

**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**  
**FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK**

**THE ASSETS AND LIABILITIES OF THE USE OF YOUTUBE AND PODCASTS TO  
BETTER INTENSIVE ADVANCED ENGLISH II, GROUP 3, STUDENTS' LISTENING  
SKILLS AT THE UNIVERSITY OF EL SALVADOR, WESTERN MULTIDISCIPLINARY  
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## INDEX

<i>INDEX</i> .....	<b>v</b>
<i>ABSTRACT</i> .....	<b>xi</b>
<i>INTRODUCTION</i> .....	<b>xii</b>
<i>CHAPTER I</i> .....	<b>13</b>
<i>STATEMENT OF THE PROBLEM</i> .....	<b>13</b>
1.1 Description of the problem.....	<b>15</b>
1.2 Objectives.....	<b>16</b>
1.2.1. General Objective .....	<b>16</b>
1.2.2. Specific Objectives.....	<b>16</b>
1.3 Justification of the Research .....	<b>17</b>
1.4. Scope of the Research .....	<b>17</b>
<i>CHAPTER II</i> .....	<b>18</b>
<i>REFERENTIAL FRAMEWORK</i> .....	<b>18</b>
2.1 Listening .....	<b>19</b>
2.1.1. Teaching Listening .....	<b>19</b>
2.1.2. Purposes for listening.....	<b>19</b>
2.2 Historical Background of YouTube .....	<b>20</b>
2.2.1. Incorporating YouTube .....	<b>22</b>
2.2.2. Potential Applications for YouTube .....	<b>22</b>
2.2.3. YouTube for listening.....	<b>23</b>
2.3 Historical Background of Podcast.....	<b>24</b>
2.3.1. Integrating Podcasts.....	<b>25</b>
2.3.2. Types of ELT podcasts .....	<b>25</b>
2.4 Current Situation of the problem.....	<b>27</b>
2.5 Relationship among Variables .....	<b>27</b>
2.6 Relationship .....	<b>27</b>
<i>CHAPTER III</i> .....	<b>28</b>
<i>METHODOLOGICAL DESIGN</i> .....	<b>28</b>
3.1 Paradigm and design .....	<b>28</b>
3.2 Units of observation.....	<b>28</b>
3.3 Sampling procedure .....	<b>28</b>
3.4. Preliminary phase.....	<b>29</b>



3.4.1. Approaching the field of study.....	29
3.4.2. Definition of the problem .....	29
<b>3.5 Planning phase.....</b>	<b>31</b>
3.5.1. Operationalization of Variables.....	31
3.5.2. Operationalization of the variables.....	32
3.5.3. Data Collection Instruments .....	34
3.5.4. Validation of data collection instruments .....	34
3.5.5. Validity and Reliability .....	35
<b>3.6 TIMELINE .....</b>	<b>36</b>
<b>3.7. BUDGET.....</b>	<b>38</b>
3.7.1. SUPPLIES .....	38
3.7.2. SERVICES .....	38
<b><i>CHAPTER IV.....</i></b>	<b><i>39</i></b>
<b><i>ANALYSIS AND INTERPRETATION.....</i></b>	<b><i>39</i></b>
6.1. Analysis of the paradigm and design of the investigation .....	39
6.2. Analysis of the Units of Observation.....	39
6.3. Sampling procedure .....	40
6.4. Preliminary phase.....	40
6.4.1. Analysis of approaching the field of study .....	40
6.4.2. Analysis of the definition of the problem .....	40
6.5. Analysis of the Planning phase.....	40
6.5.1. Analysis of the Operationalization the variables .....	40
6.5.2. Analysis of data collection instruments.....	41
6.5.3. Analysis of the validation of data collection instruments .....	41
6.5.4. Analysis of the Validity and Reliability.....	41
6.5.5. Analysis of the Ethical Aspects.....	41
<b><i>CHAPTER V .....</i></b>	<b><i>43</i></b>
<b><i>CONCLUSIONS AND RECOMMENDATIONS .....</i></b>	<b><i>43</i></b>
5.1. Conclusions.....	43
5.2. Recommendations.....	43
<b><i>BIBLIOGRAPHICAL REFERENCES .....</i></b>	<b><i>45</i></b>
<b><i>APPENDICES.....</i></b>	<b><i>47</i></b>

## ABSTRACT

The researchers developed the projective research study about “The assets and liabilities of the use of YouTube and podcasts to better intensive advanced English II group 3 students’ listening skills at the University of El Salvador, western multidisciplinary campus, semester I, 2019” to generate a model of the activities and the how the listening skills should be approached in the process of fostering students’ listening skills. The researchers designed a manual, and for that manual, the researchers took into consideration all the remarkable points presented in the theoretical framework. The researchers decided to generate a manual with activities that focus not randomly or generally in developing polished listening skills but activities that focus in constructing all the sub elements involved in listening effectively.

The researchers focused in four listening sub skills to develop the manual; those are the ones that were chosen based on relevance, and they are a model of how such important skill should be broken down to pieces to emphasize the appropriate development of each of them. In this projective research work, the investigators have described all the process followed and the projections they have about the manual.

At the end of this research study, the researchers also give the conclusions about the most important discovery and advantage of the manual, the acceptance of the hypothesis, and the answers to the two research questions that kept the investigation on track. All that information is useful at the time of analyzing if the hypothesis and all the projections stated in this manual are certainly accurate. Students expect to change a reality with this investigation and to make students of the major of “Licenciatura en Idioma Inglés: Opción Enseñanza” become proficient listeners.

## INTRODUCTION

Having well-polished listening skills is one of the most essential features among the vast variety of requirements a teacher must fulfill in order to offer a high quality education. Therefore, the study “The assets and liabilities of the use of YouTube and podcasts to better intensive advanced English II group 3 students’ listening skills at the University of El Salvador, western multidisciplinary campus, semester I, 2019” aims to demonstrate how to improve listening skills using different listening sub-skills.

The researchers started describing the problem and provided background information about the listening skills and how to improve them by focusing in the listening sub-skills through the use of YouTube and Podcasts. The definition of the problem and the process of approaching the field of study gave the researchers insights on how to increase the usage of YouTube and Podcasts. Besides, the theoretical framework provided insights that were the basis for developing this projective research project which attempts to change the reality regarding listening skills of Intensive Advanced English II students by administering and implementing a manual containing activities involving YouTube videos and Podcasts that aim to produce effective improvement in students’ listening performance.

During the different stages of this investigation, the objectives were the guidelines to develop and create this initiative of a future project with expected excellent results. At the end of this projective research study, the researchers provide projections of the analysis of the results expected and conclusions and recommendations to lead the future process of implementing the manual.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

Having well-polished listening skills is one of the most essential features that a second language speaker must manage in order to communicate effectively with others. Listening is usually set aside in second language learning and teaching; that is why, students tend to have little or no hearkened instruction, and this may be due to the lack of preparation, time or material. Besides, well-developed attention skills are one of the most essential features among the vast variety of requirements a teacher must fulfill to respond to the students' needs to develop their listening skills. Yet, listening is a process, involving more than just hearing of sounds and noises, as it includes identifying, understanding and interpreting spoken languages as stated by Nunan (1998 as cited in Pourhossein Gilakjani & Ahmadi, 2011) listening includes an active process of decoding and making meaning from both verbal and non-verbal messages.

The major of "Licenciatura en Idioma Inglés Opción Enseñanza" prepares students to become effective English teachers. However, not all students choose teaching as a career after they graduate from the university. Some of them work in other areas related to the field of the English language; some of them may work as interpreters, in other companies, where English good communication is essential. The process of good communication is complex and involves many aspects. The four macro skills of a language are paramount in order to communicate their ideas in any possible way, but in regards to one-on-one communication, the listening skill is important because it proves that the message has been received. Understanding a message well is essential to reply to that message; that is why, listening skills should be developed to a great extent in order to avoid future communication misunderstandings. Listening comprises two varieties: active listening and passive listening. Active listening means mindful and active hearing and attempting to comprehend the meaning of the speakers. Passive listening means showing like listening to the speaker but not trying to comprehend. The students of "Licenciatura en Idioma Inglés Opción Enseñanza" should develop active listening throughout the major in order to fulfill every aspect of a future English teacher.

Advanced English II is a course of the third year of “Licenciatura en Idioma Inglés: Opción Enseñanza” at the University of El Salvador, Western Multidisciplinary Campus. In this course, students upgrade their listening skills to a High Intermediate level in order to communicate effectively in English. In fact, up to this point, students are expected to have already developed some listening strategies together with the development of active listening since they have been constantly exposed to listening activities throughout the major. However, Intensive Advanced English II students had not developed such skills due to the absence of appealing technological resources inside the classroom. Students did not utilize technological resources in their lessons because teachers do not incorporate them since their schedule does not allow them to do it or because they do not dedicate time to develop the necessary skills to use such tools, and this was shown in the diagnostic study.

According to The American Council on the Teaching of Foreign Languages (ACTFL), there are 3 sub-levels in Advanced English (Advanced Low, Advanced Mid and Advanced High). At the Advanced High sublevel, listeners can understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. Ideally, out of the 3 sub-levels that are in Advanced English (Advanced Low, Advanced Mid and Advanced High) every student should have their listening skills between Advanced Mid and Advanced High because Advanced Low states that listeners can understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension which may be uneven. The listener understands the main facts and some supporting details. Therefore, Intensive Advanced English II students already aced such level and now they should have Advanced Mid or Advanced High levels as stated before which are the highest rank among the 3 sub-levels that comprehend the Advanced English level all this according to The American Council on the Teaching of Foreign Languages (ACTFL).

Despite this, students expressed that, among other factors, the lack of use of technology inside the classroom, which means using cd players and nothing more than that, was the main cause for their low level of English. This has a direct influence on the development of students' listening skills. That is why this research aimed at identifying the benefits of integrating YouTube and Podcasts for the betterment of listening skills.

### **1.1 Description of the problem**

The insufficient listening abilities in English represent a serious and delicate issue for non-native speakers. Listening is an important aspect to transfer ideas, feelings, thoughts, and emotions to others. According to Sharma (2011), listening requires the listeners to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction by reducing problems, increasing cooperation, and fostering understanding. This means that listening is essential in different areas or situations that people need to face in their lives. Even though Intensive advanced English II students are aware of modern technologies that can help them improve listening skills, the questionnaire's results conducted with students of group 3 showed that they are not interested in using YouTube and Podcast to better their listening skills.

Listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction. Little listening instruction may be due to the lack of preparation, time or material. In addition, teachers may be uncertain whether they are good listeners themselves and may, therefore, hesitate to teach this skill "Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers" (Rebecca, 1993). Learners have serious problems in English listening comprehension due to the fact that teachers pay more attention to English grammar, reading and speaking. Listening skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning. While the other three language skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis and without help.

A teacher expressed that modern technologies should be carefully implemented to make students get the best out of every single source of listening exercises that will help shape students' listening abilities; most students use smartphones, but they rarely use them for educational purposes because they lack the interest to improve their listening skills. Listening skills take time to be developed and frequent dedication. However, through time and with eagerness to improve, the results become evident and surprising. If the listening skill is not well

refined, students may get in trouble in the different courses they have to take in the major as well as in their future professional lives to interact with different accents and dialectical variations. Teachers play a big role in students' development of listening skills; sometimes teachers lack of time and preparation for the class, and therefore the lecturer has no time to dedicate in the development of such skill. While the other three language skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis and without help.

In order to understand every speaker of the English language even in different contexts, students need to develop active listening skills well. However, Intensive advanced English II students' listening skills lack of development due to the absence of appealing technological resources and lack of motivation from students to improve the area in which they are struggling the most with. Therefore, this research aimed to induce students in the use of YouTube and Podcasts to better their listening skills. As a result, the following questions arose: What are the assets and liabilities of YouTube and Podcast for the betterment of listening skills of Intensive Advanced English II students, Group 3, of the University of El Salvador, Western Multidisciplinary Campus, semester I, 2019? Which are the improvements generated through the use of the manual for the betterment of listening skills of Intensive Advanced English II students, Group 3, of the University of El Salvador, Western Multidisciplinary Campus, semester I, 2019?

## **1.2 Objectives**

### **1.2.1. General Objective**

- a. To identify the benefits of integrating YouTube and Podcasts inside the classroom for the development of listening skills of Intensive Advanced English II students at the University of El Salvador, Western Multidisciplinary Campus, Semester I, 2019.

### **1.2.2. Specific Objectives**

- a. To determine the improvement of the listening skills of Intensive Advanced English II students through the use of YouTube inside the classroom at the University of El Salvador, Western Multidisciplinary Campus, semester I, 2019.

b. To arise interest in the use of Podcasts for the betterment of the listening skills of Intensive Advanced English II students at the University of El Salvador, Western Multidisciplinary Campus, semester I, 2019

### **1.3 Justification of the Research**

The results of the diagnostic study showed that some Intensive Advanced English II students had not developed their listening skills. Since this research focuses on the development of listening skills, students need to be exposed to a variety of activities. This research work attempted to generate changes, so the use of YouTube and Podcasts can trigger effectively the improvement of listening skills which is one of the aims for this study. Looking for ways to enhance students' skills and prepare them for a really challenging world is worth it, and this research work focused on how YouTube and Podcasts should be implemented to better listening skills. Teachers and students involved in the teaching-learning process of a foreign language may take advantage of this projective research in the future; either they may apply the same strategies, tools and methods presented in this research project or they can use the predicted results as the basis for further investigation.

Therefore, the researchers found out useful information on how the use of technology inside the classroom may help students of Intensive Advanced English II develop their listening skills. Besides, the Foreign Language Department of the University of El Salvador is benefited through this study since it will provide teachers and students with background information on the benefits that the use of technology could bring to students' development of their listening skills. When this happens, teachers will have the opportunity to act in order to integrate technology in their classes, and in this way, they will collaborate to better develop their students' listening skills. Moreover, by identifying the benefits of YouTube, and Podcasts inside the classroom for the development of Intensive Advanced English II students' listening skills, the research team contributed to future efforts to improve the quality of English language teaching in the University of El Salvador, Western Multidisciplinary Campus.

### **1.4. Scope of the Research**

This research study was only conducted with the target population of Intensive Advanced English II group 3 students; all 25 students were taken for the diagnose during semester I, 2019. All students will be taken into consideration for the whole research process.



## **CHAPTER II**

### **REFERENTIAL FRAMEWORK**

The use of technology provides good influence for students if they use it wisely. Generally, in the education field, technology is a medium in the teaching-learning process. Teachers have a strong demand in employing technology for application in the learning process in order to help the learners cope with their learning and make it more appealing i.e. using YouTube and Podcast the listening skill can be improved.

There are four macro skills that should be taught in learning a language: listening, speaking, reading and writing. Naturally, the whole process of learning starts from listening, speaking, reading and the last one is writing. Humans cannot speak before listening. Wallace (2004:13) wrote that the listening skill is very important because it makes humans acquire perception, knowledge, information, and success in communicating with others. Therefore, the listening skill is a very crucial skill in the English learning process, and having a higher level is not as simple as it sounds since to listen means to differentiate between sounds, comprehend and understand vocabulary and grammar, interpret intonation and meaning, consider everything at the same time, and also adjust to the social-cultural context from utterances that are listened (Vandergrift, 2012). Consequently, it is necessary to use effective methods and techniques in the teaching of the listening skill for students to understand and comprehend well. The use of sophisticated media is very important for the teaching process and copes with some of the problems that students face in their learning. The researchers conducted this study to respond to the need of betterment in the listening skill of the English learner students by employing podcasts and YouTube videos as teaching aids in order to help students improve their listening skills. Selecting appropriate media from the internet and connect it to the topics seen in class was crucial to influence the result and outcome in this study.

One of the purposes of this study was helping students to be more autonomous in their learning process since they all need help to build their listening skill up in note-taking, finding main ideas, finding detail information and summarizing since most of the students had their listening skill low and far from what was expected to be. This study sought to benefit the way students develop their listening skills using YouTube and Podcast. Moreover, it will also serve as a future resource for English teachers at the University of El Salvador when they develop listening activities in order to improve students' listening skills. Finally, the research attempted

to help students acquire more experience in how to use YouTube and Podcast to better their listening skills. Nevertheless, students may cope with some problems when trying to use YouTube and Podcast to better their listening skills, but they will enjoy the process of learning.

## **2.1 Listening**

The view of listening is based on the assumption that the main function of listening in second language learning is to facilitate the understanding of spoken discourse. (Richards, Jack.C, 2008:3). Richard states that understanding spoken English is not a simple step as the process of the spoken discourse is usually spontaneous so that the information the listener received must be processed “online” and there is not a second chance to listen to it again. In listening, we usually expect somebody to utter ideas that are based on our knowledge about heard information. This means that we usually have a preconceived idea of the content (Ur, 1984:3).

### **2.1.1. Teaching Listening**

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. The view of listening is based on the assumption that the main function of listening in second language learning is to facilitate the understanding of spoken discourse. (Richards, Jack.C, 2008:3). Richard states that to understand the nature of listening process, we need to consider some of the characteristics of spoken discourse and the special problems they pose for listeners. Spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to our understanding of how we process speech. For example, spoken discourse is usually instantaneous. The listener must process it online and there is often no chance to listen to it again.

### **2.1.2. Purposes for listening**

In everyday situations, there are a lot of reasons for listening. Brown and Yule (1983) divided the purposes into two main categories, interactional and transactional. **Interactional** purposes convey social reasons of communication such as chatting at a party whereas **transactional** is used to express exchange of information such as to follow instruction (Hegde, 2003:243)

When listening to someone or something, we tend to use different strategies in order to understand what is being said, and therefore it is quite important for teachers to help students

learn how to listen. Based on Richard, Jack.C. (2008) there are two different types of processes involved in understanding spoken discourse. These are Bottom-Up and Bottom-down processing.

#### **2.1.2.1. Bottom-up processing**

**Bottom-up** processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization sounds, words, clauses, sentences, texts until meaning is derived. **Comprehension** is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences. Clark and Clark (1977:49) summarize the view of listening in the following way:

1. (Listener) take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying proportions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the proposition for a constituent, they retain them in working memory and at some point, purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning. When teaching bottom-up processing, learners need a great variety of vocabulary and a good working knowledge of sentence structure to process the texts.

#### **2.1.2.2. Top-down Processing**

Top-down Processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic discourse situational or contextual knowledge.

## **2.2 Historical Background of YouTube**

Since YouTube is free for everyone it makes it easy for learners and teachers to watch and upload videos. Teachers from around the world have created their own channels on

YouTube and regularly uploaded different educational videos that many students find it beneficial. Ebtessam Thabet Alqahtani (2015) conducted a study at Al Arqam Saudi Private School in which it was examined the effect of YouTube videos as a teaching tool to enhance Saudi EFL students on their listening comprehension skills. The subjects were 26 students from the third secondary grade at Al Arqam Saudi Private School for females located in the city of Riyadh. The sample of the study was randomly selected and divided into two groups by the researcher; the experimental group consisted of 14 students and the control group consisted of 12 students and they participated in an eight-week experiment during the first semester of the academic year 2014/2015. A pre-test was given to both groups at the beginning of the study to make sure that they were equivalent. Afterwards, the experimental group was instructed using YouTube videos while the control group was instructed using the traditional audio-method. At the end of the experiment both groups were post-tested on their listening comprehension performance and the results were calculated using a t-test. YouTube listening/viewing activity presented a statistically significant effect on the part of the experimental group subjects' listening comprehension skills.

The differences found in the listening comprehension scores of the pre- and post-tests between the two groups, provided evidence of the significant effect of YouTube on the performance of the experimental group. These positive results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

Another study conducted in Taiwan shows the benefits of using YouTube to improve student's listening comprehension skills. Kuo, Li-Li (2009) carried out a study that examined and analyzed the effects of YouTube video clips as teaching material for EFL Taiwanese students on their listening comprehension performance. In more detail, it compared effects of employment of varied numbers of YouTube clips in three experimental groups with those found in a control group where no clips were used. Specific numbers of YouTube video clips--two, four, or six--used for each group represented an attempt to discover how many optimized results. A third purpose was to ascertain participant attitudes toward YouTube video clip use in listening activities. The subjects, 195 EFL college freshmen in a school located in Taichung, Taiwan, participated in a fourteen-week experimental research. Pre and post-tests and background

surveys were utilized for both control (0-video clip) and experimental groups (2-video, 4-video, and 6-video clips).

The three experimental groups also answered an attitude questionnaire relating to YouTube video listening/viewing activities in week fourteen. Three notable results emerged. Foremost, YouTube listening/viewing activity presented statistically significant effects on subjects' listening comprehension performance. Next, the number of clips used in each group (0, 2, 4 and 6) successfully predicted the group differences found in the comparison of pre- and post-test listening comprehension scores. In other words, the four varied numbers of YouTube clips used affected Taiwanese EFL students' achievement differently. The third finding showed that the three experimental groups exhibited little difference in attitudes based on the differing number of YouTube video clips used. However, an additional finding indicated that the attitude toward English learning, in general, had a significant positive effect in relation to listening achievement. These positive results imply that the use of YouTube video clips provides an authentic native speaker setting that may be beneficial to EFL learners. Careful selection of such materials can enhance learner understanding of heard content.

### **2.2.1. Incorporating YouTube**

The source, Youtube.com, is a website that exists on the web. It is considered to be an online reservoir for digital video files, and the videos are stored and can be exhibited for free by anyone (Watkins & Wilkins, 2011). In the field of English as second/foreign language learning, the use of online tools and especially the YouTube website has proven its usefulness. EFL learners now are able to enhance their English learning through the use of the YouTube website. Using online videos offers the students a new way to practice their language skills in any place and this will keep them involved in the learning process (Baniabdelrahman, 2013).

### **2.2.2. Potential Applications for YouTube**

Same as any other online source on the internet, YouTube website is a source that can be very useful if the teachers know how to use it properly for the sake of helping them present their lessons in a more effective and efficient way. Farid MEDOUKALI (2015, p. 36). YouTube videos are very important for EFL (English as Foreign Language) learners and the reason behind that is that YouTube website can provide learners with the material they need in their learning of the English language. Usually, EFL learners try to enhance the four skills (listening, speaking,

reading, and writing) and the use of YouTube could help them achieve that goal. Farid Medoukali (2015, p. 37).

### **2.2.3. YouTube for listening**

EFL teachers and learners are always searching for ways to enhance their listening proficiency through the use of many activities. Although some traditional activities could be helpful for practicing the listening abilities, the modern ways which technology provides are better and give positive results for both teachers and learners. Teachers can depend on videos while trying to develop their learners' listening abilities. Providing the students with real-life native conversations along with the printed text to reinforce their understanding and their proper pronunciation could be very helpful. Farid MEDOUKALI (2015, p. 37).

The best way for EFL learners to practice their listening abilities is through the exposure to videos that contain native English speakers. Watkins and Wilkins (2011) suggest a number of activities that can enhance the learner's listening abilities through the use of YouTube videos. Videos have always been useful in the educational field, but many educational institutions lack the interest and motivation to integrate this tool within the classroom settings because they still do not know much about the way they should use them for the learning process in an appropriate way. It is the responsibility of EFL teachers to have a full understanding of the benefits of integrating YouTube videos within the study process.

There is a great advantage for teaching especially oral communication which is the ability that videos possess in transmitting not only the verbal but also the nonverbal communication. Another advantage of videos is the ability to provide learners with native speakers' video recordings and live streamings. In this respect, Tarnopolsky and Degtiariova (2003) explained this benefit more thoroughly: It may be said that video is the best means of demonstrating native speakers' natural fluent communication and their natural behavior in the process of communication. Learners can not only hear how native speakers speak, but they can also observe and learn how they behave when speaking (2003, p.170).

Watching videos of native speakers communicating was something EFL learners didn't expect to achieve in the past but now after this option became available to them, learning the English language and its components is becoming an easier task and more interesting for them.

### **2.3 Historical Background of Podcast**

Podcasting's origins are firmly rooted in web radio. A combination of factors and technologies contributed to its eventual birth in 2003. Among the pioneers of podcasting are Adam Curry and Dave Winer. According to Van Orden (2005) in 2000 Curry and Winer collaborated in using RSS technology and their media content to provide the first prototype of podcast. Now, that there was some audio content appearing Curry started to work on software, later known as "podcatcher", which would automatically download audio files to his computer and further synchronize them to his iPod.

Cambel (2005) said that by late 2004, detailed articles on podcasts became available online and in less than 12 months, the podcasting phenomenon exploded with more than two million hits generated for a "podcasting" Google search. Less than a year later, the popularity of podcasts had become so popular that Apple Computers, Inc. integrated podcasts in its iTunes software.

Having a huge number of amateur podcasts on the Internet, sites that list podcast became a vital resource in finding the kind of content that best interest different individuals. Sites like podcasters.org, podcast.net, and ipodder.org became a vital service for a growing number of listeners.

According to Cambel (2005) Podcasts give the possibility to stream and download audio as they are as old as the World Wide Web. What is new about podcasting is the ease of publication, ease of subscription, and ease of use across multiple electronic devices, typically over computer speakers, over a car stereo, and over headphones all while the listener is walking, driving, traveling or otherwise moving around. The non-profit association EDUCAUSE, whose mission is to advance higher education by promoting the intelligent use of information technology, describes how podcast works as follows:

Podcasting is a unique innovation in content publishing based in large part on its inherent simplicity and ease of use. Users simply connect their portable audio devices to their computer, log on to a podcasting subscription service, and subscribe to that site's feeds. Audio content is then "pushed" from the original source directly and automatically to the user's iPod or MP3 player. All of the tools needed to create, modify, and distribute podcasts are within reach of anyone with a reasonably well-configured laptop.

The desire to improve the quality of podcasts has resulted in rich Web-based resources outlining principles of sound, equipment recommendations, and shared experiences. Podcasting demonstrates the power of audio over text (listening as opposed to reading), allowing podcast users to listen and learn while they walk, jog, ride the bus, or are otherwise away from their computer screen. Perhaps most significantly, podcast technology empowers users to publish audio content directly and seamlessly onto the Web.

### **2.3.1. Integrating Podcasts**

A podcast is an audio file that you can download to your computer, phone or mp3 player and listen to whenever you choose. Sandy Millin (2016)

According to Sandy Millin (2016) Podcasts are an excellent way to work on students' listening skills as they can listen to them as many times as they want to. If you're feeling adventurous, you can also manipulate files so that they are faster or slower, or so that you are only listening to an excerpt of the whole program. Podcasts are now available covering almost any topic you can think of. Graham Stanley (2018) stated that podcasting (a portmanteau of the words iPod and broadcasting) is the name given to the publishing of audio (usually mp3 files) via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer. Podcasting has now become popular as an alternative way of providing 'radio' type content that can be listened to whenever, wherever and as many times as the listener wants. The idea that a podcast can be produced by just about anyone with access to the Internet has generated a lot of interest in educational circles. This will give the listener the ability to interpret and analyze things deeply, by developing a critical hearing. In ELT (English Language Teaching), the appeal is not only in providing additional listening input for students but that students themselves can become involved in recording and producing the podcast with new vocabulary already acquired in the podcast.

### **2.3.2. Types of ELT podcasts**

According to Graham Stanley (2018), there are various types of podcasts you can use with your students:

- ✓ Authentic podcasts

Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher-level students, but others, such as Sushi Radio



are made by non-native speakers of English and their length (5-10 minutes) make them ideal for use with classes.

✓ Teacher podcasts

Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor. Madrid Young Learner podcasts is an example of a teacher-produced podcast.

✓ Student podcasts

Produced by students, but often with teacher help, students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. An interesting example is the podcast created by the Fudan university high school students in China.

### **2.3.3. Podcasting in Education**

Nowadays, people are learning through the Internet, taking classes online or taking entire courses online. However, the Web is a medium in which instructional techniques are still being developed. One of the recent developments resulted in the creation of podcasting that has been soon adopted by many teachers for academic purposes. Podcast is an audio file that is possible to download from the Internet and as such, can be used to supplement online and face-to-face classes, allowing students to personalize their learning and freeing faculty to try more interactive teaching methods in the classroom (Farkas, 2007: 190). Furthermore, podcasting is an unlimited resource of authentic material which can be used for teaching as well as learning foreign languages. Not every school has resources to employ a native speaker to help students with authentic speech. With podcasting this practice is a lot easier. Gura & King (2007: 152) believe that podcasting brings opportunity for many teachers to explore areas of teaching that are attractive, but which few teachers actually manage to make practice. Harold in Thomas (2006) claims that podcasting may create a new paradigm of teaching and learning; note-taking, for example, is "almost history," and podcasting is helping students to think more creatively and critically: "The idea is that they can actually ruminate, and listen again to lectures and tutorials as a way of encouraging critical, analytical approaches." Also, Podcasting has become an alternative method of learning which can help to improve students listening skills. Most of the producers of podcasts are educators who use this technology to communicate with their students

outside the traditional class. Podcasting is also a tool that allows teachers to share their ideas and suggestions in order to improve their method of teaching. Petr Bartoš (2008, p.35).

Gura & King (2007: 159) believe that “podcasts can be used to enhance, enrich and extend the scope, reach, and efficacy of classroom activities” in addition, they claim that “podcast content that is just right for a given instructional situation becomes a resource of exceptional potential”. Podcasting in education may have many forms and purposes. Scott Huette (2006) offers several suggestions: lectures online, presentations, supplemental material, primary sources, lectures, for distance learning, to facilitate self-paced, learning, for remediation of slower learners, to allow faculty to offer advanced and or highly motivated learners extra content, for helping students with listening and/or other disabilities, for multi-lingual education, to provide the ability for educators to feature guest speakers from remote locations, to allow educators to escape the tedium of lecturing and to offer a richer learning environment.

#### **2.4 Current Situation of the problem**

YouTube and Podcast contribute with enhancement of the learning process, and they can help students better their listening skills with significance. Even though these means can help students' educational path, they are not implemented directly in the classroom due to the lack of equipment. Students are aware they need different methods to improve their listening skills and get involved in the learning process, and platforms such as Podcast and YouTube benefit them since these platforms contain a lot of audios which enhance their listening skills. YouTube and Podcasts can improve the way students develop their listening skills.

#### **2.5 Relationship among Variables**

Independent variable: If YouTube and Podcast are integrated inside the classroom, during semester I, 2019.

Dependent Variable: Intensive Advanced English I students' development of their listening skills will be improved

#### **2.6 Relationship**

According to the students and the teacher interviewed, the poor development of their listening skills is due to the lack of exposure they have to YouTube and Podcasts. Then, if they are exposed to them, the development of their listening skills will be enhanced.

## **CHAPTER III**

### **METHODOLOGICAL DESIGN**

This chapter comprises detailed information about data collection, sampling procedure, data processing stage, and data analysis and interpretation. This research focused on providing, through tools such as YouTube and Podcasts, the necessary immersion in the language; the aim was to trigger the improvement of students' listening skills. In brief, this chapter of the research work "The assets and liabilities of the use of YouTube and Podcasts to better Intensive Advanced English II group 3 students' listening skills at the University of El Salvador Western Multidisciplinary Campus, semester I, 2019" comprises a summary of all the process that was developed by the researchers.

#### **3.1 Paradigm and design**

This research was conducted by using the mixed methods paradigm. The researchers analyzed and interpreted projectively the qualitative and quantitative data in order to foster real changes. First of all, there will be some projective results that will be objective results based on clear evidences that support the outcome of the research process, and also, there will be qualitative projective results that will help give a better understanding of the problem being studied. On the other hand, this research work was a holistic projective research since the purpose of this investigation was to create real changes regarding the problematic situation being studied. In other words, this type of study looked for suitable solutions that could bring changes to overcome the problem.

#### **3.2 Units of observation**

The researchers took the whole population of Intensive Advanced English II group 3 students selected by using the convenience method to have a heterogeneous target population. There were 25 units of analysis in total, and each of them agreed to participate in the process of data collection.

#### **3.3 Sampling procedure**

The target population for this research project was Intensive Advanced English II group 3 students during semester I-2019 at the Western Multidisciplinary Campus of the University of El Salvador.

### **3.4. Preliminary phase**

In the preliminary phase, the researchers presented a detailed description about approaching the field of study to identify the problem. Besides, the researchers explained the process during the first stage of this project; researchers also presented how the problem was defined based on what they discovered in the preliminary stage. At the same time, the researchers showed the importance of carrying out this investigation with some justifications and arguments.

#### **3.4.1. Approaching the field of study**

Researchers approached the target population by using a written questionnaire addressed to Intensive Advanced English II group 3 students on March 1<sup>st</sup>, 2019 at the Western Multidisciplinary Campus of the University of El Salvador. The research team found out that some students did not recognize English sounds or identify main ideas while listening (activities); besides, students seemed to be concerned about their development of the listening skill during semester I, 2019. Some students did not comprehend main ideas or provide a suitable response. Besides, through a question guide, students acknowledged honestly that modern technologies, such as YouTube and Podcasts could not be detached from the process of developing their listening skills, and they expressed how frequently they use YouTube and Podcasts. This reflection caught the researchers' attention and made them feel eager to study this problematic situation, and all the results gathered from the written questionnaire set the foundation for this research study.

#### **3.4.2. Definition of the problem**

Reflections were necessary to lead researchers to look for more information about the problematic situation and establish the basis for developing this valuable research project with the purpose of helping students from Intensive Advanced English II, group 3, 2019 at the University of El Salvador Western Multidisciplinary Campus. The question that arose was the following: "What are the assets and liabilities of YouTube and Podcasts for the betterment of listening skills of Intensive Advanced English II students, group 3, of the University of El Salvador Western Multidisciplinary Campus, semester I, 2019?"

The reflections helped students express their struggles due to problems when understanding real English conversations or talks, and something must have been done urgently in order to cope with the existence of this problem which affects the development of students'

listening skills. Based on the question guide which gave clear proofs and opinions about the problem, the team started a process of getting information about different aspects related to the use of YouTube and Podcasts to enhance listening skills. All the results were used to the establishment of the baseline. In addition, the lack of immersion in English speaking contexts hinders students to develop their proficiency as foreign language learners. All the information gathered was significant to limit the problem, since Intensive Advanced English II students are one step closer to be the future teachers, the development of an adequate method to polish the listening skill for academic purposes is undoubtedly essential.

Students' listening skills are not developed as they should be even though they attend their classes just in English. The listening input is not enough since the vocabulary and expressions of a normal class differ from the great variety of real speaking contexts, and taking this fact into consideration, according to the Oxford dictionary, osmosis is the process of gradual or unconscious assimilation of knowledge. Teachers certainly look for the best strategies to create a profitable English speaking context, but it is hard to enrich the speaking context without real listening inputs such as the ones provided by YouTube and Podcasts where native speakers give a real and natural approximation to the English Language through making students understand and manage the language naturally. Understanding English utterances naturally is essential since it represents the solid foundation of the application and good management of the language; students should focus on becoming better listeners since it is an essential part of the learning process of another language. During the learning process of a foreign language, students must give their best in order to shape properly their abilities. If students use more strategies to improve their listening skills and use modern technologies, such as YouTube and Podcasts educationally to improve their listening abilities.

Therefore, as observed, the insufficient usage of YouTube and Podcasts for the betterment of listening skills may lead to students' failing in the listening and comprehension area. A teacher in charge of an Intensive Advanced English II group expressed to the research team that most of the students presented problems to grasp some ideas when being exposed to the language.

### **3.5 Planning phase**

The first step the researchers made was to select a group of Intensive Advanced English II students. They randomly chose group 3. Later, they verified the existence of the object of study, “The assets and liabilities of YouTube and Podcasts for the betterment of listening skills of Intensive Advanced English II students, group 3, of the University of El Salvador Western Multidisciplinary Campus, semester I, 2019” By carrying out reflections and question guides to confirm the problem, the research team found that the phenomenon was present when students had to grasp ideas in a real speaking context. Afterwards, it was essential to build a rich theoretical framework to support the research to be carried out. Consequently, the hypothesis and all the variables to be measured along the whole process of the research were defined and established. After defining the variables, the researchers proceeded to spot the specific instruments that were suitable to obtain relevant data about this phenomenon occurring in Intensive Advanced English group 3, during semester I-2019 at the University of El Salvador Western Multidisciplinary Campus.

#### **3.5.1. Operationalization of Variables**

Having finished the theoretical framework with selected and essential data, the researchers analyzed an adequate hypothesis which is: “If YouTube and Podcast are integrated inside the classroom, Intensive Advanced English I students’ development of their listening skills will be improved, during semester I, 2019”. There had been a selection process in which dependent and independent variables had been defined; besides, the questionnaire was elaborated and analyzed. Thus, for each variable, indicators are shown which opened a path to develop specific tools in order to obtain essential data.



	<p>Salvador, Western Multidisciplinary Campus, semester I, 2019</p> <p>c.To design a manual that helps students improve their listening skill using YouTube and Podcast inside the classroom at the University of El Salvador, Western Multidisciplinary Campus, semester I, 2019</p>					<p>choose. Sandy Millin (2016)</p>			
					<p><b>Dependent</b></p> <p>Students development of the listening skills will be improved.</p>	<p>According to the Merriam Webster dictionary (2010), development is the growing process that brings positive outcomes and positive changes</p>	<p>-Bottom-up Processing</p> <p>-Top-down processing</p>	<p>Manual containing activities to reinforce and improve the listening skill.</p>	<p>20</p>



### **3.5.3. Data Collection Instruments**

The only instrument that researchers used was a manual that contains theory and procedures regarding the use of YouTube and Podcasts for the betterment of listening skills (Appendix “A”). This manual was addressed to teachers who are in charge of Intensive Advanced English II courses in order to find out what their own perspectives and points of view regarding the awareness of YouTube and Podcasts are. The manual includes different items to guarantee relevant outcomes. Every item in the manual was useful in order to get the benefits of YouTube and Podcasts in the betterment of the listening skills. Besides, a guided interview was handed to teachers in charge of Intensive Advanced English II (Appendix “B”) and was conducted to obtain reliable and important information that helped make improvements in the creation of the manual. From this guided interview, question 1 was regarding the directions of the manual, question 2 was about each activity meeting students’ needs to improve their listening skill, question 3 was about the usefulness of the manual, question 4 asked if teachers had ever used any activities implemented in the manual, question 5 asked if the manual met the specific objectives of the manual, question 6 asked if teachers were likely to use the manual in everyday classes, question 7 asked which activities would catch students’ interest in developing their listening skills, question 8 asked if the duration of each activity was appropriate to develop students’ listening skills, and question 9 asked if teachers would use the manual to improve students’ listening skills.

### **3.5.4. Validation of data collection instruments**

The research team validated the tools by handing the research tool (Appendix A) to teachers in charge of Intensive Advanced English II, group 3, after that, researchers checked and reflect upon every suggestion that teachers gave to their instrument. The researchers got together to check if every item was on the right path and saw if the objectives were being achieved. The tools were a manual and a guided interview which were checked and analyzed by the researchers to look for mistakes and avoid confusion or deviation along the process. Furthermore, the researchers provided suggestions to improve and elaborate efficient instruments to obtain great quality information based on authentic problems faced by students when listening. It is worth mentioning that every suggestion was considered to achieve valuable outcomes.

### **3.5.5. Validity and Reliability**

In order to make the data collection valid, the researchers will apply “Interpretative hermeneutics validity”, and “Triangulation validity”. These two validity criteria helped researchers in different ways. The researchers interpreted data from the instruments (Appendix A, and B) to elaborate conclusions and discussions of what will be achieved in the future application of the manual. Furthermore, they do not reveal names of students, sensitive information or confidential data to anyone since the purpose of this research is to change a reality without hurting people’s feelings.

In triangulation validity, the researchers reflected upon the results gathered through different instruments (a questionnaire “appendix A” and observation) meant to evaluate the same variable. Observations will be also conducted to see if there will be changes in the behavior of the group and their listening abilities. Moreover, the researchers assure reliability by means of validity; the researchers also set a time to establish rapport for conducting reflection to determine if improvement has occurred with the whole population taking part in the project.

### **3.5.6. Ethical Aspects**

To carry out this projective research study, it was important to respect certain ethical principles that guarantee the success of the investigation. These aspects are informed consent, anonymity, and confidentiality. Regarding informed consent, the researchers respect students’ free willingness to participate in this investigation by providing them a description about the Projective Research so that students decided if they want to participate or not. In the same manner, the researchers maintain anonymity and confidentiality by concealing the identity of the participants in all research findings and by not allowing access to the information to people who were not taking part in this investigation and to whom the research’s results were not a matter of interest.





### 3.7. BUDGET

#### 3.7.1. SUPPLIES

Type of supply	Name	Cost per ítem	Number of ítems	Total
Office supply	Folder	\$0.20	15	\$3.00
	Fastener	\$0.15	15	\$2.25
<b>Total</b>				<b>:\$3.15</b>

#### 3.7.2. SERVICES

Services	Costs	Total
<b>Printed pages</b>	\$0.04 per page (1000pages)	\$40
<b>Photocopies</b>	\$0.02 per page (200pages )	\$4
<b>Other expenses (food, fuel, and transportation)</b>	\$200	\$200
<b>Total:</b>		<b>\$244</b>

<b>Total budget expenses</b>	<b>\$247.15</b>
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## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

The team in charge of this research study expects some changes by the end of the implementation of the manual during semester I-2020. The researchers explain in this chapter the results to be obtained, and also to what extent the manual can achieve the listening performance that is expected. The researchers created the manual taking into account all the relevant pieces of information gathered in the theoretical framework together with the analysis of students' comments about the usage of modern technologies such as YouTube and Podcasts. Since the manual is directed to enhance the listening skill which involves different sub-skills, it is expected that each of the listening sub-skills will be improved creating at the end a general betterment of the listening skill. The manual is aimed to make students sharpen and practice one sub-skill at a time by using different activities based on YouTube videos and Podcasts, Hence, students will get well-focused material that will point out to any of their weak spots while listening.

#### **6.1. Analysis of the paradigm and design of the investigation**

Since the results are expected to be exposed by using quantitative and qualitative information (mixed method); the researchers expect to have clear evidences that imply good achievements in the listening skills of students. The teacher would notice that students grasp ideas, vocabulary, and sounds as expected based on the level they are in.

#### **6.2. Analysis of the Units of Observation**

All the units of observation are expected to feel attracted by the new method implemented with the manual, and all students will be actively involved in the development of a tool for the improvement of the listening skill. Moreover, students will be also encouraged to find more useful material outside the classroom for their own profit in regards of the skill being developed. Using the strategies such as PDP activities, students will take the best out of every YouTube video and Podcast; the researchers expect students to internalize PDP activities so that when they are outside the classroom, they apply those strategies previously taught. Students are not in fact supposed to prepare PDP activities like if they are preparing a class. It is assumed that students will know when watching to a video at home that they have to follow steps learned in classes to get the best out of the videos; In other words, it is predicted that students will

automatically analyze the title of the video and think what it is about to determine where to focus their attention when listening, and after, they will reassure themselves like a post-listening activity that they got what they were supposed to grasp. Nevertheless, the process is expected to be internalized naturally.

### **6.3. Sampling procedure**

Intensive advanced English II group 3 students of the mayor of “Licenciatura en Idioma Inglés: Opción Enseñanza” at the University of El Salvador Western Multidisciplinary Campus will be part of the implementation of the manual.

### **6.4. Preliminary phase**

Based on previous investigations in regard to the listening skill, this problem has been around in previous years, so this problem will be also noticeable in the following year and in the group selected in advanced for the application of the manual.

#### **6.4.1. Analysis of approaching the field of study**

Corroborating the information gathered in this holistic projective research when approaching the sampling procedure before the application of the manual, the research team expects that students will share similar comments regarding the problem of the development of the listening skill and the lack of preparation of materials for the class that include activities that help such skill by using YouTube and Podcasts.

#### **6.4.2. Analysis of the definition of the problem**

The definition of the problem has been well defined for it to be adapted for the units of analysis of the following year in which the manual will be applied. The good adjustment of the definition of the problem will be verified by the comments and the observations made in the group of Intensive Advanced group 3 students to whom the manual will be applied.

### **6.5. Analysis of the Planning phase**

Since the group was selected and the problem was spotted using question guides that assured the existence of it with Intensive Advanced English II students, the manual will be administered to eradicate the problem faced by students in regards to their listening skills.

#### **6.5.1. Analysis of the Operationalization the variables**

The researchers expect that the hypothesis will be accepted. Based on all the information gathered, the researchers clearly defined the variables and how they influence the development of listening skills.

### **6.5.2. Analysis of data collection instruments**

The researchers have already designed two different instruments to verify and collect information regarding the improvements in students' listening skills. The first instrument is an observation checklist. Besides, a questionnaire (appendix A) used to define the problem and, in this semester, it will be applied to contrast information and discover the good results that the researchers expect. Besides, the TOEFL exam will show the advanced of the improvement of the listening skill.

### **6.5.3. Analysis of the validation of data collection instruments**

The research team expects that the suggestions regarding the effective application of the manual will be taken into account, besides, the teacher is expected to respect every step involved in the process of improving any listening subskill.

### **6.5.4. Analysis of the Validity and Reliability**

In order to make the data collection valid, teachers in the future will apply "Interpretative hermeneutics validity", and "Triangulation validity". These two validity criteria will help teachers in different ways. The teachers will interpret data from the instruments (Appendix A, and B) to elaborate conclusions and discussions of what will be achieved. Furthermore, they will not reveal names of students, sensitive information or confidential data to anyone since the purpose of this research is to change a reality without hurting people's feelings.

To triangulate, the teachers will reflect upon the results gathered through different instruments meant to evaluate the same variable. Observations will also be conducted to see if there are changes in the behavior of the group and their listening abilities. Moreover, the teachers will assure reliability by means of validity; the teachers will also set a time to establish rapport for conducting reflection to determine if improvement has occurred with the whole population taking part on the project.

### **6.5.5. Analysis of the Ethical Aspects**

To carry out this research study, it is important to respect certain ethical principles that will guarantee the success of the investigation. These aspects are informed consent, anonymity, and confidentiality. Regarding informed consent, the teachers will respect students' free willingness to participate in this investigation by providing them a description about the Projective Research work so that students decide if they want to participate or not. In the same manner, the teachers will maintain anonymity and confidentiality by concealing the identity of



the participants in all research findings and by not allowing access to the information to people who are not taking part in this investigation and to whom the research's results are not a matter of interest.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

After reviewing the insights gathered during the investigation, the research team presents the following conclusions and recommendations of the research “The assets and liabilities of the use of YouTube and Podcasts to better intensive advanced English II group 3 students’ listening skills at the University of El Salvador, Western Multidisciplinary Campus, Semester I, 2019.

#### **5.1. Conclusions**

- The research team will find out through the application of the manual that the major asset of using YouTube and Podcasts for developing better abilities to make students become active listeners.

- The research team expects that at the end of the process of the application of the manual, students’ will have improved in each of the different sub-skills to produce a better performance in listening abilities.

- Students will not only improve their listening skills but also, students will know how to use YouTube videos and Podcasts to enhance their listening skills and take the best out of any of those resources they can use on their own.

- Students will become interested in the usage and discovery of Podcasts as a good resource of natural language to sharp their abilities to understand utterances spoken with different intonations and with different accents.

- Students will take advantage and express how useful the manual was to focus and improve every single listening sub-skill taken into account by the researchers when creating the manual.

- At the end of the application of the manual, Intensive Advanced English II students will have improved considerably and the results and their performances in listening activities will be the probe to such advancements.

#### **5.2. Recommendations**

Based on the findings and conclusions of the study, the research team suggests the following recommendations for students and teachers.

1. It is advisable for students to watch videos about native English speakers on YouTube with subtitles so that the pronunciation, intonation, and rhythm of many words can be learned, and, in that way, improve the listening skills. After a while, students can watch videos without subtitles in order to improve the listening comprehension.
2. It is recommendable for students to get accustomed to work using YouTube and Podcast since everything is changing and these platforms are used as modern ways to learn the English Language.
3. Nowadays, everybody has access to technological devices at any time and in any place. Teachers can use this in their favor. Teachers can easily connect to the internet and send and specific audio file (Podcast) or video that may be useful for their students. In this way, students have the advantage to watch the video or listen to the audio at any moment that they want and be prepared for the next class.
4. Always let students know what type of content may or may not be adequate to what you are teaching them. Even though students affirm that using certain applications have helped them to improve their listening skills, the majority accepted that they search for specific topics that they like and not necessarily something related to the lesson. Make sure that students know what kind of audios or videos are the ones that will be useful for them and where they can find them.

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**APPENDICES****Appendix A**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
PROJECTIVE RESEARCH  
QUESTION GUIDE**

**OBJECTIVE:** GENERATE CRITICAL REFLECTION WITH INTENSIVE ADVANCED ENGLISH II STUDENTS ABOUT MODERN TECHNOLOGIES AND ITS INFLUENCE IN IMPROVING LISTENING SKILLS

**GENERALITIES:**

Participants: Intensive advanced English II students (10 students at random)

Date of meeting for critical reflection: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

**Questions for reflection:**

- 1- How do you practice your listening skills inside and outside the classroom?

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- 2- How often do you practice your listening skills?

- A) Rarely
- B) Often
- C) Sometimes
- D) Always

- 3- Do you ever listen to Podcasts?

- A) Yes
- B) No

If yes, how do you feel when you listen to a Podcast?

- A) Confident
- B) Not worried
- C) Worried
- D) Frustrated

4- In a scale from 0-10 how important do you think the development of the listening skills is? Explain:

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5- How do you feel when you listen to a podcast?

- A) Worried
- B) Not worried
- C) Anxious
- D) Confident

6- What do you do to prepare for a listening test?

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7- How often does the teacher bring a listening activity in your English class?

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8- Thinking as a future teacher, what ideas come to your mind to improve your listening skills now that we are in the digital era?

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9- How often do you use YouTube and Podcasts to better your language skills?

- A) Rarely
- B) Sometimes
- C) Often
- D) Hardly ever

10- Do you prefer videos or audios to practice your listening skill?

Explain: \_\_\_\_\_

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11- Do you think that modern technologies, such as YouTube and Podcasts may lead students to have advanced listening skills?

- A) Yes
- B) No

Explain your answer:

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# 2020

## MANUAL FOR THE IMPROVEMENT OF THE LISTENING SKILL USING YOUTUBE AND PODCAST

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## INDEX

<b>INTRODUCTION.....</b>	<b>54</b>
<b>PURPOSE AND GOAL OF THE PROJECT.....</b>	<b>54</b>
<i>General Objective.....</i>	<i>54</i>
<i>Specific Objectives.....</i>	<i>54</i>
<b>LISTENING FOR GIST.....</b>	<b>55</b>
<i>Pre-listening activity.....</i>	<i>56</i>
<i>During activity:.....</i>	<i>56</i>
<i>Post listening activity:.....</i>	<i>56</i>
<i>Script of the video.....</i>	<i>57</i>
<b>LISTENING FOR SPECIFIC INFORMATION.....</b>	<b>59</b>
<i>Pre-activity: Tell a story!.....</i>	<i>60</i>
<i>During activity: (30minutes).....</i>	<i>60</i>
<i>Post-activity: (5 minutes).....</i>	<i>61</i>
<i>Script of the video.....</i>	<i>62</i>
<b>LISTENING FOR DETAIL.....</b>	<b>66</b>
<i>Pre-listening activity.....</i>	<i>66</i>
<i>During-listening activity:.....</i>	<i>68</i>
<i>Post-listening activity:.....</i>	<i>69</i>
<i>Script of the Podcast.....</i>	<i>70</i>
<b>LISTENING FOR ATTITUDE AND OPINION.....</b>	<b>71</b>
<i>Pre-listening activity:.....</i>	<i>72</i>
<i>During-listening activity:.....</i>	<i>73</i>
<i>Post-listening activity:.....</i>	<i>73</i>
<i>Script of the podcast .....</i>	<i>73</i>

## INTRODUCTION

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This proposal called “Manual for the Improvement of the Listening Skill Using YouTube and Podcast” is a manual that is meant to be followed by teachers and implemented at the University of El Salvador Western Multidisciplinary Campus, Semester I, 2019 to renew a previous planning and enhance Intensive Advanced English II students’ listening skills through the use of YouTube and Podcast inside the classroom. With this proposal, the researchers intend to create an institutional change to help the professors in charge of the subject to incorporate YouTube and Podcast accurately for the betterment of students’ listening skills. The needed population to carry out this module called “Manual for the Improvement of the Listening Skill Using YouTube and Podcast” is from 10 to 35 students.


## PURPOSE AND GOAL OF THE PROJECT

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### General Objective

To develop students’ listening skill appropriately using activities that involve the use of YouTube and Podcast.

### Specific Objectives

- To reinforce students’ top-down processing listening through the use of YouTube
  - To enhance student’s listening skills with the use of podcast
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## LISTENING FOR GIST

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Listening sub-skill: Listening for gist



**Presentation:** The teacher will be able to use this activity at the beginning or at the end of a class. This activity is to enhance students' listening for attitude and opinion subskill.

### **Activity to enhance the listening for gist subskill**

Subskill: Listening for gist aside with speaking skill.

**Target content:** Talking about ideal jobs, volunteer work, and job-related situations, making deductions in the present/future and in the past. Talking about jobs and employment, describing personality types, asking for and giving information, discussing job fairs.

**General objectives:** By engaging in this listening activity, swbat:

- Self-evaluate their capacities to grasp the gist through the use of YouTube videos
- Boost their capacity to grasp the gist while listening

Class development:

The teacher will begin the class with the following ice-breaker:

Crazy Balloons!

Bring some balloons of different colors to the class. (red, green and purple)

Have students stand up and pass the three balloons to each other while some music is playing. When the music stops, ask for a volunteer to take a paper out a small box; in the paper will be written a color (red, green or purple), and the students who have the balloon will take from another box a paper with a question on it. The student has to answer the question using the studied structure. Possible questions: What is your ideal job and why? Would you volunteer teaching English? Why? Could you describe a relative's personality?

### **Listening Activity:**

#### **Pre-listening activity**


The teacher will begin the class telling a story about a job experience he/she had, then he/she will ask the students the following questions:

- ✓ Which would be your ideal job?
- ✓ Have you ever had a job experience? Share the experience.
- ✓ What are your expectations when you go look for a job?

#### **During activity:**

Students will watch the video <https://www.youtube.com/watch?v=OqyQJ-Sj-rY&t=3s> students won't be able to take notes. They will watch the video once, and then, they will discuss in pairs creating a recap about the video. Students will watch the video again to confirm, correct and add information.

#### **Post listening activity:**

- ✓ Have students work in pairs and create a roleplay with the gist information about the video.
  - ✓ Have 3 or 4 pairs perform their roleplay.
- 



## Script of the video

### **Transcription**

The ten most dangerous jobs in the world

#### **1-Underwater welder**

Underwater welder faces a series of dangers on the job, everyday including a risk of shock, explosion, decompression sickness, and even wear in their dental fillings. About 30 workers die out of 200 welders on the job annually.

#### **2-Crab fisherman**

128 Alaskan crab fishermen died in 2007 along which is 26 times more dangerous than the average job. 80% of the fatalities are due to hypothermia or being thrown overboard and drowning. Crab fishermen also suffer from serious injuries due to heavy machinery and gear.

#### **3-Loggers**

The logging industry has some of the highest work-related fatalities in the country with loggers being 30 times more likely to die on the job than in most other career fields. The majority of logging related deaths come from equipment errors or trees falling on workers.

#### **4-Microchip manufacturers**

Computer chips are created with numerous hazardous chemicals including arsenic and while manufacturing chips may not be immediately fatal, there are long term effects to health such as high rates of miscarriages, birth defects, cancer, and respiratory illnesses.

#### **5-Bush Pilots**

Bush pilots have more risks in their careers for less pay than average commercial pilots with a rate of 13.59 accidents per 100,000 flight hours. The general aviation accident rate for pilots in Alaska is two times higher than pilots in the rest of the US.

### **6-Bullriders**

Bull riding has surged in popularity since the 1990s with promises of big money for an 8-second ride but bull riders can suffer at least one significant injury per every fifteen events they partake in including concussions, broken bones, and fractures which may not be worth the potential cash payout.

### **7-Steel workers**

Although safety harnesses have been implemented steelworkers still risk a fall from great heights. The job also includes risk of serious injury from steel beams or walls collapsing on workers. In 2005 two steelworkers still had a fatality rate of 56 deaths per 100,000 workers.

### **8-Oil riggers**

Most offshore oil riggers work 16-hour shifts, often with very little sleep. Fires and oil rig explosions too the lost for job-related dangers with a rate of 27.1 deaths per 100,000 offshore workers annually.

### **9-Prostitutes**

Prostitutes always run the risk for selling sexual favor to Johns but even more dangerous are the threats of STDs, rape, and even physical assault or death. The death rate for prostitutes is 204 deaths for every 100,000 prostitutes per year.

### **10-Snake milkers**

Snake milking is a dangerous yet completely necessary job that saves numerous lives per year while their safety procedures in place, each milking procedure has a high-risk factor, in fact, snake milking has a low rate of people who have not been bitten at all while on the job.

## LISTENING FOR SPECIFIC INFORMATION

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**Presentation:** The teacher will be able to use this activity at the beginning or at the end of a class. This activity is to enhance students' listening for specific information sub-skill.

### **Why is listening for specific information important?**

Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea you're listening for could be expressed in the recording in a number of different ways. As you listen, you need to recognize when the information is about to be given and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether the information is stated or not.

The activities presented below are meant to enhance the listening skill through specific information.

**Sub-skill:** listening for specific information aside with speaking skills.

**Objectives:** By engaging in different listening tasks, swbat:

- Draw the main idea from YouTube videos listening-based-activities through the use of images
- Express experiences about previous job interviews accurately
- *YouTube video: listening for specific information using images to guide students*

*Video: 5 Things You Should Never Say In a Job Interview*

Source:<https://www.youtube.com/watch?v=wIJK->



6Do6lg&feature=youtu.be&fbclid=IwAR3o1U27kSH7AW45hrJMOiF-M8upYvLUTAAGciMDypYbdInqYupb7ojr8TQ

## Pre-activity: Tell a story!

- The teacher begins telling a story about a job interview he had.
- Have some students share their own experiences with the rest of the class.

## During activity: (30minutes)



Image 1 tip 1

Image 2 tip 2

Image 3 tip 3

Image 4 tip 4

Image 5 tip 5

The instructor has to divide the class into five groups and give one image to each of them. (the images below are in order from tip number one to five; students mustn't know it. Explain to them that each of the images represents one of the tips they will listen to in the video; each group will have to pay special attention to their image and associate it to the part of the video it belongs to.

- Students have to identify which part of the video they have according to the picture.

This activity will help students focus on specific information from the video since they will have visual help and will get the main idea of the part they have easily.

Play the video for the first time so that students can link their images.

VIDEO 5 THINGS YOU SHOULD NEVER SAY IN A JOB INTERVIEW (10MIN)

Source: <https://www.youtube.com/watch?v=wIjK->

*6Do6lg&feature=youtu.be&fbclid=IwAR3o1U27kSH7AW45hrJMOiF-M8upYvLUTAAGciMDypYbdInqYupb7ojr8TQ*

Students should have linked their images already. If not, the teacher has to help them. Explain to students they have to pay close attention to the image and the part of the video it is linked with since each group will have to talk about the picture they have and what they got (as a team) from the video. The order to present will be the following: the first group to pass will be the one that has image number 1, the second to pass the one that has image number 2 and so on. (2 minutes per group) (total 10 minutes). Have students choose a representative per group.

Students will have the chance to watch the video the second time to grasp the information they are missing before presenting.

- ✓ Have students watch the video for the second time (4 min)
- ✓ Pause the video when the second tip is over

Have groups number one and two go to the front and talk about what they got from the video and the image they have. (4min)

- ✓ Play the video again and pause it when the fourth tip is over (3min)

Have groups three and four go to the front and do the same. (4min)

- ✓ Play the video until the last tip is over (minute 10) (3min)

Have the last group do the same. (2min)

This activity will help students associate things, in this case images, to look for specific information and create a short summary or presentation.

### Post-activity: (5 minutes)

Explain to students that in the back of the image there is a number which is the number of one of the other groups. Tell them they have to talk about what they learned from that group. Suggested order: image 1-4 image 2-5 image 3-1 image 4-2 image 5-3 (the number in the right go to the back of the picture, the instructor has to write the number in the back of the picture)

- ✓ Play the video for the last time (if necessary)

-Have the groups share what they learned from the number of the group that there is written in the back of the picture. (1 minute per group)

## Script of the video

Hey everybody Don Georgevich job interview tools and today a lot of talk to you about things that you shouldn't say in a job interview specifically five things that you shouldn't say bring up mention in any way shape or form in a job interview if you do it's almost cause for instant disqualification from the process so the first thing number one don't talk about your company don't talk bad about the people don't say that you didn't like working there, no matter how it comes up.

I mean, maybe you hated working hated your boss, but when they ask you questions, you know going to Like work in there and just like your boss the answer is yes I did I liked working for my boss I liked the people I liked the company. I liked the culture.

I liked everything about them, it's a shame that I have to leave. I'm sorry I have to leave but I'm looking for, you know, greener pastures greater opportunity. I'm looking for more responsibility say any of that except that you didn't like working there you didn't like what they did or anything like that because if you didn't like working there, you didn't like your boss, it'll be no time flat that you'll be saying the same things about them when they hire you you'll find reasons not to like them you'll find reasons not to like your boss. Just the way it goes people who don't like where they worked at it doesn't take them long to not like the new place it that's just the way it goes that's human nature so you don't want to communicate that to them in the interview no matter how it comes out even if they ask you the reality like the company well, you know, I don't really like working there anymore now you like working there and you like the people because otherwise, you're gonna you're you get labeled this cancer you get labeled as cancerous when you're the type of person that goes around talking smack about.

All the people or the company the policies the things that you don't like and. Get rid of people like that now. I know that's not you know why I know that's not you because you're here watching me today and you're trying to better yourself and people who are trying to better themselves that they're not the cancerous type of people.


I mean sure there might be something about their company that they didn't like and it could be you know, very genuine reason that they didn't like certain things just don't. Know do not merge that in any ratio of them, okay, so the next one here number two, a lot of candidates go in and they're so desperate to work at a job, they'll say I'll.

It doesn't matter what it is. I'll do anything now these are usually people who are not employed right now and yeah, maybe they don't work six-nine months. And they aren't desperate for a job and they will do anything but if you go into a job interview and so you know what I don't care what it is.

I'll do it. I'll do anything just give it to me, so when you do this you end up showing a certain level of desperation that was always what the interviewer wanted to talk about what you can do in the value you can bring and that you are excited to do it that's what you want, you don't want to just say yeah, whatever you got I'll do it. I'll sweep the floors. I don't care now you want to go in there specifically tell them what you want to be doing you have you have to hold tight to your values you have to hold tight to your beliefs and what you want to be doing because if they just give you anything if they just give you any kind of job there, you know, two months you don't be able to do.

Guarantee you and before you know this they know that you go in there and say I'll take whatever you got and they give it to you, you know, two three months later you be like you don't want to suck so I don't want to do this anymore and you'll leave and you'll leave them high and dry and then they just wasted a whole bunch of time and they're gonna have to go interview somebody else and it costs them a lot of money to deal with this hires, you know like you so can you go in there don't tell them that you're just doing anything and you're taking a thing it just sends a message of desperation.

All right let's move on another three so when they ask you, you know, maybe tell me about yourself or you know, what are some of the things that you're good at don't tell them that you're selling a self-starter or that you're a quick learner or give that your results-oriented any of that stuff.



Now what you do want to say is how you can do those things so you want to put it in context so if this is like a management position, you don't want to say that you know a great leader you want to talk about how you have let people you want to talk about groups of people.

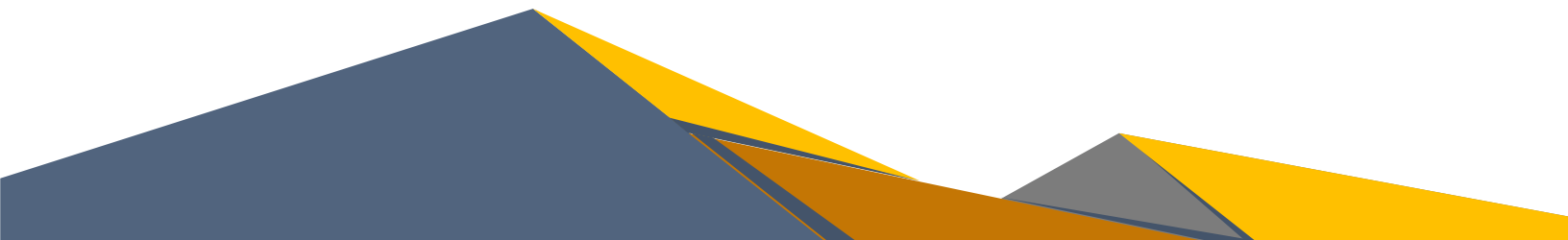
Teams that you have built and assembled to work on certain projects you want to talk about how you've done it you don't just say that your results-oriented you want to talk about projects that you completed and you finished on time and under budget and you want to talk about the details.

All the results-oriented in the leadership will come out in the context of what? Does that make sense so don't go on there and just say on the results-oriented leader put it in context for them and show them how you have done this before and then the underlying message will be that hey this person, you know, they're pretty good results oriented later.

I mean that that's a label that you get put on after the fact all right make sense so just tell them you know, how you have done things not you know, how you would do them, all right, let's move on to the next one here number four when they ask you a question.

And let's say you know, you know how to do this don't tell them that you don't know how don't say to any interview that I don't know how to do that right now see that or you know, I have no idea. I mean, that's the worst possible thing you can say even if it's the truth but what you do want to say is, you know what let me think about that for a second and then you think like what is you want to connect it to something. To what you've done. So you say, you know what? I haven't done that exact thing but I've done something that's similar. And what that does is that shows them that you at least have some level of understanding of what they're talking about.

Because if you show no level of understanding about the question, that's a big red flag a big mark against you. And it's probably it's most likely going to be a competency question and if you know anything about competency questions, those are weighted. Heaviest. So if you missed one or two competency questions, that could get think of white you out right there in the interview.





You'll be done baby, you can get away with it, but it depends. Depends how crucial the question is because competency questions pull in a lot of fundamentals and if you don't know a lot farther models about what you do that says that you don't know a lot about what you do.

So never tell them that you don't know. Always try to come close to something and that the dots for them and and maybe maybe you need to pull a lifeline here and say, you know, what can I think about that for a minute and can we circle back around and they're gonna say yes?

If you pull that lifeline technique too many times like maybe maybe more than once or twice, you know, that's it or you're done. So you need to give yourself a little bit of time to think about how you can connect your experiences to what they're talking about and I know you can.

I know you can. All right, let's move on to last one here number five. When you go into the interview, don't ask them, you know, so what is your company do here? That's the worst thing you can do. That shows that you did absolutely no research no preparation on this company this division the department of the projects, they're working on or anything.

Don't ask them what do they do here? You should already know that. If anything ask them specifics about some of the things that they are doing but don't go in their blinded and just sail away. You guys feel around here And that sounds interesting I think I might like to do that. That's the worst possible thing, you can say that doesn't that shows that you have no level of excitement about this company or about what they're doing. It shows that you put no preparation into the interview. You spent no time researching this company or the position. It just basically says that you know, you showed up and yeah, maybe you'd like the job.

It doesn't work that way. It doesn't work that way out there. There are so many hungry job seekers out there who want these position. S and they are going to beat you over ten times forward tenfold, they're going to be so much sharper than you they're going to be on their game.

They're going to be talking about their experiences about how they relate to the job. They're going to know what that company does. They're going to know they're

going to have looked it up and you can too. So take that extra step before your next job interview. Searching the position gather as much information as you can so that you can go in there now you can ask them questions that will help qualify you about this job and about this company and if it's a place that you even want to be and if you think about it that's really what a job interview is you are out there talking to them and you're interviewing them too. You're interviewing them to see if this is something that you want to begin that's the whole key.

## LISTENING FOR DETAIL

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**Sub-skill:** listening for details aside with writing skills

**Target Content:** grasping information about stories

**General Objectives:** By engaging in this listening activity, swbat:

- Improve their listening skills through the use of Podcast
- Grasp details about a story from a Podcast

**Introduction:** The teacher will play an audio that contains 3 stories in each of them students will be asked to pay attention and looked for **detailed information** in each of them. The three stories are in the podcast: [www.blog.esllibrary.com/2013/02/13/podcast-past-perfect-continuous/](http://www.blog.esllibrary.com/2013/02/13/podcast-past-perfect-continuous/) the teacher will play the audio one time just for students get familiar with vocabulary and to know what the podcast is about. Ask students to pay attention to the information given in the podcast.

### Pre-listening activity

the teacher will give students the following vocabulary that is being used in the listening activity.

**Injury:** the fact of being injured; harm or damage.

**Putting up (put up):** to fix a picture or notice onto an upright structure such as a wall

**Jamming (jam):** to play music in an informal way with a group of people

**Split up:** to separate

**Hinting (hit):** to say what you are thinking or feeling in an indirect way

**Bridal:** relating to a bride (=a woman getting married) or a wedding

**Pestering (pester):** to keep annoying someone, especially by asking them for something or asking them to do something

**Got the nerve:** to have the courage to do something

**A)**

- After students had read the vocabulary, the teacher will have students to form a semi-circle.
- The teacher will ask students to spread their legs and touch his partner's shoe with his/her shoe.
- The idea is to have a closed circle.
- The teacher will give students a small ball and students will try to pass that ball between their partner's legs, since everyone has their legs spread, they can only use their hands to stop the ball to go through their legs.
- The students that let the ball go through their legs will have to tell the meaning of any of the words from the vocabulary and use it in a sentence.

**B)**

- After students had read the vocabulary, they will form a semi-circle with their desks.
- The teacher will write this phrase in the board "I'm gonna give a word to the students that..."
- Students have to complete the phrase with something most of them have in common for example clothes, likes, dislikes, hobbies, etc.
- After, the student said the phrase the students that identify themselves with the phrase must switch desk
- The student that is left without any desk will have to tell the meaning of any of the words from the vocabulary and use it in a sentence.

- (the teacher has to play and look for a desk in order to always have a missing desk for someone)

### During-listening activity:

- The teacher will provide students with three different exercises for each of the three stories in the listening.
- First, students will have scrambled sentences for **Story 1** and they have to put the events that happened in chronological order by placing a number.
- Second, students will have for **Story 2** some questions with different answers being just one the correct answer for each question.
- Third, students will have for **Story 3** to grasp as much as they can from the story and answer the questions.



### Listening Activity STORY 1



She had been recovering from an ankle injury	It was difficult to meet as one of them is from England and the other from Canada
She is fully recovered	She met her paint pal in person
They are excited about the competition	The team decided to go to Canada
They are synchronized swimmers	

## STORY 2

1. How many years have John's rock band been playing?
  - a) They played 2 years
  - b) they are playing for 3 years
  - c) they had been playing for 3 years
2. What have they done to advertise their band?
  - a) They had been publicizing their shows by putting up posters
  - b) b) they are doing publicity
  - c) they had been performing in bars
3. What had been doing the members of the band?
  - a) They had been working on a new album
  - b) They had been experimenting with other music groups
  - c) They had been together all the time

## STORY 3

1. For how long has she waited for the proposal?
2. What has she done to hint Sam about the proposal?
3. What did Sam do for the past week?

### Post-listening activity:

#### A)

- Have students to make a dialogue using the information they have from the stories and the new vocabulary they learned in this listening.
- Have some students perform the dialogue in front of the class.
- Ask the rest of the students to write down the words and phrases they hear their classmates used in the dialogue from the listening.

#### B)

- First, have students write down 3 questions related to the listening.
- Second, clear some space in the classroom and have students to stand up.
- Third, have students look for someone they don't usually work with and ask the questions they previously wrote.

## Script of the Podcast

### Story 1

#### My Paint Pal



Last week, I finally met my paint pal in person. We've been writing to each other for two years but had never met. We've been hoping to meet but it was difficult as she is from England and I live in Canada. We are both synchronized swimmers she had been trying to convince her team to travel to Canada for some small swimming competitions but it was too expensive. Finally, her team decided to come to Canada for a big international competition up to last week. I've been recovering from an ankle injury but luckily, I am fully recovered now. We are both excited about the competition and spending some time together.

### Story 2

#### John's Rock Band



Jeans Rock Band Just broke up they have been playing together for three years but they hadn't been getting anywhere they had been performing lots of shows. But the clubs were usually empty and they had been publicizing their shows by putting up posters but no one seems to read them. They had been writing lots of new songs but

no one wanted to buy their music. For the last year or so all the musicians had been experimenting with other music groups. The guitarists had been jamming with jazz groups on the weekends. The drummer had been drumming for a punk band and John had been rapping for a hip-hop group. That's why they decided to split up.

### Story 3

#### Sam proposes to July



Yesterday, July's boyfriend Sam finally proposed to her. July had been waiting for two years for a proposal but Sam had been avoiding the topic of marriage. July had been hinting at it for a long time, she had been buying bridal magazines and taking Sam to jewelry shops. Everyone could see that Sam and July were really in love but Sam had been taking his time. Recently, even Sam's friends had been pestering him about proposing to Julie. For the last two weeks, Sam had been looking all over town for a perfect ring. Three days ago, he finally found it. Sam is glad he finally got the nerve to propose to Julie. He had been contemplating it for a long time but it was too nervous to make a move.

## LISTENING FOR ATTITUDE AND OPINION

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**Presentation:** The teacher will be able to use this activity at the beginning or at the end of a class. This activity is to enhance students' listening for attitude and opinion subskill.

### What is listening for attitude and opinion?

It is act of discerning what someone says taking into account some important factor such as feelings, emotions, attitude, ways of thinking of the speaker. In few

words, this would involve the students making assumptions about the speaker's attitude: whether the speaker is happy/sad/angry/upset, etc. (Cooper, 1998)

**Subskill:** Listening for Attitude and Opinion aside with speaking skill.

**Target content:** talking about people, describing personality types, asking for and giving information, people ways of living

**General objectives:** by engaging in this listening activity, swbat:

- Identify people's attitude while listening to a conversation

### Pre-listening activity:

- ✓ The teacher will ask the students the following questions:
  - What are some common personal or health problems we encounter in our lives?
  - How could hair loss affect a person's personal appearance and feelings about themselves?
- ✓ Provide a copy with an exercise to practice new vocabulary to the students and give them some minutes to solve it in pairs.

**Directions:** Match the words on the left with the correct definition on the right.

- |   |   |
|---|---|
| 1. <b>Face up to (idiom):</b><br>making | a. to improve a place or system, especially by<br><br>it more active or successful              |
| 2. <b>Toupee:</b>                       | b. to start to talk about a particular subject  |
| 3. <b>Retard:</b>                       | c. to accept something difficult  |
| 4. <b>Regenerate:</b>                   | d. to make something slower   |
| 5. <b>Bring something up:</b>           | e. a piece of artificial hair worn by a man to cover part of<br>his head where there is no hair |



## During-listening activity:

- ✓ Tell students they are going to listen to a conversation between two people talking about hair loss.
- ✓ Have students listen to the audio “Hair Loss” <http://www.esl-lab.com/difficult/hair-loss/>
- ✓ Check their answers orally with the whole class.
- ✓ Then, have students listen again and answer the quiz below.

## Post-listening activity:

- ✓ Ask students the following question:
  - What do you think about the man’s problem?
  - Do you consider Hair loss a problem you have to be worried about?

## Script of the podcast

**Heather:** Ron, what are you doing?

**Ron:** Ah, nothing. I'm just looking up some information on the Internet.

**Heather:** Like what? Let me see.

**Ron:** No, no, it's okay. I mean, you know . . .

**Heather:** Baldness? What are you looking that up for? [*Well, you know . . .*] I . . . I mean, you're not that bad off.

**Ron:** Ah, there you go. **Bringing it up** again!

**Heather:** No. I mean it. You look great! Honestly, it's not that bad.

**Ron:** Hey, I get enough of it from friends, and the people at work, and now from you!

**Heather:** Well, maybe you could wear a **toupee**? I think you'd look great.

**Ron:** Oh no. And has it slipped off my head on to my date's dinner plate as I lean over to kiss her? **Uh-uh.**

**Heather:** Well, have you ever thought about seeking medical advice? There are new advances in medicines that not only **retard** hair loss but help **regenerate** new growth.

**Ron:** Ah, I still don't give much credibility to medical treatment to prevent permanent hair loss.

**Heather:** Well, what about accepting the fact that you're just losing your hair?

**Ron:** I just can't give up hope. I know appearances shouldn't matter, but I don't know. I just feel that women just avoid me.

**Heather:** Come on. You can't be serious.

**Ron:** No really. I've seen it many times. It just, I don't know . . .

### **Vocabulary:**

**Face up to (idiom):** accept something difficult

**Toupee:** a piece of artificial hair worn by a man to cover part of his head where there is no hair

**Retard:** to make something slower

**Regenerate:** to improve a place or system, especially by making it more active or successful

**Bring something up:** to start to talk about a particular subject



## Listening quiz

1. **The man is probably talking with his \_\_\_\_\_.**
  - A close friend
  - A work colleague
  - A family member
2. **The man is looking for medical information \_\_\_\_\_.**
  - In the newspaper
  - In a magazine
  - Online
3. **He doesn't want to wear a hair piece (toupee) because \_\_\_\_\_.**
  - It will fall off.
  - It won't look natural.
  - It makes his skin itch.
4. **The man is worried about medical treatment because \_\_\_\_\_.**
  - It's somewhat expensive.
  - Of the possible side effects
  - It is still unproven for his condition.
5. **Because of his hair loss, he feels that \_\_\_\_\_.**
  - He'll always get a sunburn.
  - He won't be able to get a good job.
  - Women won't pay attention to him.
6. **How is the man feeling about his problem?**
  - He is happy.
  - He feels embarrassed.
  - He is confused.
7. **What is the woman's attitude toward the man's problem?**
  - She thinks that it isn't a big problem.
  - She doesn't care.
  - She feels angry.
8. **Does the man feel attractive?**
  - He thinks he is handsome even with that problem.
  - He doesn't care.
  - He feels he loses his attractiveness.

