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Topic:

Improving EFL learners' pronunciation using YouTube videos in 7th grade at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023.

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Dedicatory

"We dedicate this thesis to our God, friends and family, whose unwavering support, encouragement, and belief in our abilities have been a constant source of inspiration throughout this academic journey. The belief on us was our main strength to be able to reach our goals and take us where we are right now has made this accomplishment possible, and we are forever grateful for your love and guidance."

"I can do all things through Christ who strengthens me", Philippence

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Abstract

Pronunciation is considered the most important factor in the speaking skill. There are many ways to acquire and improve the English pronunciation. One of them is the use of YouTube videos from native speakers with guidances, who have English language as their mother tongue. In our country the EFL (English Foreign Learners) face pronunciation difficulties when produce the oral language specially the students of public secondary schools. This situation has been observed in the seventh graders at the institute Dr. Carlos Vega Bolaños in Masaya. Since the English teacher does not pay much attention to teach English pronunciation and as a result of this, students do not acquire the right pronunciation to speak the language.

The main objective of this research is to evaluate the effectiveness of teaching English through YouTube videos to improve pronunciation skills for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, in the second semester 2023. It also describes previous literature related with the use of videos on YouTube to teach English pronunciation and the obtained results. In addition, this research focuses on the importance that pronunciation sub skill has in the learning process of the English language. Finally, it will provide some possible solutions to decrease this problem.

The purpose was to investigate the pronunciation sub skill of the students at the Instituto Nacional Dr. Carlos Vega Bolaños in Masaya to identify their learning pronunciation difficulties. The population to be studied were students of 7th grade classrooms A and B with sample of 20 students of each section and their English teacher. The data recollection resources were an observation guide, a teacher's interview, a pre diagnostic -test and post-test with both groups were used as data collections

techniques. These instruments were useful to collect the data and provide a conclusion at the end of this paper.

The findings suggest students are interested in English class and they like it, but the absence innovated strategies influence on their learning process causing they have low grades. Effects of YouTube videos on the language acquisition improve pronunciation sub skill, therefore it is a good strategy to teach English pronunciation.

Research scope

- ✓ How does the use of YouTube videos improve English pronunciation on the students of 7th grade of the school Dr. Carlos Vega Bolaños?
- ✓ What is the impact of using YouTube videos to teach English pronunciation in ESL?
- ✓ Which is the result when using YouTube videos to teach English pronunciation in EFL learners in high school?

1. Introduction

The main purpose of this research is to demonstrate the effects of the YouTube videos as an innovated and helpful strategy for teachers and students. Educators can utilize specific videos to enhance language learning facilitating comprehension, providing visual context and engaging students in an interactive learning experience.

This research will evaluate the English teaching learning process as a foreign language with emphasis in pronunciation. This research was made to students of 7th grade in the morning shift at Instituto Nacional Carlos Vega Bolaños from Masaya during the second semester of 2023. It was intended to identify the difficulties in the English teaching learning process with emphasis in pronunciation, to analyze the reasons why students show difficulties to acquire a good pronunciation and highlight the importance of teaching English pronunciation using innovated strategies to facilitate the language acquisition.

Through our observations, it was noticeable that the teacher from this high school does not focus on pronunciation, because she did not practice pronunciation with her students. Another important aspect in our observation was that the teacher taught vocabulary, and tried to teach the pronunciation by asking the students to repeat the words.

Finally, this research was made to improve the pronunciation sub skill using some YouTube videos from native speakers where the students can watch and listen to the correct pronunciation. Besides, this work shows conditions on how to improve and strengthen the teaching process, learning the English language. In the pronunciation sub skill, using YouTube videos as a useful strategy facilitates the work of teachers and guarantees students' knowledge in acquisition of the pronunciation sub skill.

1.1 Background

Speaking is one of the four essential language skills related to responding and communicating with other people, allowing comprehensible oral interaction. Speaking skills are linked to comprehension, pronunciation, grammar, vocabulary, fluency, and intonation or expression. Many researchers have observed that the learners can learn positively when they watch authentic and real life video clips. Thus, studies have been conducted to find teaching strategies, media, and tools for improving students' speaking skills. In the 21st century, many kinds of technology can be used by teachers and students for teaching and improving speaking skills, such as YouTube.

However, because YouTube videos are mainly used in online learning settings and considering the benefits and challenges of using YouTube as learning media, it is necessary to map out the results of previous studies to provide a comprehensive overview of the use of it for language learning. It may allow teachers to be more open to incorporate this platform into their lessons. These examples come in well-arranged audio and visual compositions that appeal to the students' interests and are watched repeatedly. This repetition can embed the pronunciations into the students' minds. Students can mimic from the comfort of their private space without being embarrassed if they do not get the proper pronunciation.

To condition the students to pronounce the words properly, they can be assigned to record their practice which may be incomplete utterances, such as arguments or opinions about something. Students internalize the intonation through habituation in watching YouTube videos, pausing the videos or turning the sound down, since they include various topics, from entertainment to educational content.

In this technological era, learning media is not only limited by books and whiteboards, technological advances are very fast making everything easy and more interesting. The mapping can also be used as a starting point for numerous researches to be conducted to overcome the various challenges identified in this current study.

1.2 Rationale

To make English language teaching effective to learners, use of YouTube videos has become relevant today. The present work points out the impact and highlight the need for this innovative strategy of teaching and learning process, in order to make it happen effectively. An ICT with a data show, Wi-Fi enabled internet facility with laptop and student console to monitor the progress of their performance are mandatory for this innovative teaching and learning, however, the results are invaluable. Moreover, in this era, students are not only expected to be a communicative person, but also required to be more creative and have good critical thinking.

Thus, maximizing the use of instructional media, especially YouTube, is considered necessary in enhancing the development of students' speaking skill as a crucial capability to possess in the 21st century. The rapid development of the media in Nicaragua, has encouraged the authors to explore more about the usefulness of social media in language learning, in such a way that the aim of this study is mainly to describe YouTube's maximum use in terms of practice as well as disclose the benefits of using YouTube as a learning media. High school Nicaraguan students are expected to not only get information and English exposure from YouTube, but also get the chance to improve and produce learning products associated with other contents in accordance with student interests.

1.3 Objectives

General:

To evaluate the effectiveness of teaching English through videos on youtube to improve pronunciation skills for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023.

Specific:

1. To describe previous literature related with the use of videos on YouTube to teach English pronunciation.
2. To use 8 short videos on YouTube with a guideline to teach English pronunciation to an experimental group.
3. To assess the effects of use YouTube videos to teach English pronunciation based on the results from the experimental group.

2 Theoretical Framework

2.1 *What is Pronunciation?*

Pronunciation refers to the way in which a word or language is spoken, including the correct articulation, stress, and intonation of sounds and syllables. “Pronunciation, in a most inclusive sense, the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration.” (Britanica, n.d). In other words, is make sense to the letters sounds grouping when we speak to create an oral message. Cambridge University. (2023 "Pronunciation: The way people articulate words together to form sentences in conversation."

2.1.1 *Importance of Pronunciation*

Pronunciation play an importance role in English speaking to express our ideas. It is an essential part for every speaker to speak with the right pronunciation.” (Kovilova, 2022). In simpler terms Pronunciation skill is important for effective communication because it guarantees that your words are understood clearly. It can prevent misunderstandings, enhance your credibility, and help you connect with others, especially in professional and cross-cultural settings. Pronunciation is just one aspect of English language skill, it pays a crucial role in effective communication and comprehension. Good pronunciation can also boost your confidence when speaking a new language. “In any language, the sounds produced in a particular language carries meaning. Therefore, the way words are pronounced is very important since misinterpretation may occur if words are pronounced the wrong way.” (Monh, 2020)

2.1.1.1 Elements of English pronunciation.

English pronunciation involves several key aspects. Elements of English pronunciation contribute to conveying the right meaning, tone and emotion in spoken English. These elements vary across languages and can significantly affect how words are spoken and understood. They also affect how comprehensible you are to others. **“There are 3 main aspects of pronunciation you need to focus on: phonetics:** the individual sounds in a language. **Word stress:** the syllables in a word and where to place the main stress or accent **sentence stress:** how we pronounce words when we put them together in sentences” (Foulkes, n.d)

3 Learning with YouTube Videos

According to Purnamasari (2018) in their study titled "What EFL learners say about YouTube use to improve pronunciation in a blended learning environment," it is established that YouTube is the most widely accessed video-sharing platform in the world. It offers not only millions of videos of music, movies, sports, talk shows, and news but also educational videos. Today's students generally like YouTube. Therefore, it offers great opportunities for students and teachers to enhance EFL learning and teaching, including pronunciation improvement. The study involved 26 freshmen majoring in Management at a private university in Jakarta, Indonesia, who were attending a General English class in the first semester of the 2017/2018 Academic Year.

The pronunciation development was conducted due to the students' expectation to improve their English pronunciation. The General English Class was conducted once a week for 90 minutes per session. Since students needed to finish studying the materials covered in the syllabus, it seemed very difficult to run the special pronunciation program. The procedure of the program was as follows: In the last 15 minutes of each session, the class practiced English pronunciation in face-to-face instructions as

the main source of materials. Each session started by watching the accompanying videos available on YouTube. After watching a video twice, brief explanations and practices in small groups were carried out by employing the texts in the book. Each face-to-face session usually featured two videos. After the face-to-face session, further pronunciation activities were conducted online through Edmodo, employed as the Learning Management System (LMS).

In this study, quantitative data were collected using a questionnaire, while qualitative data were collected through interviews. The questionnaire employed in the study consisted of 35 items aimed at gauging information concerning the participants' perception of using YouTube videos and Edmodo to improve pronunciation. The findings revealed that the students were familiar with YouTube, and a majority experienced no problem in accessing and using it. Having no internet connection is the factor that could cause a problem for them. They had also accessed YouTube for entertainment, looking for information, or learning to do something. Most of the participants found that learning with YouTube is advantageous because the videos provide letters, sound, and pictures at once. This makes the materials and the exercises easy to understand and practice because the students were able to see, hear, and produce the required skills

3.1 The Impact of YouTube-Based Video Media

Based on the findings and discussion above, four conclusions were drawn. First, the participants were so familiar with YouTube that they encountered no difficulty in accessing and using it. Second, a majority of the participants found YouTube interesting and fun, so they liked learning and practicing pronunciation using them. Third, learning with YouTube is advantageous to the participants because the instructional materials are presented in letters, sounds, and pictures at once. Finally, most

participants found YouTube interesting and motivating, and thus it improved their pronunciation skills.

(Mulyani, 2019)) argue that pronunciation a fundamental element in English, necessary for students' success in speaking and writing skills. From preliminary studies, preliminary information was obtained that the ability of students' pronunciation in English is still low, and they often have difficulty in pronouncing vocabulary, which is another problem faced in schools by both students and teachers. If students cannot pronounce vocabulary clearly and precisely, it might cause misunderstandings, possibly affecting both written and oral communication with other speakers. This study aims to provide an alternative teaching of English pronunciation skills for students in junior high school through the use of YouTube-based video media with relevant activities. This research was conducted using a mixed-method approach, including quantitative in the form of a quasi-experimental and qualitative methods.

Quantitative data sources from the pre-test and post-test were conducted to find out whether the use of YouTube-based video media can improve the pronunciation of the eighth-year students of SMP 2 Mesjid Raya or not. This is a quantitative form of true quasi-experimental research design, using one experimental group, which involved pre-test, treatment, and post-test. Preliminary surveys were conducted at the school, and field notes were also collected from the teaching process, as well as preliminary interviews with teachers about the condition of students, problems, and the process of learning English in class. Pre-test and post-test were designed in an oral version. The results from interviews and field notes as qualitative data were also analyzed to clarify and support the test results. The results prove that the use of YouTube-based video media has successfully improved the students' pronunciation ability.

The use of YouTube-based video media gives students a new learning experience in learning English, especially pronunciation skills. It also makes the learning activity more interesting since the students can feel the real use of English and the way of how to pronounce vocabulary directly from native

speakers in the video. Teaching English pronunciation to students at the initial level focuses on improving students' ability to communicate verbally with clear and understandable pronunciation. This is clear because in language learning, pronunciation skills are one of the keys to achieve communicative competence. Successful teaching and learning of English pronunciation depend on how the teacher presents and develops the lesson utilizing various effective media to make the classroom circumstances more lively, enthusiastic, and interesting.

3.1.1 Enhancing High through YouTube School Students' Speaking Skills.

Based on the study by Zainal and Agustinus (2021) titled *The Effect of YouTube on the Speaking Ability of Senior High School Students*, YouTube serves as a rich resource for teaching speaking in EFL contexts. Additionally, YouTube enables students to learn various languages worldwide. The study's objective was to determine whether senior high school students in Indonesia who frequently watched YouTube in English spoke better than those who seldom did. To assess students' speaking ability, a questionnaire and a speaking test were developed. The study included twelfth-grade students from a senior high school in Bangkalan, Madura, Indonesia, comprising students who frequently and infrequently watched and utilized YouTube for learning speaking in English. The study employed a convenience sampling technique due to the unusual circumstances where students were not in their classrooms.

The study included 30 students who frequently watched YouTube and 30 students who infrequently watched YouTube as eligible participants for data analysis. The study's instruments consisted of a questionnaire and a speaking test. The questionnaire aimed to ascertain how often students used YouTube videos, containing 21 items to gather data on students' frequency of watching YouTube and their attitudes toward YouTube. The questionnaire included closed-ended questions with provided answer options. The speaking test was employed to evaluate students' speaking ability. The test utilized a speaking rubric developed by the UCL Speaking Test Corpus (USTC) to ensure test validity. For the reliability of

the speaking test scores, three speaking inter-raters assessed the participants' speaking ability using the same rubric.

Videos in English on YouTube prove to be more motivating when utilized by teachers in the classroom, and students can watch these same videos at home. Effective language learning occurs when the process is engaging for learners. The materials presented on YouTube are deemed original and entertaining to learners due to the visual presentation of language contents. These audio-visual contents are freely accessible through YouTube, and students find the videos on English language learning more engaging and interesting than traditional text materials. Recurrently watching YouTube videos enhances students' speaking and listening skills in English. Learners can enrich their vocabulary, phrases, idioms, pronunciation, grammar, and more from the audio-visual materials found in YouTube videos.

The advent of new media tools has transformed the way language learning used to take place. Learning becomes stress-free when language contents are presented in an engaging manner. The findings indicate that YouTube videos are more beneficial than traditional speaking strategies, as they allow learners to interact with the text, discuss, solve problems, derive meaning, and provide comments. "These skills available in YouTube videos enable students to become better listeners" (Lou, Wu, Shih, & Tseng, 2010; Zorko, 2009), indicating the significance of YouTube in fostering an active classroom environment and motivating learners to engage in learning and interaction. Furthermore, YouTube videos help eliminate the boredom often associated with traditional language classes, where students are passive, and the instructor bears the majority of the responsibility.

This finding aligns with Zorko (2009), who revealed that students can use YouTube videos at their own convenience, even at home, and at any time of the day. Based on the results of this study, English teachers and parents are encouraged to provide opportunities for students to select YouTube for their own

learning. They should support them in choosing appropriate videos, watching, and frequently and effectively learning the language with enthusiasm.

3.2 Leveraging YouTube for Enhanced EFL Content Learning: A Saudi Case Study

Huda's study (2020) titled "The Impact of Using YouTube in the EFL Classroom on Enhancing EFL Students' Content Learning" highlights that YouTube, a video-sharing website, offers access to new and dynamic opportunities for effective and non-traditional teaching and learning patterns. In Saudi Arabia, this technology has not been widely exploited for educational purposes. The study employed a quasi-experimental design, specifically the "Non-Randomized Control Group Pretest-Posttest Design." Two groups of EFL second-year college students from the Department of Curriculum and Instruction in the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia, were randomly selected and assigned to the experimental and control groups.

The control group consisted of 45 students, and the experimental group included 51 students. Both groups studied the theoretical content of the course "Observation in Schools 2." The experimental group received instruction through the use of YouTube videos related to classroom observation, combined with discussions and PowerPoint presentations. In contrast, students in the control group were taught the same content using the traditional lecture-based method. Instruction was provided to both groups by the author and took place throughout the second term of the academic year 2011, spanning six weeks with two hours per week. Before each class, the author searched YouTube for short videos, approximately 10-15 minutes in length, on the upcoming topic.

Once an appropriate YouTube video was selected, the URL was sent to the students via email two days before the class, requesting them to watch it. During the class, the author initiated discussions on the topic, outlining the main points through a PowerPoint presentation. The entire class then watched

the YouTube video on the topic, followed by questions and discussions. Some video clips had captions summarizing the scene's topic. At times, students worked in pairs or small groups, watching the video repeatedly to complete tasks related to the topic. At the end of each class, as a homework assignment, students were required to find a short YouTube video related to the topic and present it to the class in the next meeting. The statistical analysis of the data using the t-test demonstrated that YouTube had a significantly positive effect on EFL students' learning of the theoretical content of the course "Observation in School 2." These results support various findings indicating the positive impact of YouTube on enhancing students' learning. It is evident that YouTube can enhance the learning process in several important ways. The enjoyable and entertaining atmosphere created by YouTube motivates students to learn actively. Students in the experimental group were highly motivated to watch, read, write, discuss, interact, and participate in various activities throughout the learning process.

It is also important to note that the incorporation of YouTube into the classroom and outside the classroom is not without its challenges, but there is little question that the benefits of this technology far outweigh some of the problems associated with it. Therefore, the only question is how to incorporate YouTube, not whether doing so is a good idea, as the impact upon learning is too substantial to ignore. Thus, it is recommended that YouTube should be considered as an effective instructional tool for developing content learning of EFL college students and as an important teaching resource in classrooms.

Speaking is one of the four essential language skills related to responding and communicating with other people, allowing comprehensible oral interaction. Speaking skills are linked to comprehension, pronunciation, grammar, vocabulary, fluency, and intonation or expression. Many researchers have conducted studies to find teaching strategies, media, and tools for improving students' speaking skills. In the 21st century, teachers and students can use various kinds of technology for teaching and improving speaking skills. Incorporating videos in teaching and learning will be helpful for students to enhance their comprehension with practices and perspectives of a foreign language.

3.2.1 Benefits of YouTube in EFL Learning

According to the article in *Jurnal Pendidikan Teknologi dan Kejuruan* authored by Purwanti (2022), the paper addresses both the benefits and challenges of using YouTube videos to enhance students' speaking skills in EFL classrooms. The findings are affected by their mastery of pronunciation, grammar, vocabulary, fluency, and comprehension. From the review of many studies and cases, a significant number of benefits of using YouTube videos in EFL classrooms can be cited. YouTube videos can be used to improve these aspects of speaking skills and to promote autonomy among students, which, in turn, can facilitate students' ability to use those skills communicatively. One of the benefits is related to pronunciation, which can be considerably improved.

YouTube videos from native English speakers provide exposure to correct pronunciation. The language that students often hear through the videos helps them practice pronouncing English words correctly. These examples come in well-arranged audio and visual compositions that appeal to the students' interests, hence their interest in watching them repeatedly. Mimicking is a pronunciation practice that can be done while watching YouTube videos, from the comfort of their private space, without embarrassment if they do not get the pronunciation properly. Therefore, YouTube videos were effective in improving students' speaking skills in terms of vocabulary and pronunciation through asking and answering questions.

According to the results of the study conducted by Putrawansyah (2020), the score of the students' post-test was higher than the mean score of the students' pre-test. The research instrument was collected using oral tests. In the pre-test, students were given a picture about procedure text, and after that, students spoke orally in front of the class. In the post-test, students were given three pictures, and students had to choose one of the three pictures, then speak orally in front of the class. YouTube videos by native English speakers can provide examples of sentences with proper intonation: the stress pattern, the sound pattern, speech sounds, intonation patterns, and the rhythm of the language.

Videos assist students in enhancing their intonation. Students can record their speech, listen to it, and compare it with speeches from native speakers they watch in YouTube videos. YouTube videos also provide a wide range of vocabulary, as they include various topics, from entertainment to educational content that can significantly improve students' vocabulary. The utilization of original videos exposes various kinds of vocabulary in a language context. Students can observe the utterances spoken by the content creator in their real-life contexts. They also argued that the original videos might cover different topics with different complexity, exposing students to a wide range of vocabulary.

The use of interactive videos on YouTube could assist students in practicing their vocabulary in use, copying how English native speakers use those words in the proper contexts. YouTube videos may be in the form of dialogues, interviews, news, speech, film, and song lyrics, while others may include narration and subtitles. Videos with subtitles provide a relation between the sound, the image, and the spelling of the words. For videos that include many new words, the spellings provided in the subtitles can help students check the words in their dictionary. Because YouTube videos can be paused, students can take time to check the meanings of words when they cannot grasp them from the context alone.

These subtitles help less advanced students from being frustrated if they have to rely solely on the oral exposure of the utterances. Since the main objective is to improve the students' speaking skills, the utilization of vocabulary, grammar, and sentence structure must be in accordance with the rules of English. These language uses represent the actual use of grammatical rules by English speakers, which may enrich students' exposure to English grammar. The conversation between native speakers in YouTube videos also provides authentic language use, which may not be available in textbooks, and is very important for supporting students' learning.

3.2.1.1 The Role of YouTube in Enhancing Speaking Fluency and Comprehension Skills.

According to Zacharias' research (2021), English language teaching can be effectively

facilitated through the use of YouTube video clips within the classroom setting. The analytical perspectives explore the impact of the blended teaching method for second language acquisition. Online support in imparting the English language, especially comprehensive vocabulary and pronunciation, has become the need of the hour. Videos of lectures by eminent professors, trainers, and linguists can be easily watched and downloaded. Students themselves can create their own videos and upload them to get feedback from professors and peer groups. It can be done individually as well as in group learning.

Speaking fluency, as the capability to speak delicately and continually with adequate speed without always stopping to think of the right words, is vital. Fluency in speaking is the ability to speak spontaneously, at the right speed, and comprehensibly. YouTube videos could also enhance students' comprehension by leading group work, fostering confidence and creativity in sharing information, and increasing general knowledge. Students are required to understand the arrangement for creating good and effective communication that is acceptable to the listener and in accordance with the ongoing discussion. This would significantly change students and connect them with interactive language surroundings and critical thinking.

3.2.1.1.1 Pronunciation Improvement

According to an article in the JELTL - Journal of English Language Teaching and Linguistics by Sari (2019), students have the opportunity to explore their creativity when planning discussion topics. These topics can be based on their interests and talents, framed as attractively as possible. In this case, students need to involve new ways of thinking outside their previous habits. Using videos in the classroom would engage new and distinct topics to deliver knowledge and develop students' understanding. Other benefits for both teachers and students are that they have a positive outlook on learning with technology.

Videos on YouTube provide audio-visuals that sustain students in observing without feeling tired and practice their foreign language. The phenomenon of using social media, such as YouTube, allows

students to learn actively and interactively in the classrooms and is acknowledged as one of the most critical changes in a learning activity. Using YouTube videos in the class for learning serves a complete function for students to speak inside and outside the classroom, promoting autonomous and student-centered learning. Students can practice independently and become autonomous learners who develop their speaking skills outside the classroom.

Furthermore, researchers like Pigg (2017) have demonstrated that tourist videos contribute to the promotion of multiculturalism, aligning with the emphasis of sociocultural and ecological theories. Tourists, who may or may not be native English speakers, can interact with other tourists or people from the destination country, and therefore the conversations are likely to be multilingual and multicultural. The tourist videos can even help students in learning symbolic competence, as the videos show the context where English is used. Videos on YouTube help introduce students to the emerging diversity in English and prepare them for various social situations they would experience in the future.

However, the debate about whether teachers' beliefs influence teaching practices remains an intriguing issue, especially concerning the utilization of YouTube as a technology in the EFL context. Hence, the primary objective of Febriani's study (2019) was to examine the beliefs and practices associated with using YouTube in the EFL context. The study collected opinions from EFL teachers at Muhammadiyah Senior High Schools in Surabaya regarding the integration of YouTube into their English classes. By delving into teachers' beliefs and practices concerning technology, the study aimed to assess the efficacy of their technological integration in the classroom.

3.3 YouTube in English Language Teaching: Teacher Beliefs and Student Experiences

The results indicate a prevailing consensus among Muhammadiyah's English teachers in Surabaya, affirming the substantial value of YouTube videos in a pedagogical context for teaching English. All participants expressed unanimous positive beliefs in the efficacy of YouTube within EFL education. They highlighted its

multifaceted benefits, emphasizing its capacity to enable students to showcase language skills across various domains. Teachers lauded YouTube as an engaging, entertaining, and highly motivating resource that fosters accelerated memorization, possesses significant pedagogical value, and offers ample learning opportunities for students.

However, regardless of this fact—that teachers hold good value beliefs about YouTube in the EFL context—there are still various things regarding using YouTube videos in which teachers still need suggestions, such as how to use YouTube in their English classes without being time-consuming, how to utilize it so that the videos do not distract students' attention during the lesson, how to make use of YouTube videos as resources that are always available, and how to utilize it for assessment. This means that teachers must not use YouTube videos only for fun but also break down boredom. Teachers already have good accessibility to almost every kind of video available on YouTube.

In their study, Wibowo (2020) aimed to explore the potential benefits and drawbacks associated with utilizing YouTube as a teaching tool within Public Speaking classes.. The results of this study are: (1) Using YouTube as a learning medium is helpful for students who are not confident in speaking in public and require more careful preparation. (2) YouTube allows students to be creative. (3) The use of YouTube in learning increases students' vocabulary. (4) Disadvantages of using YouTube are the absence of classroom meetings and technical problems that can be challenging. But what is the students' perception toward the use of YouTube in EFL speaking skill during online learning, and how do students deal with difficulties?

According to Khoiroh's (2021) study, the majority of participating students held a favorable view of utilizing YouTube for enhancing speaking skills. They perceived YouTube as a beneficial, cost-effective, and engaging platform that aided them in various facets of speaking. Some difficulties that students face while using YouTube are internal and external. To solve the problem, they use the internet to browse, use YouTube features, and have discussions with friends and lecturers. However, there are still

some challenges, such as a poor internet network, low student motivation, the preparation for using blended learning, and the problem of electricity. However, students can learn at the same time in online and offline lessons.

3.3.1 Enhancing English Language Learning with YouTube Video Clips

In their study concerning the integration of YouTube Video Clips in English Language Teaching for L2 Learners, Justin & Jaisankar (2019) examine both students' and teachers' perspectives on the incorporation of YouTube for developing vocabulary and refining pronunciation. Nabila Shams Uddin, in her Ph.D. thesis titled 'Perception of Students in Using YouTube Videos to Enhance Their Autonomous Learning,' underscores the importance of independent English language acquisition, extending beyond traditional classroom settings. Uddin's approach involves diverse methods such as reading magazines, newspapers, novels, leveraging YouTube video clips, and engaging with audio books and music to facilitate learning."

This research aims to enhance English language teaching and make the pedagogy both interesting and engaging. One of the objectives of using YouTube video clips is to process supplementary materials for learning. Another objective is to assist the learners in grasping the syllabus accurately. It would provide larger access to online videos through video lectures, giving students a chance to learn outside the classroom and assisting them in understanding English. The most important goal of this blended teaching with YouTube clips is to make the students active and independent. The final objective is to make the teaching of the English language more efficient and effective. Using video clips with text descriptions is more creative for acquiring new vocabulary.

An experiment was conducted with a group of science students. There were 30 students in a class, divided into two groups. One group was taught vocabulary using YouTube clips, while the other group was taught with audio clips. The group of students who watched the videos remembered more words

than the group that listened to the audio. The learners try to grasp meaningful connections between images and words. The proponent of the theory, Mayer, argues that meaningful learning from pictures and text happens when the learner participates in selecting, memorizing, etc. When the students were asked about the reason for their poor performance, they stated that they were easily distracted while listening to the audio conversations.

On the other hand, the students who were watching and listening to video clips stated that the visual pictures of the words had an impact and helped them to retain the words learned easily. Most of the technical words were easily learned with the help of showing video clips of the words with their exact pronunciation and pictorial description. Today, there are thousands of video clips related to the pronunciation of words by native and non-native speakers. Initially, learners can be exposed to non-native famous language experts, and then gradually, they should be taught with the video clips of native speakers who are experts in English language teaching. This type of exposure to native speakers will give confidence to the learners, making them more receptive to what they watch and listen to.

4 Research Methods

Research Approach

Methodological Design

Type of research

This research was conducted from September 20th to November 1st. It adopts a mixed approach, combining both quantitative and qualitative methodologies. However, the qualitative aspect predominantly serves to represent the data quantitatively. The entire process at Instituto Nacional Carlos Vega Bolaños spanned 6 weeks.

The research primarily employs a quantitative approach to evaluate the strategy implemented in 7th grade A-B, aiming to achieve significant results through the quasi-experiment. This experiment

relies on the collection of quantitative data, which is then utilized to address the problem using specific techniques.

4.1 Sources

This research aims to describe, develop, and apply didactic videos containing strategies to enhance the teaching and learning of the English language, particularly focusing on the speaking skill in 7th-grade students at Instituto National Carlos Vega Bolaños. Consequently, the teaching-learning process of 7th-grade students in class B becomes more meaningful through the quasi-experiment applied to demonstrate the effectiveness and significance of games in developing speaking skill.

4.2 Information Gathering Strategies

The data collection tools that will be applied to collect the information for subsequent analysis are observation, pre-test and post-test for the students and interview to the teacher.

The Columbia University said that “Research instruments is a tool used to collect, measure and analyze data related to your research interest... the research instrument is usually determined by researcher and is tied to the study methodology”. (University, 2021)

4.3 Results obtained through observation guide

The results were obtained by the application of an observation guide. The data that was divided in 4 different ranks obtaining different measurement positions.

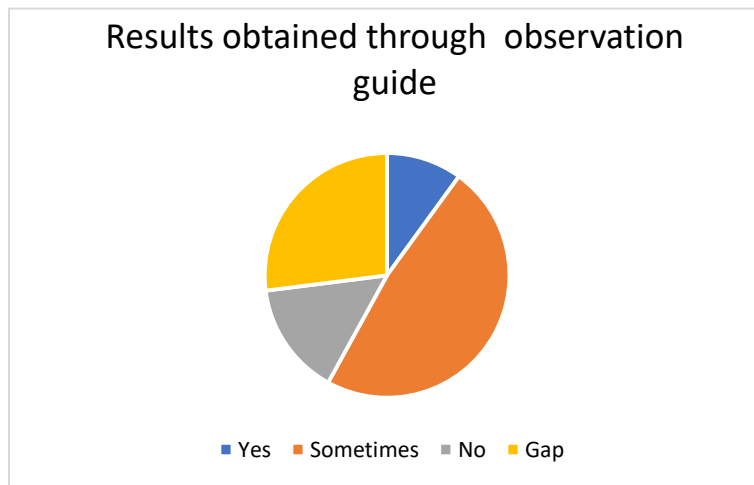
0-25	26-50	51-75	76-100
2	1	0	0

The table of contents below shows the results of this section of the validation and describes

the results from the prompt.

General Results		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Yes	10	10	10	10
	Sometimes	48	48	48	58
	No	15	15	15	73
	Gap	27	27	27	100
	Total	100	100	100	

The data obtained through the observation showed that 10% represents a huge deficiency when talking about class methodology. Through this observation we found lack or shortcoming in the methods and approaches employed for teaching English in the classroom, especially when pronunciation is practiced.



1. Ten (10) percent of one hundred (100) percent was the positive result. Which represents 10% in the blue-colored slice from the pie
2. Forty-eight (48) percent of one hundred (100) percent was the intermediate result. Which represents the 48% in the orange-colored slice from the pie.
3. Fifteen (15) percent of one hundred (100) percent was the negative result. Which represents

15% in the non- colored slice from the pie.

4. Twenty-seven (27) percent of one hundred (100) percent was the gap result. Which represents 27% in the yellow-colored slice from the pie

Results obtained through the teacher's interview

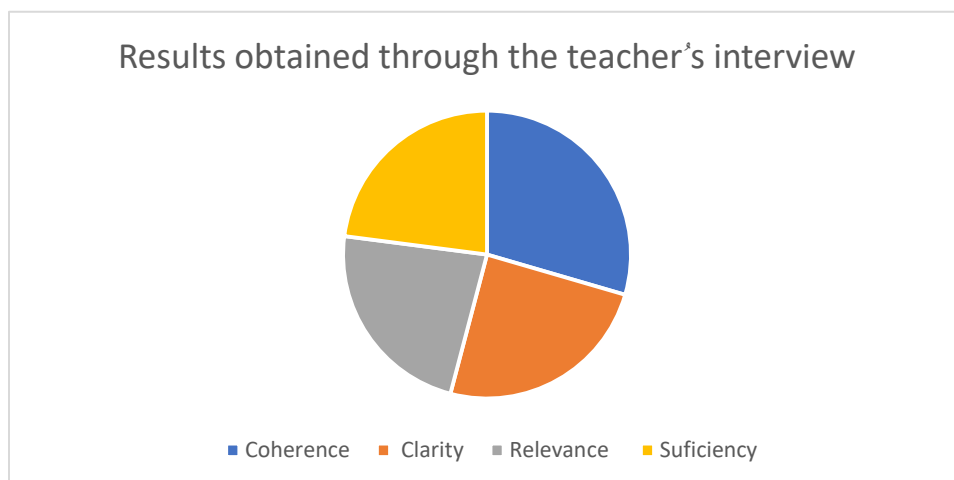
The results were obtained by the application of a teacher interview. The data that was divided in 4 different ranks obtaining different measurement positions.

0-25	26-50	51-75	76-100
4	0	0	0

The table of contents below shows the results of this section of the interview and describes the results from the prompt.

General Results		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	18	18	18	18
	Clarity	15	15	15	33
	Relevance	14	14	14	47
	Sufficiency	14	14	14	61
	Total	61	61	61	

The data obtained through the interview application showed that 61% of the resulted data represents the total of approval for this data.



5. Eighteen (18) percent of one hundred (100) percent was the coherence result. Which represents 18% in the blue-colored slice from the pie
6. Fifteen (15) percent of one hundred (100) percent was the clarity result. Which represents the 15% in the orange-colored slice from the pie.
7. Fourteen (14) percent of one hundred (100) percent was the relevance result. Which represents 14% in the non- colored slice from the pie.
8. Fourteen (14) percent of one hundred (100) percent was the sufficiency result. Which represents 14% in the yellow-colored slice from the pie.

Age

This table shows the age of the students:

7th grade “A”: There were 13 students that are 12 years old, and 7 students that are 13 years old.

Students Age	Age Range	Frequency	Percentage	Valid percentage
Valid	12	13	65	65
	13	7	35	100
	Total	20	100	

7th grade “B”: There were 12 students that are 12 years old, 7students that are 13 years old and 1 student that is14 years old.

Students Age	Age Range	Frequency	Percentage	Valid percentage
Valid	12	12	60	60
	13	7	35	95
	14	1	5	100
	Total	20	100	

Gender

This table shows the gender of the students: 7th grade “A”: There were 10 students that are males and 10 students that are females.

Students Gender	Gender	Frequency	Percentage	Valid percentage
Valid	Male	10	50	50
	Female	10	50	100
	Total	20	100	

7th grade “B”: There were 10 students that are males and 10 students that are females.

Students Gender	Gender	Frequency	Percentage	Valid percentage
Valid	Male	10	50	50
	Female	10	50	100
	Total	20	100	

4.4 Sampling:

The sampling of this research was decided for convenience, including 20 seventh A grade student, 10 males and 10 females. Also, 20 seventh B students, 10 males and 10 females; from Instituto Nacional Carlos Vega Bolaños in Masaya City of Masaya in order to obtain the necessary information to complete the research.

4.5 Data Collection Techniques:

The techniques for collecting the data and information in this research were an interview with the English teacher and an observation guide to the 7th grade A and B students. This process was developed

at Instituto Nacional Carlos Vega Bolaños in Masaya city, during the second semester of the scholar year in terms of collecting real information from the teacher and students' situation. First, it was proceeded to visit the Institute located in Masaya city, Instituto Nacional Carlos Vega Bolaños, there the teacher from the English subject answered some questions related to our research. Second, along 2 days it was developed the observation period, to both seventh grades, where it was discerned the students' knowledge situation and if what the teacher answered in the interview was real. Third, it was proceeded to develop a pre-test, in tenth A and B, in order to measure if the knowledge that students were acquiring through the teacher techniques were successful along the learning process. Fourth, a training period was developed along 4 days, in both seventh grades, there the 40 students that were selected by both seventh grades. In seventh B were taught through videos and in the seventh A they continued receiving the English class without videos. Finally, both grades had a post-test with the goal to show up which strategy worked, which obviously was games.

4.6 *Triangulation between techniques (observation, interview, pre-test / post- test)*

We have created a seminar investigation making use of different references. Those sources have help us to determine that videos have a deep importance when developing a teaching learning process based on videos without matter the learner differences (age, color, race, city). So, to pass from the theory to the practice and test, if this theory really works, we have decided to make an intervention in a classroom from Instituto Nacional Carlos Vega Bolaños, but to make the intervention, we have previously created a teacher interview that is going to help us to have a general view from students and learning situation.

Pre – Test Results 7th grade “A”

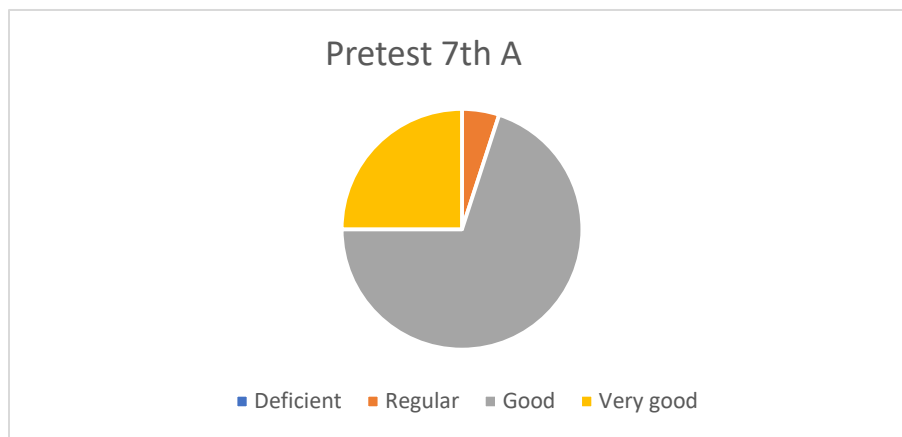
The results were obtained by the application of a Pre-test in 7th grade A. The data that was divided in 4 different ranks obtaining different measurement positions.

0-25	26-50	51-75	76-100
0	1	14	5

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	1	5	5	5
	Good	14	70	70	75
	Very Good	5	25	25	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 75% of the students obtained low grades, which represents a huge learning deficiency in Speaking.



1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie.
2. One (1) students of twenty (20) students answered in a regular form. Which represents the 5% in

the orange-colored slice from the pie.

3. Fourteen (14) students of twenty (20) students answered in a good form. Which represents 70% in the non- colored slice from the pie.
4. Five (5) students of twenty (20) students answered in a very good form. Which represents 25% in the yellow-colored slice from the pie.

Post – Test Results 7th grade “A”

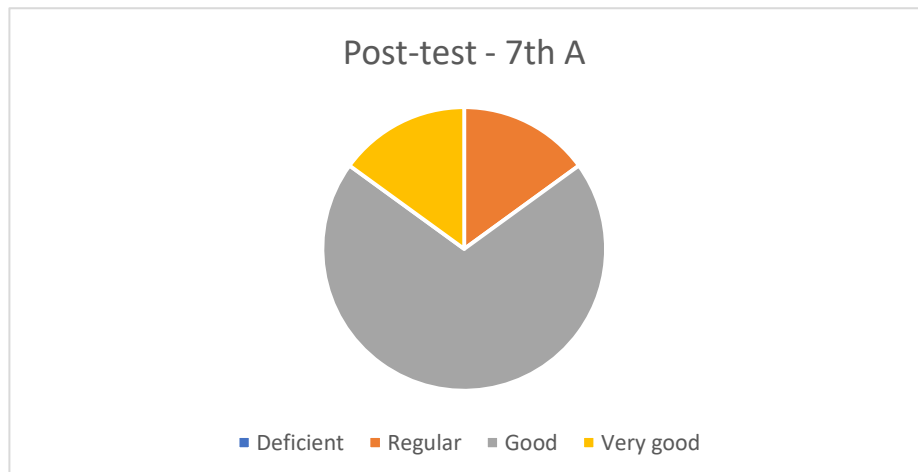
The results were obtained by the application of a Post-test in 7th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0-25	26-50	51-75	76-100
0	3	14	3

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	3	15	15	15
	Good	14	70	70	85
	Very Good	3	15	15	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 75 % of the students obtained a very good grade, which means they have gone through an efficient learning process where they have faced learning improvements.



1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie.
2. Three (3) students of twenty (20) students answered in a regular form. Which represents the 15% in the red-colored slice from the pie.
3. Fourteen (14) students of twenty (20) students answered in a good form. Which represents 70% in the non- colored slice from the pie.
4. Three (3) students of twenty (20) students answered in a very good form. Which represents 15% in the purple-colored slice from the pie.

Pre – Test Results 7th grade “B”

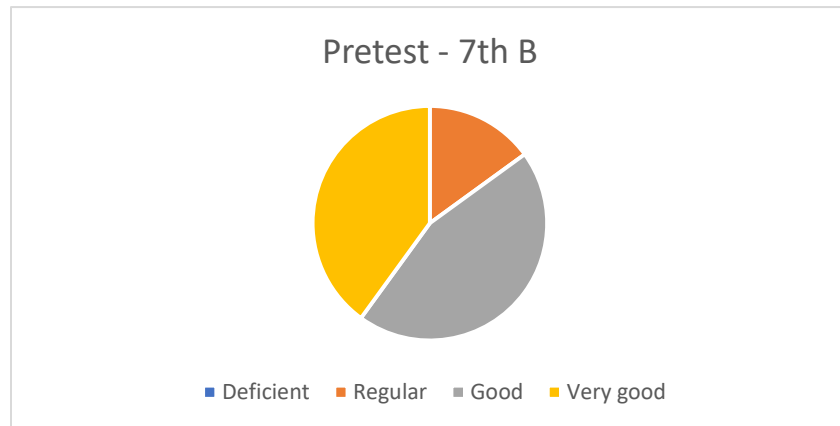
The results were obtained by the application of a Pre-test 7th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0-25	26-50	51-75	76-100
0	1	14	5

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	1	5	5	5
	Good	14	70	70	75
	Very Good	5	25	25	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 85% of the students obtained low grades, which represents a learning deficiency in the pronunciation sub skill..



1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie
2. One (1) students of twenty (20) students answered in a regular form. Which represents the 5% in the orange-colored slice from the pie.
3. Fourteen (14) students of twenty (20) students answered in a good form. Which represents 70% in the non- colored slice from the pie.
4. Five (5) students of twenty (20) students answered in a very good form. Which represents 25% in the yellow-colored slice from the pie

Post – Test Results 7th grade “B”

The results were obtained by the application of a Post-test in 10th grade B. the data

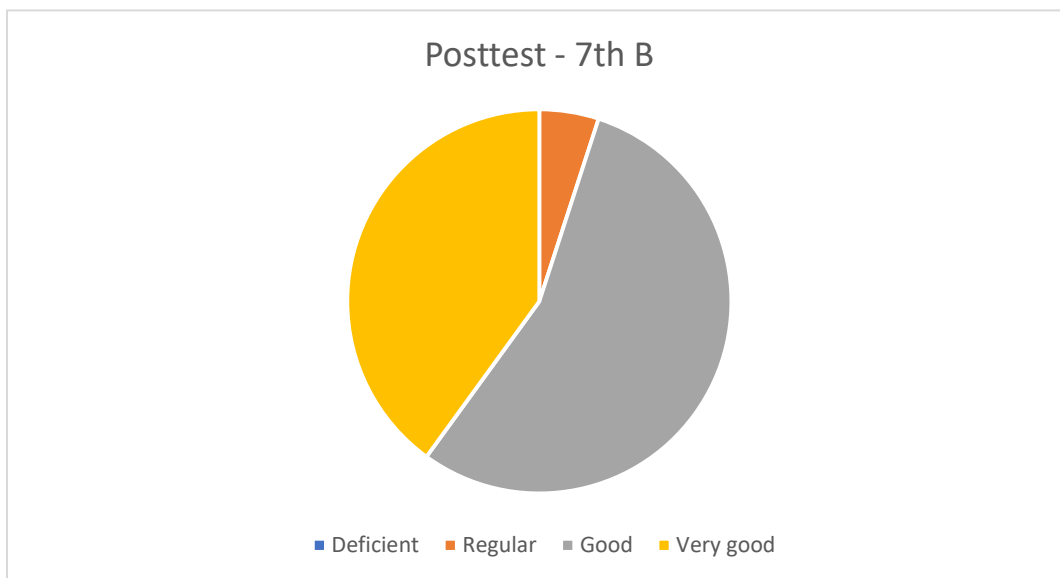
That was divided in 4 different ranks obtaining different measurement positions.

0-25	26-50	51-75	76-100
0	1	11	8

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	1	5	5	5
	Good	11	55	55	60
	Very Good	8	40	40	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 60% of the students obtained low grades, which represents a huge learning deficiency in pronunciation sub skill.



1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie
2. One (One) students of twenty (20) students answered in a regular form. Which represents the 5% in the orange-colored slice from the pie.
3. Eleven (11) students of twenty (20) students answered in a good form. Which represents 55% in the non- colored slice from the pie.
4. Eight (8) students of twenty (20) students answered in a very good form. Which represents 40% in the yellow-colored slice from the pie.

4.7 *Training videos*

1. How to pronounce the alphabet in American English?

- **Target group:** Children, youth and adults
- **Objective:** To assist children, youth, and adults in mastering the accurate pronunciation of the American English alphabet.

Development:

This concise video features a native speaker guiding the pronunciation of the alphabet, making it easier to grasp and articulate each letter. The video is clear, straightforward, and highly beneficial for students aiming to understand the alphabet and its correct pronunciation. Despite its simplicity, this topic holds significant importance in aiding language learners.

2. The video "see, say it/ letters sounds/ ASL alphabet.

- **Target group:** Children, youth and adults
- **Objective:** To engage children, youth, and adults in learning the English alphabet through a playful approach combining songs, visual aids, and phonetic strategies.

Development:

When introducing English, the alphabet stands as a fundamental starting point. Understanding its pronunciation holds immense importance. This particular video employs a playful approach, kicking off with a catchy song that encourages students to sing along while practicing the alphabet. Through a blend of visual aids, real-life examples, and phonetic strategies, the video ensures an engaging learning experience. By incorporating these elements, students can relax and absorb the alphabet effortlessly.

3. Learn long and short vowels -basic English pronunciation lesson.

- **Target group:** Children, youth and adults

- **Objective:** To teach children, youth, and adults the distinction between long and short vowel sounds in English and their practical application in words.

Development:

The video is centered on fundamental English pronunciation, specifically highlighting the distinction between long and short vowels. It delves into the nuances of vowel sounds, offering clear demonstrations and examples. By showcasing various words, it not only teaches pronunciation but also connects it to meaning, providing students with a comprehensive understanding of how sounds relate to words in English.

4. Diphthongs (ei, ou, ju,ɪ,) 44 sounds of American English.

- **Target group:** Children, youth and adults
- **Objective:** To familiarize children, youth, and adults with diphthongs in American English by explaining, demonstrating pronunciation, and providing contextual examples.

Development:

The instructor adeptly introduces the concept of "Diphthongs," explaining their definition and demonstrating pronunciation techniques. Using effective gestures as a teaching strategy, they illustrate how to articulate these complex vowel combinations. The instructor supplements their explanation with sentence examples, showcasing how diphthongs are used in real contexts. This multi-sensory approach ensures a comprehensive grasp of these nuanced vowel sounds.

5. Como decir el sonido TH / lección de pronunciación de ingles americano.

- **Target group:** Children, youth and adults
- **Objective:** To elucidate and demonstrate the correct pronunciation of words beginning with the challenging "TH" sound in American English.

Development:

The video focuses on a particularly challenging sound for many students: the "TH" sound. It provides a detailed explanation of the exact pronunciation of words that begin with "TH." By breaking down this complex sound, the video aims to clarify and demonstrate the correct articulation, helping learners understand and replicate this sound accurately in words and phrases.

6. El sonido consonante /g/ como gift Pronunciación del inglés americano.

- **Target group:** Children, youth and adults
- **Objective:** To differentiate and explain the pronunciation of the American consonant sound "/g/" as spoken by non-native English and native American English speakers.

Development:

The video initiates by exploring the American consonant sound "/g/" and its occurrence in various words. It delves into the nuances of pronunciation, highlighting the differences between non-native English speakers and native American English speakers. Through comprehensive examples, it illustrates how this specific consonant is articulated differently, aiding learners in understanding and emulating the native pronunciation accurately.

7. El sonido consonante /d/ como en “dog” pronunciación de inglés americano.

- **Target group:** Children, youth and adults
- **Objective:** To demonstrate and teach the accurate pronunciation of the American consonant sound "/d/" through clear examples and accessible explanations.

Development:

The video is dedicated to the American consonant sound "/d/." It begins by presenting the correct pronunciation of this particular consonant and proceeds to offer clear examples where the "d" sound is prominent. An important aspect is the selection of straightforward and uncomplicated examples, ensuring accessibility for learners aiming to grasp the pronunciation of this sound in easily understandable contexts.

8. El sonido consonante /r/ como en “run” pronunciación del inglés americano

- **Target group:** Children, youth and adults
- **Objective:** To instruct children, youth, and adults on the correct pronunciation of the American consonant sound "/r/" through diverse examples and clear instruction

Development:

The instructor adeptly introduces the American consonant sound "/r/" by providing various examples and clear instructions on pronunciation. Their approach ensures that students can easily comprehend and replicate the correct pronunciation. By offering diverse examples, the video encourages learners to engage with the content, fostering a desire to grasp and perfect the accurate pronunciation of the "/r/" sound.

5 Conclusion

At the end of this research, we emphasize that pronunciation can be difficult to acquire, but it is an essential component of the communicative competence since it helps learners to be able to speak fluently and avoid misunderstanding when speaking English.

During the process of this research it was noticeable that students from 7th grade and the English teacher at Instituto Nacional Dr. Carlos Davila Bolaños faced some difficulties with emphasis in pronunciation affecting the successful development of teaching and learning speaking skill. These difficulties may be stronger than others, as we consider the following:

- The students have short time to practice pronunciation in class.
- The quantities of students per classroom.
- Misbehavior in the classroom.
- The teacher does not focus on pronunciation. (Traditional teaching focuses on grammar writing and reading).
- The mother tongue (Spanish).

Another important discovery was that students had some problems when they pronounce vowels (long and short), some consonants such as g, y, and j, h., which affect when they produce words and complete sentences. With our observation and the evaluation of this problem, it was also concluded that using YouTube videos from native speakers in the English class, students can improve the pronunciation of words and phrases if these are applied over a longer period of time.

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See annexes in:

https://docs.google.com/document/d/1LhNEfE87LkNezbhI3mOuoLLAoOSeCedY/e_dit?usp=drivesdk&oid=117534406769933112662&rtpof=true&sd=true

7 ANNEXES



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

English Department

Theme: Improving EFL learners' pronunciation using YouTube videos in 7th grade at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023

Validation of teacher interview

Authors:

1. Georgina Martínez Hernández
2. María del Socorro Borge Maltez
3. Carmen María Mendoza

Objectives of the teacher interview: Explore the effect of YouTube videos on the development of the teaching - learning process in English language focused in pronunciation.

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “Interview to English teacher” which is part of the research: **Theme: Improving EFL learners’ pronunciation using YouTube videos in 7th grade at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023.**

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently. We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

CURRENT POSITION _____

INSTITUTION _____

Research's objective:

To analyze the use of YouTube videos on teaching English pronunciation for 7 grade at Doctor Carlos Vega high School-Masaya in the second semester 2023.

Objective of the expert judgment:

Validate the content of the teacher interview.

Objectives of the teacher interview: Explore the effect of YouTube videos on the development of the teaching - learning process in English language focused in pronunciation.

According to the following indicators, rate each of the items as appropriate:

Category	Qualification	Indicator
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension 3. The item has a moderate relationship with the dimension that you are measuring 4. The item is completely related to the Dimension that you are measuring.</p>
<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item is no clear 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order 3. A very specific modification of some of the item's terms is required 4. The item is no clear, it has adequate semantics and syntax</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristics or situation measured</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criteria 2. The item can be removed without affecting the dimension measurement. 3. The item has some relevance, but another item may be including the measurement of the item. 4. The item is essential or important, it must be included.</p>
<p>SUFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The items are not enough to measure the dimension 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension 3. You must increase some items to be able to evaluate the dimension completely 4. Items are sufficient</p>

YouTube videos as a learning strategy.	Adi Sasmita (2021)	Use of videos to facilitate pronunciation	Have you used YouTube videos as a learning strategy for your teaching learning process?				
	Nadiia Mykhale vych(2020)	Strategies to improve pronunciation	What strategies have you used to develop pronunciation? Mention the ones you have used.				
	Purwanti (2022)	YouTube videos to improve speaking skill	Do you consider watching YouTube videos help your students to improve their speaking skill?				
	(Arfa Fadillah) 2023	Use YouTube videos for acquire listening	Do you think YouTube videos help students to comprehend the material they listen to?				
	Nacak, A., Bağlama, B., & Demir, B. (2020).	YouTube videos to discriminate individual sounds.	Do you consider YouTube videos help students to discriminate individual sounds?				

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Dear judge:

You have been selected to evaluate the instrument **Diagnostic test** to carry out the research- **Improving EFL learners' pronunciation using YouTube videos in 7th grade at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023.**

The evaluation of this instrument is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

CURRENT POSITION _____

INSTITUTION _____

Objective of the expert judgment: Validate the content of this instrument

Objective of the questionnaire: To know the pronunciation difficulties that students from the 7^t grade have when they pronounce words and phrases.

According to the following indicators, rate each of the items as appropriate:

Category	Qualification	Indicator
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension 3. The item has a moderate relationship with the dimension that you are measuring 4. The item is completely related to the Dimension that you are measuring.</p>
<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item is no clear 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order 3. A very specific modification of some of the item's terms is required 4. The item is no clear, it has adequate semantics and syntax</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristics or situation measured</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criteria 2. The item can be removed without affecting the dimension measurement 3. The item has some relevance, but another item may be including the measurement of the item. 4. The item is essential or important, it must be included</p>
<p>SUFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level</p>	<p>1. The items are not enough to measure the dimension 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension 3. You must increase some items to be able to evaluate the dimension completely 4. Items are sufficient</p>

Criteria of the test	Totally agree	Partially agree	Little agree	Disagree
1) The test has the appropriate level for students.				
2) The instructions are clearly written.				
3) The items have relationship with the task.				
4) The items have relationship with the objective.				
5) The test achieved with what is intended to be measured.				
6) The test has the appropriate length for the students' level.				
Comments:				

Rubric to evaluate the diagnostic test.

Deficient	Regular	Good	Very Good
0-2	2-4	4	5

Categories	Very Good	Good	Regular	Deficient
Spelling vowels and consonants	Spell correctly vowels and consonants	Spell vowels and consonants with minimal difficulties.	Show difficulties to spell consonants and vowels.	Show many mistakes when spell consonants and vowels.
Pronunciation of words	Pronounce correctly complete words.	Show difficulties to pronounce complete words.	Show many difficulties to pronounce complete words.	Can't pronounce complete words.
Simple sentences	Pronounce the sentences with fluency and a good intonation.	Pronounce the sentences with acceptable fluency and intonation.	Show difficulties to pronounce sentences with fluency and appropriate intonation.	Don't show fluency and an acceptable intonation when pronounce simple sentences.

National Autonomous University of Nicaragua
Faculty of Education and Languages
English Department



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English pronunciation diagnostic test for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023

Dear students, thanks for your support by doing this test. Please try to do your best.

First, we need some data from you, so please fill the blank space with your information.

Sex: _____ Age: _____

1 Spell aloud the following words:

G-i-r-a-f-f-e	W-i-n-d-o-w	J-e-l-l-y-f-i-s-h	T-w-e-l-v-e
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2 Read and pronounce aloud the following words.

- **Dog, cat, rabbit, sheep, horse.**
- **Pencil, backpack, glue, ruler, whiteboard.**
- **Father, grandmother, cousin, nephew.**
- **Hamburger, yellow, kite, generation, twenty.**

3 Read the following sentences below as best as you can.

- ✓ This is my new car.
- ✓ There is a ball under the table.
- ✓ My best friend lives in a beautiful place.
- ✓ She sells, sea shells on the sea shore..

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Expert Judgment Respected judge: You have been selected to evaluate the Instrument: “post-test” which is part of the research: “Teaching English Pronunciation using YouTube videos, for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023”.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

CURRENT POSITION

INSTITUTION

Objective of the expert judgment: Validate the content of this instrument

Objective of the post-test: Evaluate the achievements that the students present after the application of YouTube videos.

According to the following indicators, rate each of the items as appropriate:

Category	Qualification	Indicator
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<p>1. Does not meet the criteria 2.Low level 3.Moderate level 4.High level</p>	<p>1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension 3. The item has a moderate relationship with the dimension that you are measuring 4. The item is completely related to the Dimension that you are measuring.</p>
<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3.Moderate level 4.High level</p>	<p>1. The item is no clear 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order 3.A very specific modification of some of the item's terms is required 4. The item is no clear, it has adequate semantics and syntax</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristics or situation measured</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4.High level</p>	<p>1. Does not meet the criteria 2. The item can be removed without affecting the dimension measurement 3. The item has some relevance, but another item may be including the measurement of the item. 4. The item is essential or important, it must be included</p>
<p>SUFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2.Low level 3. Moderate level 4.High level</p>	<p>1.The items are not enough to measure the dimension 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension 3. You must increase some items to be able to evaluate the dimension completely 4. Items are sufficient</p>

According to the following indicators, rate each of the items as appropriate

Dimension	Sources	Description	Items	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
Different Vowels and consonants Tongue Twister(Combination of sounds) Similar Sounds	Cambridge University Press & assessment 2023	To evaluate if the students have satisfactory learned to identify the vowels and consonant sounds	<p>Listen to the audio and circle the correct word, according to you heard.</p> <p>a) Give, gift, gender. b) Washing, watching, c) Raise, raze, rise. d) These, they, day.</p>				
	Lucy.2 023	To identify if the students improved their pronunciation when read different words	<p>Read the following words: Apple, unicorn, ice-cream, elephant, bee. Rocket, table, jacket, lolly pop, gender. Fish, ocean, washing, shy, shoe.</p>				
		To check the progress	<p>Read aloud the following tongue twister. Yellow butter, purple jelly, red jam, black bread. Spread</p>				

	Adelaid e A.2014.	that the students show when pronoun ce combine d words and phrases.	it thick, say it quick! Yellow butter, purple jelly, red jam, black bread. Spread it thicker, say it quicker! Yellow butter, purple jelly, red jam, black bread. Don't eat until you are spreading it like a spread.				
Comments:							

References:

1. Cambridge University Press & assessment 2023
Adelaide A.2014. 65 English tongue twisters to practice pronunciation.

2. Consonants and vowels -2 popular categories in English Phonics.
<https://teachphonics.blog/2023/10/12/what-are-graphemes-phonemes-6/>

Rubric to evaluate the post diagnostic.

Deficient	Regular	good	Very good
0-60	61-75	76-89	90-100

Category	Very Good	Good	Regular	Deficient
Vowels and consonants	Pronounce correctly vowels and consonants	Pronounce vowels and consonants with minimal difficulties.	Show difficulties to spell consonants and vowels.	Show many mistakes when pronounce consonants and vowels.
Words with similar sounds	Identify the correct pronunciation for similar words.	Show difficulties to identify the correct pronunciation of similar words.	Show many difficulties to identify similar sounds.	Don't identify similar sounds when listen to the words.
Diphthongs	Pronounce correctly words that contain diphthongs.	Pronounce diphthongs with minimal difficulties.	Show difficulties to pronounce diphthongs.	Show many difficulties to pronounce diphthongs.
Easy tongue twisters	Pronounce the tongue twister with fluency and a good intonation.	Pronounce tongue twister with an acceptable fluency and intonation.	Show difficulties to say tongue twisters with fluency and appropriate intonation.	Don't show fluency and an acceptable intonation when pronounce tongue twisters.



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English pronunciation diagnostic test for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023

Dear students, thanks for your support by doing this test. Please try to do your best.

First, we need some data from you, so please fill the blank space with your information.

Sex: _____ Age: _____

1. **Pronounce the following words. 20 points (2 for each word)**
 1. Apple, unicorn, ice-cream, elephant, orange.
 2. Rocket, table, jacket, fish, google.

2. **Listen to the audio. Circle the word that you hear from each row. 20 points (5 for each word)**
 - a) Give , gift, gender
 - b) Washing, watching,
 - c) Raise, raze, rise
 - d) These, they, day

1. **Read aloud the following words: 40 points (2 for each word)**
 3. Toy, boy, enjoy, employ, lawyer
 4. Paint, remain, rain, say, pay.
 5. Eye, bye, night, light, fly.
 6. Owl, house, cow, out, now.

2. **Read aloud the following tongue twisters. 20 points (5 for each one)**
 - a) I scream, you scream, we all scream for ice cream!
 - b) No need to light a night-light on a light night like tonight
 - c) A big black bug bit a big black bear.
 - d) She sells, seashells at the seashore.

Expert Judgment

Dear judge:

You have been selected to evaluate the instrument OBSERVATION GUIDE to carry out the research- **English pronunciation diagnostic test for 7th graders at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023**

The evaluation of this instrument is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

CURRENT POSITION _____

INSTITUTION _____

Objective of the expert judgment: Validate the content of this instrument.

Objective of the observation guide: To evaluate the performance of the teacher and students in the teaching-learning process of English with emphasis in pronunciation sub-skill.

Specific Observation Guide

ASPECT	YES	SOMETIMES	NO
The teacher begins the class on time.			
The teacher always takes time to teach pronunciation and its features.			
The teacher looks confident when teaching pronunciation.			
The teacher corrects students when they mispronounce a word.			
The teacher uses technological tools to teach pronunciation.			
The teacher uses different activities to practice pronunciation(songs, tongue twister, repetition, drilling)			
The teachers spends some time to teach students intonation, stress and rhythm for having a good pronunciation.			
All students participate in the English pronunciation activities.			
Students show motivation during the pronunciation activities.			
The teacher applies evaluation system in the class			

According to the following indicators, rate each of the items as appropriate:

Category	Qualification	Indicator
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<p>1. Does not meet the criteria 2.Low level 3.Moderate level 4.High level</p>	<p>1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension 3. The item has a moderate relationship with the dimension that you are measuring 4. The item is completely related to the Dimension that you are measuring.</p>
<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3.Moderate level 4.High level</p>	<p>1. The item is no clear 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order 3.A very specific modification of some of the item's terms is required 4. The item is no clear, it has adequate semantics and syntax</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristics or situation measured</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level 4.High level</p>	<p>1. Does not meet the criteria 2. The item can be removed without affecting the dimension measurement 3. The item has some relevance, but another item may be including the measurement of the item. 4. The item is essential or important, it must be included</p>
<p>SUFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2.Low level 3. Moderate level 4.High level</p>	<p>1.The items are not enough to measure the dimension 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension 3. You must increase some items to be able to evaluate the dimension completely 4. Items are sufficient</p>

According to the following indicators, rate each of the items as appropriate

Dimension	Sources	Description	Items	Coherence (De 1 a 4)	Clarity (De 1 a 4)	Relevance (De 1 a 4)	Sufficiency (De 1 a 4)
Class lesson/development.	Méndez, June 9, 2021	Teacher work in an organized way	The teacher begins the class on time.				
		To visualize if students follow teacher instructions	The teacher always takes time to teach pronunciation and its features.				
		To discriminate if teacher creates an environment that led to students feel self-confident.	The teacher looks confident when teaching pronunciation.				
		The teacher provides feedbacks on time.	The teacher corrects students when they mispronounce a word.				
		To check if the teacher is innovative.	The teacher uses technological tools to teach pronunciation.				
		To identify if teacher makes interventions in order to improve pronunciation.	The teacher uses different activities to practice pronunciation(songs, tongue twister, repetition, drilling)				
	Portnoy, M. H. (2017).	To check if the teacher provide the time to practice and produce the learning.	The teachers spends some time to teach students intonation, stress and rhythm for having a good pronunciation.				
			All students participate in the English pronunciation activities.				
		To visualize if students are interests in English language	Students show motivation during the pronunciation activities.				

			The teacher applies evaluation system in the class				
Comments							

Links of YouTube videos we are going to apply with the experimental group at 7th grade at Doctor Carlos Vega Bolaños High School-Masaya, second semester 2023

1. How to pronounce the alphabet in American English?
https://www.youtube.com/watch?v=9-632tDb_F0
2. See, say it sign it/Letters sounds/ASL alphabet
<https://www.youtube.com/watch?v=WP1bIVh1ZQM>
3. Learn Long and Short Vowels - Basic English Pronunciation Lesson
<https://www.youtube.com/watch?v=x4MivEQJvVI>
4. Diphthongs (eɪ, aɪ, oʊ, ju, ɔɪ, aʊ) | 44 Sounds of American English
<https://www.youtube.com/watch?v=nRw0VDmjZ7k>
5. Cómo decir el sonido TH | Lección de pronunciación de inglés americano
<https://www.youtube.com/watch?v=BBSU6A-CRx0>
6. El sonido consonante /g/ como en "gift" - Pronunciación del inglés americano
<https://www.youtube.com/watch?v=vP5XKYvxe0Q>
7. El sonido consonante /d/ como en "dog" - Pronunciación del inglés americano
<https://www.youtube.com/watch?v=N73xPe0x79g>
8. El sonido consonante / r / como en "run" - Pronunciación del Inglés American
<https://www.youtube.com/watch?v=q5a2-KuHkBU>



