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CARRERA DE IDIOMAS

TITLE OF THE RESEARCH WORK

“ANALYSIS ABOUT THE USE OF EDUCATIONAL VIDEOS TO IMPROVE THE PRONUNCIATION ON THE STUDENTS FROM EIGHTH GRADE IN “FERNANDO DAQUILEMA” HIGH SCHOOL DURING THE ACADEMIC PERIOD SEPTEMBER 2020- JULY 2021.””

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RIOBAMBA – ECUADOR

2021

COMMITTEE MEMBERS CERTIFICATE



UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

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Work presented as requirement for obtaining the bachelor’s degree as: “Licenciado en Ciencias de la Educación, Profesor de Idiomas; Inglés”. It has been approved by the Committee Members of the Languages Career of the Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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“ANALYSIS ABOUT THE USE OF EDUCATIONAL VIDEOS TO IMPROVE THE PRONUNCIATION ON THE STUDENTS FROM EIGHTH GRADE IN ‘FERNANDO DAQUILEMA’ HIGH SCHOOL DURING THE ACADEMIC PERIOD SEPTEMBER 2020- JULY 2021.”

Certify that this research study has been completed to 100% and has fulfilled with all established parameters. Consequently, it fits the characteristics to be evaluated by the corresponding tribunal and then subjected to the public dissertation.

I certify this research-work in honor of truth.

Riobamba; July 28, 2021



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CERTIFICACIÓN

Que, **Cepeda Naula Raúl Diego** con CC: **0604999581**, estudiante de la Carrera de **Idiomas**, Facultad de **Ciencias de la Educación, Humanas y Tecnologías**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **“ANALYSIS ABOUT THE USE OF EDUCATIONAL VIDEOS TO IMPROVE THE PRONUNCIATION ON THE STUDENTS FROM EIGHTH GRADE IN “FERNANDO DAQUILEMA” HIGH SCHOOL DURING THE ACADEMIC PERIOD SEPTEMBER 2020- JULY 2021.”**, que corresponde al dominio científico **Desarrollo socioeconómico y Educativo para el fortalecimiento de la institución democrática y ciudadana** y alineado a la línea de investigación **Educacion Superior y Formación profesional**, cumple con el 9%, reportado en el sistema Anti plagio Urkund, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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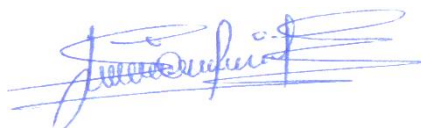
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The specified ideas and commentaries in this document are responsibility of this author.



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Raul Diego Cepeda Naula

DEDICATORY

This research is dedicated to God, my wife and my relatives who always motivated and helped me to be persistent and achieve my goals. They have been the fundamental pillars in my life. To my dear teachers who shared their knowledge, and this has been very important for my professional life.

Raul Diego Cepeda Naula

INDEX

COVER.....	I
COMMITTEE MEMBERS CERTIFICATE	ii
COMMITTEE MEMBERS CERTIFICATE	ii
CERTIFICATE OF THESIS TUTOR.....	iii
CERTIFICADO ANTIPLAGIO	iv
AUTHORSHIP.....	v
ACKNOWLEDGMENT	vi
DEDICATORY	vii
RESUMEN.....	xi
CHAPTER I	1
1. REFERENTIAL FRAMEWORK.....	1
1.1. INTRODUCTION.....	1
1.2. PROBLEM	2
1.3. PROBLEM STATEMENT	3
1.4. PROBLEM FORMULATION	4
1.4.1. GUIDING QUESTIONS	4
1.5. OBJECTIVES	5
1.5.1. GENERAL OBJECTIVE.....	5
1.5.2. SPECIFIC OBJETIVES.	5
1.5.3. OBJECTIVES OPERATIONALIZATION	6
1.6. JUSTIFICATION	7
CHAPTER II.....	8
2. THEORETICAL FRAMEWORK.....	8
2.1. THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED.....	8
2.2. THEORETICAL FOUNDATIONS	10

2.2.1. CONSTRUCTIVIST PARADIGM	10
2.2.2. COMMUNICATIVE APPROACH	10
2.2.3. CONNECTIVISM THEORY	10
2.2.4. WEB 2.0 TECHNOLOGIES.....	11
2.2.5. EDUCATION AND TECHNOLOGY	12
2.2.6. ACADEMIC VIDEOS.....	12
2.2.7. PRONUNCIATION	14
2.2.8. STRATEGIES FOR TEACHING PRONUNCIATION	15
2.2.9. TEACHING ENGLISH LANGUAGE LEARNERS THROUGH TECHNOLOGY	16
2.2.10. STAGES OF PRONUNCIATION TEACHING.....	17
2.3. DEFINITION OF BASIC TERMS	19
CHAPTER III	20
3. METHODOLOGICAL FRAMEWORK.....	20
3.1. RESEARCH DESIGN	20
3.2. TYPE OF RESEARCH	20
3.3. LEVEL OF RESEARCH	20
3.4. METHODS OF RESEARCH	21
3.5. TECHNIQUES AND INSTRUMENTS.....	21
3.6. POCEDURE	21
3.7. POPULATION.....	22
CHAPTER IV.....	23
4. RESULTS DESCRIPTION, ANALYSIS, AND INTERPRETATION	23
1. INTERVIEW TO THE ENGLISH TEACHER	23
2. INTERVIEW TO STUDENTS	25
3. THE OBSERVATION TO VIDEO-BASED CLASSES	26
4. DISCUSSION	29
5. CONCLUSIONS	30
6. RECOMMENDATIONS.....	30
4.1. BIBLIOGRAPHY	31

ANEXES	34
TEACHER'S INTERVIEW GUIDE	34
STUDENTS' INTERVIEW GUIDE	35
OBSERVATION GUIDE.....	36

RESUMEN

El estudio titulado "Analysis about the use of educational videos to improve the pronunciation on the students from Eighth grade in “Fernando Daquilema” High School during the academic period September 2020 - July 2021” se propuso considerando los beneficios que los videos ofrecen. Se entiende que la forma en la que se presenta el lenguaje en los vídeos hace que los estudiantes estén en contacto directo con la autenticidad de su uso. Por lo tanto, permite a los estudiantes mejorar la calidad de su pronunciación y mejorar la fluidez y precisión; disminuyendo al mismo tiempo, el impacto del fenómeno interlenguaje. En este contexto, analizar su uso académico fue el principal objetivo de este estudio. Para lograr este objetivo, se adoptó el paradigma de investigación interpretativa y el enfoque cualitativo. Además, el estudio se ajusta a las características de un estudio descriptivo donde se utilizaron los métodos biográfico-narrativo y etnográfico. Para el proceso de recolección de datos, se aplicaron entrevistas a estudiantes y docente de inglés; para una comprensión más profunda del fenómeno, se realizaron algunas observaciones. Los resultados evidenciaron dos hechos notables; primero, los participantes son conscientes de los beneficios que se derivan del uso del video académico, y no solo para la pronunciación o el habla, sino también para la comprensión auditiva, la gramática y la expansión del vocabulario. La segunda, en la etapa posterior a la visualización se omiten algunas actividades que podrían afectar el cumplimiento de los objetivos planteados. Se concluye que los videos son recursos útiles para actividades enfocadas en la pronunciación y ofrecen oportunidades innovadoras para la educación formal y no formal.

Palabras clave: Pronunciación, Videos Educativos, Factores Suprasegmentales de la Pronunciación, Tecnología Educativa, Uso Pedagógico de los Videos.

ABSTRACT

The study entitled "Analysis about the use of educational videos to improve the pronunciation on the students from Eighth grade in "Fernando Daquilema" High School during the academic period September 2020 - July 2021" was proposed considering the benefits videos offer. It is understood that the way how verbal and nonverbal factors are presented in videos makes students be in direct contact with authenticity in language usage. Therefore, the usage of videos enables students to enhance the quality of sound patterns and to improve fluency and accuracy diminishing at the same time the impact of the interlanguage phenomenon. In this context, analyzing their academic usage was the principal objective of this study. To accomplish this target, the interpretative research paradigm and the qualitative approach were adopted. Besides, the study fits the characteristics of a descriptive study where the Narrative-biographic and the ethnographic methods were used. For the data collection process, interviews were applied to students and the English teacher. For a deeper understanding of the phenomenon, some observations were also carried out. The results evidenced two remarkable facts; the first, participants are conscious of the benefits coming from the use of academic video, and not only for pronunciation or speaking but also for listening, grammar, and vocabulary expansion. The second, the post-viewing stage in the application process lacked some activities that probably would affect the accomplishment of the set objectives. It is concluded that videos are useful resources for pronunciation-based activities and offer innovative opportunities for formal and non-formal education.

Key words: Pronunciation, Educational Videos, Suprasegmental Features of Pronunciation, Educational Technology, Pedagogical use of videos.



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CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. INTRODUCTION

The approaches, theories, methods, strategies, and everything inherent in the teaching and learning process change over the time and the pedagogy for teaching foreign languages is not the exception. These changes are influenced by the social-political, social-educational, social-economic, and social-cultural contexts and of course, by the scientific and technological advances that are appearing time by time (Paker, 2000).

In this regard, the approaches for teaching foreign languages have evolved along the history from a teaching basically focused on grammar to a process where communication is the principal target; from a process where the teacher is the main character to a learner centred one; from a systematic organization of contents to a recurrent and complex dynamic aligned with real life situations. All the facts presented, have been possible with the advent of the communicative approach and the Web 2.0 technologies.

An example of, how technology has changed the teaching of foreign languages, is the possibility to involve students with authentic material where factors such as the segmental and suprasegmental features of pronunciation are naturally presented. An advantage that in the traditional teaching without technology was impossible. In this basis, this study focussed on analysing how academic videos help in the pronunciation skill development of students at 8vo EBU of the “Fernando Daquilema” high school.

To accomplish this target, it was applied interviews to the participants (teacher and students) to identify which are their personal experiences regarding the usage of videos in pronunciation activities. Some classes were observed to contrast the information gathered with the one obtained with the interviews. In this sense, it is important to highlight that the teacher and the students were eager to participate in the study; furthermore, the plenty of

bibliographic and technological resources facilitate the epistemological approach of the phenomenon. Besides, due to the current educational dynamic in which technologies play a fundamental role, the study resulted important and pertinent to be developed.

Because of the nature of the study, it was considered the qualitative-research-approach, with a descriptive level in which the ethnographic method helped to accomplish the established goals. Of course, for the mentioned activities, a semi structured interview and an observation guide were developed.

The study is framed on four chapters which are organized as follows:

Chapter 1. - The referential framework contains the principal administrative information of the study in terms of general data, introduction, problem statement, and objectives.

Chapter 2. - In the theoretical framework it is presented the historical and theoretical background data regarding the topic and furthermore the epistemological foundations of the study variables.

Chapter 3. - In this chapter the methodological framework is presented in which the research paradigm, approach, level, and method are identified. Besides, it is explained in detail how the research study was carried out.

Chapter 4. – Finally, in this chapter the results are presented and analysed and of course, the principal conclusion and recommendations are posted.

1.2. PROBLEM

Educational videos are qualified as effective resources to improve the pronunciation on students who learn English as a foreign language. In this sense, studying their academic usage triggers the interests of this study.

1.3. PROBLEM STATEMENT

Today, humanity is living a modern and globalized era in which a common language is demanded to make possible that people who do not share the same mother tongue can communicate to each other. From the World War II, English has been the global lingua franca. This fact has influenced not just in the political decisions of governments but also in the educational systems around the world.

One of these decisions is re-structuring the foreign languages curricula into a process focussed on developing students' capabilities to communicate. For this target, teachers must abandon their traditional practices and foster activities where students can interact with their mates and of course, use the language in meaningful situations. Rochsantiningih (2019) proposes taking advantage of the different resources that technology offers for education, one of them is academic videos. From the author's view, videos are very useful resources to work on suprasegmental features of pronunciation (stress, rhythm, intonation, pitch, and liaison) factors that if improved, get to the learner to a more understandable oral production of the language.

Simanullang (2018) states that videos not just help to improve pronunciation but also help to improve grammar, vocabulary, fluency, and comprehension. In the same lead, Afrizal, (2018) affirms that by using videos students enhance the quality of sounds patterns they pronounce and, in some way, their listening comprehension skills too. Similar studies have been developed in the Latin-American level to, particularly in countries such as Argentina, Colombia, and Chile.

In the case of Ecuador, we can highlight different studies and authors who have proved the efficiency of videos for improving or developing pronunciation; some of them are: Galán, *et al.* (2017), Encalada and Sarmiento (2019), Piedra (2020), and others. The authors evidence how videos stored and published in different virtual platforms, Web Pages, Blogs

and Social Networks like Facebook and YouTube can be effectively used to improve students' pronunciation level.

Considering the mentioned facts, it was proposed the study entitled "Analysis about the use of educational videos to improve the pronunciation on the students at 8vo EGB of the 'Fernando Daquilema' high school during the academic period September 2020 - July 2021". The study pretended to analyse how effective educational videos are in this context and with this population putting emphasis in their perspectives and video usage; furthermore more, the study intends to be the starting point to future studies where its principal findings could be applied in benefit of the students in the city of Riobamba and probably in Ecuador.

1.4. PROBLEM FORMULATION

Which are the particularities assumed in the use of academic videos when working on pronunciation with the students at 8vo EGB of "Fernando Daquilema" high school?

1.4.1. GUIDING QUESTIONS

What is the pedagogical usage that teachers give to videos when working on pronunciation activities?

How do the students think academic videos help in the improvement of English pronunciation?

How are academic videos used when working in English pronunciation activities with the students at 8vo EGB of the "Fernando Daquilema" high school?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze the use of educational videos when working on pronunciation with the students at 8vo EGB of “Fernando Daquilema” high school during the academic period September 2020 - July 2021”

1.5.2. SPECIFIC OBJETIVES.

To describe from the teachers’ perspectives the pedagogical usage of video when working on improving pronunciation activities.

To identify, from the view of students, the benefits of videos in the improvement of pronunciation.

To interpret, from a series of direct observations, the usage of academic videos in pronunciation activities with the students at 8vo EGB of the “Fernando Daquilema” high school.

1.5.3. OBJECTIVES OPERATIONALIZATION

Table 1

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	Which are the particularities assumed in the use of academic videos when working on pronunciation with the students at 8vo EGB of “Fernando Daquilema” high school?	What is the pedagogical use that teachers give to videos when working on pronunciation activities?	To analyze the use of educational videos when working on pronunciation with the students at 8vo EGB of “Fernando Daquilema” high school during the academic period September 2020 - July 2021”	To describe, from the teachers’ perspectives, the pedagogical use of video when working on improving pronunciation activities.
		How do the students think academic videos help in the improvement of English pronunciation?		To identify, from the view of students, the benefits of videos in the improvement of pronunciation.
		How are academic videos used when working in English pronunciation activities with the students at 8vo EGB of the “Fernando Daquilema” high school?		To interpret, from a series of direct observations, the usage of academic videos in pronunciation activities with the students at 8vo EGB of the “Fernando Daquilema” high school.

Done by: Raúl Diego Cepeda Naula

1.6. JUSTIFICATION

The usage of technologies in education involves multiple benefits; citing some examples, people can access to most of the scientific knowledge produced around the work just up to one click, can get in contact with people all around the world, and be part of virtual communities that share common personal and professional goals. Statistically, it is estimated that about 72% of students in the world have access to any kind of technology.

Considering these factors, multiple studies have been carried out to realize how technology and its issues can be integrated to formal education. In this framework, a wide variety of resources have been created and some traditional audio-visual staff have been reconstructed or reconceived to fit into the academic process. Most of this multimedia resources, today, are adopting video formats; a study by CISCO (2020) states that the 80% of contents available in the social networks are videos. This makes of videos a potential in education, particularly in the teaching of foreign languages.

Videos, in the teaching of foreign languages, make possible to involve students with authentic material where factors such as the segmental and suprasegmental features of pronunciation are naturally presented. In this basis, this study focussed on analysing how academic videos would help in the pronunciation skill development of students at 8vo EBU of the “Fernando Daquilema” high school.

It is important to highlight that the teacher and the students were eager to participate in the study; furthermore, the plenty of bibliographic and technological resources facilitated the epistemological approach of the phenomenon. Besides, due to the current educational dynamic in which technologies play a fundamental role, the study resulted important and pertinent to be developed.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED.

The advent of technology has evoked paradigmatic changes in the human living dynamic, these changes are characterized by new innovations and new ideologies that have in some way increased productivity and efficacy. Particularly in education, Shyamlee and Phil (2012) sustain that technology supports both teaching and learning since it offers lots of digital learning tools and resources that increases students' engagement and motivation, accelerating learning.

Technology has overcome the traditional boundaries that used to hinder the possibility of students to access to scientific data and authentic learning material. For citing some examples today there are no limitations regarding time and locations; students can access to information whenever and wherever they want. The information available in the web has multiple formats and topics that let students and teachers work on a long-life learning. Finally, the most revolutionary change originated by technology is communication, students can communicate and interact with teachers and pairs from all over the world.

These communication possibilities influenced in the way the teaching and learning process is seen; and then, new educational paradigms, approaches, and theories have appeared. In this way, different studies have been developed with the purpose of exploring, describing, experimenting, or proposing the use of technological staff in education.

For Afrizal (2018) the use of videos with pronunciation mastering purposes has multiple benefits. The author affirms that the use of videos enables students to enhance the

quality of sound patterns they pronounce. The way how verbal and nonverbal factors are presented makes students be in direct contact with authenticity in language use. Furthermore, these technological staff foster the development of meaningful pronunciation activities such as: role paying, focused listening and imitating based activities.

From the view of Musrafidin (2018) videos help to improve students' fluency and accuracy. The author affirms that, by the means of videos, some learning and production problems can be overcome, and the impact of the interlanguage phenomenon can be diminished. Besides, the author states, these audiovisual resources result effective didactic material for working with Phonetics, Phonology, grammar, and vocabulary matters.

For Firdaus et al. (2019) videos contribute to the improvement of all the factors involving oral communication. Since language is presented authentically, the authors argue that features like rhythm, intonation, and stress are unconsciously improved. The authors continue explaining that having a good pronunciation benefits students' communicative competence and increases their self-esteem and motivation to continue learning the target language. Besides, increases students' interest, stimulates their thought, and develops skills of anticipation.

Parker (2015) shares Musrafidin's (2018) conceptions and adds that videos facilitate students improve their comprehensibility and propose some video-based methods, strategies and activities which can contribute to the purpose. Those with more relevance are pattern drills, the audiovisual method, fluency over accuracy exercising, focused-on segmental and on suprasegmental features tasks and combinations thereof.

Without a doubt videos result effective resources for working on pronunciation. They contribute to build authentic communication capabilities on students. Thanks to technology and innovations in pedagogy, it seems the tradition in foreign language teaching, is being overcome and communication in students is being, time by time, more meaningful.

2.2. THEORETICAL FOUNDATIONS

2.2.1. CONSTRUCTIVIST PARADIGM

The constructivism is an efficient tool that can yield many benefits if implemented at any educational level. Honebein (1996) describes the constructivism as an approach that states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. To the constructivist, constructing meaning is learning, (Adom, Yeboah, & Ankrah 2016).

2.2.2. COMMUNICATIVE APPROACH

The communicative approach puts the emphasis on developing the communicative competence, which is understood by Brown (2000) as the one that allows people to exchange meanings in particular circumstances, contexts, and situations. In this sense, the activities proposed in the teaching and learning process should consider real communication, (AKKAS & Coker 2016).

2.2.3. CONNECTIVISM THEORY

This theory integrates principles explored by the chaos, network, and complexity and self-organization theories. For this theory, learning is a process that occurs within nebulous environments of shifting core elements. Learning focuses on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing (Siemens, 2004).

Principles of connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known.

- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong.

2.2.4. WEB 2.0 TECHNOLOGIES

Murugesan (2007) affirms that Web 2.0 is both a usage and a technology paradigm. The author states that it is a collection of technologies, business strategies, and social trends that let users both access content from a Web site and contribute to it; therefore, keep up with a site's latest content even without visiting the actual Web page. The author lists some advantages resulting from the use of this technology:

- Facilitates flexible Web design, creative reuse, and updates.
- Provides a rich, responsive user interface.
- Facilitates collaborative content creation and modification.
- Enables the creation of new applications by reusing and combining different applications on the Web or by combining data and information from different sources.
- Establishes social networks of people with common interests; and
- Supports collaboration and helps gather collective intelligence.

2.2.5. EDUCATION AND TECHNOLOGY

The advent of technology has triggered multiple changes which marked a re-conception of the social-political, social-educational, social-economic, and social-cultural contexts (Paker, 2000). In the education field the approaches, theories, methods, strategies, and everything inherent in the teaching and learning process evolved and the pedagogy for teaching foreign languages is not the exception.

The approaches for teaching foreign languages advanced from a teaching basically focused on grammar to a process where communication is the principal target; from a process where the teacher is the main character to a learner centred one; from a systematic organization of contents to a recurrent and complex dynamic aligned with real life situations.

In this sense, a re-structuring of the foreign language's curricula was necessary. In this framework, teachers are demanded to abandon their traditional practices and foster activities where students can interact with their mates and of course, use the language in meaningful situations. Rochsantiningasih (2019) proposes taking advantage of the different resources that technology offers for education, one of them are academic videos.

From the author's view, videos are very useful resources to work on suprasegmental features of pronunciation (stress, rhythm, intonation, pitch, and liaison) factors that if improved, get to the learner to a more understandable oral production of the language.

2.2.6. ACADEMIC VIDEOS

Videos are part of the teaching and learning process from the 20th century from about the 1980s. Overton, et al. (2020) claims that rapid advances in communication and information technology have made of videos a resource with unlimited possibilities. Videos have moved from being an important element in education to being considered as teaching methodology. The authors affirms that videos are much more efficient than other

traditional methodologies since they integrate audio, video, animations, graphics, and text; fact that enables greater content memorization and meaningful learning.

Simanullang (2018) highlights the advantages of academic videos and states that videos not just help to improve pronunciation but also help to improve grammar, vocabulary, fluency, and comprehension. Afrizal, (2018) shares the statement and affirms that by using videos students enhance the quality of sounds patterns they pronounce and, in some way, their listening comprehension skills too.

Musrafidin (2018) highlights the Benefits of Using Video for teaching English and particularly when focusing on pronunciation improvement. The author affirms that:

- Videos can have a strong effect on the mind and senses.
- Learners enjoy language learning with videos due to a video creates an attractive enjoyable learning environment. Teaching using videos makes of the teaching and learning process varied and dynamic. The various media that are applied by the teachers can motivate students to learn and feel comfortable during teaching the class.
- Videos are an effective way of studying body language. Since videos consist of action, body language can be learnt through the action of the video and the world explicated on it.
- Learners gain confidence love to hear stories again and again and the same goes for video. By watching a video several times learners can learn by absorption and imitation. Musrafidin (2018) states that videos can draw the attention of the students, come up the emotions to being more active in lessons, support the students in expressing their feelings, and help the students who have less achievements in lesson.

For an effective and efficient academic use of videos, it is important to identify a wide variety of them and their characteristics and potentials. The University of Michigan (2021) proposes the following types of academic videos:

- **Lecture with Slide** involve planning the lecture, script, and creating a visually interesting slides that communicate information effectively.
- **Talking head** videos involve a person talking on camera and include graphics and animations and cut to slides or images to break up the action or visually illustrate a point.
- **On Location Lecture** give the audience a feel for a physical location and make topics come alive in ways that just talking about them or showing images cannot.
- **Interviews** involve one or more people answering questions on camera and represent a good opportunity for bringing in outside perspectives or expert voices into the learning environment.
- **Documentary** can mix various video styles mentioned above as well as voiceover and still images to tell a story about a particular topic or idea.
- **Drawing a Concept o Diagram** involve visually sketching out a concept using images, symbols, shapes, and text. They are useful for breaking down complex ideas, explaining them piece by piece, and visually illustrating a point.
- **Demonstration** can be especially useful to give examples of working through problems or explaining how to properly use a computer application. Finally,
- **Lightboard videos** are a way to both do board-work and be talking directly to your audience at the same time.

2.2.7. PRONUNCIATION

It is part of the most important skills in spoken languages. A good pronunciation, from the view of Simanullang (2018), can guaranty an optimum communication and the

accomplishment of learning and professional goals. Therefore, pronunciation instruction plays a significant role in teaching of any foreign language; in this sense, learners should be involved occasionally in activities which require them to put on their best pronunciation; in other words, propose activities where students are challenged to planning, rehearsal, and presentation.

Conceptually, pronunciation is understood as the act of pronouncing words and utterance of speech in an accepted or understandable way, Fraenkel (1984) and a graphic representation of the way a word is spoken, using phonetic symbols Harmer (2000). For a deeper understanding of what pronunciation is, it is important to cover its segmental and suprasegmental features. Segments consist of vowels and consonants while suprasegmental features consist in stress, intonation, pitch, connected speech. Both segmental and suprasegmental information provide useful data in spoken word recognition, Wang, Li, and Lin (2015). These features can be meaningfully taught using academic videos.

2.2.8. STRATEGIES FOR TEACHING PRONUNCIATION

Afrizal (2018) describe some strategies for teaching pronunciation through video usage:

- **Freeze Framing and Prediction** means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses.
- In **Silent Viewing** the video segment is played with the sound off using only the picture. Silent viewing arouses students' interest, stimulates their thought, and develops skills of anticipation.
- **Sound on and vision off** this activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture.

Through this activity, the students predict or reconstruct what has happened visually depending only what they have heard.

- **Repetition and role play** a scene on video is replayed with certain pauses for repetition. When students have a clear understanding of the presentation, they are asked to act out scene using as much of the original version as they can remember.
- **Reproduction** after the students have seen a section, they are asked to produce what is being said, to articulate those sounds. The students will have benefit from experimenting in English, even though it is challenging and mistakes are made.
- **Dubbing Activities** this activity can be done when the students have the necessary language competence. In this activity, the students are asked to fill in the missing dialogues after watching a sound-off video episode.
- **Follow up Activities** it is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps them to achieve communicative practice.

2.2.9. TEACHING ENGLISH LANGUAGE LEARNERS THROUGH TECHNOLOGY

Musrafidin (2018) explains that teaching English Language Learners through Technology involves the use of computers and technology as pedagogical tools to aid in the appropriate instruction of English language learners (ELLs) across all content areas. There are various technologies and software programs regularly used in the classroom for all students that can also specifically aid ELLs.

This new teaching reality provides successful strategies, where the levels of access to technological devices and tools is not a problem. The power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction is

priceless. Teachers, by the means of technology can bring history, art, science, geography into the classroom through pictures, music, and other visuals to a degree never conceived from the tradition.

Teachers can communicate with students from other countries and interact with colleagues they have never met in places. They can apply the physics from the classroom to simulations available through the Internet and develop projects across grade levels and campuses. In the case of Students, they are no longer limited by the walls of a classroom or the knowledge of a single textbook. The world is available to most classrooms, even when students do not have their own computers.

Since, teachers can bring the media into the classroom through visuals, sounds, smells, and tastes. Students' brains receive stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly. Musrafidin (2018) explain the reasons why teachers should bring technology to the classroom:

1. Technology is not limited by the classroom walls;
2. Technology does not know or care what the student's socioeconomic status may be, and thus helps to level the playing field for these students;
3. Technology provides an equal opportunity for everyone to learn;
4. Technology is more in tune with the way our students learn today, and;
5. Technology is so much a part of the real world that to limit its use in the classroom is to limit our students' ability to compete in the world.

2.2.10. STAGES OF PRONUNCIATION TEACHING

All of the activities have their own characteristics that make them usable in the different stages of the pronunciation activity (Pre, while and post viewing).

- In **previewing** activities, the teacher prepares the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar sounds.

Afrizal (2018) proposes some steps that can be done in this stage:

1. The teacher prepares the students to watch the video.
 2. The teacher builds the students' background knowledge related to the topics discussed in the video. E.g., The topics are about the unfamiliar sounds such as the /th/ and so on.
 3. The teacher leads the students into a discussion about what they have known related to the sounds they watched.
 4. The teacher writes lists of unfamiliar sounds and prepares questions to guide the students into the sounds articulated in the video.
- The **while viewing** or viewing stage concerns with playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect.

In the same way Afrizal propose the steps to followed during the class:

1. The teacher plays the video. The students are asked to focus on important aspects in the video.
2. The teacher leads the students into discussion about the meaning of the sounds in the video.
3. The teacher also led the students in discussion about the three dimensions of teaching and learning pronunciation.
4. The teacher used video as a good model for the students in teaching pronunciation.
5. The students practice the sounds on the video in pairs and individually.

- In the **post viewing** stage, the teacher asks students to produce sounds and practice them based on the video in pairs and individually.

For the concluding stage the same author proposes two activities:

1. The teacher asked the students to produce sounds and practiced it in pairs and individually.
2. The students are asked to articulate sounds based on the video.

2.3. DEFINITION OF BASIC TERMS

- **Academic video:** audiovisual staff, which is developed and used for academic purposes.
- **Pronunciation:** the way in which a word or a language is spoken.
- **Segmental features of pronunciation:** meaningful individual sounds produced in a language, usually known as vowels and consonants.
- **Suprasegmental features of pronunciation:** speech features such as stress, rhythm, intonation, pitch, or word juncture
- **Web 2.0 technologies:** Web sites and applications that allow people to create and share online information or material.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Following to Kivunja & Kuyini (2017) the study frames itself into the Interpretivist paradigm since it intends to analyze how teacher and students perceive the usage of academic videos and its relationship with pronunciation development. The interpretive paradigm finds its genesis in German idealism, particularly in Kant, who argued that "social reality exists in the idea rather than in concrete facts"; In this sense, educational reality is not, then, an objective process as it is believed, but a creation of men from human interpretations González Monteagudo (2001).

The nature of the study made necessary the adoption of the qualitative-research-approach. The level of the study comes to be the descriptive in which the Bibliographic-Narrative and the Ethnographic methods were used and applied to the students at 8vo EGB of the "Fernando Daquilema" High School to accomplish the objectives set.

3.2. TYPE OF RESEARCH

As stated, the study fits the characteristics of a qualitative research; since, to know what teachers and students think and how they think, what they say, what they do, their conceptions, perspectives, their concrete ways of interpreting reality, the study could not be approached from of an approach that aimed only to describe, measure phenomena, and verify cause-effect relationships Sanjurjo (2012).

3.3. LEVEL OF RESEARCH

The scope of this research is descriptive. Lans & Van der Voordt (2002) affirm that in this scope of research the observer is not only in charge of collecting data but describing the

phenomenon to obtain knowledge. In this case, the use of academic videos when working on pronunciation activities.

3.4. METHODS OF RESEARCH

The method used was the Bibliographic-Narrative; due to this constitutes a valuable way to understand social phenomena from focused interpretive perspectives García & Giacobbe, (2013). Rassetto, Ortiz, & Occelli (2017) affirms that there is nothing better than having the direct contribution of the same subjects, from their expressions objectified in words, emotions, gestures and even in their silences, allowing the researcher to describe, expose, base, hypothesize, project on the object of study.

Furthermore, the study considered the ethnographic method to observe and identify the particularities of the usage of academic videos when working on pronunciation. The idea was considering the findings in reference to the research problem, and probably discover and uncover relationships to explain the empirical assumptions (Dewan, 2018).

3.5. TECHNIQUES AND INSTRUMENTS

In relation with the proposed objectives the techniques used were the semi structured interview and direct observation. The interview with its corresponding instrument, the interview guide, was applied to the teacher and students to understand their positions regarding academic videos and pronunciation. The direct observation was carried out through an observation guide along four classes in order to interpret how these technological issues are being used.

3.6. POCEDURE

In the first stage, it was described the pedagogical use of video focused on improving the pronunciation from teachers' perspectives; in this regard, it was used a semi structured interview to the English teacher who participates in the study.

In the second stage the benefits of videos in the improvement of pronunciation from the view of students were identified; for this target a semi structured interview was also applied to the students coursing the 8vo EGB class “B” of the “Fernando Daquilema” high school.

To guaranty the accuracy of the data provided by the teacher and the students, it was observed how videos are being used when working on pronunciation activities. For this activity, it was used an observation guide and was applied to the participating population.

3.7. POPULATION

The population consisted in 26 students and a teacher of the 8vo EGB class “B” of the “Fernando Daquilema” high school located in the city of Riobamba in the Chimborazo province. The population was chosen due to the researcher have performed his pre-professional practices with them and maintain a good relationship, factor that facilitate the development of the study; and furthermore, because the teacher is currently using videos as academic resources to teach all the macro and micro skills of English, with a particular emphasis in pronunciation.

CHAPTER IV

4. RESULTS DESCRIPTION, ANALYSIS, AND INTERPRETATION

The study focused principally on analyzing how educational videos are used when working on pronunciation, considering that these academic resources are very useful to work on suprasegmental features of pronunciation (stress, rhythm, intonation, pitch, and liaison) factors that if improved, get to the learner to a more understandable oral production of the language as stated by Simanullang (2018).

In this regard, three specific objectives were established, the same that are mentioned as follows: to describe, from the teachers' perspectives, the pedagogical usage of video when working on improving pronunciation activities; to identify, from the view of students, the benefits of videos in the improvement of pronunciation; and finally, to interpret, from a series of direct observations, the usage of academic videos in pronunciation activities with the students at 8vo EGB of the "Fernando Daquilema" high school.

For accomplishing the objectives proposed, semi structured interviews were applied to the teacher and students who participate in the study and to thoroughly cover the phenomenon, a series of direct observations to regular classes were carried out to finally integrate, analyze, and reflect on the data gathered and establish some conclusions and recommendations.

In the following pages the results obtained in each of the stages proposed in the study are presented, the starting point is the view of the English teacher.

1. Interview to the English teacher

As mentioned before, the English teacher was inquired about the pedagogical use of videos and their implications on pronunciation. In this context, the teacher affirms that the advantages derived from the usage of videos are countless; principally, the teacher states,

videos help students to practice stress and intonation. Fact that can be related with what Firdaus et al. (2019) argue; since, in videos, language is presented authentically, features like rhythm, intonation, and stress are unconsciously improved and having a good pronunciation benefits students' communicative competence and increases their self-esteem and motivation to continue learning the target language.

Musrafidin (2018) highlights the benefits of using video for teaching English and affirms that teaching using videos makes of the teaching and learning process varied and dynamic. The various media that are applied by the teachers can motivate students to learn and feel comfortable during teaching the class. A similar point was stated by the teacher who added that for this, videos should have some characteristics. The principal one, they must be interesting enough to catch students' attention and make them feel at ease when learning the target language; in addition, videos must be related to the topic to be learned and, the content presented, clear and easy to understand.

When referring to the considerations to bear in mind before using videos, the teacher explained that it is necessary to plan always focusing on accomplishing meaningful learning. It is necessary to organize the contents systematically relating them with what was previously learned and to what it will be covered. During the class, the teacher states that video-based practice is the key. In this sense, pronunciation is learned, practiced, and contextualized by the means of authentic language. Finally, after the video-based activity, the content reviewed in the video is evaluated. The teaching process described by the teacher in the interview is in extent aligned with what Afrizal (2018) proposes.

Finally, the teacher introduced some advantages coming from the usage of videos for academic targets. This didact resource can be qualified as multifunctional, argued the teacher. In one way, videos help students to practice the language as they were interacting with native speakers, this fact encourages them to, not only improve their pronunciation but to monitor

their learning, practice and improve their communication capabilities. In addition, videos help educators to investigate and to self-educate, to clarify their doubts, to idealize different and innovative didactic strategies, and to make of learning, a dynamic and attractive process; affirm the interviewee.

2. Interview to students

The results obtained from the interview applied to the students evidenced remarkable factors that presented in the following paragraphs. These learners sustain that trough videos, English is better understood. Furthermore, since they can be stored in the web, videos are available for self-learning and extracurricular practices, where time and space are not a limitation. Initially, what was mentioned by students can be related with Shyamlee and Phil (2012) ideas. The authors sustain that technology, in this case videos, have overcome the traditional boundaries that used to hinder the possibility of students to access to scientific data and authentic learning material; today, thanks to technological advances there are no limitations regarding time and locations.

When talking about the videos their English teacher uses in her classes and of course about the benefits coming from this fact, the students identify factors that go further than pronunciation improvement. They argue that video can help with vocabulary expansion, grammar and listening. Besides, these learners consider videos to be attractive and motivating. In some way, they suggest, videos help them to learn fast and easily.

Afrizal (2018) anticipates what the interviewees mentioned, the author says that the use of videos with pronunciation mastering purposes has multiple benefits. For instance, enable students to enhance the quality of the sound patterns they pronounce; and the way how verbal and nonverbal factors are presented in videos, makes students be in direct contact with authenticity in language use.

Musrafidin (2018) in the same line explain that by the means of videos, some learning and production problems can be overcome, and the impact of the interlanguage phenomenon can be diminished. Besides, the author states, these audiovisual resources result effective didactic material for working with Phonetics, Phonology, grammar, and vocabulary matters.

An important factor to highlight is that these learners consider that after using videos they have improved their pronunciation. In this sense, they consider them to be a good academic resource that goes in accordance with the technological and scientific advances. Furthermore, due to videos can be shared through social networks, they have become an interesting way to interact, practice and distribute information. Then, non-formal and unconscious learning take place. In this framework, Parker (2015) and Musrafidin (2018) state that thanks to technology and innovations in pedagogy, it seems the tradition in foreign language teaching, is being overcome and communication in students is being, time by time, more meaningful.

3. The observation to video-based classes

The observation process was carried out along four classes where the teacher used academic videos; for this, it was necessary to talk to her for knowing the specific dates where videos may be used. Each time, the observation focused on identifying different factors corresponding to the pre, while and post viewing stages.

The first observation focused on observing how the previewing stage is carried out. It could be appreciated that before the video-based activity, through brainstorming, the teacher elicited students' knowledge about the topic to be presented and by using some questions make them relate the new thematic with those previously worked. Lots of emphasis was placed on instructions to assure students understand what and how they must do.

The facts aforesaid are clearly related with the proposal set by Afrizal (2018) who argues that in this stage the teachers should: 1) Prepare the students to watch the video; 2)

Build the students' background knowledge related to the topics discussed in the video; 3) Lead the students into a discussion about what they have known related to the sounds they watched; and, 4) The teacher writes lists of unfamiliar sounds and prepares questions to guide the students into the sounds articulated in the video.

Something to highlight from the first observation is that mainly the teacher developed the mentioned activities (elicitation, reviewing, vocabulary introduction and instruction setting) but thinking about the regular class and not necessarily focusing on pronunciation.

In the second observation the while process was the focus. The principal activity developed in this stage was "Silent Viewing" where students were asked to realize what grammatical point is being covered in the video and regarding pronunciation the activity was "Focused Reproduction" where the teacher identified some vocabulary and make learners repeat after the video for many times. Probably because of the pandemic and the virtuality the teacher did not consider the wide variety of video-based activities and strategies. For instance, those proposed by Afrizal (2018): Freeze Framing and Prediction, Sound on and vision off, Repetition and role play, Dubbing Activities and Follow up Activities.

Even what was described seems a merely mechanical process, the students' participation and eagerness to repeat and produce the pronunciation patterns, evidenced they were motivated. This fact may be related with what is exposed by Firdaus et al. (2019); videos contribute to the improvement of all the factors involving oral communication; furthermore, having a good pronunciation increases students' self-esteem and motivation to continue learning the target language. Besides, increases students' interest, stimulates their thought, and develops skills of anticipation.

Continuing with the observation process, the post viewing stage was covered in the third time. In this phase, it could be detected some factors that are common in a regular class and others that were omitted since, it was supposed, the point was pronunciation practice.

The evaluation was carried out, but this appraisal was mostly oriented to evaluate the grammatical point covered in the class and not necessarily to evaluate the pronunciation patterns also worked in class.

In addition, no feedback or reinforcement was evidenced in this sense, it is concluded that the pronunciation-video-based activity was not fully developed. Without feedback students will not know if what they are doing in pronunciation is ok or not; besides, reflection is not possible so students cannot analyze from their inner their language production and are not conscious of their improvement (Afrizal, 2018). Furthermore, without feedback the teacher cannot know if what she is doing is benefiting her students or what their perspectives are regarding the methodology she uses. And finally, students' weaknesses and strengths in pronunciation are not identified; in other words, the advantages that academic videos offer are not exploited as desired.

A fourth observation was applied to identify different aspects related with video-based activities. For instance, the type of video used, its characteristics, the resources implied in the usage, the academic purpose, and its pertinence. Regarding the type, it was identified that all the videos used were retrieved from YouTube. The more remarkable characteristics of the videos were: they do not last more than five minutes, they are illustrated alike cartoons, and they have subtitles.

Because of the pandemic and virtuality, the resources used for videos projection was the virtual platform Zoom. Now, even the class was planned for practicing pronunciation most of the videos used were about grammar; therefore, we can conclude that the videos were not pertinent, but it does not mean that these videos do not foster pronunciation practice; effectively they did, but probably if using other videos, properly developed for pronunciation purposes, the results would be better.

4. Discussion

The results gathered from the three sources evidenced interesting facts. The most important from our view is that teacher and students are conscious of the benefits coming from the use of academic video, and not only for pronunciation or speaking but also for listening, grammar, vocabulary expansion, and others. Students show themselves motivated when using videos, this was stated by the teacher, most of the students and was appreciated in the observation phase.

Essentially, the teacher's intention is helping her students to improve their English, factor that is affirmed by students. Through videos, the teacher pretends make students get in contact with authentic language and in this way foster the development of subskills or suprasegmental features of pronunciation such as intonation, rhythm, and stress. In an extent, this target is accomplished but not at all since the process is not concluded.

Some factors that would be reflected on are principally those related with the post-viewing stage and of course, the criteria for selecting the videos. They must be related with the topic for sure but also; they must be pertinent with the general objective of the class. In this case, the target was practicing pronunciation and the video used was related to grammatical issues.

Finally, evaluation is not only testing how much students understood in the class, but evaluation also involves other cognitive processes such as: feedback, reinforcement; and, based on the information gathered from these activities, make decision to improve, modify, or reaffirm the strategies and activities developed in the class.

5. Conclusions

Students like videos and are motivated for practicing pronunciation by the means of this technological resources; in addition, they are conscious of the plenty of benefits derived from their usage.

The teacher knows the principals of video-based activities; therefore, she is sure of the advantages coming from video usage in class. Besides, the teacher qualifies videos as useful resources for formal and non-formal education.

Although the video application-process in the two first stages was carried out as expected, the final stage lacked some activities such as feedback, reinforcement and decision making that probably would affect the accomplishment of the set objectives.

6. Recommendations

Take advantage of the students' eagerness to academically use videos and not just limit their usage to pronunciation activities but also for the other English language skills and subskills.

Foster more and varied curricular and extracurricular video-based activities, students are motivated to use them; in consequence, the academic process would offer much better results.

Research more about the usage of videos for academic purposes; multiple studies have been developed and offer a wide variety of strategies and innovative ideas to get the best out of videos.

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ANEXES



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

TEACHER'S INTERVIEW GUIDE

Description: The instrument is developed considering the fundamentals presented in the Theoretical Framework. It is built up by 6 questions directly related with the first specific objective.

Objective: To describe the pedagogical usage of videos focused on improving the pronunciation from teachers' perspectives.

Instruction: Answer the following questions according to your criteria.

1. How useful are academic videos for improving student's pronunciation, particularly its suprasegmental features?
2. Which characteristics a video should have for being academically used?
3. What do teachers have to consider before carrying out a video-based activity focused on working on pronunciation?
4. What do teachers have to consider while applying a video-based activity focused on improving pronunciation?
5. What do teachers have to consider after carrying out a video-based activity focused on pronunciation?
6. How can you demonstrate that academic videos are useful for working on pronunciation?



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

STUDENTS' INTERVIEW GUIDE

Description: The instrument is developed considering the fundamentals presented in the Theoretical Framework. It is built up by 5 questions directly related with the second specific objective.

Objective: To identify the benefits of videos in the improvement of pronunciation from the view of students.

Instruction: Answer the following questions according to your criteria.

1. Is it possible for you to call out a good experience resulting from the usage of videos in your English class?
2. How the videos played in class helped to improve your pronunciation?
3. Can you mention some factors that you have improved from the usage of videos? For example: stress, rhythm, intonation, pitch, or word juncture.
4. Do you consider that videos have other benefits than the ones regarding pronunciation? Which?
5. Do you consider that videos are a good strategy for teachers to keep students always, inside and outside the class, practicing English? Why?



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CARRERA DE IDIOMAS

OBSERVATION GUIDE

Description: The instrument is developed considering the fundamentals presented in the Theoretical Framework. It intends to gather information from regular classes and contrast it with the information teachers and students offered in the previous stages.

Objective: To interpret, from a series of direct observations, the usage of academic videos in pronunciation activities with the students at 8vo EGB of the “Fernando Daquilema” high school.

The observation focuses on identifying what happens in the following stage, always considering pronunciation factors.

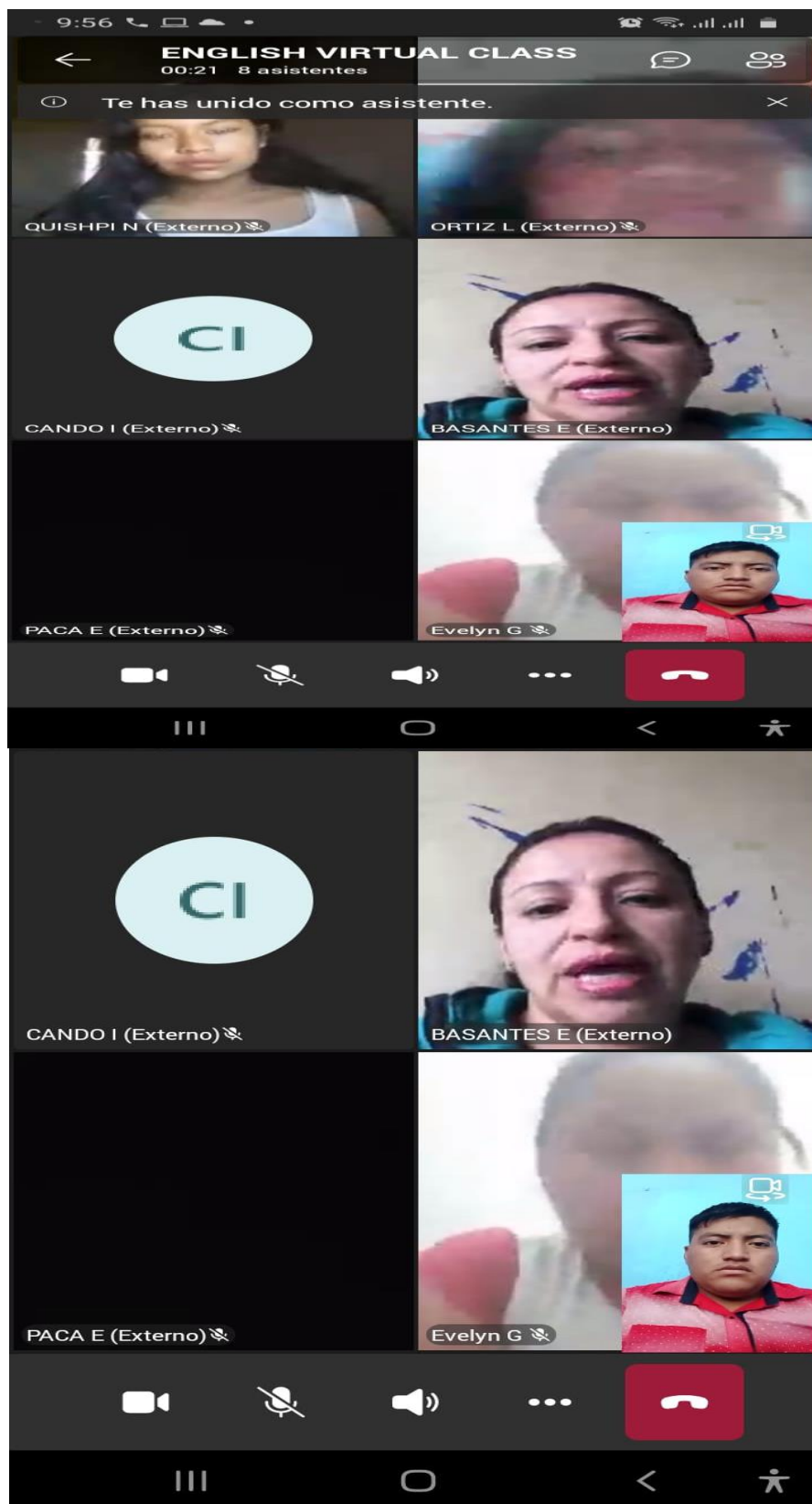
1. Previewing
 - a. Gives instructions
 - b. Elicit background knowledge
 - c. Stimulates students’ interest in the topic
 - d. Work on new vocabulary
2. While viewing
 - a. The video-based activity
 - b. The video-based tasks
 - c. Students’ participation and engagement
 - d. Teachers’ role
3. Post viewing
 - a. Content contextualization
 - b. Evaluation
 - c. Feedback
 - d. Reinforcement (if necessary)
 - e. Decision making

Furthermore, it will be observed the following issues:

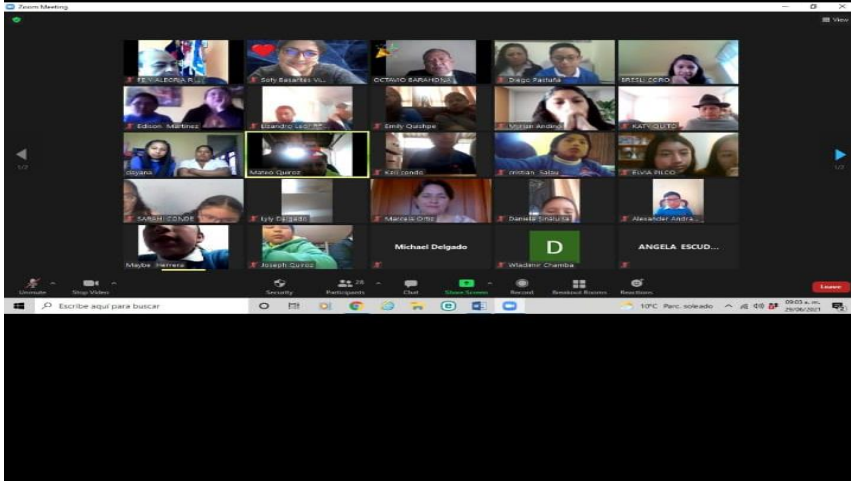
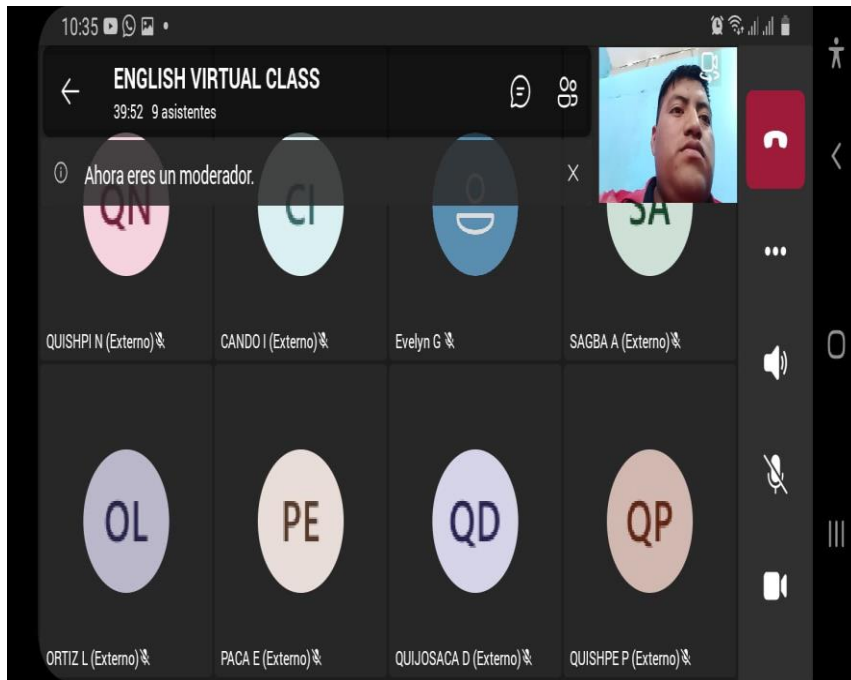
1. Type and origin of videos
2. Resources for displaying the videos
3. Academic purpose
4. Pertinence

EVIDENCE

TEACHER'S INTERVIEW



STUDENT'S INTERVIEW



← ENGLISH VIRTUAL CL... 10:34 8 asistentes

① BASANTES JARAMILLO MARIA EUGENIA (Externo) ha empezado a grabar

EMPRESA DE PAGINA REFERENCIAS CORRESPONDIENTES BRUNDA WITA

WITHOUT TOWNS (COOPERATIVE), and help the students who have less achievements in lessons orally (cooperatively).

According to Pedro Montegudo Valdivia and Hernández Medina, (2007), they point out that the video is very important because it is a means of communication in general that is arranged for society, it is also a very important role in the teaching that is used as materials didactic for some teachers. Videos are images that are in motion that can be through graphics, text, and sounds; that help the student learn and improve pronunciation. These authors indicate that teachers can use the following types of videos in a class.

- 1.-Video lesson: It is used without the presence of a teacher.
2. Support video: it is used to teach the theoretical and practical
3. Interactive video: Maintains an inter-learning class for both the teacher and the student
4. Teaching package: multiple materials such as: (texts, guide methodologies, videos, films, and others. Quoted by: (Chaves1, 2018)

Clearly, there are no limitations when applying videos to teaching, and technology

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OBSERVATION GUIDE

