

Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a
Private Institution in Bucaramanga

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Dedication

This one belongs to Esperanza, Chepe, Sergio, David, Alejandro and Yaqueline. You are the pillars of my life and you helped me reach this moment.

I love you, guys!

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Resumen

Título: el Uso de Videos de YouTube como Materiales Auténticos de Escucha con Estudiantes de Noveno Grado de una Institución Privada en Bucaramanga¹

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Palabras Clave: auténticos, escucha, YouTube, materiales, unidad didáctica.

Esta unidad didáctica fue desarrollada para la Maestría en Didáctica de la Lengua ofrecido por la Universidad Industrial de Santander. El objetivo principal de la unidad fue analizar las estrategias didácticas para reforzar el desarrollo de la habilidad de escucha usando materiales auténticos en estudiantes de noveno grado de una institución privada y católica en Bucaramanga. El nombre de la institución es Colegio Bilingüe La Consolata y la implementación fue en el segundo semestre de 2022. Cabe mencionar que esta investigación siguió un enfoque cualitativo descrito por Dörnyei (2007) y también se siguió el modelo de investigación-acción propuesto por Lewin (1946). Además, 14 estudiantes participaron libremente en la implementación de la unidad didáctica que usó videos educativos y los adaptó para ser usados en un aula de clase. Estos estudiantes compartieron sus pensamientos en dos cuestionarios y ellos tuvieron dos exámenes estándar de escucha. Finalmente, la información dada por estos estudiantes fue analizada para dar respuesta a esta pregunta de investigación: ¿Cómo facilitar el desarrollo de la habilidad de escucha usando estrategias didácticas ayudadas por materiales de escucha, en estudiantes de básica secundaria de una institución privada de Bucaramanga en el segundo semestre de 2022?

¹ Trabajo de Grado

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Abstract

Title: Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a Private Institution in Bucaramanga³

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Key Words: authentic, listening, YouTube, materials, didactic unit.

Description:

The following didactic unit was developed for the Master's in Didactics program offered by Universidad Industrial de Santander. The main objective of this unit was to analyze didactic strategies to reinforce the development of listening ability using authentic materials in ninth grade students in a private catholic institution in Bucaramanga. The name of the institution is Colegio Bilingüe La Consolata and the implementation took place in the second semester of 2022. It is worth mentioning that this research paper followed a qualitative approach described by Dörnyei (2007) and it also followed the action-research model proposed by Lewin (1946). Moreover, 14 students freely participated in the implementation of the didactic unit that used educational videos and adapted them to be used in a classroom. These students shared their thoughts in two questionnaires and they took 2 standard listening tests. Finally, the data provided by these students was compiled and analyzed in order to answer this research question: how to facilitate the development of the listening ability, using didactic strategies aided by authentic materials, in middle school students from a private institution in Bucaramanga in the second semester of 2022?

³ Master's Thesis

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1. Characterization of the Problem

1.1. Statement of the Problem

According to Lyons (2021) 1.35 billion people speak English and that number represents 20% of the whole world population. Moreover, United Nations (n.d.) has English as one of its six official languages. In addition to this, in Colombia, Article 2 of Law 1651 states that students must develop communicative skills in order to read, understand, write, listen and express themselves correctly in a second language (Ministerio de Educación, 2013). It should be pointed that the second language was not specified by the Ministry and that both, public and private institutions, must be in accordance with this law. Furthermore, according to Mikanowski's (2018) article for *The Guardian* "English is the golden ticket to the worlds of education and international commerce, a parent's dream and a student's misery, winner of the haves from the have-nots."

When the number given by Lyons, the statement from the UN, Article 2 of Law 1651 and Mikanowski's article are analyzed, it is possible to understand why the great majority of educational institutions in Colombia have decided to teach English as a second language: the Ministry of Education demands it as law and the world requires English speakers.

Nevertheless, there is an incongruence between the government's expectation about its educational laws and programs, and what reality truly shows. Cecilia María Vélez, the Minister of Education of Colombia in 2005 stated, in an article for the government magazine *Altablero* (2005), that one of the goals of the Ministry of Education is to achieve a population with a basic domain of English before 2021. However, when this goal is compared to the results in the English Proficiency Index published by Education First in 2020 that gave Colombia a very low level in

English Proficiency (Education First, 2020), it is possible to say that the goal set by the Colombian government in terms of language learning was not fulfilled.

There are many possible explanations as to why this low national score was achieved in this test. First, it might be attributed to the fact that the approach adopted by the Ministry of Education in its bilingualism program is not suitable for the Colombian population. Natalia Tieso (Chacón, 2022) expressed in an article for *El Tiempo* that Colombian education follows a traditional approach in which the teacher gives a topic, but there are no challenges or motivating questions.

Second, another possible explanation is the fact that English receives very little time in public schools most Colombian children attend. The article *Bases para una nación bilingüe y competitiva* (Altablero, 2005) expresses that in Colombia students have 3 hours of English a week.

Third, it could also be attributed to the different inappropriate methodologies that are used in private and public institutions. Based on experience and observations of some classes, an example of such inappropriate methodologies is the one used to teach listening in regular English lessons. A student in a classroom is usually exposed twice to an audio that has been designed by a publishing house with the aid of experts. This designed audio uses formal language, correct and particular grammar structures, a moderate number of words per second, well-known expressions, specific vocabulary, and speakers talk at a relatively low speed. All of these factors follow the requirements that the Common European Framework of References for Languages has set for the different proficiency levels A1, A2, B1, B2, C1 and C2.

Taking this context to a more localized area, ninth grade students from a private Catholic institution located in Bucaramanga are traditionally exposed to these graded listening materials

which are specifically made and prepared to be handled in controlled educational set-ups. These “traditional” and usually out-of-date listening materials come in the form of audios in a CD – included in their textbooks- or in a digital format that they can find in a platform acquired as part of an English course.

As a consequence of the continuous exposure to such “traditional” materials, some students from this particular private institution have expressed in many occasions – in conversations with their teachers during their breaks – that when they face oral texts in environments outside their school, they do not understand what they are listening to or that they manage to grasp just a few words, but not the whole idea of the aural text. This causes frustration in these students, and it causes criticism towards their English teachers, their school and the methodology adopted in their lessons. Moreover, these students express their concern because they will have to take a standardized test in 2024 and they need to achieve a B2 level as a requirement to graduate from high school (this is a requirement stipulated in the school’s curriculum).

The base to this problem could be attributed to the fact that outside a classroom students will not listen to an oral text twice. Moreover, they are not able to control the speed, vocabulary, accent, and quality of the oral text. Furthermore, listeners cannot avoid noises, incorrect structures, contractions, as well as expressions and vocabulary that they are not familiar with.

After talking about the situation previously stated and analyzing a way to provide some sort of help to these students, the following question came up as a possible solution: how to facilitate the development of the listening ability, using didactic strategies aided by authentic materials, in middle school students from a private institution in Bucaramanga in the second semester of 2022?

2. Justification

According to the educational linguistic policies in Colombia, English is generally taught in the Colombian context following the model of the four basic skills that most standard tests use to assess second language proficiency of a user. These well-known skills are: reading, writing, speaking and listening.

Listening is the first skill most humans need to develop in order to start a process of acquiring a language and yet it is perhaps the most complex and the least understood. This idea is supported by this author:

...the things listeners do - pick up acoustic signals, re-imagine them into words, turn the words into meaningful sentences, organise the sentences into propositions using linguistic and non-linguistic contexts - are bewilderingly complex cognitive processes. When the acoustic signal is in a foreign language, the processes become more complex still. And yet many language students manage to listen successfully, to maintain conversations, chat with strangers, follow directions to Harrods and listen to radio soap operas and lectures on astrophysics (Wilson, 2008, p. 7)

This quote, taken from the book *How to Teach Listening*, is perhaps the right justification as to why teaching listening in a second language extensively and properly is so important – it involves complex mental processes that are unique to each individual and these processes are inherently active even though they are not considered as such.

It also expresses why English should be taught in a proper way in Colombia since governmental policies encourage learning English as a second language and most educational institutions have English in their curricula as a requirement. Besides, if users/learners are able to

understand the structures that are being uttered by a proficient user of a particular language, they can give a proper response in that second language and they can have access to new cultures, different ways of thinking and current knowledge.

Besides, developing new methodologies that are easy to adapt in different classroom settings and educational levels that include accessible information and communication technologies - that motivate students - should prove helpful in learning a skill as important as listening and in a country where the learning of English receives very little time in schools. An article for *EL TIEMPO* (Chacón, 2022) stated that the subject known as *English* only receives one or two hours per week and as research has shown, constant exposure is key to the process of learning a second language.

Finally, the easy-to-follow methodology that is described in this paper uses YouTube videos taken from educational channels because they are available to anyone with internet and these videos with subtitles can be adapted to be used in a classroom.

3. Objectives

3.1. General Objective

- To analyze didactic strategies to reinforce the development of listening ability using authentic materials in ninth grade students in a private institution in Bucaramanga.

3.2. Specific Objectives

- To identify the beliefs the ninth-grade students from a private institution have about the listening ability using two questionnaires.
- To implement a didactic unit using authentic listening materials that can be adapted in a variety of educational set-ups.
- To analyze the development of the listening ability of the students using a standardized test at the end of the unit in order to determine to what extent the beliefs of these students change after using authentic listening materials.

4. State of the Art

This section deals with a number of studies that have been conducted on teaching listening and the use of authentic materials. Also, they allowed the author to have a perspective on such topics and some idea on how to implement lessons with authentic materials. Moreover, these studies were selected due to their conceptual affinity with the implementation of the didactic unit. Finally, this section is divided into three parts: international studies, national studies, and local studies.

4.1. International Studies

This twenty-first century society is dominated by technology because it is cheaply mass-produced, available everywhere and it is easy to use. Two more important advantages of technology are keeping humans entertained and societies connected no matter their location on the globe. That is why, in classrooms all around the world, teachers are implementing or using different information and communication technologies as a way to keep students motivated, and as a way to try new methodologies to improve a student's proficiency in a second language.

Marpaung and Pinondang (n.d.) did some research in Indonesia on how to enhance vocabulary using authentic materials. They used a quantitative approach to analyze data and they had a control group and an experimental group. Furthermore, the participants of this study were tenth graders from a public school who took a test before the start of the research and these same students took another test after the implementation to track their development. The results showed that the students in the group who used authentic materials (Instagram posts) improved their vocabulary and showed a lower standard deviation.

In the same country of Indonesia, Setyowati and Sukmawan (2019) researched the use of authentic materials, but they decided to focus on using writing materials, and they used a qualitative method. This research revealed that despite the many weaknesses of authentic writing materials, the strengths of these same materials caused a significant impact when it comes to reinforcing the writing skills of the students involved in the study.

Assiddiq (2019) researched the impact of authentic reading materials in a group of students in the republic of Indonesia. Also, this author chose a quantitative research method for this project. Moreover, Assiddiq had a control group and an experimental group to compare results. The results of Assiddiq's study showed higher grades for the experimental group, slightly better average scores in reading tests for the experimental group and a lower standard deviation. It is important to highlight a lower standard variation because it shows that every student managed to reach a similar level of proficiency.

Mara and Mohamad (2021) focused their research on the use of authentic reading materials too, but they used a qualitative approach in their study and this study took place in the country of Malaysia. Their research showed that the success of these types of materials depends on how well teachers plan their lessons, choose proper materials, introduce the material and especially the level of motivation students have towards the class.

Halim et al. (2018) aimed at looking into students' perceptions of authentic materials. This research was again a case study that took place in a school in Indonesia. The authors used an interview and a questionnaire as instruments to collect such perceptions. These instruments showed that students thought authentic materials could help them improve their vocabulary in English and regarding listening materials, the participants agreed that they would help them improve this skill.

Thomas (2014), a Chilean author, using her experience as a university teacher, wrote a paper about the importance of using authentic materials that are locally relevant. Locally relevant authentic materials can help students be motivated and they can aid students feel that their culture is appreciated around the world. In this paper, Thomas offers a series of categories that can be adapted to a variety of cultural contexts such as: restaurants, recipes, newspapers and arts. It is worth mentioning that the author also offers pros and cons of using authentic materials in a foreign language classroom and this paper makes emphasis on how engagement is secured with this type of cultural relevant materials.

4.2. National Studies

It is also pertinent to take into consideration the experiences teachers have had with authentic materials in various Colombian settings. Hence, the following two papers were read and assessed.

Castillo et al. (2017) prepared a mixed study and selected two groups of students who studied in a Colombian university. The control group followed their “regular” classes and the experimental group was exposed to authentic materials and tasks. The students of this mixed study had a certified A2 proficiency level. Furthermore, both groups took a test prior to the implementation of the methodology and after it to compare results. The control group showed some improvement in their tests at the end of their regular course, while the experimental group, that was exposed to a new methodology, showed an even higher degree of improvement.

Romero Molina (2022) decided to research and summarize the use of authentic listening materials in Colombia. This research followed a qualitative approach and the researcher compiled a corpus that showed the trends that Colombian educators have when using this type of materials.

Finally, this study concluded that Colombian teachers use authentic materials to strengthen the listening ability of their students and they do so by implementing action research.

4.3. Local Studies

Two pre-service teachers in a public university in Bucaramanga worked with authentic listening materials as well; they used podcasts from an online Irish radio station as their main means of input to the participants of the study.

Sandoval and Vega (2015) used authentic listening materials (podcasts) with ELT pre-service teachers in order to show what everyday language in Ireland sounds like. Also, their idea was to show future teachers the advantages and disadvantages of these materials. Moreover, the results of their study showed that participants had little to no idea about how to use authentic materials in their classrooms, and exposure to such materials helped ELT teachers improve how they might teach listening in a traditional classroom.

The papers explored above should provide some insight into how authentic materials have been implemented around the world over the past few years. In addition, they exemplify that these authentic materials can be implemented in different and varied populations: high schoolers, university students, remote cultures, levels of proficiency, types of research, methods, and techniques. Finally, they also ought to help with the design of a didactic unit.

5. Theoretical, Conceptual and Legal Framework

5.1. Theoretical Framework

The theoretical framework in this paper summarizes the three books that provided major guidance to the researcher in matters of research methods, techniques, instruments, teaching listening and communicative teaching.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford, UK: Oxford University Press.

The author in this book presents the definitions of the most common research methods (qualitative, quantitative and mixed methods). Also, the author presents his own takeaways and some modifications he has made to such definitions over the years. These modifications were based on his own experience while doing research. Perhaps, the most important aspect of this extensive book is that it presents data, information, and examples in a clear and concise way. Moreover, the definitions and examples given in the chapters of this book might show a path to novice researchers on how to start conducting their research project properly and thoroughly. The two most relevant chapters are data collection methods and classroom research because they present the challenges a researcher may encounter when applying such methods and how to solve them in practical ways. Finally, the author discusses in one of the final chapters how to present the result of one's research since it is a daunting task to do so.

Richards, J (2006) *Communicative language teaching today*. Cambridge University Press.

A booklet that has 6 chapters with 47 pages and it deals with topics related to communicative language teaching (CLT). Firstly, Richards introduces concepts such as: what communicative language teaching is, the goal of language teaching, how learners learn a language, the classroom activities that facilitate learning the best and the role of teachers and learners in the

classroom. Secondly, Richards provides the background of CLT, such as the different research papers that have been present since the traditional approaches until the current communicative language teaching. Then, he reports the implementations of this methodology applied by some other experts and language teachers, for example the ten core assumptions in CLT. Later, Richards examines the two current methodologies that can be described as the extensions of CLT movement but which take different routes to achieve the goal of communicative language teaching and to develop learners' communicative competence. The methodologies are called content-based instruction, and task-based instruction. Finally, the author gives some conclusions and leaves suggestions about CLT today.

Wilson, J. (2008). How to teach listening. Harlow: Pearson education limited.

In this book, the author describes the characteristics that a good listener needs to have, the main characteristics of listening, the challenges of teaching listening, noteworthy listening strategies and the difference between bottom-up activities and top-down activities. Furthermore, the author discusses some myths that surround the concept of listening and how this skill is taught. Also, the book focuses on the three stages any listening activity in the classroom needs to have (pre-listening, while-listening and post-listening). Moreover, the author presents some discussion about these stages and a variety of activities a teacher can apply in a class. Furthermore, the author clarifies when each activity should take place and he discusses the pros and cons that every stage has. When it comes to the activities explained in the book, the author provides the advantages and disadvantages and the appropriate context for each activity. To sum up, this book is a great summary of the theoretical construct behind teaching listening, important methodological concepts and examples of listening activities with their respective stages.

5.2. Conceptual Framework

The following definitions helped with the decision-making process of the researcher. It is important to highlight that these definitions are concise and that they reflect the idiosyncrasy of the researcher.

Definition of Listening

Finding a definition for listening that was suitable for this implementation was not an easy task since most of them expressed that listening is a receptive skill. However, after a lengthy search on Google Scholar two useful definitions were found and examined.

The University Press of America, Inc. (1997, p. 5) in its book *Listening in Everyday Life* gave this simple and short interpretation for this skill “listening has to do with assigning meaning to the stimuli received by our brain.”

For many people, this definition might be enough because it is concise and it includes the biological process in which mechanical waves are received by the ears and then they are interpreted by the brain, but fortunately for those who have experienced trying to teach listening, Rost (2011, p. 3) expressed a longer and more complete definition that includes the many simultaneous processes that take place in the brain of the listener and this second definition is not just biological in its core:

Listening = receiving what the speaker actually says:

- Listening means catching what the speaker said
- Listening means getting the speaker’s idea.
- Listening means decoding the speaker’s message.

- Listening means unpacking the speaker's content.
- Listening is harvesting what is in the speaker's mind.
- Listening refers to the selective process of attending to, hearing, understanding and remembering aural symbols.
- Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker.

All these aspects define listening as a natural skill which is both receptive and active – listeners receive input and then they construct meaning and they assign meaning. Also, it shows that it is as a skill in which many processes take place at the same time, hence the complexity of teaching such skill to students in a classroom in which a second language is the objective.

The Importance of the Development of Listening

After establishing the definitions of listening in the previous section; the importance of developing listening should be explored.

Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. (Vandergrift, 1999, p 168)

A second important reason to develop listening is the amount of time humans spend listening to and decoding messages in order to communicate with others. Once more, the book *Listening in Everyday Life* by University Press of America, Inc. (1997, p 4) provided some figures

to support such claim “from 42% to 60% (or more) of our communication time is spent listening, depending on whether we are students, managerial trainees, doctors, counselors, lawyers or nurses”

This number - 60% - was given in 1997 when ICTs were not as accessible and social media was not present. With this in mind, it could be said that humans currently spend more time listening since they have access to more input due to the spread and constant use of ICTs and social media.

Challenges of Teaching Listening

Listening is, in most cases, the first ability humans rely on when it comes to starting their language-learning process. According to Guo and Wills (2006: 5)

Listening Comprehension is a complex psychological process of listeners' understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities". Since LC involves different variables i.e. linguistic and non-linguistic, so it will be clear that any defect in these two variables will affect this process negatively. (As cited in Hwaider, 2017)

These two authors emphasize that listening, once more, is more than a biological process; it is a process in which interaction is needed and context is required to understand the stimuli that have been received.

Definition of Authentic Listening Materials

Lansford (2014) compiled several definitions that many teachers have about these types of materials “authentic materials are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility.”

Although this definition is good, it only makes reference to reading texts and for the purpose and necessities of this project, it is necessary to have a broader definition that includes listening materials.

Lansford continued asking about materials in his interviews with teachers who are the main users of this materials in a classroom. He was able to widen his definition of authentic materials and this time, he was able to include the specific definition for authentic listening materials “other teachers widened the definition to include videos, television programmes, and any other sources of language – or anything that might stimulate language use”.

Definition of Non-Authentic Materials

Since the definition of authentic materials for this implementation has been established, it is necessary to state the definition of their counterpart: non-authentic materials.

The first definition is “non-authentic materials are teaching materials which are made and designed for teaching purposes only. These materials are planned, designed, and produced based on the curriculum and policy in each country, in this context, Indonesia.” (Febrina, 2017, p. 2)

Following the definition given by Febrina, non-authentic materials need to follow the educational and linguistic policies that countries around the world decide for the education of their young population in a second language. On the other hand, authentic materials do not adhere to these educational policies; they are malleable. Moreover, authentic materials do not follow the structure of a book-based English course; they are designed for everyday consumption.

In addition, unlike authentic materials which do not have the inherent nature of teaching, non-authentic materials have one single purpose: educate. For this reason, publishing houses spend months designing books, deciding their content (exercises, texts and conversations), images, colors

and asking experts about the proper activities that are expected to help learners in their process of acquiring a second language.

Advantages of Authentic Materials

Lansford (2014) did not just compile definitions of authentic materials; he also asked teachers around the world about the benefits that they found after using authentic materials in their classrooms.

One teacher in Lansford's article said that "the advantage of authentic materials is that they give higher-level students exposure to unregulated native-speaker language – the language as it is actually used by native speakers communicating with other native speakers." Another teacher, in Lansford's article, mentioned this opportunity for authentic materials "I see authentic materials as key in receptive skills and learning conventions – "authentic listening" to speakers, ideally on video, in particular. But I don't necessarily see authentic materials as a model for productive skills."

Lansford is not the only author that has researched the benefits of authentic materials. Peacock (1997, p. 144) stated that "many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials."

Finally, Richards (2006, p, 20) summed up more advantages of authentic materials:

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

An important word in Richards' list is culture; he considers exposure to cultural information as a key advantage of authentic materials since this trait allows students to get familiar with the expressions that they might face in everyday conversations.

Disadvantages of Authentic Materials

Lansford (2014) in his recurrent enquiries with teachers found that: "the biggest disadvantage of using authentic materials is that they contain more unfamiliar language that learners can possibly cope with. Often, they are too long, dense and/or complex."

Another teacher interviewed by Lansford answered: "a major disadvantage of authentic material is that it might reflect idiosyncratic and unusual native speaker usage."

The final disadvantage stated in this article was "another is that it might be copyrighted. Also, newspaper articles aren't typically written at the A2 or B1 level. If you were to bring in a real newspaper article, students would not be able to handle it."

Martinez (2002) agreed with this previous disadvantage "authentic materials may be too culturally biased, so unnecessarily difficult to understand outside the language community, the vocabulary might not be relevant to the student's immediate needs, too many structures are mixed so lower levels have a hard time decoding the texts."

To finish this section, Richards (2006) also summed up the disadvantages of authentic materials:

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.

- Authentic materials often contain difficult and irrelevant language.
- Using authentic materials is a burden for teachers. (p. 21)

Advantages of Non-Authentic Materials

A female author, as part of her thesis to receive her degree of Bachelor of Arts in English, compiled the advantages that many scholars have attributed to non-authentic materials:

Non-authentic material provides safety both for the teachers and students (Gower, Philips & Walters, 1995, p. 77). Garinger (cited in Awasti, 2006, p.2) regards a textbook as a main source, sometimes supplementary source also. Ur (1999) and Richard (cited in Awasti, 2006, p.3) think textbooks provide help and guidelines for beginner teachers to train them. (Islam, 2015, p. 11)

The importance of non-authentic materials is that they are ready to use and this characteristic is useful for novice teachers who are learning how to prepare a good class and who are learning the ropes of their profession.

Disadvantages of Non-Authentic Materials

In order to give a full scope of non-authentic materials, Islam (2015) also gathered the disadvantages that this type of materials have:

It is difficult to find a coursebook that meets all the students' needs (Gower, Philips & Walters, 1995, p. 77). Ur (cited in Awasti, 2006, p.4) states that students have individual needs and no textbook can fulfill everyone's needs. Therefore, Roger (cited in Awasti, 2006, p.4) feels that textbooks may remain unsuccessful to meet students' needs. Textbooks

can be a burden for both the teacher and the student (Gower, Philips & Walters, 1995, p. 78). (p. 12)

The main idea that might be taken from this paragraph is the fact that non-authentic materials cannot take into consideration the specific necessities of each educational context for they are mass-produced; it is necessary for them to assume that students can adapt to these materials and that teachers can implement them with no difficulty.

Using New Technologies in a Classroom

When the start of the COVID 19 pandemic was announced in March of 2020 in Colombia, no educational institution in this country was ready to face the challenges of online teaching. Their curricula did not include the definition of online education and teachers were not prepared to adapt their lessons to this format and as a consequence of this, no student was ready to learn from home where they have to take control of their time, their activities, their schedule and most importantly they have to learn how to learn on their own.

After a couple of years of strict health and safety protocols, the Colombian government declared that the state of emergency caused by the pandemic was over. With this decision, educational institutions returned to “normal” and most of them decided to allow and include the use of information and communication technologies in their classes, accepting that they are now part of our education and we cannot prevent students from using them.

An author expressed his opinion about the benefits of including technology in a classroom:

- Accessing information, including information about language
- Exposure to the target language

- Entertainment (i.e. reading/listening for pleasure)
- Creating text
- Publishing learner work
- Communicating and interacting with other language users/learners
- Creating community
- Managing and organizing learning (e.g. learning management systems, online vocabulary, notebooks, etc.) (Stanley, 2013, p. 1)

Didactics

This project was about implementing a didactic unit to provide participants with educational strategies to deal with aural texts; that is why a definition of didactics (a science that teaches other sciences) is required. Didactics can be defined as “la parte de la pedagogía que se ocupa de los sistemas y métodos prácticos de enseñanza destinados a plasmar en la realidad las directrices de las teorías pedagógicas.” [it’s the segment of pedagogy that deals with practical teaching systems and methods that portray in real life the guidelines of pedagogical theories] (Quintanilla and Izquierdo, 2006, p. 6)

The keys words that can be taken from this definition are practical methods and real life. These four words are related to the design of this didactic unit; the researcher implemented practical methods that somehow resemble the reality he was involved in and the methodology to learn a specific skill.

Language Didactics

Since this project also involved teaching a specific aspect of the English language such as listening, the definition of language didactics should be stated too. This definition was given by a German university in its webpage for one of its programs:

Language didactics deals with the teaching and learning of foreign languages in an institutional setting. On the one hand, this concerns the development of foreign language skills (listening, comprehending audio-visual texts, reading, writing and speaking as well as the ability of language mediation); on the other hand, language didactics is about ways of learning and teaching grammar (morphology, syntax) and knowledge of vocabulary (orthography, pronunciation, register, meaning/connotations). (The University Georg-August, 2023)

5.3. Legal Framework

This section summarizes the laws and policies that this study followed in order to comply with the requirements ordered by Colombian educational authorities and institutions. Also, the author of this study decided to keep the laws in Spanish to prevent any bias when translating them.

Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational

institutions can easily compare our qualifications to other exams in their country.
(Cambridge, 2023)

It is important to remark that the school in which this didactic unit was implemented has an agreement with Cambridge to use its materials and exams in order to validate students' level of proficiency.

Artículo 67 – Constitución Política de Colombia

According to this article embedded in chapter 2 of the Colombian Constitution, education is a social right that every Colombian citizen is entitled to.

Artículo 67. La educación es un derecho de la persona y un servicio público que tiene una función social: con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura. [Article 67. Education is a right that every person has and it is a public service that has a social function: it seeks access to knowledge, science, technique, and other goods and values of culture.]

Ley 115 de Febrero 8 de 1994

The following law regulates education and every educational institution in Colombia. These institutions must follow verbatim what is stated in this law:

ARTICULO 1o. Objeto de la ley. La educación es un proceso de formación permanente, personal, cultural y social que se fundamenta en una concepción integral de la persona humana, de su dignidad, de sus derechos y de sus deberes. [Article 1. Object of the law. Education is a permanent learning process that is personal, cultural and social. It is founded on an integral conception of humane people, their dignity, their rights and their duties.]

Política Pública Nacional en Bilingüismo

Below is the national policy for bilingualism that the Colombian government established and promoted for 2018-2022.

Artículo 1°. Objeto. La presente ley tiene por objeto crear la política pública nacional de bilingüismo (PPNB) a través de la configuración del marco institucional y normativo necesario para su materialización, la modificación de las normas existentes en materia educativa que versen sobre la materia, y la creación de criterios homogéneos para todos los programas de educación superior en términos de formación para la enseñanza y el aprendizaje de una segunda lengua. [Article 1. Object. This law has as its main objective to establish a national public bilingualism policy through the configuration of an institutional and normative framework to make it come through. Also, it is necessary to change current educational laws that are related to the topic and the creation of homogeneous criteria to every higher educational program in terms of education to teach and learning a second language]

Guías 22 - Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés

The Ministry of Education of Colombia stated in this law the standards institutions need to meet when it comes to teaching a second language.

En este contexto, con el fin de mejorar la calidad del sistema educativo y con miras a adecuarlo a las exigencias actuales y futuras del país, el Ministerio de Educación Nacional define y socializa estándares para todos los niveles de la educación, de manera que los propósitos del sistema educativo se unifiquen en forma coherente. Así, inicialmente se formularon los estándares básicos de competencia en lenguaje, matemáticas, ciencias

naturales, ciencias sociales y ciudadanas. A este grupo de estándares se suman los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, los cuales adicionalmente contribuyen a que los estudiantes colombianos se preparen para afrontar las exigencias del mundo globalizado. [In this context, in order to improve the quality of the educational system and with the aim of adapting it to current and future demands of the country, the Ministry of Education defines and socializes standards for every educational level to coherently unify the purposes of the educational system. Thus, the basic standards of competence in language, mathematics, science, social studies were initially stated. To this group, the Basic Competence Standards in Foreign Languages were added and they contribute towards Colombian students to be ready to face the demands of the globalized world.]

Proyecto Educativo Institucional “PEI”: La Excelencia es Fruto de la Exigencia

Every educational institution in Colombia needs to have a “Proyecto Educativo Institucional” (institutional educational project) or PEI. This project defines, establishes and guides the type of education and services these institutions want to provide to a particular community. The PEI for La Consolata Bilingual School in 2022 was called “La Excelencia es fruto de la exigencia” or Excellence is Achieved through Hard Work and it follows the teachings written by Blessed Joseph Allamano.

Moreover, this PEI established that by the year 2025, every student of this institution needs to achieve a B2 level and it needs to be certified. After this short explanation, the chart below shows the plan for the next couple of years that La Consolata Bilingual School has related to level of proficiency expected from its students:

7°	B1	B1.1	Iniciación
8°	Pre Intermedio (2020)	B1.2	Afianzamiento
9°	B2	B2.1	Iniciación
10°	Intermedio (2024)	B2.2	Afianzamiento
11°	Inglés profesional (2025-2026)	B2	Afianzamiento

6. Research Methodology

This section details the methodology and the process the researcher followed in order to complete the implementation of the didactic unit.

6.1. Research Context

This didactic unit was implemented in the second semester of 2023. The setting was a private Catholic institution located in El Mutis in the city of Bucaramanga, Colombia. Furthermore, the participants were fourteen ninth-grade students whose guardians signed consent forms that allowed them to participate as long as their identity and data were kept secret. Finally, this research followed qualitative methods and it was also action research.

6.2 Research Design

Type of Research

Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis. (Dörnyei, 2007, p. 24)

The definition above describes the type of research that this study adhered to. Moreover, the methods used to analyze also follow definitions and examples that Dörnyei proposed in his book about research methods in applied linguistics.

Additionally, it was necessary to use this type of research in the study because the author was immersed in the problem and worked with the students very closely. Furthermore, when young learners are involved, a qualitative approach is flexible and allows certain changes on the run. In the end, the author considered that this problem needed to be addressed and changed somehow and

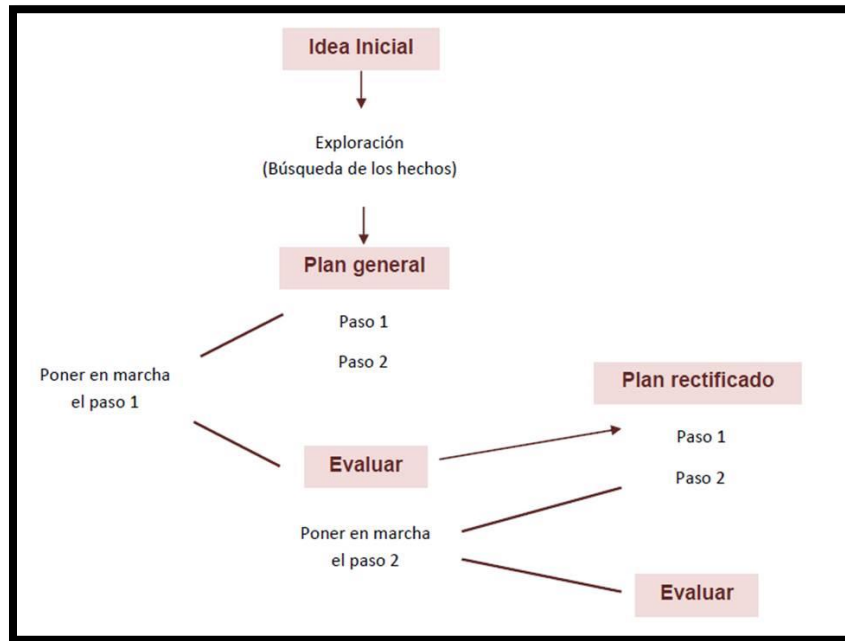
this research also intended to analyze how effective authentic listening materials (YouTube videos) can be when used with a group of teenagers.

Action Research: Lewin's model

“Action research is conducted by or in cooperation with teachers for the purpose of gaining a better understanding of their educational environment and improving the effectiveness of their teaching.” (Dörnyei, 2007, p. 191)

The goal of the author was to provide help and strategies for students that will be useful when dealing with oral texts in their day-to-day activities. Also, the author intended to establish a methodology that can be easily adapted in many contexts (rural, towns, cities, public and private institutions) and that is of moderate cost for both, institutions and teachers.

It is worth mentioning that this project followed Lewin's model and it only had one cycle on account of time constraints. Below, there is a figure that presents the model proposed by Lewin in 1946 (as cited in Latorre, 2005, p.35):

Figure No. 1*Lewin's Model*

Note. This image shows Lewin's Model for action-research. Taken from *La Investigación-acción: Conocer y cambiar la práctica educativa*, by Latorre, 2005.

In the first step of the model, the main idea this time was to use authentic listening materials (YouTube videos) in a private institution. Moreover, the general plan was the implementation of the proposed solution and the final part was to assess, in this case, two standard tests, two questionnaires and teacher's comments.

6.3. Phases

Three phases were designed for this didactic unit based on Lewin's model.

The first phase was all about collecting information, planning and preparation. The project was explained to the participants and their guardians, consent forms were signed, a first standard listening test was taken and the participants had to answer a short questionnaire.

The second phase was about implementing authentic listening materials (YouTube videos) with ninth graders. Students had eleven, one-hour long lessons and these participants only had one chance to listen to the audios to solve an activity. In session one, two, three, four and five the audios were prepared so that students listened to find specific information (numbers, dates and names). In session six, seven, eight, nine and ten students tried to find the main idea of the audios (listening for gist). In lesson eleven, students listened to a very long audio that challenged their ability to stay focused for long periods of time.

The third phase assessed the results of the implementation using a second standard listening test. The results of these second test were compared with the results of those tests taken by the participants prior to the implementation of the lessons.

Furthermore, in this third phase, students answered a short online questionnaire to gather information about their experience with this implementation and their opinion about authentic materials (YouTube videos).

At last, all these instruments were analyzed to determine the influence of authentic listening materials when it comes to reinforce this ability in this group of fourteen ninth graders.

6.4. Didactic Sequence

A didactic unit can be defined as “a set of learning and assessment activities used by a teacher; such activities try to achieve certain educational goals...” (Tobón et al., 2010, p. 203)

With this unit, the researcher hoped to help this particular group of students achieve their goal of a B2 level of proficiency.

It is important to mention that a didactic unit is made up of several didactic strategies. These are “didactic strategies are procedures and resources that a teacher uses to foster significant learning ...” (Díaz, 1998, p. 8). In this unit the main resource was YouTube videos in English and using them as a source of input.

Following these two definitions given by Tobón and Díaz, the main goal of this didactic unit was to teach ninth graders using authentic listening materials (taken from the website YouTube) in a significant way so they would reinforce their listening ability. Ultimately, it is expected that these videos would facilitate the acquisition of learning strategies if the participants decide to continue using them in the same way the author did during the implementation.

Chart No. 1

Units of the intervention

Unit 1: Listening for Specific Information

This unit was divided into 5 one-hour long sessions.

	Contents	Tasks	Resources	Assessment	Objective
Topic 1:	Linguistics: numbers, dates, names.	Students listen to videos that mention numbers, places and names.	TV YouTube Internet PowerPoint	Students will answer a few questions about the audios. The worksheets designed by the author will contain these questions.	Students will be able to identify large quantities and the name of places and names.

Unit 2: Listening for Gist

This unit was divided into 5 one-hour long sessions.

	Contents	Tasks	Resources	Assessment	Objective
Topic 1: what is the main idea?	Linguistics: specialized vocabulary	Students listen to talks experts give about certain topics.	TV YouTube Internet PowerPoint	Students will answer a few questions about the audios. The worksheets designed by the author will contain these questions.	Students will be able to identify and express the main idea of an audio.

Unit 3: Listening to Long Audios

This unit was a one-hour long session.

	Contents	Tasks	Resources	Assessment	Objective
Topic 1: what's with this long story?	Linguistics: narrative tenses	Students listen to a narrator tell a story.	TV YouTube Internet PowerPoint	Students will answer a few questions about the audios. The worksheets designed by the author will contain these questions.	Students will be able to answer questions about details and the main idea of a long audio.

7. Characterization of Participants

The implementation of this unit took place in Colegio Bilingüe La Consolata, a private Catholic school located in the city of Bucaramanga, Colombia. By the time of the implementation, the researcher had worked in that school for four years and he had been one of the teachers of the participants for the same amount of time.

7.1. Population

Colegio Bilingüe La Consolata had more than 400 students learning in its facilities in 2022 and from this large population, the researcher chose the 46 students in ninth grade; these students were divided into two groups, 9A and 9B.

The ages of the students ranged from 14 to 16 years and they were all born in Colombia. Additionally, due to the school's curriculum, all of these students need to achieve an A2 proficiency level in English when they reach the ninth grade (this level of proficiency is certified by taking KET).

7.2. Sampling

From these 46 students, 14 (10 young women and 4 young men) voluntarily joined the research project and the 14 participants were members of the group 9A. Although only 14 students joined the implementation, the lessons were taken by the whole class of ninth graders so as to protect their right to education. Lastly, only the data provided by these 14 participants was compiled, saved and analyzed.

7.3. Type of Sampling

The type of sampling implemented was a convenience sampling. As Dörnyei (2007, p. 98) expressed: “the most common sample type in L2 research is the ‘convenience’ or ‘opportunity’ sampling, where an important criterion is the convenience of the researcher”

These students had previously received lessons from the author for four years and they expressed their interest in participating in activities that help them develop their communicative skills in English; in this case listening.

Moreover, this group was selected for three reasons. First, the school will require from them, as a graduation requirement, a B2 level of proficiency in English in any standard test recognized by the Ministry of Education of Colombia; it is expected that this unit allowed them to improve their listening skill so they can achieve a good result in their test. Second, their growing concern about their listening ability and third, their closeness and good relationship with the author.

7.4. Description of the School

The location for the implementation of this didactic unit was a private Catholic institution in Bucaramanga, Colombia. This institution was founded by Consolata Missionaries and it has been located in the same neighborhood, Barrio Mutis, for more than fifty years. This neighborhood is classified as “estrato 3” which means it is a working-class neighborhood.

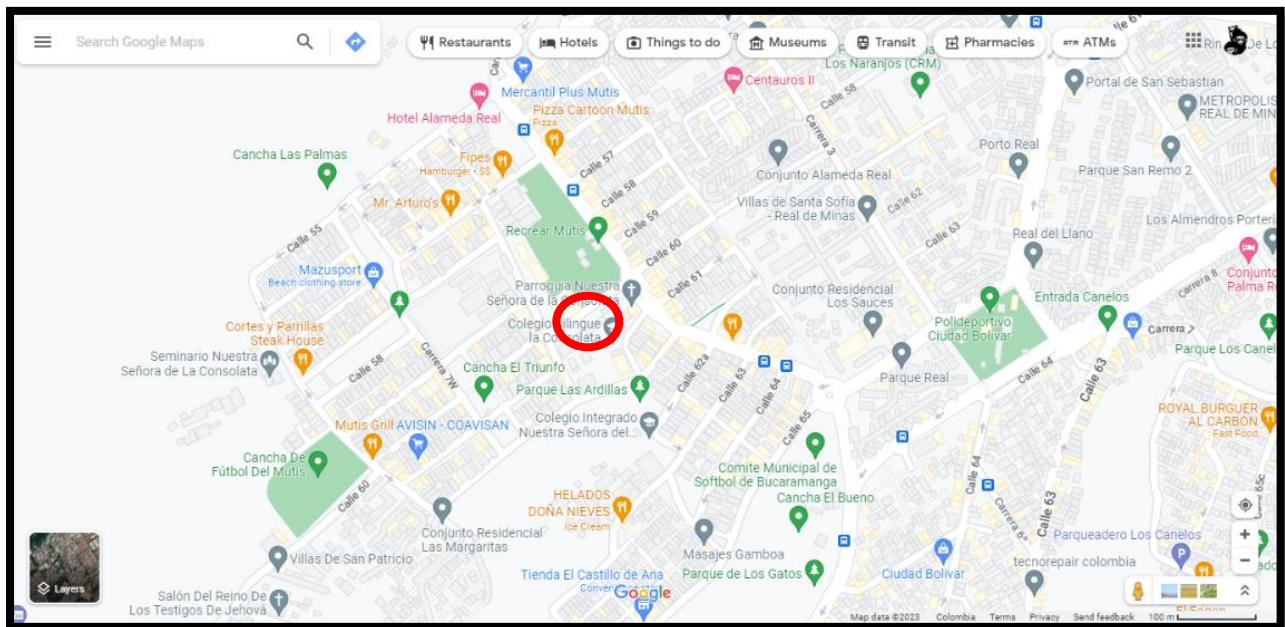
Also, La Consolata Bilingual School started graduating students with an emphasis on Bilingualism in 2010 when it changed its name from Colegio Colombo-Italiano to its current one. Noteworthy, this institution offers to its nearby community pre-school, primary school, middle school and high school education and the school year starts in January and it ends in November.

Moreover, this school is certified and it follows the regulations that the Ministry of Education of Colombia dictates.

Finally, the school requires that every student must graduate with a certification of a B2 level of proficiency when they finish their high school education. This new requirement was implemented for the 2022 school year and it is stated in the educational project.

Figure No. 2

Location of School



Note. This image was taken from Google Maps.

7.5. Data

The data collection techniques, data collection instruments, collected data and resources used for this implementation are summarized in this section.

Data Collection Techniques

According to Cuauro (2007) "... a technique to collect data could be understood as a practical means that is applied to obtain data in research." Following this definition, the techniques necessary to collect data in this study were direct observation and surveys.

Direct observation was implemented in the second phase. Cuauro (2014) defines this technique as "information obtained firsthand in the field of study." Observation was necessary to analyze the behavior of the participants and their reactions towards the audios and the activities designed by their teacher.

Surveys were answered in the second phase and third phase. "Surveys can help gauge the representativeness of individual views and experiences. When done well, surveys provide hard numbers on people's opinions and behaviors that can be used to make important decisions" (Survey Monkey, n.d.).

With this method, the author wanted to collect views and experiences from the participants of the implementation and it was essential to design these surveys without bias and with careful preparation.

Data Collection Instruments

After establishing the techniques to collect data, the instruments that were used in this unit are as follow:

Firstly, a questionnaire at the beginning of the implementation in order to record the beliefs the participants have about authentic materials, listening and YouTube videos. The questionnaire had open-ended questions since this method allowed the author to collect more information about

the beliefs that participants have and learn what they like in terms of learning strategies and how to prepare appealing lessons for them.

Secondly, two standard listening tests were used. One of these tests was taken before beginning of the unit to assess the level of proficiency of the participants in such ability and the second test was taken by the end of the intervention in order to observe whether there was some progress of the participants.

The third instrument was an online questionnaire (Google forms) that the participants filled at the end of intervention in order to keep track of their motivation, experience and thoughts about the use of the authentic listening materials and their opinion about the lessons.

The fourth and final instrument was an observation format that the author completed in the lesson plan formats during and after each lesson. The reason to apply this method was very simple: analyze the reactions students have towards the videos and the design of the unit.

7.6. Resources

The following resources were needed to implement this didactic unit in a proper way: written authorization to use the facilities of the private school, consent forms signed by guardians (the design of this instrument is crucial to make sure the identity and data of the participants remain confidential), standardized listening tests (IELTS) – available online for free, internet connection, surveys in Google forms, YouTube videos, Google images, Designed PowerPoint presentations, Excel, Word and Wordclouds.com

These resources were not listed in a particular order and all of them were available in the educational institution where these students take their classes and the researcher used to work.

7.7. Timetable

The timetable of the whole project is explained and described below. It is divided into three parts and it shows the activities the author did to complete his research.

The first part shows the time spent researching and reading numerous papers and the time the author spent writing the proposal of the implementation. The second part of the timetable shows the time of the implementation of the didactic unit; it was susceptible to changes due to special events related to the school that affected the development of certain lessons. To avoid rushing the proper implementation of the listening lessons, the activities planned in the first month were developed in just 2 weeks.

The third part of the timetable shows the amount of time that the author spent writing and completing the final paper that will be shown to the authorities in charge of the Master’s program.

Chart No. 2

Timetable of the intervention

Month	Activity	Time	Responsible	Assessment
February, March, April, May and June 2022	Researching, reading and writing proposal	5 months	David Galvis	Show progress to tutor.
August 2022	Explanation of project, signing of consent forms and selection of participants	1 week	David Galvis	
	First questionnaire	1 week		
	First standard listening test	1 week		

September 2022	Class 1 (listening for specific information)	1-hour class per week	David Galvis	Teacher wrote down comments and reflections about what he observed in these sessions.	
	Class 2 (listening for specific information)	1-hour class per week			
	Class 3 (listening for specific information)	1-hour class			
	Class 4 (listening for specific information)	1-hour class			
	Class 5 (listening for specific information)	1-hour class			
October 2022	Class 6 (listening for gist)	1-hour class	David Galvis	Group discussions about the topics and about how they handle these audios.	
	Class 7 (listening for gist)	1-hour class			
	Class 8 (listening for gist)	1-hour class			
	Class 9 (listening for gist)	1-hour class			
	Class 10 (listening for gist)	1-hour class			
November 2022	Class 11 (listening to long audios)	1-hour class	David Galvis	Group discussion about long audios.	
	Class 12 (second standard listening exam)	1-hour class			Standard Listening Exam
	Class 13 (online questionnaire)				Online questionnaire
December 2022, January, February, March 2023	Compiling and analyzing data. Also, writing the final paper.	5 months	David Galvis.	Show progress to tutor every fortnight	

8. Methodological Design of the Didactic Unit

The eleven lessons of the didactic unit are described below. In addition, the analysis of the categories and assessment of the unit are recounted.

8.1. Description of the Didactic Unit

This didactic unit received the name of “Listening to Authentic Listening Materials: YouTube Videos”.

The main objective of the unit was to give ninth-grade students didactic strategies to deal with authentic listening materials (YouTube videos). Also, it aspired to show students the advantages and disadvantages of such materials and a different way to practice their listening ability with a tool that they don't consider educational and that they use daily.

Such a unit was considered an extracurricular class that a group of fourteen nine graders from Colegio Bilingüe La Consolata attended in the second semester of 2022. Moreover, this didactic unit was divided into 11 sessions and in each lesson, students listened to an authentic listening material available in the free sharing video website YouTube. These videos were played only once as a way to prepare students for the real world where an individual, on many occasions, only has one chance to listen to a piece of oral information. The rationale behind playing these videos once was also a preparation for international exams these students need to take if they want to graduate and achieve a B2 level of proficiency.

Each lesson was split into 3 parts: pre-listening, while listening and post listening. The author followed the model proposed by Wilson (2008) in his book *How to Teach Listening* (chapters 4, 5 and 6 of this contain the theory behind this model). Additionally, these lessons lasted around one hour.

The eleven lessons took place on Friday mornings around 9:00 am in a moment of the school schedule known internally as “Open Class”. This Open Class was designed to serve as a time for students to attend different school events and Open Class prevented students from missing their regular classes.

Finally, the implementation started on August 19, 2022 with lesson 1 and it ended on November 11, 2022 with lesson 11.

8.2. Lessons

Every lesson followed the model exposed by Wilson (2008) in his book *How to Teach Listening*. According to this model, lessons are divided into three sections: pre-listening, while-listening and post listening.

In the pre-listening part, the researcher usually tried to activate schemata, establish what the students needed to know before listening and explain some vocabulary related to the topic of the video. In the while-listening part, students listened to the videos for gist or for detail, they took notes about the audios and they worked in small groups. In the post-listening part, students reflected, exchanged information, summarized, checked their answers using either English or Spanish and they listened to the audio a second time with subtitles to practice pronunciation and unknown vocabulary.

Lesson 1 – It’s time to learn geography!

Pre-listening: students reviewed vocabulary related to geographical features (lakes, rivers, mountain range, island, etc.). Students discussed the meaning of the words and their pronunciation. Also, they asked for more words related to the topic that they were not familiar with.

While-listening: teacher showed the questions about the video on a slide and asked students for doubts and unknown vocabulary. Also, the teacher reiterated that the video would only be played once.

Post-listening: in an open discussion, students shared their answers and their difficulties they faced with the material. Also, the video was played again and answers were checked and another discussion followed this feedback.

Lesson 2 – What is your sign?

Pre-listening: students discussed an image that showed the twelve zodiac signs. Moreover, they talked about what they knew about them and discussion sparked. Moreover, the teacher introduced the concept of the Chinese zodiac and a short explanation of this topic followed.

While-listening: teacher showed questions related to the video. Also, the names of the twelve animals of the Chinese zodiac were discussed one more time. As it was mentioned to the students that the video would only be played once.

Post-listening: students discussed their answers in groups. Also, they used their phones to find their Chinese sign without the teacher asking them to do it. Finally, the video was played again and answers were checked.

Lesson 3 – Numbers!

Pre-listening: students reviewed the numbers and their pronunciation. Furthermore, students asked for negative numbers, decimal numbers and fractions. To finish this section, the teacher dictated a few numbers to practice even more.

While-listening: students watched a video about the top 10 most expensive objects in the world and they filled a chart. In the chart, students wrote the prices of the ten objects and the year in which they were sold.

Post-listening: there was a discussion about the answers and the reasons why these objects reached such astronomical prices. To close the section, the video was played again and answers were checked.

Lesson 4 – Days of the week

Pre-listening: students watched an image related to the days of the week. They discussed in groups what they knew about their names and their order.

While-listening: students needed to watch a video, which explained the origin of the order of the days of the week and the origin of their names. Also, the teacher suggested taking notes and gathering as much information as possible.

Post-listening: students, in groups, shared and discussed their answers. Also, they received feedback and watched the video again.

Lesson 5 – Thor!

Pre-listening: students analyzed an image that showed Chris Hemsworth as Thor. Teacher also asked what students knew about Norse mythology and the differences between Thor in movies and Thor in myths.

While-listening: students discussed the questions and asked for unknown vocabulary. Also, the teacher played the video once.

Post-listening: students, in groups, discussed and shared their answers. Moreover, they asked for unknown vocabulary that they heard in the video. Finally, feedback was provided.

Lesson 6 – Months of the year

Pre-listening: students observed an image that showed the name of the months of the year. They discussed their birthdays and their personalities related to their zodiac signs. Also, the point of writing the names with capital letters was discussed.

While-listening: students read the questions and watched the video.

Post-listening: in groups, students discussed the origin of the names of the months of the year. Furthermore, they discussed their order and talked a few minutes about Julius Caesar and Augustus Caesar.

Lesson 7 – The Big Bang theory

Pre-listening: teacher asked about what students knew about the big bang. In groups, they discussed their theories about the origin of the universe.

While-listening: students read questions and asked about unknown vocabulary.

Post-listening: teacher played video again to provide feedback. Students argued that many words were unknown and that they didn't know them.

Lesson 8 - The Big Bang theory Part 2

Pre-listening: students reviewed the vocabulary from the previous lesson. Also, some words necessary for this new video were discussed. All this vocabulary was related to the big bang and its eras.

While-listening: students reviewed questions and listened to the audio once.

Post-listening: teacher provided feedback and students discussed and argued their answers.

Lesson 9 - Let's solve some riddles

Pre-listening: students reviewed a few words related to the riddles they tried to solve. After that, they read in small groups the two riddles that were proposed for this activity.

While-listening: students watched the video with the two riddles and kept trying to give answers to these riddles.

Post-listening: students discussed their answers and then watched the video again for feedback.

Lesson 10 – Hamlet by William Shakespeare

Pre-listening: students watch a short video of the Simpsons in which the story of Hamlet was summarized. After the video, students shared what they knew about Shakespeare and his plays.

While-listening: students discussed the questions and listened to the audio once.

Post-listening: students discussed their answers to the whole group and the teacher provided feedback. Finally, the video was watched again.

Lesson 11 – David and Goliath

Pre-listening: teacher showed an image portraying David and Goliath. In an open discussion, students shared their thoughts about that story and what they thought of the expression related to such a biblical story. Also, the teacher provided some historical and geographical context.

While-listening: students reviewed the questions and watched the video once.

Post-listening: students discussed their opinions about the video and the teaching it tried to share with the viewer. Also, they discussed why this story continues to be taught and its context is not explained.

8.3. Analysis of the Didactic Intervention

To establish the analysis categories of this didactic sequence, grounded theory was used due to the constant recollection of data during the intervention. Also, this specific theory was used because there was a constant comparison of data and the amount of data that the researcher was able to collect. Finally, the types of theoretical coding were open, axial and selective.

Furthermore, each candidate received a letter to identify them and this was also necessary in order to keep their anonymity and protect them: CANDIDATE A, CANDIDATE B, CANDIDATE C, CANDIDATE D, CANDIDATE E, CANDIDATE F, CANDIDATE G, CANDIDATE, CANDIDATE I, CANDIDATE J, CANDIDATE K, CANDIDATE L, CANDIDATE M AND CANDIDATE N.

Finally, the next sections mention the categories, subcategories and the analysis of the data collected in the implementation of this unit.

8.3.1. Listening Ability

The purpose of this first category was to identify the beliefs this group of nine-graders and a questionnaire was used as the data collection instrument in order to identify such beliefs. The questionnaire asked the participants about their exposure to authentic materials, their definition of listening, their description of listening, their previous experiences with authentic materials, the time they have spent learning English and the institution in which they learn English.

Definition of Listening According to the Participants

The fourteen participants of these lessons were asked in question 4 of the first questionnaire their definition of listening. Every answer can be found in appendix Q.

In order to find the most recurrent and most important words in these answers, the researcher used the website *WordClouds.com* which allows the user to find patterns and repeated words in statements. Below there is the result given by the website.

Figure No. 3

Definition of Listening



After a simple analysis provided by this free website, it can be stated that the participants of the didactic unit defined listening as being able to understand people and a conversation and that they consider listening to be a necessary skill. Besides, the definitions given by the participants show a resemblance to the definition given by Rost (2011) that perceives listening as an active skill.

Description of Listening

In the first questionnaire, participants were also asked *what adjective would you give to each of the four skills?*

The descriptions assigned to the other three skills can be checked in appendix Q, but for the purpose of this subcategory in the analysis, only the description of listening is highlighted. Below, Chart no. 3 and Figure No. 4 expose how the participants described listening:

Chart No. 3

Description of Listening given by students

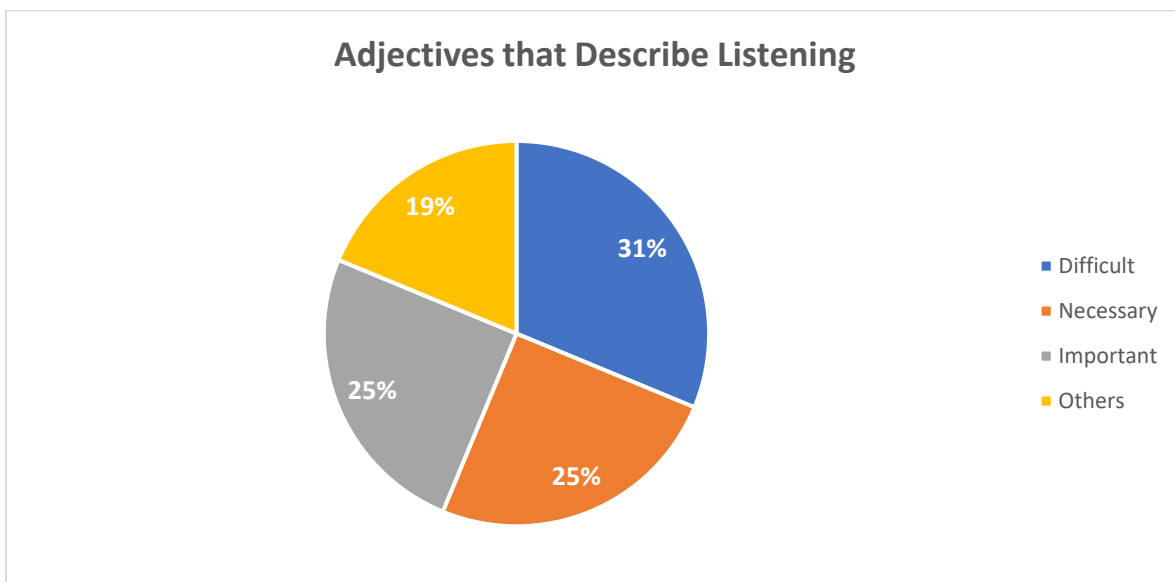
What adjective would you give to each of the four skills?
A: difficult
B: necessary
C: difficult and necessary
D: middle
E: necessary
F: important
G: important
H: important
I: necessary
J: difficult
K: important
L: interesting and difficult
M: difficult

N: good

The compilation of these descriptions in Excel brought these percentages.

Figure No. 4

Percentages of Adjectives that Describe Listening



The majority of the participants described listening as a skill that is difficult, important and necessary; these descriptions match the challenges presented in the theoretical framework for listening is a skill that involves many simultaneous mental processes which are unique to each individual and that cannot be considered receptive.

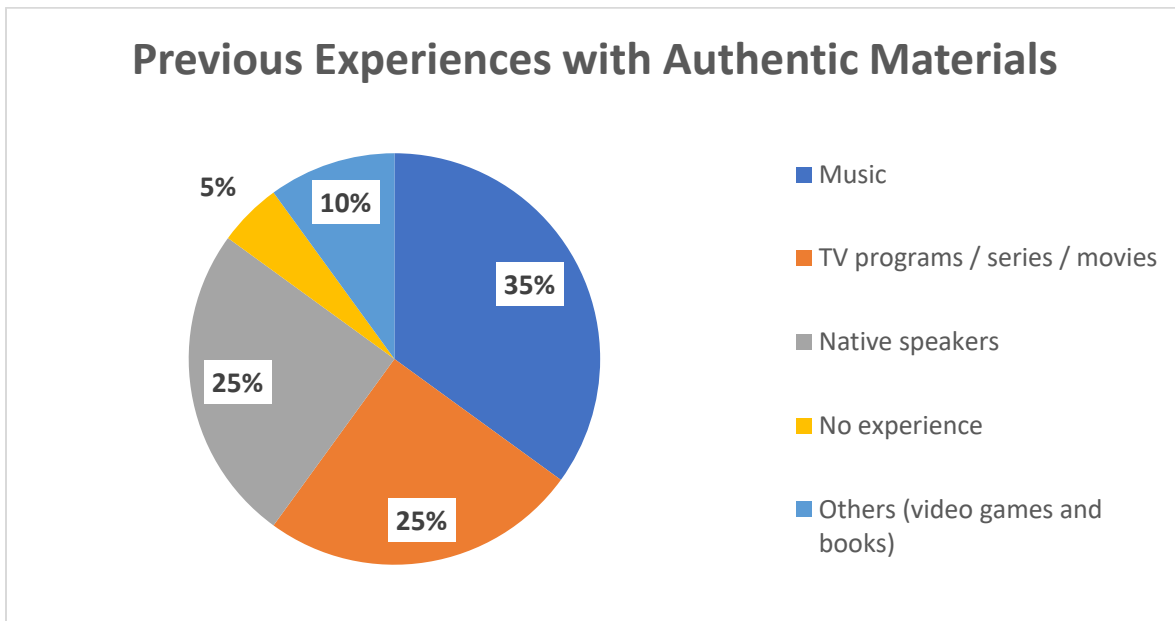
Previous Experiences with Authentic Materials

When it comes to their experiences learning English outside a class, participants shared a bevy of answers. The predominant answer was that participants practice with music (songs) in order to improve their listening ability. Although the second most common answer was practicing

with movies, series and TV programs and having some type of interaction with a citizen of the US was tied for second place.

Figure No. 5

Previous Experiences with Authentic Materials



As a conclusion to this subcategory, it can be stated that previous exposure to authentic listening materials (Series, movies and TV programs) enabled the participants of this study to be acquainted with their characteristics and appreciate its challenges. Also, due to school requirements, every student reached an A2 level in a standard test (PET) before they started ninth grade and this allowed the researcher to use videos that have speakers that utter sentences at a good speed. Finally, this level of proficiency gave students motivation to improve their skill and achieve their next goal (graduation).

Time Learning English

Below, there are two charts that display the amount of time each candidate had been studying English by the time of the questionnaire (August, 2023). The first chart also shows the institution in which students had been learning English.

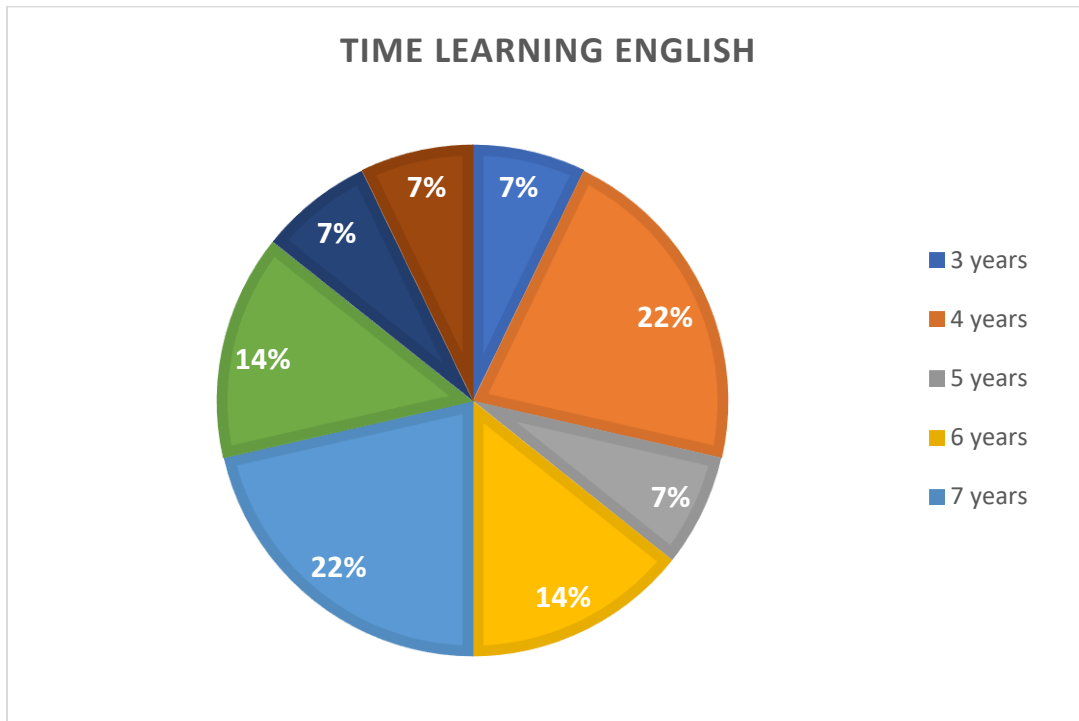
Chart No. 4

Years Studying English

Candidate	Time studying English	Institution
A	12 years	Colegio Bilingüe La Consolata
B	4 years	
C	9 years	
D	4 years	
E	6 years	
F	3 years	
G	10 years	
H	7 years	
I	7 years	
J	7 years	
K	6 years	
L	9 years	
M	5 years	
N	4 years	

Figure No. 6

Time Learning English



According to *Language acquisition is a matter of exposure (2007)*, an article in the New York Times “Parents or caregivers must ensure that children get a certain amount of exposure to the language, and that this exposure is consistent, continuous and rich.”

The participants of this implementation have been studying English for more than three years which should ensure their familiarity with the target language and also that they have followed the same methodology due to them studying in the same institution that has an emphasis on bilingualism.

8.3.2. Listening Materials

As shown in the previous subcategory, participants of this implementation have been learning English for more than 3 years so they have constantly been exposed to non-authentic materials in the form of textbooks. With the questions *what is your opinion about the audios that*

are included in textbooks? and what are the differences between these audios and YouTube videos?

the researcher learned the characteristics the participants had for these two types of materials.

Characteristics of Non-Authentic Listening Materials

The characteristics given by the participants to the audios available in different textbooks can be described as baffling and confusing. Chart No. 5 shows the answers given by the students in terms of the characteristics of this specific type of non-authentic listening materials.

Chart No. 5

Characteristics of Non-Authentic materials

What is your opinion about the audios that are included in textbooks?

- A: I think this method is interactive, but I, most times, don't understand these audios.
 B: Personally, I don't understand them.
 C: They are bad! The quality is bad and their quality is not good.
 D: Not that good. Sometimes, the quality is not good.
 E: I don't understand them and their quality is bad.
 F: They are of bad quality and I don't understand them.
 G: I don't understand these audios.
 H: Bad quality.
 I: They are difficult and sometimes I don't understand them.
 J: They are difficult sometimes and you don't understand. Moreover, there are of bad quality.
 K: Confusing expressions.
 L: They are useful if you want to improve. However, the quality could improve.
 M: I cannot say much about these audios.
 N: They have forced conversations and pronunciation. Although, others are really nice.
-

These answers do not seem to match the definition of non-authentic materials given by Febrina (2017) which said that these materials are planned and that they follow policies and specific curricula.

In addition, the opinions given by the participants tend to match the characteristics of authentic listening materials which seem to be challenging and difficult according to Lansford (2014), Martinez (2002) and Richards (2006).

Comparison between Authentic and Non-Authentic Listening Materials

The candidates of this implementation indicated interesting characteristics for both authentic and non-authentic materials.

Chart No. 6

Comparison of Materials

Candidate
A: I think I can understand these videos better.
B: YouTube videos have an American accent and the audios have a British accent.
C: YouTube videos have a really good quality.
D: People in the videos are more fluent and I can see expressions.
E: YouTube videos have a better pronunciation and they speak in a natural way.
F: One difference is the clarity of the audio.
G: I can understand and pause YouTube videos.
H: In these videos, the quality is really good and there is improvisation.
I: YouTube videos are entertaining.
J: YouTube videos have subtitles.
K: They -YouTube videos- are more advanced and pronunciation is clearer.
L: Most videos I watch on YouTube are in Spanish.
M: Audios in books are saturated.
N: YouTube videos show natural conversations and they are also improvised.

Once again, the participants agreed with the characteristics that Richards (2002) and Lansford (2017) gave to authentic listening materials and to corroborate this statement, the answers were inserted in *WordClouds.com*

For this category, comments and reflections in the lesson plans typed by the researcher are used as a data collection method. All of these comments and reflections can be found in appendices S and T.

Additionally, as it has been mentioned in previous sections, the researcher followed the structure of a lesson given by Wilson (2008) in his book *How to Teach Listening*.

This structure was briefly mentioned to the students, but not many details were included in the explanation in order to keep these lessons simple and without many technical terms that might confuse students.

Strategies

The main strategy used by the researcher was playing the audio only once. The reasoning behind this strategy was quite simple, in real conversations listeners only have one chance to perceive the oral text and in international exams such as IELTS and TOEFL, audios follow this same pattern. With this short but meaningful practice, the participants managed to notice the challenges of listening to an audio one time and the concentration that is required.

The second strategy was to talk to students about top-down and bottom-up approaches. It was explained to them very concisely that a top-down approach asks the listener to predict content before solving an activity and that a bottom-up approach asks the listener to decode phonemes and syllables - participants were given activities to improve these two approaches.

The final strategy was not using grades. The participants took part in the implementation freely and it had no grades in order to keep them calm and motivated.

Lesson Design

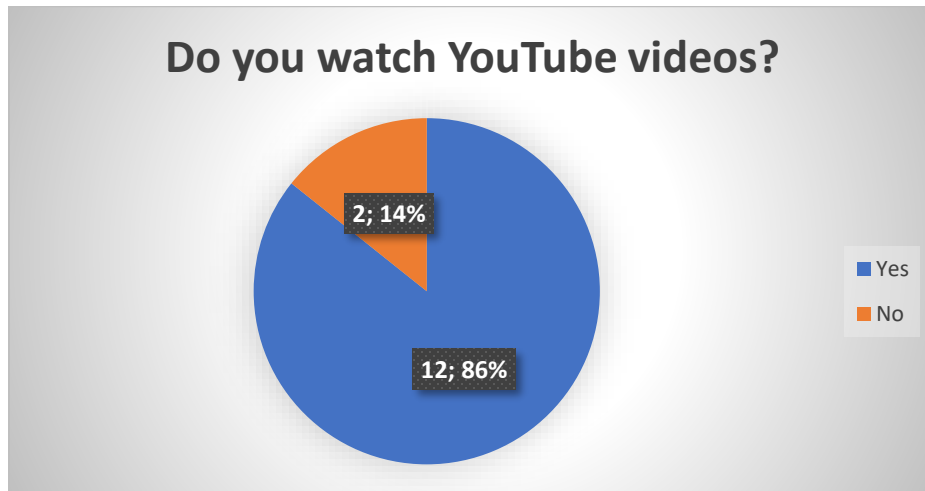
The eleven lessons followed the same design, a pre-listening stage, a while-listening stage and post-listening stage. In order to find the activities used, the reader can find all this information in appendices E, F, G, H, I, J, K, L, M, N, O and P.

In the pre-listening stage, the researcher showed an image to activate students' schemata and this allowed the participants to make predictions about what they were about to listen to and they reviewed the task they needed to answer. In the while-listening stage, the students listened to the audio, discussed their answers, and answered the task. In the post-listening stage, feedback was given, answers were shared, unknown vocabulary was explained and the audio was played one more time, but this time with subtitles.

When it comes to the videos/audios, they are available in the online platform YouTube and they have different speakers so as to expose students to many different accents, expressions and intonations. Finally, the listener can activate the subtitles to a more immersive experience.

Type of Materials

YouTube is a well-known platform that is easy to access worldwide. Moreover, it has all types of videos and it regulates the content minors have access to. In question eight of the first questionnaire, twelve out of the fourteen participants answered that they regularly use the platform YouTube to watch videos. Due to this result, the participants were exposed to these multimodal objects (audio, images and texts are included in the videos) in the lessons of the implementation.

Figure No. 8*YouTube Videos*

To sum this up this subcategory, the YouTube channels used for this implementation were TED ED, WATCHMOJO, GEOGRAPHY NOW, ARIKA OKRENT and NATIONAL GEOGRAPHIC. Further, these channels offer a variety of educational videos, they have the option to activate subtitles and more importantly, their content is both relevant for participants and safe for them.

8.3.4. Findings

These were the findings the researcher was able to identify after reading, coding and analyzing the comments and reflections that he himself wrote in each of the eleven lessons. The comments were written during the lessons and the reflections were written after the lesson was over. Finally, these comments and reflections can be read in appendices L and M.

Code-switching

Morrison (2023) wrote for *Encyclopedia Britannica* the definition of code-switching “code-switching, process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting.”

Whenever students felt the need, they switched to Spanish in order to express their thoughts and back to English when they could not find an expression in Spanish. Further, the teacher did not force them to speak in a particular language; they were free to choose. Finally, the main objective behind this strategy was for students to develop strategies to listen and for them to autonomously explain concepts and answers in the language they felt comfortable or had the structure ready.

Groups

According to the Center for Innovation & Learning of the University of Illinois (n.d.) “working in small groups provides learners with opportunities to articulate ideas and understandings, uncover assumptions and misconceptions, and negotiate with others to create products or reach consensus.”

Without any kind of instruction or indication, students decided to work in small groups (usually 2 or 3 members) in most of the lessons. They discussed and compared their answers and most importantly, they analyzed what they wrote, the reasons behind these answers and unknown vocabulary.

To finish this subcategory, it is worth mentioning that they got together in groups right before the while-listening section and that students who were not part of the implementation also joined the groups.

Open discussions

The importance of discussions was expressed by the Center for Innovative Teaching and Learning of Indiana University Bloomington (2023) “discussion is important to learning in all disciplines because it helps students process information rather than simply receive it.”

When students had the chance to listen to the audio for a second time in order to receive feedback, they discussed some of the vocabulary they didn’t understand and the structures they wanted to be explained. These discussions were in both Spanish and English and students were able to read the subtitles that are available for each video.

Vocabulary

Thornbury (2002) in his book *How to Teach Vocabulary* explained the mistake many teachers make when they try to explain vocabulary to their students “an over-reliance on translation may mean that learners fail to develop an independent L2 lexicon.”

This is precisely the method and the mistake the researcher made when he was asked about unknown terms; he relied heavily on the use of L1, Google Translate and online dictionaries to tell students the meaning of a term or expression.

Motivation

Motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation. (Ortega, 2009, p. 168)

Despite the fact that the lessons had no grades or some sort of implications in their regular classes, the fourteen participants completed the eleven lessons and finished every activity. On top of that, they discussed the materials used and also, the participants expressed their opinion of the lessons which was favorable (these comments can be found in appendix R).

8.3.5. Results of the Implementation

These were the results of the implementation. These results were obtained after analyzing the results of the two mock tests and the answers given by the students in the second questionnaire.

Pre-test and post-test

The first mock test was taken before the start of the implementation of the didactic unit and the second mock test was taken right after the end of the implementation of the unit. In the first mock test, the teacher explained the structure of the IELTS listening exam and the amount of time required to solve this specific section. In the second mock test, the teacher did not explain the structure of the test and he showed the participants their previous results in order to compare and analyze their answers.

Chart No. 7

Results of Tests

Candidate	PRE-TEST (40)	POST TEST (40)
A	15 answers	15 answers
B	10 answers	12 answers
C	10 answers	11 answers
D	7 answers	7 answers
E	10 answers	10 answers
F	11 answers	12 answers
G	13 answers	15 answers

H	16 answers	18 answers
I	16 answers	17 answers
J	14 answers	16 answers
K	14 answers	14 answers
L	7 answers	6 answers
M	6 answers	9 answers
N	14 answers	15 answers

Although it was not the main objective of this didactic unit, the researcher decided to compare the results of the two tests participants had to take. The numbers in the chart above show the number of correct answers students had in two mock IELTS exams. 9 out of 14 students showed a slight improvement (blue color), 4 students obtained the same number of correct answers (yellow color) and 1 student lowered the number of correct answers (dark red color).

Further, the improvement was achieved in a task that invited students to give written answers to some questions.

Opinion about Lessons

To learn the opinion participants had about the eleven lessons, the researcher asked the question: *what is your opinion about the activities used for these lessons?* This question was part of the second questionnaire that only 8 participants answered.

Chart No. 8

Opinions about the Lessons

CANDIDATE A	I feel that that it were very well used the topics that you showed for students such as the audio of Nordic mythology or the Chinese zodiac, that audios were interesting topics to listen in the Youtube videos.
CANDIDATE B	It was very good because it brought interesting topics and things we did not know about.
CANDIDATE C	It was really attractive because we use videos that we like and want to know about.
CANDIDATE D	I like these activities but audios were too long.
CANDIDATE E	I like the activities that the teacher give us.
CANDIDATE H	They were good because they are similar to the way people speak in United States
CANDIDATE L	I need to pay attention to class and practice more.
CANDIDATE N	I like this activities because we talk in class.

First of all, the researcher decided to leave the unaltered answers given by the participants. Secondly, the eight participants that answered the second questionnaire agreed that they liked the lessons and that they enjoyed the topics in each video. Moreover, they stated that the videos were interesting.

Changes suggested

Question five of the second questionnaire compiled the recommendations students had for the researcher in order to improve and modify this didactic unit. Besides, these comments are meaning full for the teacher when he is designing a listening session.

Chart No. 9

Changes Suggested

CANDIDATE A	I think you could show to the students how the english is so hard in the listening side, how it is in the real life and in that way make them see that English must be taken seriously and that it is not as easy as it seems as in the audios level A2 or B1. also keep doing them once a week so that students do not lose the rhythm of listening, a balance to not make the students waiting but not tire them of listening many times to increase their interest in their listening skills. For the rest, keep doing it that way. Good Job!
CANDIDATE B	Nothing
CANDIDATE C	Nothing, I think how its planned the lesson is great and it was funny.
CANDIDATE D	More videos
CANDIDATE E	We need to have more of these lessons and I want more songs
CANDIDATE H	Perhaps, the teacher should use more videos about real life in the US.

CANDIDATE L	I want to learn more about pronunciation and vocabulary.
CANDIDATE N	We should listen more audios.

These comments given by the participants did not provide the researcher with many recommendations, pieces of advice or suggested changes. However, they showed that this particular group of students enjoyed the lessons, they want to improve their listening ability too and that they agreed with the methodology that was implemented. Finally, it could be stated that they felt comfortable with the topics and the materials used in the lessons.

Students' perceptions of their own listening ability

This final sub-category dealt with information about what the participants of the implementation thought about their listening ability after the eleven lessons with YouTube videos. If interested, this information can be found on appendix R and the specific question for this subcategory was *what can you say about your listening ability?*

Chart No. 10

Perceptions on Listening

CANDIDATE A	I gotta say that my listening skills are very low, thanks to the opportunity I had to be in a country where English is widely spoken i learn that in the listening side, i have to improve a lot that skill because I'm still very far to dominate the english as my second lenguaje so I have to take advantage of my school and these
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	resources and in that way be better and better to be able to speak English in the best possible way.
CANDIDATE B	It is good but I still have more to learn.
CANDIDATE C	I think that is better, because like I said before I learn how is the pronunciation of some word and what's his meaning.
CANDIDATE D	I need to practice more
CANDIDATE E	I need to practice more because we are going to present a test next year.
CANDIDATE H	That I need to practice more because I want to improve my pronunciation.
CANDIDATE L	I should listen to more audios and practice at home with constant.
CANDIDATE N	I need to do what my teacher say practice makes perfect.

The words that were repeated the most in these answers are two: need and practice. It is to be assumed that the participants of this implementation realized that learning a language is a continuous process that requires commitment and consistency. Also, they were aware that listening asks students to be exposed and receive input constantly.

Finally, this conclusion was drawn after inserting the answers in WordClouds.com and they can be observed in Figure No. 9 below.

Figure No. 9

Perceptions

9. Conclusions

This didactic unit was fundamentally designed to help ninth-grade students from Colegio Bilingüe La Consolata acquire strategies related to their listening ability. This ability was chosen due to the concerns expressed by these students related to the international exam that they need to take in order to certify a B2 level of proficiency. The analysis and results obtained after the implementation allowed the researcher to infer conclusions related to each specific objective.

The first specific objective of this research was to identify the beliefs the ninth-grade students have about listening. As it was expressed in the analysis of the didactic unit, these students have listening as an essential skill that needs to be developed, but they also consider it difficult and they define it as being able to understand what other people say. After the lessons of the implementation, they noticed that more practice in this ability is a must if they want to improve and achieve proficiency.

The second specific objective of this research was to implement a didactic unit using authentic listening materials that can be adapted in a variety of educational set-ups. YouTube is a world-wide free tool that allows teachers in every educational level to provide high-quality and culturally relevant auditory input in their classes. Moreover, this famous webpage has such a large archive of videos that teachers can choose the best and most suitable for the level and preferences of their students. Although there are billions of videos and shorts, teachers need to do their due diligence and analyze if the video can be adapted to their classes.

It is also reasonable to assume that this type of implementation can be adapted in most educational settings, but teachers interested in this type of authentic materials need to keep in mind their advantages and disadvantages when planning a lesson.

The third specific objective was to analyze the development of the listening ability of the students using a standardized test at the end of the unit in order to determine to what their beliefs change after using authentic listening materials. Regarding this objective, most of the participants showed a slight improvement in their performance in the standardized listening tests when results are compared. Of course, a longer implementation is required to truly reach a greater improvement and it is necessary to observe how students react to the fact of the implementation being compulsory and graded. Finally, students' perceptions changed towards a positive response since they commented in the second questionnaire that they enjoyed the videos and activities proposed by their teacher.

10. Limitations of the Study

The limitations of this project were three: duration of the intervention, exposure to authentic listening materials and students’ availability.

Regarding the first limitation, the second academic semester of the institution in 2022 lasted only 5 months and this short time was reduced even more due to the different special occasions such as mass, rising flag ceremonies, recess week and conferences. Classes 8 and 9 were affected for these events. In order to have a session, the researcher had to ask the classroom teacher of the students for one hour of his “direcciones de grupo” to implement the materials.

Chart No. 11

Class Schedule

Session	Date
1	August 19, 2022
2	August 26, 2022
3	September 2, 2022
4	September 9, 2022
5	September 16, 2022
6	September 23, 2022
7	September 30, 2022
8	October 7, 2022
9	October 28, 2022
10	November 4, 2022
11	November 11, 22

The second limitation was exposure to authentic materials. When comparing the amount of time students were exposed to authentic listening materials with the amount of time they were exposed to non-authentic listening materials, it must be said that the latter received the bulk of the

attention from the students. Also, they listened to non-authentic materials for their exams and that added motivation to practice with them.

The final limitation was students' availability. As it was written in the first limitation, in many cases students had special events they wanted to participate or attend which brought difficulties when it came to setting a specific hour and date for the sessions.

11. Recommendations

After the implementation of this didactic unit which tried to provide ninth grade students with didactic strategies to handle authentic listening materials, a few recommendations can be made.

First, teachers need to prepare for each lesson prior to its implementation. Students will ask questions about the vocabulary and they will also expect the teacher to know the answers without using a dictionary.

Second, the listening materials (YouTube videos with subtitles) used in a session should be inherently interesting to students. That is why a conversation with students about what they like to hear/read/watch is imperative. As the researcher noticed, in the sessions when he did not take into consideration his students' interests, they were not as engaged.

Third, audios or videos should remain in the range of 5-10 minutes. After 10 minutes, students lose interest in the material and they start to talk to each other and they forget about the activity and the objective of the session.

Fourth, it is worth mentioning that these lessons had no grade or they did not affect the academic performance of the participants. Students entered the lessons based on the premise of free participation and inner motivation to learn with a new type of methodology. It should be compelling to implement this type of units with grading included.

Fifth, most of the students in the study were intrinsically motivated to participate in the implementation due to the emphasis that the school has on bilingualism and this encourages them to learn English. Most of their classes are in English and students are to take a standardized test to receive their diploma and finish their high school education. The researcher recommends that this

type of materials should be handled carefully when used in an educational setting in which bilingualism is not the main focus of the school curriculum.

Finally, a longer implementation should take place if it is necessary to analyze the long-term response guardians, students, school staff and community have to this type of materials.

12. Dissemination Strategies

Once more, the COVID pandemic that started in Colombia in the beginning of 2020 forced educational institutions around the world to invest heavily in technological devices, streaming services and in the adaptation of their facilities. Also, institutions spent money on the management of their social networks as a way to stay connected with their communities, offer opportunities of communication and keep both parents and students interested in their methodological offers.

A way to spread the use of the didactic unit designed by the author, is using the social networks of the school (primarily Facebook and Instagram) where the project took place. As a result, the school could benefit by showing the community how they are implementing new strategies in their classes and the author will spread the use of his work. Another way to spread this didactic unit is the participation in educational symposiums. These events allow teachers to share their ideas and receive comments from their peers.

Ultimately, the author hopes to be published in educational magazines to foster the use of authentic listening materials and methodologies that can be adapted in most educational settings.

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Appendices

Appendix A - Permission Letter from school

Bucaramanga, julio 26 de 2022

Señor

Jose David Galvis Saavedra

Estudiante Maestría en Didáctica de la Lengua

Universidad Industrial de Santander UIS

Presente

Estimado profesor José David,

Con respecto a su solicitud para desarrollar en esta Institución Educativa su trabajo de grado titulado **Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a Private Institution in Bucaramanga**, dirigido por la doctora Edga Mireya Uribe, me permito informarle que está autorizado para hacer la aplicación solicitada, cuenta con nuestra colaboración y puede utilizar el nombre del Colegio en su trabajo. En todo caso, debe tener en cuenta las siguientes condiciones:

No utilizar ni divulgar la información obtenida por usted si no es con fines estrictamente académicos para su trabajo de grado.

Diligenciar los respectivos consentimientos informados de las personas de la comunidad educativa que vayan a ser abordadas en su investigación, especialmente en el caso de los estudiantes menores de edad aplicando las normas legales vigentes y la debida protección del buen nombre del menor. Solicitar autorización y mantener la reserva debida al hacer análisis de documentos propios del quehacer institucional y no divulgar datos privados de las personas ni información sensible del colegio.

Para todos los casos, usted asume toda la responsabilidad legal, penal o disciplinaria con respecto al uso y divulgación de la información que el colegio le proporcione o que consiga en la aplicación de entrevistas, encuestas u otros instrumentos de investigación.

Finalmente, debe dejar una copia del trabajo de grado en el Colegio y socializarlo con la comunidad educativa cuando lo haya culminado completamente y esté aprobado por las autoridades de la Maestría que cursa.

Además de su logro personal, espero que el trabajo tenga un impacto positivo en los procesos de mejoramiento de nuestra Institución.

Atento saludo,

Gabriel Antonio García Pedraza

Rector

Appendix B - Consent form

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Maestría en Didáctica de la Lengua Extranjera

Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a Private Institution in Bucaramanga



Consentimiento Informado

Estimados padres de familia, acudientes y estudiantes.

Por medio de este documento yo, Jose David Galvis Saavedra, estudiante de la Maestría en Didáctica de la Lengua Extranjera de la UIS, me permito hacerles conocer tanto a ustedes como padres y/o acudientes y a sus hijos como estudiantes del Colegio Bilingüe La Consolata en Bucaramanga, que el maestrante en formación implementará el proyecto de investigación titulado **“Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a Private Institution in Bucaramanga”**. Esta propuesta investigativa está centrada en mejorar las estrategias de escucha en la lengua inglesa, ya que hoy en día, se requiere un buen dominio de todas las habilidades para poder comunicarse en cualquier ambiente en el cual la lengua de expresión sea el inglés. Además, el excelente manejo de una segunda lengua puede abrir el espacio a nuevas oportunidades académicas y profesionales. Por lo tanto, el propósito de este estudio es proveer con estrategias didácticas a los estudiantes para que puedan sentir una mejora en su dominio de la habilidad de escucha. Para tal objetivo, se usará el método descrito por JJ Wilson en su libro *How to Teach Listening* y se usarán materiales auténticos de escucha tomados de la red social YouTube.

En ese orden de ideas, se recogerá información de los estudiantes a través de instrumentos como entrevistas, examen IELTS, formularios Google Forms y ejercicios prácticos de escucha diseñados por el practicante; este proyecto tendrá lugar en los periodos 3 y 4 y cabe mencionar que no afectará el desarrollo normal de las clases.

Por ende, solicito respetuosamente su consentimiento para que sus hijos sean parte de este proyecto, teniendo en cuenta que los estudiantes son menores de edad. Se hace énfasis en que la información que se obtenga por medio de los instrumentos, resultados e informes que los estudiantes proporcionen será tratada con fines exclusivamente académicos e investigativos y se mantendrá completa anonimidad.

Agradezco de antemano su autorización para contar con la participación de su hijo/a en este proyecto.

Cordialmente,

Jose David Galvis Saavedra

Estudiante de Maestría en Didáctica de la Lengua Extranjera

Yo, _____ identificado con número de cédula _____ de _____ doy mi consentimiento para que mi hijo/a _____ del noveno del Colegio Bilingüe La Consolata de Bucaramanga, participe en la implementación del proyecto “Using YouTube Videos as Authentic Listening Materials with Ninth Grade Students from a Private Institution in Bucaramanga” del maestrante en formación de la Maestría en Didáctica de la Lengua Extranjera.

Firma del padre de familia y/o acudiente.

Fecha _____

Appendix C - First questionnaire

El siguiente cuestionario tiene como objetivo principal recaudar algo de información sobre sus preferencias de los participantes de la unidad didáctica.

Por favor, lea atentamente las preguntas y respóndalas de manera privada y honesta. Recordemos que toda la información será confidencial y su nombre no será revelado.

¡muchas gracias de antemano!

1. ¿Por cuánto tiempo ha estado aprendiendo inglés?

2. ¿Dónde está aprendiendo inglés?

3. ¿Qué adjetivos le daría usted a cada una de las cuatro habilidades usadas en la enseñanza de inglés?

Habla:

Escucha:

Lectura:

Escritura:

4. ¿Qué definición le daría usted a la habilidad de escucha?

5. ¿Cuáles han sido sus mejores experiencias practicando escucha para aprender inglés?

6. ¿Por qué le gustó esa experiencia?

7. ¿Cuál es su opinión personal sobre los audios que los libros de texto de inglés traen para practicar escucha?

8. ¿Mira videos de YouTube en inglés en su tiempo libre?

9. ¿Qué tipos de videos mira?

10. ¿Cuáles son las diferencias entre estos videos de YouTube y los audios que los libros traen?

11. ¿Le gustaría participar en sesiones didácticas de escucha en la cual se usen videos de YouTube para practicar escucha en inglés?

12. ¿Por qué?

Appendix D - Second questionnaire

Write your thoughts about the lessons that we had using authentic listening materials.

1. What is your opinion about authentic listening materials?

2. What is your opinion about the lessons using these materials?

3. What did you learn in these lessons?

4. What is your opinion about the activities used for these lessons?

5. What changes would you make to the lessons?

6. What can you say about your listening ability?

Appendix E - Lesson Plan format

Teacher:		Institution:		City:	
Date:	Grade:	Age:	Lesson: 1	Day: Friday	
Students' objective:					
Language Content:	Function s:	Vocabulary :	Skills:		
Stages and interaction patterns	Procedure		Materials	Time	Teacher's comments
Pre-listening					
While-listening					
Post-listening					

Anticipated problems	Possible solutions	Reflection

Appendix F - Questions in lesson 1**These are the questions:**

- What is the name of the host?
- Why is Gorgona Island mentioned in the video?
- What percentage of the world's biodiversity can be found in Colombia?
- What percentage of Colombians live in the dense forests of the south and eastern jungles?
- What is the name of the guest?
- What do Colombians have strong sense of?
- What do the three colors of the Colombian flag represent?
- Why is Colombia unique when it comes to oceans?
- What are the 5 special districts Colombia has?
- What is the average precipitation in the Pacific region?
- What gem is Colombia the first producer of?
- What is Colombia's best fried?

Appendix G - Questions in lesson 2**Chinese Zodiac**

1. What is the great race?
2. What are the 12 animals of the Chinese zodiac?
3. What is the personality of the ox?
4. What is the difference between the Chinese zodiac and western astrology?
5. What does the Jade Emperor rule?
6. What was the dragon late?
7. What are the five elements in the Chinese system?
8. What is the order of the Chinese zodiac?
9. Why aren't cats found in the Chinese zodiac?
10. What were the three animal on a raft?
11. How many years does it take for a cycle to start over?

Appendix H - Questions in lesson 3

Complete the chart

Object	Price	Date of Sale
Voice.com domain name		
1963 Ferrari 250 GTO		
The Pink Star Diamond		
The Pointing Man Sculpture		
The Dream Jet BBJ 787		
The Salvator Mundi		
Antilia		
Yacht History Supreme		
The James Webb Telescope		
The Great Mosque of Mecca		

Appendix I - Questions in lesson 4

Answer these questions

- What civilization gave the order to the days of the week?
- What is the origin of the name Monday?
- What is the origin of the name Tuesday?
- What is the origin of the name Wednesday?
- What is the origin of the name Thursday?
- What is the origin of the name Friday?
- What is the origin of the name Saturday?
- What is the origin of the name Sunday?
- **Would you explain the order of the days?**

Appendix J - Questions in lesson 5

Thor and his Hammer

- What did Loki do to Thor's wife?
- What was the comparison Sif's hair received?
- What gift did Odin receive?
- What happened to Loki's mouth?
- What was the nickname Loki received?
- Who helped Loki?
- What did Loki say to the two families?
- What part of the body did the fly bite the third time?

Appendix K - Questions in lesson 6

Listen to the audio and answer these questions

- What's the origin behind the name January?
- What's the origin behind the name February?
- What's the origin behind the name March?
- What's the origin behind the name April?
- What's the origin behind the name June?
- What's the origin behind the name July?
- What's the origin behind the name August?
- What's the origin behind the name September?
- What's the origin behind the name October?
- What's the origin behind the name November?
- What's the origin behind the name December?

Appendix L - Questions in lesson 7

- What is genesis?
- What is the big bang theory according to the video? Explain the theory
- How old is the universe?
- What was created after the big bang? (4 words)
- What are the two major stages/eras after the big bang?
- What was the big event after the Planck epoch?
- What happened in the inflationary epoch?
- What happened in the hadron epoch?
- What was the first chemical element in the universe?
- What happened in the atomic epoch?
- What is the name of the current stage in the universe's development?
- What happens when you combine helium and hydrogen?

Appendix M - Questions in lesson 8

Questions

<https://www.youtube.com/watch?v=DmUICweDic4>

1. What is the name of the science that studies the universe?
2. What did Edwin Hubble notice?
3. How did Edwin notice this phenomenon?
4. Who recreates the beginning of the universe?
5. What are particle accelerators?
6. Hundreds of seconds after the big bang, the universe was made of _____
7. What is necessary to see farther in the past?

Appendix N - Questions in lesson 9

2. THE DEADLY VIRUS PUZZLE

How can you destroy the virus in every contaminated room and survive to tell the story?

Appendix O - Questions in lesson 10

ANSWER THESE QUESTIONS

- What country is Hamlet prince of?
- What is Hamlet's most famous quote?
- What is the name of Hamlet's uncle?
- Who is the ghost?
- What does the ghost say to Hamlet?
- Who is Ophelia?
- What is Hamlet's plan?
- Who does Hamlet kill?
- What's Hamlet fate?

This is the audio:

https://www.youtube.com/watch?v=4wbGqG_xtj4&t=8s

Appendix P - Questions in lesson 11

. This is your activity

Was this a good or a bad video?


What's the main idea behind the video?

Was David a good or a bad person?

What's the problem with Goliath?

What is your opinion about this video?

What did you learn from this video?



Appendix Q - Answers to Questionnaire 1

Candidate	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9
A	12 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: difficult Reading: complicated Writing: Necessary	One of the four skills necessary to learn English.	None	Because it is really necessary to have opportunities.	I think this method is interactive, but I, most times, don't understand these audios.	Yes	Songs, audiobooks and series.
B	4 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: necessary Reading: necessary Writing: necessary	That's really necessary because we learn to differentiate sounds and people.	Watching movies and series in English.	Because I can practice my listening.	Personally, I don't understand them.	Yes	Videos about making money and videogames.
C	9 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: difficult and necessary Reading: necessary Writing: necessary	It is a skill that not every human being has.	When I talk to my relatives in the US.	Because it is nice when you are in a conversation with natives	They are bad! The quality is bad and their quality is not good.	Yes	About videogames and series.

D	4 years	Colegio Bilingüe La Consolata	Speaking: low Listening: middle Reading: middle Writing: middle	Being able to sense feelings and what people want to express.	Listening to music in this language.	I enjoy listening to music in English because words are softer.	Not that good. Sometimes, the quality is not good.	Yes	Entertainment videos
E	6 years	Colegio Bilingüe La Consolata	Speaking: fun and interactive Listening: necessary Reading: necessary Writing: difficult and necessary	One of the four skills necessary to learn English.	Series and movies	Because I learn vocabulary while I have a good time.	I don't understand them and their quality is bad.	Yes	Music
F	3 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: important Reading: fun Writing: complicated	Being able to understand people and being able to establish a conversation.	Watching movies, watching series and listening to music.	These experiences help me practice and I improve my English.	They are of bad quality and I don't understand them.	Yes	Tutorials and songs.
G	10 years	Colegio Bilingüe La Consolata	Speaking: nice and cool Listening: important Reading: difficult	An important skill that I need to develop	Listening to audiobooks and songs	Because the language is catchy.	I don't understand these audios.	Yes	Songs and explanations about a school topic.

			Writing: didactic and necessary						
H	7 years	Colegio Bilingüe La Consolata and private courses	Speaking: necessary Listening: important Reading: difficult Writing: difficult	It is a very important skill to communicate with others and I think we need to practice it.	My best experience has been studying in a high school in the States.	Because I was able to interact with native speakers.	Bad quality	Yes	Make-up tutorials and recipes.
I	7 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: necessary Reading: necessary Writing: necessary	Being able to understand without using a dictionary.	Reading books, watching series, watching movies and listening to music.	It is a language that catches my attention.	They are difficult and sometimes I don't understand them.	Yes	Educational videos.
J	7 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: difficult Reading: boring Writing: necessary	Being able to understand what I am told.	I have practiced with music, movies and conversations with natives; they have helped me improve.	Because I can leave the country and understand what people say.	They are difficult sometimes and you don't understand. Moreover, there are of bad quality.	Rarely	Make-up, videogames, experiments and projects.
K	6 years	Colegio Bilingüe	Speaking: necessary	Being able to clearly understand	When I listened to my cousins	Because I was able to test myself.	Confusing expressions.	Yes	Methods to study

		La Consolata	Listening: important Reading: complicated Writing: boring	what people say and being able to keep a conversation.	from the US and I understood what they said.				
L	9 years	Colegio Bilingüe La Consolata	Speaking: easy and fun Listening: interesting and difficult Reading: intuitive Writing: creative	I would define it as difficult because you need to be attentive to every word	Playing video games and listening to music in English.	It is essential to get job opportunities	They are useful if you want to improve. However, the quality could improve.	No	Curious facts about the world.
M	5 years	Colegio Bilingüe La Consolata	Speaking: necessary Listening: difficult Reading: difficult Writing: necessary	One of the four fundamental skills to learn English.	When my school brought a US citizen for us to talk to.	Because it was the first time I interacted with a native and it was nice to hear how he spoke and his fluency.	I cannot say much about these audios.	No	Songs
N	4 years	Colegio Bilingüe La Consolata	Speaking: good Listening: good Reading: good Writing: good	A difficult skill.	When I listened to a song in English and I could understand the lyrics.	Because I felt that I was learning how to listen in English. I felt really good.	They have forced conversations and pronunciation. Although,	Yes	Lyrics and podcasts

							others are really nice.		
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Candidate	Question 10	Question 11	Question 12
A	I think I can understand these videos better.	Yes	Because it would help me improve my English.
B	YouTube videos have an American accent and the audios have a British accent.	Yes	Because I can improve my listening.
C	YouTube videos have a really good quality.	Yes	To be able to test my level and I want to help my teacher.
D	People in the videos are more fluent and I can see expressions.	Yes	I would like to strengthen this skill.
E	YouTube videos have a better pronunciation and they speak in a natural way.	Yes	Because these videos are more interactive.
F	One difference is the clarity of the audio.	Yes	To improve my English.
G	I can understand and pause YouTube videos.	Yes	Because I want to improve my abilities and practice for international exams.
H	In these videos, the quality is really good and there is improvisation.	Yes	English gives me opportunities.
I	YouTube videos are entertaining.	Yes	I want to learn more.
J	YouTube videos have subtitles.	Yes	To learn more.
K	They -YouTube videos- are more advanced and pronunciation is clearer.	Yes	I can increase my vocabulary.
L	Most videos I watch on YouTube are in Spanish.	Yes	This is a great chance to improve my skill.
M	Audios in books are saturated.	Yes	To improve my ability.
N	YouTube videos show natural conversations and they are also improvised.	Yes	I would be a way to practice and understand because in our daily life we listen to conversations similar to YouTube videos.

Appendix R - Answers to Questionnaire 2

Candidate	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
A	<p>Not everyone has access to a bilingual school or to present an international English exam, using these videos as listening materials showed that Youtube is not only an entertainment platform to see video-games videos or to listen music, it is also a platform where you can improve a lot more your listening skills, from level A1 to C2. You demonstrated that you don't need a bilingual education to improve the listening skills, you can use Youtube and Internet in general to learn English, from oracy to literacy and in most cases, always free.</p>	<p>I think these materials were used very well because these videos are available to anyone who has a wifi connection and a electronic device facilitating the people to develop and improve their listening skills that are very useful when you speak in English.</p>	<p>I learn that I have to improve a lot more my listening skills because that audios were for me very complicated and after all, these audios are the closest to what we are going to find in English-speaking countries and that is what this English preparation consists of, prepare us to use the English as our second language.</p>	<p>I feel that that it were very well used the topics that you showed for students such as the audio of Nordic mythology or the Chinese zodiac, that audios were interesting topics to listen in the Youtube videos.</p>	<p>I think you could show to the students how the English is so hard in the listening side, how it is in the real life and in that way make them see that English must be taken seriously and that it is not as easy as it seems as in the audios level A2 or B1. also keep doing them once a week so that students do not lose the rhythm of listening, a balance to not make the students waiting but not tire them of</p>	<p>I gotta say that my listening skills are very low, thanks to the opportunity I had to be in a country where English is widely spoken I learn that in the listening side, I have to improve a lot that skill because I'm still very far to dominate the English as my second language so I have to take advantage of my school and these resources and in that way be better and better to be able to speak English in the best possible way.</p>

					listening many times to increase their interest in their listening skills. For the rest, keep doing it that way. Good Job!	
B	It should be used more because we need it to develop our skills further, beyond understanding a teacher.	My opinion is that this is very useful because it develops this skill more and it does not remain in just knowing the first thing that the audio says.	In those classes I learned a few things I didn't know and how to listen in detail.	It was very good because it brought interesting topics and things we did not know about.	Nothing	It is good but I still have more to learn.
C	It was really great for me, because I learn interesting things with the videos.	It was really interesting, I learned how to pronounce some words and I learned some interesting things with the videos, also I learned a little of history with the videos.	I learned how to pronounce words or the manner that the people say it ñ.	It was really attractive because we use videos that we like and want to know about.	Nothing, I think how its planned the lesson is great and it was funny.	I think that is better, because like I said before I learn how is the pronunciation of some word and what's his meaning.

D	I think I need to use these materials often and that I want to practice with them.	They are difficult and we should use them more.	I learn about numbers and Shakespeare.	I like these activities but audios were too long.	More videos	I need to practice more
E	It was good for my class and I think we need to practice more with these materials.	They are good	I learn to listen audios only one time.	I like the activities that the teacher give us.	We need to have more of these lessons and I want more songs	I need to practice more because we are going to present a test next year.
F						
G						
H	They should be used more because they show the way native speakers talk every day.	They are difficult but we need to use them to practice.	I learned that you need to pay attention to every word in the audios.	They were good because they are similar to the way people speak in United States	Perhaps, the teacher should use more videos about real life in the US.	That I need to practice more because I want to improve my pronunciation.
I						
J						
K						
L	These materials teach a lot but you need to practice before using these materials	I like to use videos to learn and I like to use videos in my lessons.	I learned about Thor and the geography of Colombia.	I need to pay attention to class and practice more.	I want to learn more about pronunciation and vocabulary.	I should listen to more audios and practice at home with constant.
M						
N	The idea of using this videos is amazing because you use YouTube.	They are better than the audios in books.	I learn I need to practice with videos	I like this activities because we talk in class.	We should listen more audios.	I need to do what my teacher say practice makes perfect.

Appendix S - Comments from the researcher

Lesson	Comments
1	<p>Students seem interested in the topic and in the activity. Students asks questions in Spanish about some terms that were not included in the presentation. Teacher stresses the importance of pronunciation.</p> <p>Students get in groups without the instruction of the teacher. Students asks about unknown vocabulary in the questions. Students pay careful attention to the video.</p> <p>Students discuss the answers in both English and in Spanish. Students seem to have problems with percentages and numbers. Students ask about more unknown vocabulary.</p>
2	<p>Students are interested in the activity and they share their ideas freely. Many of them are into astrology and talk about some of the characteristics of each sign. Finally, they go back and forth using Spanish or English.</p> <p>Students use their phones to take pictures of the questions. Moreover, they ask for time to read the questions. They also ask the teacher about his zodiac sign.</p> <p>Students are really answering the questions and discussing their own answers. The final question about explaining the Chinese zodiac is the most difficult for them. It is important to notice that the idea of these lessons not having a grade is gratifying for them. Finally, they speak in Spanish and in English whenever they feel comfortable.</p>
3	<p>Student seem eager to ask about how to write/pronounce numbers specially those they never practice (roots, powers, symbols and non-standard forms).</p> <p>This long video is not that interested to students. Also, this time the whole class is not involved in the activity and they do not discuss the answers at length.</p> <p>Students do not have many comments about the video or the objects it showed. Also, they complete the chart pretty easily.</p>
4	<p>Students know the pronunciation of the names of the planets and the reason why they have their names.</p>

	<p>Students are interested in the activity and the whole class is involved. Moreover, students tell teacher that the activity is simple and they discuss their answers in groups.</p> <p>Students keep discussing their answers and they once again use both English and Spanish. There is no reason to suppress this because they are motivated and they are participating.</p>
5	<p>Students share what they know about Thor and all this information was learned from watching Marvel movies.</p> <p>Students listen attentively and also students discuss questions in small groups.</p> <p>Students discussed the differences between the movies and the actual Thor's myth. Moreover, they discuss this in both in English and Spanish. Some of them say that this audio was of their liking.</p>
6	<p>Students don't know the origin of the names of the months of the year. Also, they talk to their classmates about their birthday and why they like June and December. This talk is held in English and in Spanish.</p> <p>Students answer every question. However, they don't know the importance of Julius Caesar and Augustus Caesar. Moreover, the discussion of the answers was held mostly in Spanish.</p> <p>Students, once again, discuss most of the answers in Spanish. Teacher does not mention this and he allows discussion to continue. Moreover, they freely say that they like this audio and that they would like to practice more with this type of audios.</p>
7	<p>Students acknowledge that they know what the big bang theory is, but that they don't know the specific vocabulary related to this event.</p> <p>Students said that the speed of the audio was too fast and that they didn't get some answers. They ask teacher to play audio again.</p> <p>Students agree that the audio was difficult and that they want to listen to it again. They complain in both Spanish and English. Moreover, they say that the terms in the audio were difficult and that the teacher didn't explain them.</p>
8	<p>Students argue about the pronunciation of some terms and they argue about how they were not explained by the teacher in the previous lesson.</p>

	<p>Students seem competitive and willing to answer every question. Also, they discuss every question in groups and it is a competition against the teacher.</p> <p>Students are happy that they are able to answer every question correctly. Again. The discussion is held between English and Spanish. Finally, students compare their notes.</p>
<p>9</p>	<p>Students share their riddles in Spanish and they ask about how to translate the jobs of their guardians.</p> <p>Students asks why they are “studying math” in a lesson that is trying to help them with their listening ability. Some of the students start checking their phones and they do not solve riddles.</p> <p>The discussion is short and students accept the answers without the need of further explanation.</p>
<p>10</p>	<p>Students know very little about Hamlet and its plot. However, they recognize and express some facts about Shakespeare and his importance to the English language.</p> <p>Students start talking in English and in Spanish about the answers. They seem interested in the story thanks to the ways it is portrayed.</p> <p>They mention that they can answer every answer every question.</p> <p>In the discussion, students keep working in groups. As usual, they use both English and Spanish.</p>
<p>11</p>	<p>Students don’t know the origin of the expression David vs. Goliath. Also, they don’t seem interested in the topic of the vocabulary and video.</p> <p>Students seem distracted today and most of them don’t participate in the discussion.</p> <p>The discussion of the answer was not productive. Also, students mention that they didn’t like the audio and that they were not interested in the topic.</p>

Appendix T - Reflections after a Lesson

Lesson	Reflections
1	This first lesson went smoothly and students seemed interested. The main point to stress in that the students felt more comfortable because the teacher allowed to use both Spanish and English and because the topic of video was familiar to them. Also, teacher used both languages. Furthermore, students working in groups allowed them to share ideas freely. Finally, the fact that the whole class got involved voluntarily helped the teacher achieve his goal.
2	It must be said that this was a successful lesson. Students interacted and asked questions freely. The topic of the lesson was interesting and students had fun discussing vocabulary and the characteristics of each zodiac sign. Also, they used their phones to find their Chinese zodiac sign. Finally, student keep using both languages freely.
3	Students were more interested in the explanation of the numbers than they were in answering the questions. Moreover, for the first time, the whole class was not involved and most of them were playing in their phones. Finally, the discussion of the answers did not take as long as expected and students complained about the length of the video.
4	It's a good strategy to let the lesson follow its natural course. Students seem interested and they are participating most of the time. Furthermore, the fact that they are using both languages should be appreciated and it should be used to make explanations simpler. Finally, the teacher needs to be ready for any type of questions and he should prepare vocabulary and pronunciation.
5	Once again, the discussion of the activity was held in both English and Spanish. Moreover, students participated actively and they shared what they know about Norse mythology from texts they have read or movies they have watched. Finally, the idea of not giving them grades seems to keep them relaxed and willing to participate in these lessons.
6	<p>It hasn't been easy to plan these lessons based on students' preferences. Despite this, thanks to the good rapport between students and teacher, the discussions of the answers go smoothly and most students participate.</p> <p>After, it must be said that after 5 lessons, students are still involved and they are willing to keep participating as long as these activities have no grade and they are just to practice.</p>

<p>7</p>	<p>Due to the fact that these lessons are just practice for them or just extra activities, some students didn't agree with the lesson. They complained about the complexity and speed of the audio. Also, most of the students argued with the teacher and they wanted an apology for the audio.</p> <p>Finally, the teacher and students agreed that there will be a second lesson that uses an audio that explains the same topic "the big bang".</p>
<p>8</p>	<p>In this lesson, students were engaged and motivated to participate. It is important to mention that the teacher challenged them and they accepted this lesson for such reason. Furthermore, the discussion of the lesson continues in both languages, Spanish and English. Finally, students are still engaged in the lessons.</p>
<p>9</p>	<p>After almost a month without a listening lesson, we were able to get together again and continue with the implementation. This break was due to some school activities that took place on Fridays.</p> <p>In this 9th lesson, students read and listen to the audio at the same time because they were trying to solve 2 riddles.</p>
<p>10</p>	<p>I think that there is dichotomy in these lessons. I am sure that students (event those who didn't sign the consent form) are motivated, willing to participate and they discuss in class. However, they speak in Spanish and in English. I didn't set any rules because I want them to feel relaxed and I want them to enjoy these lessons to the point that they forget that they are studying English; they are just listening, learning and having a good time.</p> <p>Perhaps, that is a good idea because they don't feel pressured or ignored. Moreover, the fact that these are extra lessons – their grades won't be affected - allows them to feel relaxed and it allows me to establish a good rapport.</p> <p>Finally, by asking them what topics they prefer, their engagement is high and they enjoy these lessons.</p>
<p>11</p>	<p>This was the final lesson of the implementation. I decided that these students would listen to a different version of the classic story of "David and Goliath". This was a 15-minute audio and it was tough for them because it was supposed to test their focus and their interpretation of audio.</p> <p>I must say that this lesson was difficult for a simple reason, the end of the school year is near and students are focused on their final projects and exams.</p>

	<p>I also noticed that most of the class was distracted and they were not paying attention. Furthermore, they didn't like the story. Although, they study in a catholic school; they didn't show any interest in this particular story and what it means when used in the expression "David defeated Goliath"</p>
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