by using audiovisual aids in the classroom.

1.5 Organization of the paper

This paper is outlined in the following way: Firstly, a brief introduction on the problem statement, then a short justification and, the main purposes of the literature review. In the literature review, I offer an overview related to Second Language acquisition theory, based on Stephen Krashen's Comprehensible Input; as well as, analyzing listening comprehension, and its importance in English as a Foreign Language EFL.

The second part explore the effect of using YouTube videos to improve listening comprehension. In addition, it is including research findings regarding the use of YouTube videos in language teaching; as well as, reviewing some of its benefits, and the pedagogical strategy to use YouTube videos in listening comprehension. At the end of this overview, it pointed out how to assess listening comprehension in language teaching. Also the approach in which this research is based.

The third component of this paper is the method. In this part I describe the context and participants of this study followed by the main objective, including methodology design, and also I describe what I found in my documentary research, taking into account the results of each one of the instrument used to collect data. At last, the discussion regarding the findings related to of the reviewed literature. A diagnostic test was applied to the students; also a pedagogical intervention by incorporating You Tube videos several times during two months (September-October) with two section peer week. At the end, an achievement test was applied to determine the effectiveness of the use of You Tube videos to promote language acquisition, starting with the development of listening comprehension of seven grade students of secondary education. Finally, the discussion regarding the findings related to the reviewed literature; which is the guideline that allowed the conclusion of this study where it was summarized what I learnt with this research process, and the main importance that this investigation has for my professional competences as a future English Teacher. At last but not least, the strengths and weaknesses faced during this investigation.

2 Literature review

The aims of this chapter is to analyze different concepts and theories of some authors that explain how to acquire a foreign language and the effectiveness of using YouTube videos as a didactic resource to improve listening comprehension in EFL students. In the literature review, the definitions of language acquisition, listening comprehension, as well as an overview of YouTube videos in language teaching, the effects on listening comprehension, the main advantages and types of videos are presented. In addition, the pedagogical strategy to use YouTube videos in the classroom to improve listening comprehension of the learners. Last but not least, the assessment of listening comprehension, and the approach in which this study is based.

Language acquisition

Krashen, (Krashen, 2004) point out that “Language acquisition is a subconscious process; while it is happening we are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously”; children, for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating. The author adds that language acquisition can only take place when input is comprehensible to the learner by following the sequencing of the mother tongue because *the child in the first place: hears, listens, understands* but does not speak; little by little begins to speak; later to read; and then to write. In summary Krashen, S., & Terrell,(1998), and Hamouda, (2013) acquisition happens when learners have sufficient comprehensible input.

According to Hilton,(2021) “comprehensible input is one of the five language acquisitions hypothesis” defined by Stephen Krashen. The Input Hypothesis attempts to answer the most

important question in the field of language acquisition. How do we acquire language? The Author states that we acquire language when we understand what people tell us or when we understand what we read, this process is called “comprehensible input”. In this study, one of the reasons for using YouTube videos is to engage students in the language acquisition, since these videos contain rich audio-visual aids to input.

Listening comprehension

There are different definitions of the term “listening comprehension”. “Listening comprehension is the different processes of understanding the spoken language” (Ahmadi, 2016). Ahmadi says that these include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. Moreover, O ‘Malley, et al. (1998) cited by (Ahmadi, 2016) have defined listening comprehension as “listening consists of processing information which listeners get from visual and auditory clues in order to define what is going on and what the speakers are trying to express. García Ariza et al. (2016), argues that “the implementation of audiovisual media strengthens listening skills in English” (pp. 1-104). This implies that the use of technological resources are necessary tools to improve listening comprehension in the EFL classroom.

The Importance of Listening Comprehension in EFL

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. Listening has been defined by many researchers, Thomlison (1984) cited by (Hamouda, 2013)-defined listening as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker’s grammar and vocabulary, and understanding of meaning. When we refer to listening comprehension, it is

important to differentiate between hearing and listening. As said, Martín Perís (cited by Carreté Ortega, 2014) "We hear even involuntarily. We listen consciously and with a purpose". That is, to develop listening, learning activities must follow a specific objective, with instructions that allow the understanding of the message.

An awareness of the importance of listening comprehension in second-language instruction emerged during the late 1960s (MacWilliam, 1986). After that, the importance of teaching listening comprehension in the language classroom became a main concern of second-language teachers and scholars; the attention has resulted in an increased number of listening activities in student textbooks (Gilakjani & Ahmadi, 2017). Currently, many authors have considered that listening is the first language skill developed; it comes before speaking, reading, and writing. Therefore, using YouTube videos would efficiently draw learners' attention in a positive way and would likely improve their listening comprehension (Kern 2006: 183), cited by (Larsen-Freeman & Anderson, 2011). In other words, the students not only can receive information by teacher's voice, but also can receive by using audio materials that help them to adapt to listen to the English in native accent.

YouTube videos in language teaching

Nowadays, a great tendency towards the use of technology and its integration into the educational program, has increased a great importance. Particularly, the use of video as a didactic resource in foreign language teaching has grown rapidly (Chien et al., 2020). Chien defined video "As the selection and sequence of messages in an audio-visual context". Abduh, (2016), and Solano et al.,(2022) argues that "YouTube has an enormous potential in teaching EFL to students of all ages and levels". The author adds that language teachers prefer videos because it motivates

students, brings the real world into the classroom, contextualizes language naturally and enabled learners experience authentic language in a controlled environment. In a such a way the role of the teacher is crucial by using YouTube videos as a didactic resource; on the contrary if a suitable methodological treatment is not carried out this resource would become an element of distraction only for the student (MacWilliam, 1986).

Subsequently, Shyamlee & Phil (2012), highlight “A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence” (p.152). In fact, one of the best ways of improving one's learning ability is to use a technology tool where the entire information that a person may need can be found. In today's developed world a website is one of a number of systems which help learners to improve their language (Setiawan & Madiun 2022). Therefore, all educators should use resource of technology in secondary education to develop language skills because the students need it.

It is well known that technology resources, such as: cell phones, tablets and computers are the most electronic devices used by people in Nicaragua nowadays. Most people use the cell phone to interact with each other in whatever place, i.e.; as rural as urban area. This could mean that many people in Nicaragua have a cell phone. As a result, these technological devices have come to change the way people interact today; also, the way in which people learn. On the other hand, almost all secondary schools in our country have provided technological devices, such as: speaker, computer, tablet, data show, as well as Internet connection. Therefore, teachers should

use these devices incorporating resources of videos, “online and offline¹” (Bader Al Bataineh et al., 2019, p.325) to share information; in such a way that students have the opportunity to develop communicative skills in English, from its use. Rico Sirvent (2017) argues that “use of technology resources is a great option to improve comprehension of the students” (p.22).

Larsen-Freeman & Anderson (2011), states that “A knowledge of methods helps to expand a teacher’s repertoire of techniques”. Therefore, it is invaluable to have an idea about the use of the audiovisual method in the language teaching learning process. The audiovisual method refers to “both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students” (Clawson, 2014). It can be called a new trend because “technology is used in this method such as, computers, cellphones, tablets, projectors, and so on; which can support the teaching learning process in order to improve students' skills” (Atiyah et al., 2012).

Based on the authors’ theory; it can be considered that the use of audiovisual, i.e.; videos, “it provides authentic language input” (Krashen, 2002). In other words, it is beneficial to develop comprehensible input or listening comprehension of the students. Therefore, it should be recommended that all teachers be trained in the use of listening materials by technological devices to promote language teaching in the classroom and, in such a way, improve listening comprehension of the students.

¹ Online: It means with internet connection; while Offline means no internet connection. This is what Blended Learning is based on.

The effect of videos on listening comprehension

Setiawan & Madiun (2022) state that, “YouTube is considered a source of online material that plays a key role in the teaching learning process today”. This website can provide teachers and students with everyday videos and real situations that may help them improve their understanding and performance, utmost important for EFL students listening comprehension.

Many researchers have found that using videos in English language lessons, learners feel motivated and gain positive indicators, in terms of competence in their language skills; since, YouTube is a platform where teachers and students can find a whole world of information that helps them to improve their listening ability. On YouTube, educators can choose videos according to the lesson plan, and carry out interactive classes, because their students can watch the video both in the classroom or at home, Graham (2013), (cited by Ib et al., 2018). In addition Chien et al., (Chien et al., 2020) suggest that “learners can interact using different educational channels, programs and videos that this website offers”.

In a study by (Rizkan et al., 2019) investigated the effect of using YouTube as a didactic media on the students` listening skill for students of English education program in Indonesia. Using post-test, they found that YouTube is more effective that using audio to teach listening comprehension. Similarly, (Qomariyah et al., 2021) investigate the effect of YouTube video on students listening comprehension performance. By using pre-test and post-test, they found that “Learning English through applying YouTube with relevant videos is a great alternative or main source of learning within the improvement of English students` listening comprehension performance, since YouTube videos provide visual and audio aids. Londe, (2009) at the

University of the Southern of California carried out on study titled “The Effects of Video Media in English as a Second Language Listening Comprehension Tests”. She found that students feel more comfortable using video than only audio format, after the application of the post-test the students score better than in the pre-test.

Based on the research`s experience, an interest predominates in the use of YouTube videos to improve listening skill, but there is still a need for a research process that determines the effectiveness that the use of YouTube video has in listening comprehension of seventh grade students of secondary education in the municipality of San Juan de Limay, department of Estelí; today that the Ministry of Education demand the incorporation of technology as a new way of teaching a learning.

Advantages of YouTube videos

Many research around the world have found that one of the main advantages of YouTube videos for listening comprehension in language teaching is the exposure to various accents, speed of speech, vocabulary, expressions and phrases while watching and listening. Qomariyah et al., (2021) explain that “the exposure helps improve learners listening abilities”. Another advantage of YouTube video is that students can learn English language in and out the classroom. According to Medina Palencia (2020), "Didactic videos in the classrooms provide students motivation; since, rather than transmitting exhaustive and systematized information, they aim to awaken the interest of students for the language". This means that video as a didactic resource is useful to engage students in the target language and provide comprehensible input. For that reasons it is necessary to understand what the author argue regarding to educational videos, as below:

Documentary video: It is a medium that uses current material and takes the form that the author gives it. Brewster et al. (2002, p.204) cited by (Moliatul Muslimah, Bustami Usman, 2021), concluded that there are “some benefits of using videos for the students, because they allow them stimulating and highly motivating”. Said this, videos are an important resource to learn vocabulary (new words, phrases, and expressions).

Narrative video: Has the ability to tell stories through the succession of images and sounds, organizes the contents in a methodical and systematic way (Medina Palencia, 2020). Videos focused on stories are considered very interesting for the students nowadays. Therefore, it could be an interesting strategy to use in the classroom.

Conceptual mono video: Conveys concepts of very short duration and its focus is to present a certain concept. This sort of video is ideal because they are light and very easy to use on phones.

How to use YouTube videos in listening comprehension?

The use of YouTube videos is a challenge for educators and learners nowadays into the classroom. One reason is due to many teachers refuse of using technological tool for the lack of training on it, and for it the teaching English in secondary education is limited to the use of the textbook. In this new era of the technology the way of teaching and learning a foreign language have changed. Second, if “a teacher uses YouTube without taking into account the age and level of the students” (Chien et al., 2020); it would become in a medium without pedagogical foundation. Then, it is recommendable take into account the elements mentioned above; without avoid the purpose of the program, and the ability that we want to improve; in this case listening comprehension what is

consider the language skill in which students face the greatest difficulty. From my own experience as a student of FAREM Estelí University, in English Major; for 2020 year with another classmate, we carried out a pilotage in the secondary modality using YouTube videos. In such study we found that for” the pedagogical use of video in the classroom; three phases must be taken for listening comprehension” (Zamora & Zeledón, 2020), as follows:

Pre-listening

This phase is very important, because it is where the subject under study must be contextualized and motivate the student. To do this, follow the steps below.

- a) Start with a warm up.
- b) Then a brief introduction of the content of the video.

During and post listening.

In this phase that would be the development of the class, the following points must be taken into account: *First audition*, this consists of orienting the observation and listening to the video, repeating if necessary. *Second audition*, in this part, is where the input and output of the videos will be worked, since, at the same time that it is being listened, post listening exercises are carried out as shown in the following activities: Listen and number, Listening and circle, Listening and check, and Listening and underline, in the order you hear.

How to assess listening comprehension?

By assessing listening comprehension in teaching English, it is very important to have an idea regarding three elements (test, measurement and assessment). Kizlik, (2014) refers that “test,

measurement and assessment mean very different things”. The author underline that test refers to the instrument; measurement the score of the test, and assessment the judgement.

In a report, published by British Council “Introducing Language Assessment: Answer key and assessing” www.britishcouncil.org/exam/aptis/research/projects/assessment-literacy/listening. It is suggested to asses listening comprehension teacher should consider the test taker and their needs. Moreover, Sevilla & Chaves, (2019) express that an authentic assessment in listening comprehension classroom imply move from traditional testing towards Criterion-referenced evaluation”. In the words of Burton, (2014) “Criterion-referenced assessment means that teacher judgements about how a student does in an assessment task are based on standards and criteria that are pre-determined and made available to students at the time the assignment is set” (P.73). In conclusion for judgement the level of listening comprehension of the leaners require testing, measurement and assessment; in such a way to make academic decision.

Blended Learning Approach

As this research is focused on the use of technological resources, Blended Learning is an appropriate approach. This approach was defined by Graham & Poon, (cite by Bader Al Bataineh et al., 2019) which consists of a “instructional curriculum that combines online materials with traditional classroom learning”. In other words, Blended Learning is the combination of face-to-face learning mediated by the use of technological tools. Graham (2013), (cited by Ib et al., 2018), emphasizes the convergence of two learning environments, the face-to-face environment and the virtual environment; that is, these two models go back to the context of this research process, due to the need to make use of digital resources, both face-to-face and distance,

to help improve the gaps faced by students in learning English as a foreign language. According to Bader Al Bataineh et al., (2019), through **blended learning**” the learner actively takes a major part in the learning process by utilizing online learning”. That is, with this modality, students are architects of their own learning. Others authors like Espino, (n.d.) state that “there are different models representing the implementation of blended learning, such as an online driver, self-blended, labs, flex, rotation, and face-to-face driver”. This synthesizes the usefulness of blended learning, since it gives the possibility of combining didactic methods or face-to-face instruction with online instruction. On the other hand Higgins, (2014) expresses that blended learning is an approach based on the integration of "technologies in the classroom" to achieve "effective learning". In other words, this theory serves as the basis for this study, since it focuses on the importance of technological tools for learning English, taking two elements (teacher-student).

Having reviewed the literature that theoretically frames this research; It is concluded that listening comprehension is essential to acquire an EFL foreign language and develop communication skills. It is considered that it represents an interest on the part of many researchers in determining didactic strategies for the improvement of listening skills. That is why my research seeks to contribute to those gaps that still challenge the development of listening comprehension in English using videos taken from YouTube and, linking them with worksheets as a teaching strategy to determine the effectiveness in listening comprehension of the seventh grade students of secondary education. To summarize, a video is an audiovisual resource that integrates different learning styles, e.g., auditory, visual and kinesthetic, useful to catch the attention of the listener and, in such a way, receives the message.

3 Method

This section introduces the method followed in this study. It includes the following sections: context and participants, objectives, methodology, presentation of data collection, analysis of data collection; as well as, I discuss the findings of the instruments used to collect data (diagnostic test, progress test, and achievement test) followed by the conclusion. Last but not least, the references list and annexes that valid this study.

This research is based on a mixed approach, because quantitative and qualitative data are collected and combined in order to interpret from a qualitative perspective the effectiveness of using YouTube videos as a didactic resource on listening comprehension of seventh grade students of secondary education. This approach is considered appropriate, since it serves as a basis for analyzing and understanding the results and thus answering my research questions.

According to Sampieri et.al.(2014) qualitative approach is "the collection and analysis of data to refine research questions or reveal new questions in the interpretation process". In addition, Fraenkel, et, al. (1932) argue that, "*qualitative research* refers to studies that investigate the *quality* of relationships, activities, situations, or materials" (p.440).

3.1.1 Context and participants

This research was carried out at the Ruben Dario Institute, in San Juan de Limay, municipality of Estelí department. This school is located in Guadalupe Carney Neighborhood, From Gas Station Cristo Rey, 1 block to the south, and 1 block to the east. This school was founded in January, 2002 by the Great Ducat of Luxemburg. Upon its foundation, it offered educational services to

seventh until eleventh grade students of secondary education enrolled in morning and afternoon shifts. Currently, it offers morning and afternoon shifts for 346 students (168 boys; 178 girls) enrolled from seventh to eleventh grade of regular secondary education, and Saturday shift for 214 students (105 boys; 109 girls) also enrolled from seventh to eleventh grade of secondary education of young and adults. In both shifts, 22 teachers work (2 English teachers), which also has a principal, a secretary, two librarians, and a technology teacher. The group chosen for this study was 30 seventh grade “A” students (14 women and 16 men), with a sample of 10 students (5 women and 5 men) of the morning shift of high school, of 87 students who attend two classrooms.

The building of this school has nine classrooms, a physics and chemistry lab, an auditorium, a teacher’s room, a library, and an office for the principal and secretary. Also, there are two sports areas for soccer and basketball, a kiosk and green areas, which include an arboretum. In this institute, there are technology devices, such as: computers, laptops, projectors, tablets for teachers and students, and also internet connection. For that reason, the interest of this study in determine the effectiveness of using YouTube videos in improving listening comprehension of the seventh grade students, by the use of technological devices, which count this school, i.e., this is the way, in which I would have like to learn English, when I coursed secondary education.

As I aforementioned, in this research, there was a universe of 87 students of two seventh grades. The population of this study corresponds to 30 students (14 girls; 16 boys). I chose one grade out of two grades; seventh grade “A”, morning shifts of secondary school at the Ruben Dario Institute in San Juan de Limay. The sample of this research is considered intentional.

The sample: The sample for this research paper is formed by **10** seventh-grade students, of both genders: women (**5**); men (**5**), which means I took **33** percent of the population. The students are in ages between 12 and 14 years old. It is very important refers that students of seventh grade “A”, come from different primary schools; as well as, different contexts, such as: neighborhood and communities, i.e.; not just urban areas; but also, rural areas. Another aspect to take into account is that all students never have taken English classes in primary school. However, all students have technological devices such as cell phones and Internet connection. In addition, the educational center has a mobile digital classroom.

3.2 Objectives

As I aforementioned, the main objective of this investigation is to determine the effectiveness of using YouTube videos, i.e.; make an interpretation about the role of YouTube video in language teaching at the Ruben Dario Institute, through the application of the diagnostic test to the seventh grade students. Consequently, the application of the strategy that consists in making an intervention incorporating YouTube videos, and assessing the students to compare if through it they get better results.

3.3 Methodology

To collect, analyze and interpret data, instruments can be classified in a number of ways.

According to (Fraenkel, et, 1932), in educational research, *three methods are available for obtaining information, i.e.;* researchers can get the information *(1) themselves, with little or no involvement of other people; (2) directly from the subjects of the study; or (3) from others,* frequently referred to as informants, who are knowledgeable about the subjects. In order to fulfil

the aim of this study, three instruments were chosen to collect the data directly *from the subjects of the study*, such as: diagnostic test, progress test and achievement test. The main reason for designing these three instruments was to obtain information from the students participating in the sample and make an interpretation of the information collected from each test on the effectiveness of using YouTube videos to improve listening comprehension.

According to Alemán & Guacaneme, (2011) “ Listening test is an instrument that provides the chance to assess comprehensible input of students ". For that reason, I decided to implement listening test by using three instruments as I aforementioned above taking into account the English Program of secondary education, the textbook of seventh grade, and the didactic action corresponding to the months of February-October. It was reviewed, taking up units, competences, performance indicators and topics, such as: *Classroom Objects, Introductions, Classroom instructions, and Rooms at home*; which students have already studied and, therefore, should have developed language competences such as listening comprehension.

Diagnostic test

Thorndike and Hagen (1970) cited by Kumar, (2016) defines a diagnostic test as “tests that are used to identify learner`s areas of strength and weakness” (p.5).The diagnostic test was carried out to determine how the listening comprehension of seventh grade students was. For this, I separated the students (sample) from the population, and moved them to the technology classroom. After that, I organized the students and handed them the test. These activities were developed according to the level and age of students; moreover, the unit, and the topic that they had already studied before. The items on the test were to listen and number, listen and check and listen and circle. For it, I used three YouTube videos related to the topic chosen. The materials were

provided for the technological devices that the institute has (laptop, speaker and projector). The maximum score of this diagnostic test was ten points, it contained three items with twenty-two correct answers, scoring each one (0.5 points). For its interpretation a qualitative scale with three categories was used: excellent, good, and poor. This information will be crucial to achieve the goal of my study.

Progress test

According to Robinson, (1969) “Progress tests are tests that try to measure the student's progress in a given programme (p.2). In other words, progress test asses how well students are doing in term of mastering course content and meeting course objectives. For Leung, (2004) many progress decisions in the classroom do not involve testing, however, but are made informally, in the midst of teaching. Next, according to the difficulties that students presented in the diagnostic test, it was carried out the intervention by using YouTube videos, in which each student practiced listening comprehension exercises, such as: listening and repeating, listening and circle, listening and number, listening and match, listening and complete, listening and imitate. For this, it was taking into account three phase, as I was mentioned above on literature review (pre-listening, during and post-listening) following two auditions in each intervention. During the intervention, it was carried out the progress test which had a maximum score of ten points, it contained one item with ten correct answers, scoring each one (1 point). For its interpretation a scale with three categories was used: excellent, good, and poor. The information is analyzed making a qualitative descriptions or judgement of the students’ scores.

Achievement test

Brown, (1994) defines an achievement test as “test that are limited to particular material covered in a curriculum within a particular time frame”. The author adds that achievement tests are those that are used to identify how well students have met course objectives or mastered course content. At the end of this study, the achievement test was applied. This was done with the purpose to compare if through the intervention students obtained better results than in the diagnostic test. This post-test consisted of applying the same test that was administered in the diagnostic test by using the same materials, which means that this assessment process is valid and reliable. The maximum score of this post-test was ten points, it contained three activities, scoring each one (0.5 points). For its interpretation a scale with three categories was used: excellent, good and poor. The analysis of this technique consists of a qualitative interpretation of the levels of listening comprehension that students have regarding the findings in the diagnostic test.

4 Analysis

Hammersley, M. and Traianou, A. (2012) suggest five ethical principles: Minimizing harm, respecting autonomy, protecting privacy, offering reciprocity, treating people equitably. As a researcher, I feel sure in avoiding plagiarism, since before and during this research process I relied on the support of my thesis advisor who provided detailed explanation and supportive material about the accurate use of APA Seventh edition - an important element for respecting the copyrights in this document. This research protects the human subjects by obtaining approval from two institutions FAREM-Estelí and Ruben Dario Institute. Before implementing the data collection process, it was required to submit the research questions and procedures to the institutions for their approval. In accordance with the principle claimed by Hammersley and Traianou, protecting privacy requires obtaining voluntary informed consent from the participants, and assuring confidentiality about the participants' identities. Accordingly, to implement the diagnostic test, progress test and achievement test with the participants (students sample), it demanded oral consent, and to protect students' integrity their names were not required, but a code was assigned to each student, e.g.; 01, 02, 03, also the gender, and so on.

In this chapter, the data collected by the research instruments, such as: diagnostic test, progress test, and achievement test is analyzed in relation to the specific objectives. The information is presented in order to the way the instruments were applied. The analysis of this technique consists of a qualitative interpretation of the levels of listening comprehension that students have regarding their responses for each item established on each one of the tests. In the coming section, I will answer the three objectives chosen for this study, regarding the results of the

instruments applied during the research process. For each of them, I will make a brief discussion, as below:

Specific objective 1: To identify strengths and weaknesses in listening comprehension of seventh grade students.

Before the treatment of this research process; it was implemented the diagnostic test through the use of YouTube videos with the students chosen on the sample to determine their listening comprehension performance. Once, it was applied and reviewed; each one of the students was classified according to the score obtained for the judgement (Burton, 2014), or interpretation as it shows in the following table:

Table1.

Students Sample		Students-Diagnostic test					
		Excellent (8-10)		Good (4-7)		Poor (1-3)	
Total	F	Total	F	Total	F	Total	F
10	5	0	0	2	2	8	3

Based on the table 1, I found that most of the students presented difficulties in listening comprehension; that say, eight of ten students scored poor, between 1 to 3 points, and just 2 of them scored good, between 4 to 7 points. After the review of each item on the test; I realize that most of the students did not know vocabulary related to the topics chosen. When it had finished the time for the test; it was carried out a feedback where eight of ten students answered that English was not important to them, because they cannot understand when the teacher talked to them in English, much less when she showed them videos in the classroom. However, the other

two students stated that English was their favorite class, due to the fact that they are able to understand the message of the spoken language, i.e.; when the teacher talked to them, and also when she shows them YouTube videos during English class. One reason, it was they usually watch English films, listen to music in English, and also they used videos to learn vocabulary at home. The results of the diagnostic test coincide with the point of view of the students and, what was defined in the problem statement.

Specific Objective 2: To assess the student's progress by using You Tube videos.

Once the diagnostic test was applied; it was necessary the application of the strategy to achieve the purpose of this investigation by following the steps below:

1. The experiment took place over a period of two months (September-October) with two section peer week.
2. During the intervention eight videos were used according to the topic chosen of the secondary education program. The videos were used online and offline. Online, the videos were shared via a WhatsApp group. Offline, sometimes it was necessary the use of a projector, computer and a speaker provided by the institution.
3. After watch each video students complete listening task, i.e.; following three phase (pre-listening, during listening and post-listening), and also they received a feedback as a positive washback. Positive washback, it is a term used in education to describe the influence that a test has on teaching and learning. A positive washback, “helps students to know their strengths and weaknesses in order to work further and achieve their goals”(Brown, 1997).

After the first month of intervention, it was necessary to interpret students advance; so it was applied a progress test. The results of the progress test scores are shown in table 2 below;

Table 2.

Students Sample		Students-Progress test					
		Excellent (8-10)		Good (4-7)		Poor (1-3)	
Total	F	Total	F	Total	F	Total	F
10	5	2	2	6	2	2	1

The results on table 2, show that students have accomplished positives indicators on their listening comprehension by using YouTube videos. There has been a progress in relation to the diagnostic test because this time most of the students are scored (good-excellent), between 4 to 10 points, and just 2 of them scored poor. From the assessment carried out, during the pedagogical intervention it was necessary to continue implementing YouTube videos, since the results obtained gave significant indices, in term of improvement listening comprehension of the students. Importantly, the students felt motivated when each one of the videos was presented to them. This was determined by the results of the progress test.

Specific objective 3: To compare if through the intervention (using You Tube videos) students obtained better results than in the diagnostic test by implementing an achievement test.

Finally, it was carried out the achievement test, i.e.; the same test applied at the beginning; this means that the test is valid and reliable. Valid, because the test measures what it was design to measure, e.g., the test was designed to measure listening comprehension; therefore, it should not assess grammar competence. Reliable, this test measure learning consistently, obtaining the same

results over and over (stability), i.e.; the same test, objectives, items, and under the same conditions. The results of the analyzes of the achievement-test scores are shown in table 3 below;

Table 3

Students Sample		Students-Achievement test					
		Excellent (8-10)		Good (4-7)		Poor (1-3)	
Total	F	Total	F	Total	F	Total	F
10	5	8	4	2	1	0	0

The table 3, shows that students obtained better scores in comparison with the results obtained in the diagnostic test. This means that students got better results in the achievement test than in the diagnostic test, thanks the application of YouTube videos during the intervention. This prove the effectiveness of using YouTube videos as a didactic resource to improve listening comprehension of seventh grade students in secondary education. In other words, the results of the score finding that 8 of 10 students were able to get excellent scores of eight over ten, what means that the use of YouTube videos used accurately in the classroom, facilitate students understanding.

5 Discussion

In this section, I discuss the findings of this research taking into account the results obtained with each one of the tests used in this study, and what the reviewed establishes. For the present study, I set three research questions that I will answer in the coming section. With the first question stated below I want to find out what it was the role of YouTube videos in language teaching of seventh grade students in secondary education.

Research Question 1: *What role does the use of YouTube videos play in teaching English of secondary education, at Ruben Dario Institute?* Once, I applied the diagnostic test, I found that most students face problems, such as: listen and number, listen and check, listen and circle the correct answer in each test item using YouTube videos linked to the topic studied previously in English class, according to the English program, didactic action, and textbook. The findings in the diagnostic test allowed me to identify that the main difficulty that students face to learn English it was listening comprehension. This is a clear evidence that the teaching of the English language in secondary education is limited is limited to the use of the textbook. As I had mentioned on the problem statement, one of the factors that unable seventh grade students of secondary education to learn English is the lack of exposure to the target language. For that reason, the author Elshafie, (2013) argue that “when there is no exposure to receive the target language in the classroom, leaners feel frustrated because they cannot understand the spoken language”. Other factor that can be associated according to the results of the diagnostic test is “the unappropriated use of technological resources or teaching strategies in the classroom; the unfamiliarity of listening materials, and the deficiency of listening strategies, which is considered the main causes of listening comprehension failure” (Gino, 2018).

The diagnostic test was the guideline for making academic decisions. After its implementation, I realized that it was important to apply the pedagogical intervention to examine the effectiveness of the use of YouTube videos. This is based on the stated in the report, published by British Council “Introducing Language Assessment: Answer key and assessing” www.britishcouncil.org/exam/aptis/research/projects/assessment-literacy/listening, which suggests that to asses listening comprehension teacher should consider the test taker and their needs. Moreover, Sevilla & Chaves, (2019) express that an authentic assessment in listening comprehension classroom imply move from traditional testing towards Criterion-referenced evaluation”. For this reason, the test was designed taking into account the age, grade and level of the students according to the contents defined in the MINED foreign language program. In conclusion, as I aforementioned in the literature reviewed, for judgement the level of listening comprehension of the leaners require testing, measurement and assessment; in such a way to make academic decision. In summary, my point of view is based on Thorndike and Hagen (1970) cited by Kumar, (2016) that defines a diagnostic test as “tests that are used to identify learner`s areas of strength and weakness” (p.5).

Research Question 2: *What is the progress of the students on listening comprehension by using YouTube videos?* Regarding the question 2, I can understand that the use of YouTube as a didactic resource has a positive effect on listening comprehension, since most of the students got good scores, thanks to the pedagogical intervention through the use of YouTube videos chosen according to the English program in secondary education. This results are linked to the highlighted by the authors Krashen, S., & Terell,(1998), and Hamouda, (2013) “Language acquisition happens when learners have sufficient comprehensible input”, or what stated

Qomariyah et al., (2021) “the exposure to the language by using YouTube videos helps improve learners listening abilities”. Also, Bader Al Bataineh et al., (2019) through **blended learning**” the learner actively takes a major part in the learning process by utilizing online learning”.

From, the pedagogical intervention where eight YouTube videos were incorporated, online and offline, it is important to highlight the effect of the Blended Learning approach that was taken into account in this research process. i.e., videos were used in two environments, virtual and non-virtual. Thanks to this pedagogical intervention, the students included in the sample had better progress in the development of listening comprehension, according to the data of the test administered individually, using videos from the YouTube portal.

Research Question 3: *How do students improve listening comprehension by using YouTube videos in the classroom?* Finally, to answer this research question, it was carried out an achievement test where most of the students obtained excellent scores (see table 3, in the previous section). The findings of the study proved that there were statistically significance differences between the diagnostic and achievement test applied at the beginning and at the end of this study regarding the improvement in listening comprehension of seventh grade students taken as a sample due to the use of YouTube videos. The scores in the achievement test where 8 of 10 students were able to get scores of eight over ten, determine the effectiveness of using YouTube videos in the language teaching to improve listening comprehension, which is the skill in which EFL students face serious problem in the English subject in secondary education.

The quantitative data analysis showed that the students taken as a sample improved significantly, in relation to the findings in the diagnostic test. For this, the theory of language acquisition proposed by the author Krashen was taken as a basis, which establishes: “Language acquisition occurs through understanding messages or, in the other words, through receiving “comprehensible input” (Krashen, 1998). In other words, the experiment certifies what the author adds that language acquisition can only take place when input is comprehensible to the learner by following the sequencing of the mother tongue because *the child in the first place: hears, listens, understands* but does not speak; little by little begins to speak; later to read; and then to write. Krashen, S., & Terrell, (1998), and Hamouda, (2013) acquisition happens when learners have sufficient comprehensible input, and this is what I took into account during the pedagogical intervention.

The findings on the achievement test, which is considered a post-listening test, was a clear indication of the effect of YouTube videos on seventh grade students' listening performance. As has been pointed out, in the diagnostic test the same group of students taken as a sample obtained a poor grade (eight out of ten students), while in the performance test the students obtained an excellent grade (eight out of ten students).

Consequently, the findings of this research are in harmony with the study findings of (Rizkan et al., 2019) whose results determine the effectiveness of using YouTube videos to improve listening comprehension in EFL students. Learning English through applying YouTube with relevant videos is a great alternative or main source of learning within the improvement of English students' listening comprehension performance, since YouTube videos provide visual and audio aids. I could identify that the students feel motivated when the videos were presented

to them. It is important to highlight that the students always received a brief introduction on the topic of the video and a positive response. In the same way, the steps that gave good results in a study carried out by me and another colleague for the year 2020 were resumed regarding the improvement of the listening comprehension of the eighth grade students of a rural secondary school were resumed.

The use of YouTube videos in the classroom are more interesting, stimulating, and challenging than the traditional way of teaching where the teacher is the center of the teaching-learning process. By using YouTube videos students are engaged in the in the target language or language acquisition, as a consequence this research process had found that videos contain rich audio-visual aids to input. A video is an audiovisual resource that integrates different learning styles, e.g., auditory, visual and kinesthetic, useful to catch the attention of the listener and, in such a way, receives the message. The students sample in this study considered YouTube videos as a more enjoyable to learn EFL listening comprehension, they found them more motivational, beneficial and interesting. In addition, YouTube videos provide an opportunity for the students to learn English language as it is used by native speakers, since YouTube is considered as an important authentic resource; BUT without ignore that the role of the teacher or pedagogical mediation into the classroom, is crucial.

6 Conclusions

After having analyzed and discussed the findings of this investigation, I conclude that:

After having applied the diagnostic test I identified that most of the students of seventh grade “A”, at Rubén Darío Institute presented difficulties in the listening comprehension, this means that YouTube videos do not influence adequately in the language teaching. But, during the pedagogical intervention using YouTube videos related to the didactic action students showed less difficulties in listening tasks. In the end, when the achievement test was applied, I was able to determine that by using YouTube videos in the classroom, students significantly improved their listening comprehension.

The main strengths of this study focus on reliability and validity, since the data collected links theory and practice. On the other hand, it provides learning about the comprehensible input theory proposed by the author Krashen, related to the approach, method and instruments applied in this study, which valid the effectiveness of using YouTube videos to improve one of the language skills, in which EFL students face serious difficulties. Another strength that is very important to mention in my study is that I had access to the school’s technological devices, such as: computer, speaker, projector, and Internet connection. This was important because I needed it to carry out the intervention or didactic strategy through the use of YouTube videos to improve listening comprehension of the students. At last, but not least, is important highlight that the videos were used, in two ways: online and offline, thanks to the student’ ability to use the devices and technological resources available in the context.

In summary the first limitation is the sample size (10 participants), which make the interpretation of the results limited and cannot be generalized to a large population. Second, this research process was conducted in the second semester of the 2022 academic year, so the findings were limited to the time and the instruments used in this study, when I refer to time, I mean the lack of time to apply the pedagogical intervention using YouTube videos any longer and interpret the results in depth; but, despite this, with the selected sample; it is determined that the use of videos contributes to the improvement of the listening comprehension of seventh grade high school students.

In conclusion, the findings of this study indicate that YouTube videos in the classroom promote the interest of the students for the language, since this resource catch the attention and enhance their understanding in the spoken language. For me as a future English teacher, this research process has been crucial to know that educators currently have a challenge, since the way of teaching and learning English as a foreign language have changed, due to technological advance, and the context demand it, so we need be trained about it. This study, proved that an easy, fun and interesting way to teach and learn EFL students in secondary education is by using YouTube videos.

7 References

- Abduh, N. B. (2016). the Use of Audio-Lingual Method in Teaching Listening Comprehension At the Second Year Students of Smk Yapip Makassar Sungguminasa. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 5(1), 43. <https://doi.org/10.26618/ejpb.v5i1.808>
- Ahmadi, S. M. (2016). *The Importance of Listening Comprehension in Language Learning*. 1(1), 7–10.
- Alemán Soriano, Z. G., & Guacaneme Poveda, N. E. (2011). *FORTALECIMIENTO DE LA HABILIDAD DE ESCUCHA EN EL ÁREA DE INGLÉS*,. COLEGIO PÚBLICO DE COLOMBIA.
- Atiyah, F., Izzah, L., Al-hamid, M. T. S., Baru, C., & Jakarta, U. M. (2012). *A Comparative Study on the Effectiveness of Using Direct and Audiovisual Methods for Enhancing Students Listening Comprehension*.
- Bader Al Bataineh, K., Abdullah Ahmed Banikalef, A., & H. Albashtawi, A. (2019). The Effect of Blended Learning on EFL Students' Grammar Performance and Attitudes: An Investigation of Moodle. *Arab World English Journal*, 10(1), 325. <https://doi.org/10.24093/awej/vol10no1.27>
- Brown. (1994). *Tests designed for different purposes* (p. 259).
- Brown, J. (1997). The washback effect of language tests. *Univerity of Hawaii, Working Papers in ESL*, 16(1), 27–45.
- Burton, K. (2012). Designing criterion-referenced assessment. *Journal of Learning Design*, 1(2), 73. <https://doi.org/10.5204/jld.v1i2.19>
- Carreté Ortega, M. (2014). *La comprensión auditiva en los manuales de ELE para niños*. 2, 9.
- Chien, C., Huang, Y., & Huang, P. (2020). *YouTube Videos on EFL College Students ' Listening*

Comprehension. 13(6), 96–103. <https://doi.org/10.5539/elt.v13n6p96>

Clawson, J. G. (2014). *Audiovisual Tools and Techniques*. October 2008.

Elshafie, M. (2013). Arab World English Journal . 13–Awej, 2, 4. العربي العام ية انلز للغة اجة
www.awej.org

Espino, M. (n.d.). ¿ Qué es el Blended Learning ? *E-ABC Learning*, 5. <https://www.e-abclearning.com/wp-content/uploads/2017/11/Qué-es-el-Blended-Learning.pdf>

Fraenkel, et, A. (1932). *Hoe to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill.

García Ariza, C. A., Bertel Camargo, C. J., & Narváez Moguea, S. M. (2016). Los Medios Audiovisuales (Música, Videos) como estrategia para fortalecer las Habilidades de Speaking y Listening en el proceso de enseñanza y aprendizaje del idioma Inglés con los estudiantes de 8ºD en la Institución Educativa Antonio Lenis Sincelejo-Suc. In *Corporación Universitaria del Caribe - CECAR Facultad*.

Gilakjani, A. P., & Ahmadi, M. R. (2017). *A Study of Factors Affecting EFL Learners ' English Listening Comprehension and the Strategies for Improvement*. June.
<https://doi.org/10.4304/jltr.2.5.977-988>

Hammersley, M. and Traianou, A. (2012). Ethics and educational policy. *Ethics and Educational Policy*, 21, 1–157. <https://doi.org/10.4324/9780203861028>

Hamouda Arafat. (2013). *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. 2(2), 113–155.

HERNÁNDEZ et, A. (2014). *Metodología de la Investigación* (6th ed.).

Higgins, D. (2014). *Teaching English studies through blended learning*. July, 5.

Hilton, H. (2021). *Introduction*. December, 0–5. <https://doi.org/10.4000/lexis.6154>

- Ib, S., Adolfini, B. C., & Cervera, G. (2018). *Blended learning , más allá de la clase presencial Blended learning , beyond the classroom. 21*, 196.
- Kizlik, B. (2014). *Measurement , Assessment , and Evaluation in Education*.
- Krashen. (1998). *Language Acquisition Theory ESOL CPD – Module 2 Krashen Stephen Krashen and Language Acquisition. 1–2*.
- Krashen, S. (2002). *krashen_sla 2002.pdf*.
- Krashen, S. (2004). *The Comprehension Hypothesis Extended. 81–94*.
- Kumar, N. (2016). แบบทดสอบวินิจฉัย (Diagnostic Test). *Pedagogy of Commerce Semester II*, 39–40.
- Larsen-Freeman, D., & Anderson, A. M. (2011). *Techniques & Principles in Language Teaching (Third Edit)*.
- Leung. (2004). *What-are-we-testing-and-why.pdf* (p. 7).
- Londe, Z. C. (2009). The Effects of Video Media in English as a Second Language Listening Comprehension Tests. *Issues in Applied Linguistics, 17*(1), 47.
<https://doi.org/10.5070/14171005108>
- MacWilliam, I. (1986). Video and Language Comprehension. *English Language Teaching Journal*,. 40, 131–135.
- Medina Palencia, Y. Y. (2020). El video como estrategia para la enseñanza del Inglés Video as a strategy for teaching English. *El Video Como Estrategia Para La Enseñanza Del Inglés, March 2015*, 118. <https://doi.org/10.15665/esc.v12i2.319>
- Moliatul Muslimah, Bustami Usman, I. A. S. (2021). Teaching Speaking Report Text through Documentary Video. *Research in English and Educational Journal, 6*, 44.

- Qomariyah, S. S., Permana, D., & Hidayatullah, H. (2021). The Effect of YouTube Video on Students' Listening Comprehension Performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67. <https://doi.org/10.33394/jo-elt.v8i1.3837>
- Rico Sirvent, C. (2017). *La ayuda de las Nuevas Tecnologías en el aprendizaje del inglés como lengua extranjera*. 22.
- Rizkan, A. M., Mukhaiyar, M., & Refnaldi, R. (2019). *The Effect of Using Youtube as A Teaching Media on the Students' Listening Skill (The Case of 2nd Semester Students of English Education Study Program of IKIP-PGRI Pontianak)*. 301(Icla 2018), 286–291. <https://doi.org/10.2991/icla-18.2019.48>
- Robinson, B.-. (1969). Basic Factors in the Choice, Composition and Adaption of Second Language Tests. In *TESOL Convention* (Issue 5, p. 2).
- Setiawan, A., & Madiun, U. P. (2022). *The effect of youtube video in students' listening comprehension of the tenth-grade students of MAN 2 Kota Madiun*. 1, 619–628.
- Sevilla, H., & Chaves, L. (2019). *Authentic Assessment in the Listening Comprehension Classroom : Benefits*. March 2020, 25. <https://doi.org/10.26817/16925777.704>
- Shyamlee, S., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR Vol.33 (2012) ©(2012) IACSIT Press, Singapore, 33(2012), 152*. <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>
- Solano, L., Ulehlova, E., Cabrera, P., & Espinoza, V. (2022). Using EFL YouTube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education. *ResearchGate*, 3. <https://doi.org/10.1145/3411681.3411682>
- Sumalinog, G. G. (2018). *Factors Affecting the Listening Comprehension Skills of the Foreign Students*. October.

Zamora, M., & Zeledón, J. (2020). *Uso de videos como recurso didáctico para mejorar la comprensión auditiva en inglés*. 24–26.

8 Annexes

Diagnostic test

Student code: _____

Date: September 5th 2022

School: _____ **Grade level:** 7th **Age:** 12-14 years' old **Sample:** 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home

Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.

<https://www.youtube.com/watch?v=EUu4BztIw9M&t=1s>



chair



desk



board



table



school bag



crayons



sharpener



ruler



notebook



eraser



pencil case



book



pencil

2. Listen a conversation between two people and check (True-False)

<https://www.youtube.com/watch?v=vdsex0upWy8>

Personal information	True	False
He is John		
He is married		
He is from Sweden		

3. Listen and circle the rooms at home mentioned in the video.

<https://www.youtube.com/watch?v=AR3oIWMysYk&t=92s>

- a) Living room
- b) Guess room
- c) Kitchen
- d) Games room
- e) Bedroom

Progress test

Student code: _____

Date: September 30th 2022

School: _____ **Grade level:** 7th **Age:** 12-14 years' old **Sample:** 10 students

Unit I: The Classroom

Topic: Classroom instructions

Score: 10 points

Time: 45 minutes

Objective: To assess the progress of the students on listening comprehension by using YouTube videos.

Activities

1. Listen and check the classroom instructions that you hear.

<https://www.youtube.com/watch?v=oYWoKhJ7hOQ>

	Yes	No
Silence, please		
Sit, down		
Close your book		
Open the window		
Stand up		
Turn right		
Go to the board		
Turn left		
Look at page ten		
Open the door, please		
Come up, please		
Close the door		
Open the window, please		
Take the marker		
Close the window		
Color the picture		
Your welcome		

Achievement test

Student code: _____

Date: October 28th 2022

School: _____ **Grade level:** 7th **Age:** 12-14 years' old **Sample:** 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home

Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1.Listen and number the classroom objects in the order you hear them.

<https://www.youtube.com/watch?v=EUu4BztIw9M&t=1s>

- | | |
|-----------------|-------------------|
| _____ Chair | _____ sharpener |
| _____ desk | _____ ruler |
| _____ board | _____ notebook |
| _____ table | _____ eraser |
| _____ schoolbag | _____ pencil case |
| _____ crayon | _____ book |
| _____ pen | _____ pencil |

2.Listen a conversation between two people and check (True-False)

<https://www.youtube.com/watch?v=MZMLURCP8Xs>

Personal information	True	False
His name is Gordon		
He is married		
He is American		

3. Listen and circle the rooms at home mentioned in the video.

<https://www.youtube.com/watch?v=AR3oIWMysYk&t=92s>

- a) Living room
- b) Guess room
- c) Kitchen
- d) Games room
- e) Bedroom

Lesson Plan

INTERVENTION

Subject: English

Date: September 30th 2022

Unit I: The Classroom

Grade: 7th grade

Time: 45 minutes

Topic: Classroom Instructions

Performance indicator: The students follows and respond simple commands.

Warm-up.

Warm-up exercises using body language: Head circling, neck twisting, shoulders roll, hip rotation, twisting, knee circling, windmill, jog in the place, jumping jack, inhale and exhale.

Presentation

1. First audition: Watch and listen; teacher introduce the topic about classroom instructions by using YouTube videos.
2. Second audition: Listen and repeat: Students listen and repeat classroom instructions.

Practices

3. Third audition: Watch, listen and do: Arranged in two rows, students follow classroom instructions guided by the teacher (Stand up, sit down, hands up, hands down, open the door, close the door, open your book, close your book, and so on.

Production

2. Listen and check the classroom instructions that you hear.

	Yes	No
Silence, please		
Sit, down		

Close your book		
Open the window		
Stand up		
Turn right		
Go to the board		
Turn left		
Look at page ten		
Open the door, please		
Come up, please		
Close the door		
Open the window, please		
Take the marker		
Close the window		
Color the picture		
Your welcome		

Feedback: Review the answer on the board.

Congratulations! Good job.

Video links used in the research process

Diagnostic test

<https://www.youtube.com/watch?v=EUu4BztIw9M&t=1s> *Classroom objects*

<https://www.youtube.com/watch?v=vdsex0upWy8> *Introductions*

<https://www.youtube.com/watch?v=AR3oIWMysYk&t=92s> *Room at home*

Intervention and Progress test

<https://www.youtube.com/playlist?list=PLii5rkhsE0Ld3xCgxG6j5fw7RIG2S5czO> *English Singing*

<https://www.youtube.com/playlist?list=PLTyvAtj9OYb1vr-gESA7YyCO2BjO9twqP> *English conversations*

<https://www.youtube.com/watch?v=oYWoKhJ7hOQ> *Classroom instructions*

Achievement test

<https://www.youtube.com/watch?v=EUu4BztIw9M&t=1s> *Classroom objects*

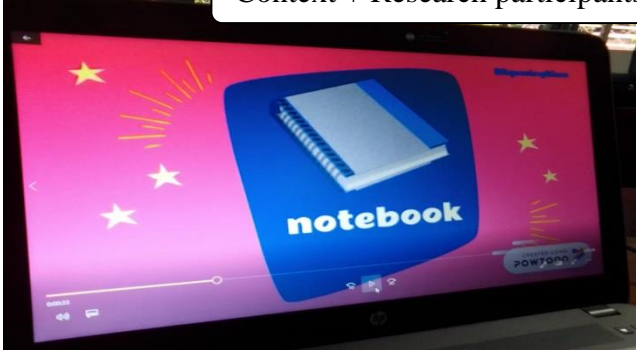
<https://www.youtube.com/watch?v=MZMLURCP8Xs> *Introductions*

<https://www.youtube.com/watch?v=AR3oIWMysYk&t=92s> *Room at home*

Evidences



Context + Research participants + Materials



(Photograph taken by Mario Zamora, 2022)

Screenshot: English Program (7th grade)



**CUADRO DE DISTRIBUCIÓN DE LAS UNIDADES EN EL TIEMPO
SÉPTIMO GRADO**

SEMESTRE	No. Y NOMBRE DE LA UNIDAD	TIEMPO HORAS / CLASES	TEPCE
I	Unit I : The Classroom	8 horas / clases	PRIMERO
	Unit I : The Classroom	2 horas / clases	SEGUNDO
	Unit II : Personal Information	5 horas / clases	TERCERO
	Unit II : Personal Information	9 horas / clases	CUARTO
	Unit III : Usual Activities	9 horas / clases	QUINTO
	Unit III : Usual Activities	8 horas / clases	SEXTO
II	Unit IV : The Time	9 horas / clases	SÉPTIMO
	Unit IV : The Time	6 horas / clases	OCTAVO
	Unit V : Home	3 horas / clases	NOVENO
	Unit V : Home	10 horas / clases	DECIMO
	Unit VI : Community	8 horas / clases	
	Unit VI : Community	7 horas / clases	

(Screenshot taken by Mario Zamora, 2022)

Screenshot: Seventh Grade TEXTBOOK

		
Introducción		
U N I T 1	The Classroom	1
	LESSON 1: Classroom objects	2
	LESSON 2: Classroom instructions	5
	LESSON 3: Numbers from 1 to 10	8
	LESSON 4: Articles a / an	11
U N I T 2	Personal Information	19
	LESSON 5: Numbers from 10 to 20	21
	LESSON 6: The alphabet	26
	LESSON 7: Introductions	29
	LESSON 8: Addresses	37
	LESSON 9: Family members	39
	LESSON 10: Popular jobs in my town	42
U N I T 5	Home	107
	LESSON 19: Rooms at home	108
	LESSON 20: Home appliances and features	117
	LESSON 21: Types of buildings	123
U N I T 6	My Community	133
	LESSON 22: Places and people in the community	134
	LESSON 23: Our country	140
	LESSON 24: Asking for and giving directions	147
	LESSON 25: Famous people in our country	155
Vocabulary		159
Bibliography		162

(Screenshot taken by Mario Zamora, 2022)

Instruments approved by the school

APPENDICES

1. APPENDIX 1: DIAGNOSTIC TEST

Student code: _____

Date: September 5th 2022

School: _____ Grade level: 7th Age: 12-14 years' old Sample: 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home

Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.
<https://www.youtube.com/watch?v=EUu4Bztlw9M&t=1s>



chair



desk



board



table



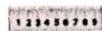
school bag



crayons



sharpener



ruler



notebook



eraser



pencil case



book



pencil



INTERVENTION

Subject: English

Date: September 30th 2022

Unit I: The Classroom

Grade: 7th grade

Time: 45 minutes

Topic: Classroom Instructions

Performance indicator: The students follows and respond simple commands.

Warm-up.

Warm-up exercises using body language: Head circling, neck twisting, shoulders roll, hip rotation, twisting, knee circling, windmill, jog in the place, jumping jack, inhale and exhale.

Presentation

1. First audition: Watch and listen; teacher introduce the topic about classroom instructions by using YouTube videos.
2. Second audition: Listen and repeat: Students listen and repeat classroom instructions.

Practices

3. Third audition: Watch, listen and do: Arranged in two rows, students follow classroom instructions guided by the teacher (Stand up, sit down, hands up, hands down, open the door, close the door, open your book, close your book, and so on.

Production

1. Listen and check the classroom instructions that you hear.

	Yes	No
Silence, please		
Sit, down		
Close your book		
Open the window		
Stand up		
Turn right		
Go to the board		
Turn left		



2. APPENDIX 2: PROGRESS TEST

Student code: _____

Date: September 30th 2022

School: _____ Grade level: 7th Age: 12-14 years' old Sample: 10 students

Unit I: The Classroom

Topic: Classroom instructions

Score: 10 points

Time: 45 minutes

Objective: To assess the progress of the students on listening comprehension by using YouTube videos.

Activities

1. Listen and check the classroom instructions that you hear.

<https://www.youtube.com/watch?v=oYWoKhJ7hOQ>

	Yes	No
Silence, please		
Sit, down		
Close your book		
Open the window		
Stand up		
Turn right		
Go to the board		
Turn left		
Look at page ten		
Open the door, please		
Come up, please		
Close the door		
Open the window, please		
Take the marker		
Close the window		
Color the picture		
Your welcome		



3. APPENDIX 3: ACHIEVEMENT TEST

Student code: _____

Date: October 28th 2022

School: _____ Grade level: 7th Age: 12-14 years' old Sample: 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home

Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.

<https://www.youtube.com/watch?v=EUu4Bztlw9M&t=1s>

- | | |
|-----------------|-------------------|
| _____ Chair | _____ sharpener |
| _____ desk | _____ ruler |
| _____ board | _____ notebook |
| _____ table | _____ eraser |
| _____ schoolbag | _____ pencil case |
| _____ crayon | _____ book |
| _____ pen | _____ pencil |

2. Listen a conversation between two people and check (True-False)

<https://www.youtube.com/watch?v=MZMLURCP8Xs>

Personal information	True	False
His name is Gordon		
He is married		
He is American		



Students testing

(F)

APPENDICES

1. APPENDIX 1: DIAGNOSTIC TEST















Student code: 07 Date: September 5th 2022
School: Inst. Rubén Darío Grade level: 7th Age: 12-14 years' old Sample: 10 students
Units: The Classroom (I); Personal Information (II); Home (V).
Topics: Classroom Objects/ Introductions/Rooms at home



Score: 10 points
Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.
<https://www.youtube.com/watch?v=EUu4Bztlw9M&t=1s>

 chair 14	 desk 13	 board 12	 table 11	 school bag 10
 crayons 9	 8	 sharpener 7	 ruler 6	 notebook 5
 eraser 4	 pencil case 3	 book 2	 pencil 1	

APPENDICES

(11)

1. APPENDIX 1: DIAGNOSTIC TEST

Student code: 02

Date: September 5th 2022

School: Instituto Ruben Dario Grade level: 7th Age: 12-14 years' old Sample: 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home



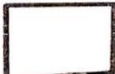











Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.
<https://www.youtube.com/watch?v=EUu4Bztlw9M&t=1s>

 chair <input type="text"/>	 desk <input type="text"/>	 board <input type="text" value="11"/>	 table <input type="text" value="10"/>	 school bag <input type="text" value="9"/>
 crayons <input type="text"/>	 <input type="text" value="8"/>	 sharpener <input type="text" value="7"/>	 ruler <input type="text" value="6"/>	 notebook <input type="text" value="5"/>
 eraser <input type="text" value="4"/>	 pencil case <input type="text" value="3"/>	 book <input type="text" value="2"/>	 pencil <input type="text" value="1"/>	



(F)

2. APPENDIX 2: PROGRESS TEST

Student code: 07

Date: September 30th 2022

School: Rubén Darío Grade level: 7th Age: 12-14 years' old Sample: 10 students

Unit I: The Classroom

Topic: Classroom instructions

Score: 10 points

Time: 45 minutes

Objective: To assess the progress of the students on listening comprehension by using YouTube videos.

Activities

1. Listen and check the classroom instructions that you hear.

<https://www.youtube.com/watch?v=oYWoKhJ7hOQ>

	Yes	No
Silence, please		
Sit, down	✓	
Close your book		
Open the window		
Stand up	✓	
Turn right	✓	
Go to the board		
Turn left	✓	
Look at page ten		
Open the door, please	✓	
Come up, please		
Close the door	✓	
Open the window, please	✓	
Take the marker		
Close the window	✓	
Color the picture	✓	
Your welcome	✓	



[Handwritten signature]

4

3. APPENDIX 3: ACHIEVEMENT TEST

(F)

Student code: 01

Date: October 28th 2022

School: Instituto Ruben Dario Grade level: 7th Age: 12-14 years' old Sample: 10 students

Units: The Classroom (I); Personal Information (II); Home (V).

Topics: Classroom Objects/ Introductions/Rooms at home

Score: 10 points

Time: 45 minutes

Objective: The student will be able to understand vocabulary by listening to short audios using YouTube videos.

Activities

1. Listen and number the classroom objects in the order you hear them.

<https://www.youtube.com/watch?v=EUu4Bztlw9M&t=1s>

- | | |
|---------------------|----------------------|
| <u>14</u> Chair | <u>7</u> sharpener |
| <u>13</u> desk | <u>6</u> ruler |
| <u>12</u> board | <u>5</u> notebook |
| <u>11</u> table | <u>4</u> eraser |
| <u>10</u> schoolbag | <u>3</u> pencil case |
| <u>9</u> crayon | <u>2</u> book |
| <u>8</u> pen | <u>1</u> pencil |

2. Listen a conversation between two people and check (True-False)

<https://www.youtube.com/watch?v=MZMLURCP8Xs>

Personal information	True	False
His name is Gordon	✓	
He is married		✓
He is American	✓	



A handwritten signature in black ink, written in a cursive style. The signature appears to be 'Mario José Zamora Vindell'. The letters are fluid and connected, with a long, sweeping underline that extends to the right and ends in an arrowhead.

Mario José Zamora Vindell
English Student-FAREM Estelí 2022