



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TITLE OF THE RESEARCH WORK

Analysis of the usage of video clips on the YouTube platform as an audiovisual resource in the development of the auditory skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020.

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER**

COMMITTEE MEMBERS CERTIFICATE

TITLE OF RESEARCH: “ANALYSIS OF THE USAGE OF VIDEO CLIPS ON THE YOUTUBE PLATFORM AS AN AUDIOVISUAL RESOURCE IN THE DEVELOPMENT OF THE AUDITORY SKILL (ENGLISH) OF STUDENTS AT 4TH LEVEL OF BASIC EDUCATION AT “SAN FELIPE NERI” SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2019-2020.”

Work presented as requirement for obtaining the degree of “Licenciatura en Ciencias de la Educación, Profesora de Idiomas Inglés”. It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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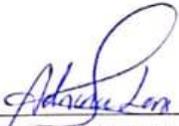
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ANALYSIS OF THE USAGE OF VIDEO CLIPS ON THE YOUTUBE PLATFORM AS AN AUDIOVISUAL RESOURCE IN THE DEVELOPMENT OF THE AUDITORY SKILL (ENGLISH) OF STUDENTS AT 4TH LEVEL OF BASIC EDUCATION AT “SAN FELIPE NERI” SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2019-2020.

Certify that this research project has been completed to 100%. It fulfilled with all stablished parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 10 de diciembre de 2019



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The content of this research is under the responsibility of the author Stephanie Vanessa Lara Tejada, student of the Language Career, with the following theme:

ANALYSIS OF THE USAGE OF VIDEO CLIPS ON THE YOUTUBE PLATFORM AS AN AUDIOVISUAL RESOURCE IN THE DEVELOPMENT OF THE AUDITORY SKILL (ENGLISH) OF STUDENTS AT 4TH LEVEL OF BASIC EDUCATION AT "SAN FELIPE NERI" SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2019-2020.

The contents, thoughts, opinions, analysis and conclusions in this investigation are those of the author.

Riobamba, 10 de diciembre de 2019



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Vanessa Lara Tejada

DEDICATORY

*I dedicate this work to God, for giving me the blessing and strength to complete my studies.
Furthermore, this thesis is dedicated to my parents and family, for the unconditional effort
and advice, guiding me at every step of my life.
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INDEX

COVER	I
COMMITTE MEMBERS CERTIFICATE.....	II
CERTIFICATE OF THESIS TUTOR	III
URKUND CERTIFICATE.....	IV
AUTHORSHIP.....	V
ACKNOWLEDGMENTS	VI
DEDICATORY	VII
INDEX	VIII
RESUMEN.....	X
ABSTRACT.....	XI
CHAPTER I	1
INTRODUCTION	1
REFERENTIAL FRAMEWORK	3
1.4.1. GENERAL OBJECTIVE	5
1.4.2. SPECIFIC OBJECTIVES	5
1.5. OBJETIVES OPERACIONALIZATION	6
2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED	9
2.2. THEORETICAL FOUNDATIONS	9
2.3. BASIC TERM DEFINITIONS	13
CHAPTER III	14
METHODOLOGICAL FRAMEWORK	14
3.1. RESEARCH DESIGN	14
3.2. TYPE OF RESEARCH	14
3.3. LEVELS OF RESEARCH	14
3.5. POPULATION AND SAMPLE	14
3.7. PRODECURE	15
3.8. WORK FIELD	15
CHAPTER IV	16
ANALYSIS AND INTERPRETATION OF RESULTS	16
4.1. ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE	16
CHAPTER V	21

CONCLUSIONS AND RECOMMENDATIONS	21
5.1. CONCLUSIONS	21
5.2. RECOMMENDATIONS	21
REFERENCES	22
ANEXES	23

RESUMEN

El inglés es un idioma importante en el contexto académico y social porque brinda la oportunidad de ser una persona competitiva. Por lo tanto, requiere un proceso efectivo de enseñanza y aprendizaje de inglés. Por esta razón, el maestro debe conocer nuevas estrategias que faciliten o mejoren este proceso. Esta investigación se centra en el análisis del uso de videoclips en la plataforma de YouTube como un recurso audiovisual en el desarrollo de la habilidad de escuchar (inglés) en el 4to nivel de Educación Básica en la Escuela "San Felipe Neri", en la ciudad de Riobamba, Provincia de Chimborazo, en el curso académico 2019-2020. Pertenece al área metodológica. El tipo de investigación realizado fue cualitativo. El nivel de la investigación fue descriptivo. Además, se utilizó el método etnográfico porque se recopiló información genuina sobre el problema. La técnica de observación se utilizó para recopilar información. Por lo tanto, se aplicó una hoja de observación para obtener datos reales. Los resultados de la investigación son útiles para que los maestros busquen recursos tecnológicos para alentar la mejora si se escucha la habilidad. Al final de la observación, fue posible identificar que es necesario que los maestros sigan un proceso para usar el video clip y al mismo tiempo es necesario la asignación de tareas centradas en el contenido del video clip presentado en la lección de inglés porque ayuda a alentar la atención de los estudiantes.

Palabras claves: Video clips, Destreza Auditiva

ABSTRACT

English is an important language in the academic and social context because it brings the opportunity to be a competitive person. Therefore, it requires an effective English teaching and learning process. For this reason, teacher should be aware of new strategies that facilitate and improve this process. This research is focused on the analysis of the usage of video clips on the YouTube platform as an audiovisual resource in the development of the listening skill (English) at 4th level of Basic Education at "San Felipe Neri" School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020. It belongs to the methodological area. The research type carried out was qualitative. The level of the research was descriptive. Besides, the ethnographic method was used because genuine information about the problem was gathered. The observation technique was used to collect information. Thus, an observation sheet was applied so as to get real data. The results of the research are useful for teachers to look for technological resources to encourage the improvement of the listening skill. At the end of the observation, it was possible to identify that it is necessary that teachers follow a process to use video clip and at the same time it is necessary the assignment of tasks focused on the content of the video clip presented in the English lesson because it helps to encourages students' attention.

Key words: Videos clips, Listening skill.


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INTRODUCTION

Nowadays, the usage of technology in the teaching and learning English process has become the key to develop reading, listening, speaking and writing skills by means of the creation of activities focused on enhancing the development of these skills. Technology is a strategy that helps teacher and students to get better results in the English learning process due to the students' encouragement when working with technology tools in an English lesson.

Ecuador is a country with problems in English learning process, especially in the development of language skills. For instance, one of the skills harder to master is listening skill since it requires more practice by using different methodological strategies. Thus, audiovisual resources are strategies used in some educative institutions to improve the English learning process to encourage the development of listening skill. It allows them to practice listening skill by means of different activities based on the audiovisual resource.

The already mentioned factor about the low level of listening skill was evidenced in students at 4th level of Basic General Education in San Felipe Neri, in which there are 28 students. This institution is located in Riobamba city, Chimborazo province. It is a private institution that has six English teachers in the Basic General Education.

The research problem is that the listening skill at 4th level of Basic Education at "San Felipe Neri" School is low due to many factors like the lack of usage of audiovisual resources, the usage of obsolete video clips, the lack of activities focused on the development of listening skill and the lack of students' concentration.

This Project contains the following chapters:

Chapter I: Referential framework, it shows the introduction to the topic, research, approach and formulation of the problems, objectives and guide of questions.

Chapter II: Theoretical framework, the background research on the topic and the theoretical foundation we found.

Chapter III: Methodological framework, reflecting the design, type, levels and methods of research, information that will be obtained through observation sheets and surveys in the population and sample selected, and other points to treat are found.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

The listening skill at 4th level of Basic Education at “San Felipe Neri” School is low due to the lack of usage of audiovisual resources.

1.1.PROBLEM STATEMENT

English is the most important language in the world due to the necessity of people to use it to communicate with native people from foreign countries. Therefore, teachers around the world try to look for the newest methodologies to improve the English teaching and learning process. One of the newest strategies to encourage students develop language skills is the usage of audiovisual resources. However, most of the time it is not used in English lessons since it gets difficult to use when classrooms do not have the necessary equipment due to the low economy. Latin America is one of the continents with unappropriated technological equipment for the classrooms. Studies have shown that some schools around the world have taken measures to block access to YouTube and music streaming websites because they consider it as a problem for students’ concentration. Nevertheless, some researches show positive aspects about the usage of video clips in the classroom to improve learning outcomes. Within the proper context and situation, music can help students learn and actually enhance learning experiences developing listening skill.

In Ecuador the English teaching and learning process has been improved to have a good English proficiency through the usage of audiovisual resources strategies. Ecuador is a country where institutions do not have enough technological resources. Another factor that influences this problem is the lack of internet access that affects the usage of audiovisual resources since not all educative institutions from this country have access to internet. Therefore, it is impossible to use audiovisual resources from virtual platforms as YouTube in order to develop the listening skill. Otherwise, the use of audiovisual resources will help

connect learners with a real-life context letting them acquire correctly the listening skill. For instance, public institutions must be equipped by this kind of audiovisual resources.

“San Felipe Neri” is a private school from Riobamba city at Chimborazo province. In this school there are about 1800 students and 6 English teachers in the Basic General Education. The classrooms from this institution have the necessary technological resources. However, based on the observation done in the teaching practices, it was identified that students have a low level of listening skill. There are some factors that influenced the development of it. For instance, the video clips used in English classes were not interesting, the lack of activities focused on the development of listening skill, the students’ concentration, the lack of the time to assign tasks after watching the video clip and another factor is that students do not like to develop tasks when they watch and listen video clips. Because of the mentioned factors students lost interest. Moreover, it affected the improvement of listening skill. At the same time students did not get engaged with the English lesson. Therefore, it was difficult to assign them listening tasks.

1.2.FORMULATION OF THE PROBLEM

How does the usage of video clips on the YouTube platform enhance the development of the auditory skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020?

1.2.1. GUIDE QUESTIONS

- Which process is applied when teaching English using videos?
- Which criteria is used when selecting video clips?
- What is the process when working listening activities?

1.3.OBJECTIVES:

1.3.1. GENERAL OBJECTIVE

To analyze the usage of video clips on the YouTube platform as an audiovisual resource in the development of the listening skill (English) at 4th level of Basic Education at “San Felipe Neri” School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020.

1.3.2. SPECIFIC OBJECTIVES

- To identify the process applied when teaching English using video clips.
- To describe the criteria used to select video clips for an English lesson.
- To recognize the process selected to work on listening activities.

1.5. OBJETIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How the usage of video clips on the YouTube platform could reinforce the development of the auditory skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020.?	Which process is applied when teaching English using videos?	To analyze the usage of video clips on the YouTube platform as an audiovisual resource in the development of listening skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School, in the city of Riobamba, Chimborazo province, in the academic term 2019-2020.	To identify the process applied when teaching English using video clips.
		Which criteria is used when selecting videos?		To describe the criteria used to select video clips for an English lesson.
		What is the process when working listening activities?		To recognize the process selected to work on listening activities.

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1.6. JUSTIFICATION

Currently, English is one of the most important languages around the world because it has become the universal language. Therefore, it allows people to communicate in an effective way. For this reason, it is important to learn this foreign language to have more opportunities in life. Thus, it has been implemented in the curriculum of education in different countries.

Ecuador is one of the countries in which English language has been implemented as one of the most important subjects in the curriculum. Consequently, it requires students to get a good level in this language. It means that students must be able to communicate by means of this language. Therefore, the main goal is that students develop the receptive (listening and reading) and productive (writing and speaking) skills.

One of the most important aspects in the English learning process is the use of a correct methodology by using effective techniques, strategies and resources to encourage students to learn English. It is helpful to get students feel motivated to learn a foreign language. Nowadays, technological resources are used in English lessons to get better results because those resources allow students learn a second language in an interactive way. Thus, video clips are original resources to develop listening skill in English language.

This research is relevant since it helps to the researcher to be aware about the needs that there are in the teaching-learning process. Moreover, it allows to find suitable strategies that get students feel interested in learning English. Therefore, this study contributes to improve the English learning process due to it provides a feasible option to encourage the students' listening skill.

For the Languages career at Universidad Nacional de Chimborazo, this research is a resource that allows to get information about the usage of video clip to improve the listening skill. Furthermore, it is an important supply for teachers who work with children since this research provides information about the process to work with video clips and it provides relevant aspects related to the criteria to choose the correct video clip for kids.

As a future English teacher this research contributes to the improvement of methodology that will be applied by the researcher since it allows to know the correct use of video clips as a technological resource. At the same time, it helps to select appropriate activities that will be a complement of the usage of video clips. The beneficiaries of this research are the teacher and students at 4th level of Basic Education at “San Felipe Neri” School, the Languages career and the Universidad Nacional de Chimborazo. This research is feasible because the technological, human and economic resources are available.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

There are some investigations about the usage of video clips to develop listening skill. Thus, at Facultad de Ciencias de la Educación Humanas y Tecnologías, it was found a research done by Shirley Paola Vásquez López in 2018 with the title **“Analysis of song activities for developing listening skill for students in octavo año de Educación General Básica at Unidad Educativa “Mercedes de Jesús Molina” city of Riobamba, Chimborazo province, during the academic period September 2016-February 2017”**. This research had as general objective to analyze the song activities that help to develop the listening skill to students of Eighth Grade at Unidad Educativa Fiscomisional “Mercedes de Jesús Molina”, city of Riobamba, Chimborazo Province, in the academic period 2016-2017. Besides, it had a qualitative approach since it was focused on describing how the usage of video clips in classes enhances the development of the auditory skill (English). The conclusion was that through the use of song activities favor the development and practice of listening skill, however, the song activities are not applied adequately, which prevents students from having a correct listening comprehension, causing an inconvenience in the learning of the English language. One of the recommendations of the author was that songs activities had better be used to help learners to practice their listening skill (Vásquez, 2018).

2.2. THEORETICAL FOUNDATIONS

2.2.1 AUDITORY SKILL

The auditory process refers to the steps how the brain perceives and can have an interpretation of information through a sound they develop in a general four- step hierarchy, but all work together and are essential for daily listening.

The term auditory processing refers to how the brain perceives and interprets sound information. Several skills determine auditory processing ability—or listening success.

Although researchers do not agree on the exact hierarchy of skills, they generally agree on what skills are essential for auditory processing success (Loraine, 2010).

2.2.1.1 LISTENING SKILL IN THE EFL CLASSROOM

Saricoban (2010) states to this skill as “one of the fundamental skills”; a good development of this skill would facilitate the improvement of the rest of skills. The author affirms that listening is the medium through which students gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening skill is considered the most important when understanding spoken language, one of the main goals of most English teachers to get their students be able to communicate not only when working in the classroom activities but also outside it.

One of the teachers’ main goals is to successfully learn a skill in English. Now, in order to succeed when teaching listening, it is necessary to apply some strategies that make the job more understandable for the students to help them manage a task in the best way possible (Charles, 2011)

Some of the strategies that are part of the listening process are the cognitive and metacognitive strategies, with the first one students perform mental activities that are related to comprehension and with the second one can be done consciously and unconsciously like assessing the situation and self-testing.

2.2.1.2 Listening problems in EFL classroom

It is important to know what is understood, who is responsible for creating this understandable content, and the teacher who is responsible for understanding it.

Underwood (2012) identifies some of the most common difficulties EFL students have when practicing listening; from the author’s perspective, these complications are directly related to the students themselves. Most of students have established learning habits, they are focused to understanding everything by listening carefully to teachers who probably speak slowly and clearly, but when listening authentic materials, they get lost.

This means that teachers should take into account students' likes, dislikes, interests, and other personal preferences so they can enjoy the task and feel motivated while doing it. It is of special importance when it comes to writing that sometimes it is not as much fun as students would like. Other issues can be found but they all vary according to the proficiency level of the students and the skills they are working on. Teachers must find different activities to encourage learners to practice language skills. It is well known that the more people practice the better they get.

2.2.1.3 Process to develop listening activities

It is necessary that teachers follow some steps when using listening activities since it helps to get better results in the English lessons (Charles, 2011). Therefore, it has been established a process to develop listening activities. It should be followed in an organized way. Thus, the already mentioned process consists of three stages:

Pre – listening. - This stage involves two goals that must be gotten by teacher before letting students develop a listening activity. Thus, these are:

- **Motivation.** - It is important that before listening students are motivated to listen and they feel curious to know what they are going to watch.
- **Contextualization.** - The design of tasks will help students to contextualize the listening and access their existing knowledge. It could be by means of a brainstorming.

While – listening. - Students need a reason to listen so they will know what to focus their attention. Thus, in this stage teacher assigns some tasks related about what they are listening. For instance, fill gaps, multiple choice, organizing pictures could be used as task in this stage.

Post – listening. – In this stage teacher can verify the students' reactions to the content of the recording and teacher encourages students to analyze specific aspects like: vocabulary, grammatical structures, use of the language, etc from the video clip.

2.2.2. Advantages of video clips for teaching English

In the process of teaching and learning a foreign language, audio material seems to be a good resource to expose learners to the target language because it provides several opportunities for learners to interact in real language scenarios. Therefore, when learning English language, especially in listening, there are many media to help learners boost this skill.

Many websites can provide to teachers video clips to work in the English lesson. YouTube is one of those. It provides video clips and authentic situations that may help students to improve their understanding and performance in the listening skill. As many researchers have observed, learners can improve their listening skill when they watch authentic and real-life clips (Maness, 2010).

2.2.2.1 Process when working with video clips in EFL classroom

According to Maness (2010), there are three steps that must be followed to carry out an activity with video clips in an English lesson.

Before watching

The important thing about the before watch tasks is that get students into the topic and teacher prepares them for what they are going to see. This is the time to pre-teach any tricky vocabulary if it is necessary. Tasks could be brainstorm, quizzes, vocabulary matching, etc.

While watching

These are the tasks that students do while they are viewing, or during a pause in the viewing. They should be short and simple. Teacher should always keep students active during the viewing so they do not switch off.

After watching

Many tasks can follow on from watching a video and what teacher chooses to do really depends on what students are watching. To give a few examples, a discussion could follow

a from a documentary, a role play or a ‘what happens next?’ could follow on from a soap opera and a character study or making your own comic strip could follow a cartoon.

2.2.2.2 Criteria to select video clips for English lesson

Whether using authentic or instructional listening material, there is a criteria to be followed in their selection; teachers must pay careful attention to the selection of the video clips for the lesson so that it can be effective as a learning tool as it is pointed out by Burt (1999) about the criteria to select audio material for teaching purposes:

- **Inspiration/Motivation/Interest, Content, Clarity of message, Pacing.** Many authentic audio materials move at a pace difficult for a nonnative speaker to follow. With second language learners, segments that are less than five minutes are often sufficient.
- **Independence of sequence:** Teachers need to decide whether it is worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.
- **Availability and quality of related materials:** With authentic audio material, transcripts may be available.

2.3. BASIC TERM DEFINITIONS

- **Audiovisual resource.** – Technological resources used to improve the learning process because students can watch and listen at the same time to comprehend the content.
- **Listening skill.** – It is one of the four languages skills when learning a foreign language which lets students understand what others say.
- **Video clips.** – These are short videos part of a longer recording.
- **YouTube.** – It is a virtual platform in which people can watch and post videos. It is a useful tool in education since teachers can find videos based on different content. Besides, teachers can find videos according to the student’s level or ages.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is focused on analyzing the usage of video clips on the YouTube platform as an audiovisual resource in the development of the auditory skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School, in the academic term 2019-2020.

3.2. TYPE OF RESEARCH

Qualitative. -The research is focused on the usage of video clips to enhance the development of the auditory skill (English) of students at 4th level of Basic Education at “San Felipe Neri” School.

3.3. LEVELS OF RESEARCH

Descriptive research. – Because it shows a description about how video clips on the YouTube platform could reinforce the development of the auditory skill (English) at 4th level of Basic Education at “San Felipe Neri” School.

3.4. METHODS OF RESEARCH

Ethnographic method. –This method was used due to the interaction provided with students at 4th level of Basic Education at “San Felipe Neri” school, through the teaching practices. It was evidenced the low level of the auditory skill (English).

3.5. POPULATION AND SAMPLE

Population: 28 students since it is a small population, it was not necessary to take a sample.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection the following technique and instrument were used:

Observation

This technique was used to determine how the usage of video clips on the YouTube platform reinforce the development of the auditory skill (English).

Instrument:

An observation guide was used as instrument to collect the data. It contains items based on the specific objectives and the criteria presented in the theoretical framework established in this research. It was applied in English class at 4th level of Basic Education. The objective is to get information about the usage of video clips on the YouTube platform.

3.7. PRODECURE

To develop this research some steps were performed. First, it was identified the research problem. It was necessary to perform administrative procedures to propose the study. After that, the development of the research was carried out. Therefore, to collect information data a population was chosen to analyze the usage of video clips on the YouTube platform as an audiovisual resource in the development of the listening skill. It was possible to gather information by means of an observation sheet. It was accomplished in one month. The information was analyzed and interpreted by the researcher.

3.8. WORK FIELD

The observation was performed at 4th level of Basic Education at “San Felipe Neri” school. It was developed during the English lessons. The observation resource was performed in a month. It was necessary to develop a qualitative analysis was so as to elaborate the final results.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THE THEORY
To identify the process applied when teaching English using video clips.	<ul style="list-style-type: none">• Teacher creates a background about the video clip that will be presented in the class.• Vocabulary from the video clip is presented before playing the video clip.	<p>It was seldom created a context about what students were about to watch in the English lesson. Therefore, students did not get a clear idea about the topic of the video clip.</p> <p>Vocabulary was rarely introduced vocabulary before students watch the video clip. Despite the importance to present vocabulary that will be implicit in the video clip.</p>	<p>Before watching The important thing about the before watch tasks is that get students into the topic and teacher prepare them for what they are going to see. This is the time to pre-teach any tricky vocabulary if it is necessary. Tasks could be brainstorming, quizzes, vocabulary matching, etc.</p>

	<ul style="list-style-type: none"> • Students are encouraged to develop short and simple tasks while listening and watching. • Role plays, discussions, guessing are used as activities to motivate students to analyze the content that has been listened. 	<p>Due to the lack of short and simple activities, students were hardly motivated to do them while they were listening and watching the video clip.</p> <p>Activities developed after the video clip scarcely motivated students to analyze the content from the video clip in an intrinsic way since students did not feel comfortable with the activities used in the lesson.</p>	<p>While watching These are the tasks that students do while they are viewing, or during a pause in the viewing. They should be short and simple. Teacher should always keep students active during the viewing so they do not switch off.</p> <p>After watching Many tasks can follow on from watching a video and what teacher chooses to do really depends on what students are watching. To give a few examples, a discussion could follow on natural way a documentary, a role play or a ‘what happens next?’ could follow on from a soap opera and a character study or making your own comic strip could follow a cartoon.</p>
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<p>To describe the criteria used to select video clips for an English lesson.</p>	<ul style="list-style-type: none"> • The video clips are according to the student's age. • The video clip played in class is interesting for the students. • The content in the video clip is related to the planned topics. • The message from the video clip is clear for the learners. • The video clip lasts less than five minutes. 	<p>Mostly, the criteria to select the videoclips presented to students in the English lesson was not adequate since some of the aspects to select appropriate videos were avoided. For instance, the video clip was seldom interesting for the students because it was not according to the student's age and interests. Besides, the content from the video clip was hardly comprehended by the learners since it contained vocabulary that was not already taught. Sometimes, the video clip lasted five minutes or more. It was a problem because students get bored to continue paying attention to the video clip. Therefore, it was difficult to get good results.</p>	<p>Inspiration/Motivation/Interest, Content, Clarity of message, Pacing. Many authentic audio materials move at a pace difficult for a nonnative speaker to follow. With second language learners, segments that are less than five minutes are often sufficient.</p> <p>Independence of sequence: Teachers need to decide whether it is worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.</p> <p>Availability and quality: With authentic audio material, transcripts may be available.</p>
		<p>Students were rarely</p>	<p>Pre – listening. - This stage</p>

<p>To recognize the process selected to work on listening activities.</p>	<p>Pre listening: Students are motivated and curious to know what they are going to listen. Some activities that are assigned allow students to create a background and activate their prior knowledge.</p> <p>While listening: Students are encouraged to listen to develop activities such as fill gaps, multiple choice activities, organizing pictures, etc.</p>	<p>motivated to watch and listen to the video clip carefully because of the lack of activities that allowed them to be familiarized with the content of the video clip that they watched. Moreover, they could not activate their prior knowledge in order to relate it with the video clip.</p> <p>Students were seldom encouraged to focus their attention in the video clip since multiple-choice and organizing pictures were hardly ever used as activities to motivate students to pay attention and develop the task while they were watching and listening.</p>	<p>involves two goals that must be gotten by teacher before letting students develop a listening activity. Thus, these are:</p> <ul style="list-style-type: none"> • Motivation. - It is important that before listening students are motivated to listen and they feel curious to know what they are going to watch. • Contextualization. - The design of tasks will help students to contextualize the listening and access their existing knowledge. It could be by means of a brainstorming. <p>While – listening. - Students need a reason to listen that will focus their attention. Thus, in this</p>
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	<p>Post listening: Students are evaluated to know if the played recordings was understood.</p>	<p>There was a hardly feedback that allows evaluating the students to verify their comprehension about the recordings played in the lesson. It means that students did not analyze the different linguistic aspects that there were in the video clip's content. Thus, it was difficult to know if the students learned the content implicit in the video clip or not.</p>	<p>stage teacher assigns some tasks related about what they are listening. For instance, fill gaps, multiple choice, organizing pictures could be used as task in this stage.</p> <p>Post – listening. – In this stage teacher can verify the students' reactions to the content of the recording and teacher encourages students to analyze specific aspects like: vocabulary, grammatical structures, use of the language, etc from the video clip.</p>
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The process applied when teaching English using video clips was not appropriate when working with video clips in an English lesson since it did not have appropriate tasks for before, while and after watching stages. It was a factor that made students lost interest.
- The criteria used to select the video clips for the English lesson caused some problems in the English teaching – learning process because the video clips were rarely selected according to the students’ age and interests. Besides, students found difficult to understand and comprehend the content.
- The process selected to work on listening activities in the English lesson was not adequate since the three steps of a listening activity were developed, they did not have the correct application owing to the lack of activities in while listening stage that encouraged students listen carefully to the recordings presented in the class.

5.2. RECOMMENDATIONS

- Appropriate activities should be chosen by the teacher for before, while and after watching stages when teaching English using video clips. It will be helpful to get students engaged with the lesson and at the same time it will become interesting for them.
- The criteria to select the video clips presented in the video clips must be focused on the students’ age, level and interests as it allows students to be interested in watching and listening the video clip. Furthermore, students will be able to comprehend the content from the video clip.
- The process to work on listening activities should be improved. Therefore, listening activities should be carried out to motivate students to listen carefully the recordings presented in class because one of the most important goal when using recordings is to get the student’s attention.

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ANEXES



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CARRERA DE IDIOMAS

OBSERVATION SHEET

Description: The instrument was elaborated according to the Theoretical Framework. It is composed by 14 indicators which depend on the specific objectives established for the research.

Objective 1: To identify the process applied when teaching English using video clips.			
INDICATORS	Often	Sometimes	Seldom
Teacher creates a background about the video clip that will be presented in the class.			X
Vocabulary from the video clip is presented before playing the video clip.			X
Students are encouraged to develop short and simple tasks while listening and watching.		X	
Role plays, discussions, guessing are used as activities to motivate students to analyze the content that has been listened.			X
Objective 2: To describe the criteria used to select video clips for an English lesson.			

INDICATORS	Often	Sometimes	Seldom
The video clips are according to the student's age.		X	
The video clip played in class is interesting for the students.			X
The content in the video clip is related with the topics planned.		X	
The message from the video clip is clear for the learners.			X
The video clip lasts less than five minutes.		X	
Objective 3: To recognize the process selected to work listening activities.			
INDICATORS	Often	Sometimes	Seldom
Pre listening: Students are motivated and curious to know what they are going to listen.		X	
Some activities that are assigned allow students to create a background and activate their prior knowledge.			X
While listening: Students are encouraged to listen to develop activities such as fill gaps, multiple choice activities, organizing pictures, etc.			X
Post listening: Students are evaluated to know if the played recordings were understood.		X	

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