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"Higher Education Students' Perceptions about the Utility of Short Videos to Enhance Pronunciation"

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"Higher Education Students' Perceptions about the Utility of Short Videos to Enhance Pronunciation"

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Dedications

To my parents, for being my best friends ever. To my wife, for being there when needed. To my teachers and classmates for sharing their knowledge with me. To science for making this world a better place and to God for giving me the opportunity of being part of this great world.

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Abstract

This research was conducted to know students' perceptions about the use of videos to improve pronunciation in the Bachelor of English Language Teaching in the Faculty of Languages BUAP in Puebla, Mexico. The collected data was taken from one hundred and seven participants from the first semester to the tenth. Students who participated in this research were around sixteen to over 30 years old. A non-experimental quantitative cross-sectional method was used in order to answer the two theses, which stated that: students consider that videos are helpful to enhance pronunciation. Also, students have improved their pronunciation with videos. The results indicated that students have a fruitful opinion regarding the use of videos to improve pronunciation. The research findings also showed that students have a better perspective about using comedian and science fiction videos, which raise their motivation to participate during the lessons. Therefore, it can be inferred that teachers must use videos in their lessons to have a positive outcome. For further research, other methods, context, and participants' level of English may be considered.

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Introduction

Learning English as a Foreign Language (EFL) is a great choice to face the challenges of the globalized world (Hassan, 2021); indeed, it is also a great fun language to learn if traveling around the world is someone's dream, but there are obstacles in this fantastic adventure that in some time during this process of learning are going to be presented; and one of them is pronunciation. This is the reason why this study was made in order to find out solutions to improve this skill.

Before the COVID pandemic in 2019, some of my friends and I had to go to buy stuff to do our homework for one of our lessons. However, considering that we wanted to practice our English, it was decided to have a conversation with native speakers. So, we planned our dialogues, and when we had the opportunity, guess what? My classmates were afraid to talk. After this awkward situation was over, I asked them why they were so afraid of, and one of them said, *"No lo sé, talvez no estaba seguro de cómo decirlo".*

Situations like the one already mentioned are likely to happen often during our lessons; for example, when giving presentations in class or when an answer is asked to be given, because of an untrusted teacher, the lack of vocabulary or pronunciation.

Throughout this journey, you will find out why the use of videos is an excellent choice to be considered to improve pronunciation. You will not only be able to discover the number of studies that have been carried out by authors all over the world, but you also will discover the opinions of students that are studying English in the Faculty of languages of the BUAP and how they have implemented the use of videos to keep moving forward.

To make it short, this thesis is organized into five chapters. In chapter one, you will find the background, followed by the rationale, the problem, and the objectives. In chapter two, you will find the previous studies that involve the use of videos to improve pronunciation.

Therefore, this is split into segments that will discuss the following aspects: pronunciation, teaching pronunciation, pronunciation learning material, audiovisual, and finally, effects of using videos in class. While in chapter four, the results and discussions are presented, and finally, in chapter five, the implications of the study and the limitations are discussed.

Chapter I

Problem Statement

1.0 Background

Because of the Industrial Revolution, which brought up Britain's economic predominance in the 19th century, the English Language increased worldwide (Genç & Bada, 2010, p. 144). Nowadays, English is an important language throughout the world; therefore, it is thought as English as a Foreign Language (EFL) in many countries. Indeed, the Secretariat of Public Education (SEP), through the Sub-secretariat of Higher Secondary Education (SEMS), has adopted the English Language in its program (SEP, 2017). However, teaching English has been a challenging task for the teacher to help students learn the language and even harder to teach pronunciation.

Throughout my experience as EFL student, I have seen that pronunciation has been the most challenging part of learning the language, even though the teachers make a great effort on it. Therefore, different strategies and tools have to be found out, and short video use is one. Video clips from movies, cartoons, and series that are watched in L1 (first language) that when are seen in the language being studied, videos become understood and significant in English, to improve pronunciation.

Moreover, when a major in English is studied, this problem continues, which is one of the reasons many students repeat semester after semester and sometimes fail school. If this problem is taken care of, not only will students have more free time for other activities, but teachers as well.

When watching a video, emotions, and thoughts from deep inside come out, such as enthusiasm, anger, relaxation, and even love. "These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and the background music" (Berk, 2009, p.2). Indeed, a video clip can have a decisive outcome on learner brainpower and awareness.

Also, videos are "texts that combine different modalities, that is, words, images, sounds, and music" (Gee & Hayes, 2011, p.111). All these qualities are helpful and necessary when learning pronunciation. Therefore, videos were chosen because they increase motivation due to their great deal of advantages from a different point of view, linguistically and emotionally.

Thus, this investigation shows how short videos can play an essential role in learning pronunciation and their advantages. The type of research is quantitative and the instrument is going to be applied in Licenciatura en la Enseñanza del Inglés (LEI) BUAP which is in the Language Faculty, located in Calle 24 Nte 2003, Humboldt Nte., 72370 Puebla, Pue.

In brief, this investigation was made to find out if videos were essential to improve pronunciation in the English Language in students in the school mentioned above, in order to encourage teachers to use them when teaching pronunciation in this school and others as well. Because watching videos had helped many people and myself to improve pronunciation, and if its usage helped us, so can other students.

1.1 Rationale

This study is based on known experiences from teachers that have used this method to improve English pronunciation among students and myself. The main purpose is to find out the importance of using short English videos to improve pronunciation.

When students are asked to speak, there is little cooperation, and one of the reasons is because they feel unsecured about missed pronunciation (Baran-Łucarz, 2014). Also, if they have any doubts, these are not asked because of the same reason. Therefore, it is crucial to immerse them into a real pronunciation context to overcome these awkward situations, and one way will be by using videos in class.

1.2 The Problem

Even though English Language is one of the most spoken languages worldwide when it comes to teaching it as a foreign language, it is not an easy task for teachers. One of the reasons is because teachers and students do not use English properly as it needs to be in class, due to the overuse of the mother tongue (L1) which affects EFL students (Al-Ahdal, 2020). Another reason is that teachers do not show sympathy to students when speaking in class making the students feel stressed. Moreover, when students are asked to participate in class, they feel uncomfortable or even embarrassed because of the feeling of making mistakes regarding pronunciation.

Visual and audio material is very important to submerge students in the language. The lack of it in class is also one of the reasons why students do not have the feeling on learning the language. Therefore, to elicit student's attention, the material chosen is something that has to be considered. Indeed, it is also important to consider students' needs other than that, students will lose interest in the class.

The overuse of L1 in class when learning English might lose students' interest because it becomes a habit. Then, when students are asked to answer a question, they mix the language because they are not exposed to the EFL enough but to L1. The overuse of L1 also slowed

the learning process and the lack of speech, which is one of the reasons why students do not pronounce the FL with the intonation acquired.

Sympathy and confidence that are shown up to students are also very important because these simple gestures can bring up students' motivation. When students are motivated, they become active and start to look up for information by themselves. This attitude is helpful for teachers because the classes are prepared to reach their purposes'. When a student feels comfortable in class, he or she feels free to participate or to make questions regarding the subject and the doubts. From personal experience when I feel confident, I commit fewer mistakes when participating, therefore my speech became clear and fluent.

Also, another aspect to be considered is the awareness of teachers about students when learning EFL. When teachers are friendly and aware of the circumstances involved when learning a new language, it makes their work easier because students are allowed to work in a friendly manner. Therefore, students can learn without falling behind and students learn faster. More importantly, when teachers are aware of the situation, students answer and ask questions regarding EFL doubts which helps them practicing their pronunciation.

From personal experience, I have seen that when EFL students face a real context situation with native speakers they cannot establish a conversation because of their fluency and pronunciation. Therefore, it is important to consider visual and audio material for students, to improve not only fluency but their range of language as well for the student to face the globalized world of English.

Also, after choosing the major in English Language Teaching (ELT) students stress themselves because they suffer from a lack of vocabulary and pronunciation. Therefore, using authentic materials such as videos is a good choice to acquire vocabulary, gestures, movement, and the sound of the English words.

To sum up, as a student's personal experience, I have seen that videos are a very helpful tool to improve English pronunciation. Because videos show up real context that enables students to see the real picture of the language, such as the melody, movement, among others. If they are well implemented not only students in the school mentioned above will improve pronunciation but teachers. So, in a nutshell, videos can be a useful tool for improving pronunciation.

1.3 Objectives

General Objective

The main purpose was to analyze Higher education students' perceptions about the practice of pronunciation through videos.

Specific objectives:

1.To identify EFL LEI Higher Education Students' opinions about the utility of short videos to enhance pronunciation.

1.4 Research Questions

This study attempts to answer the following questions:

What are LEI Higher Education Students' perceptions about the utility of short videos to enhance pronunciation?

How useful are short videos in EFL to develop pronunciation based on LEI Higher Education Students' opinion in the faculty of languages BUAP?

1.5 Hypotheses

1. Students consider that videos are helpful to enhance pronunciation

2. Students have improved their pronunciation with videos

1.6 Significance of Study

The process of teaching and learning using short videos turns up to be a stimulating experience because it provides a proper atmosphere for teachers and students. Besides, videos have the power to create exciting and fun activities that are enjoyable and significant because they bring real situations to life; this is one of the reasons videos will be used to improve pronunciation.

In brief, this study will give a perspective on the impact of short videos on EFL students to improve pronunciation.

1.7 Conclusion

This chapter has presented the introduction to the study about using short videos to improve pronunciation in the research in *LEI BUAP*, in the Language Faculty located in *Calle 24 Nte 2003, Humboldt Nte., 72370 Puebla, Pue*. The introduction contains the rationale, purpose of the study, the problem, research questions, and the significance of the study in order to give the complete picture of its importance; that is because, videos provide many elements such as images, lyrics, movements of actors, and so on, which is one of the reasons why videos are the central part of this thesis.

Chapter II.

Literature Review

2.0 Chapter Overview

This chapter intends to supply with knowledge around concepts concerning this investigation. Therefore, this is split into segments that will discuss the following aspects: pronunciation, teaching pronunciation, pronunciation learning material, audiovisual, and finally, effects of using videos in class.

2.1 Pronunciation

There are funny, serious, and sometimes tragic stories about peoples' pronunciation as it happened on a 1977 Collison of two airplanes that resulted in over 200 people dead in Tenerife, concerned with a misunderstanding between the traffic controller and the poor English pronunciation of the pilot. Perhaps it does not have to be dramatic but, "bad pronunciation can lead to misunderstanding between the speaker and the listener" (Al-Ahdal, 2020, p. 87). Also, as Smojver and Szpyra-Kozłowska (2014) mentioned, speakers with pronunciation problems often make quite unaware and not on purpose impression of their personality on their speakers. Thus, bad pronunciation makes the speaker less assured of what he or she is committed to communicating. In order to avoid this awkward situation, it is important to consider the pronunciation model that needs to be achieved by the students' needs (Smojver & Szpyra-Kozłowska, 2014).

Videos allowed students to find out a better path toward pronunciation, motivating them because learners can predict words and scenes helping them to guess the pronunciation in advance due to "Videos allowed the learners to see the body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in

various situations" (Canning-Wilson & Wallacee, 2000, p.3). For this to happen, activities should be well chosen by the teacher to achieve great results. Examples of activities can be: repeating after the video, imitating the teacher, singing a song lyric, among others.

2.1.1 Prosody

Languages have their own intonation and pronunciation so, when it comes to EFL students, it is very easy to notice. For example, when a German is learning EFL it is been heart as self-opinion or pedantic, by native English speakers due to its intonation which is low and flat (Wrembel, 2008). As a result, the L1 and the L2 will influence one another; therefore, it is important for teachers to pay attention to this. Thus, intonation is used to encode distinctions such as whether an utterance is intended as a request for information (Request) or as a request for the interlocutor to perform a particular action (Command) (Wrembel, 2008).

"In linguistics, prosody is the rhythm, stress and intonation of speech, prosody generally refers to the organization of spoken utterances" (Gorjian et al. 2013, p. 2). "English speech rhythm is closely associated with the patterns of lexical stress and prominence in a stream of speech" (Dickerson, 2014, p. 3). "It arises from the placement of stressed syllables in utterances normally greater than individual words and from the listener's perception of the placement of these syllables" (Setter & Sebina, 2017, p. 2). The stress refers to the loudness of a syllable in other words; this syllable is more prominent than the other in the word; the intonation is related to the sentence stress, but to be more specific it is defined as the rise and fall of the speaker voice in a sentence mentioned by (Gorjian et al. 2013). It is also understood as the melody of a language due to the patterns of pitch changes using when speaking (Avery & Ehrlich, 2013).

In order to establish a good communication between speakers it is always essential to understand the message. However, if any of the abilities mentioned above is missing the communication can turn out difficult to follow, boring or even worse; in a discussion. "The pronunciation itself is an intricate concept which consist of sounds, syllables, and intonation, and each of these elements require specific care since pronunciation is as momentous to the learner as culture, grammar, vocabulary, and the other parts of language" (Namaziandost et al. 2018 p. 4).

2.1.2 Connected Speech

The connection of the words when speaking is one of the abilities that humas have, and this is called connected speech (Ding et al. 2020). In other words, it is the sequence of speaking to one another in a natural manner, where some words are not pronounced completely as they are written. For example, in the sentence "I want to run," when speaking it becomes "I wanna run."

2.1.3 Word Stress

"The term stress has been applied to two domains of phonological description: word-stress, which is a phonological property of the word, and sentence-stress, where stress is seen as a differentiating property of the utterance" (Trouvain, 2007, p. 16). Meanwhile, Avery and Ehrlich (2013) mention, that English words can be divided into two categories: content words (nouns, main verbs, adverbs, adjectives, question words and demonstratives) which are stressed, and function words (articles, prepositions, auxiliaries, pronouns, conjunctions, and relative pronouns) which are unstressed.

2.1.4 Articulation

Different sounds come up from the articulator (tip of the tongue, blade of the tongue, and back of the tongue) depending on the movement of them and the places of articulation (teeth, hard palade, soft palate, glottis and the uvula) by altering the airstream (Avery & Ehrlich, 2013). In other words, articulation refers to the process of manipulating the flaw of the airstream through the vocal tract to produce sounds. In the production of the consonants there are six places where the air is obstructed:

- Bilibial (p,b,m)

- Labiodental (f,v)

- Interdental (θ, ð)

- Alveolar (t,d,s,z,n l, r)

- Alveopalatal (ʒ, tʃ, dʒ, ʃ)

- Velar (k, g, ŋ)

2.1.5 Discrimation

Is the awareness and ability to recognize similarities and differences between sounds (McDonough & De Vleeschauwer, 2012). Therefore, it can be said that it allows people to differentiate between phonemes in a word. Identification and discrimination of sounds can be helped by the use of multimedia or listening exercises for support ((Trouvain, 2007).

2.2 Teaching Pronunciation

In the last decades, learning English has become more demanding indeed, teaching pronunciation is crucial, as Brinton et al. (2010) mention that communication level needs to be understandable and therefore requires special assistance with pronunciation such as:

1. Teachers of EFL who are nonnative speakers of English and that expect to be the model and as a source of input in English to their pupils

2. People in non-English-speaking nations work as tourist guides, waiters, hotel staff, customs agents, among others.

Brinton et al. (2010) also mention how to teach pronunciation as part of the Communicative Approach by using: Phonetic training, Minimal pairs assignment, tongue twister, reading aloud, self-recording, among others. Indeed, pronunciation becomes a challenge for EFL students but, teaching pronunciation to students is not to make them speak like native speakers but to enable students to feel confident when they speak (Brinton et al. 2010). Indeed, students have to be aware that not all native speakers have the same pronunciation and that the pronunciation of the students has to be close or good enough to be understood in order to communicate.

2.3 Pronunciation Learning Material

According to Masuhara et al. (2017) the creation of material refers to all the processes made or used by educators who developed or used the material for language learning. According to Hüttner and Smit (2011) the creation of material, joint theoretical awareness, lecturer cognition, and lecturer skills. Therefore, its design brings up motivation in students and lecturers and becomes a situated learning experience.

When developing new material, it is crucial to think about the content, the steps that need to follow to have a significant class, and as a consequence, the task becomes accomplished. In the words of Levis and Sonsaat (2016) most lecturers choose to use less complicated material because it can be manipulated a lot easier. Therefore, the material requires less effort on the lecturer's part.

There is standard agreement among researchers in the field authentic material provides significant exposure to learners, motivating them a reason why they are able to develop a positive attitude to language learning (Masuhara et. al 2017). Thus, teachers have to be prepared with appealing content material to have a significant class.

Also, Sundberg and Siidoroff (2018) mention that web sources and cellphone apps might contribute with a wide range of alternatives of learning prospects with easy access and a meaningful chance for students to learn, either by the lecturer or alone. Indeed, students visit all kinds of websites, like, Facebook, Twitter, YouTube, and so on, in order to see material that can be used for the purpose of learning an EFL.

2.4 Audiovisual

One of the skills to be considered the most important when learning English is the speaking skill, but some factors such as nervousness and poor self-confidence avoid the students to use it when they are asked to (Kathirvel & Hashim, 2020). These factors are related to the pronunciation, and if they continue, many students graduate in a longer-term, some change majors, and even worst, some drop out of school.

In order to improve pronunciation, one of the strategies that can be put to work is the use of auditory material to enhance speaking skills in order to watch and listen to anyone pronouncing the words so that the students can imitate them (Kathirvel & Hashim, 2020). Material such as mp3 audios and videos can be helpful to overcome these students' awkward situations.

Kathirvel and Hashim (2020) considered that auditory materials are interactive tools combining words, images, sound, and video. Because of the changes and opportunities that videos provide, videos are one of the best tools to improve students' speaking. Furthermore,

"the techniques that can be applied when using authentic material such as videos, as well as the stimulation and the facilities provided, have increased its usage" (Cakir, 2006, p. 67). Indeed, there is no denying that videos are one of the most excellent tools to be used in classrooms by teachers.

Canning-Wilson and Wallace (2000) state that the understanding of the videos is due to the visual elements more than the auditory components that are offered. Indeed, videos are an incredible tool that provides a natural visual context where the movement of the actor, images, and so on can be seen and, therefore, offers a better understanding of the context. Thus, videos are an excellent tool to bring to EFL students' classes. Also, another visual element of videos as Wisniewska and Mora (2020) mentioned is that using videos with subtitles is a great tool that can be used in classroom to improve pronunciation.

2.4.1 Videos as a Learning Tool

Using videos to teach a new language can bring up the motivation to students and teachers because when a video is watched, feelings and emotions are raised, especially enthusiasm, irritation, tranquility, happiness, love, and sometimes apathy. These emotions come up due to the movement of the actors, the background songs, and the images presented (Berk, 2009). If these emotions are well used by the teacher, students will learn faster, which in a way will make teachers' environment work easier.

Also, video offers the opportunity to be repeated again and again until the context is well understood. This allowed students to get a deeper understanding of the words; the complete image background; as a consequence, students will be able to understand the message in a

more straightforward way. Berk (2009) also mention that learning outcomes of using videos on teaching English come out, such as:

1. grab pupils' concern

2. allow students to concentrate

3. Help students' imagination

4. increase understanding

5. Inspire and motivate students

6. create memorable visual images.

In other words, the use of videos will have positive results on students when learning EFL. Afterward, videos offer the outcomes mentioned above, but they offer the possibility of seeing real context situations and, even more, the opportunity to see and hear the native language speakers.

"Videos facilitate learning in students' brain and elicit multiple intelligence such as verbal/linguistic, visual/spatial, musical/rhythmic, and emotional" (Kagan, 1998; Marks-Tarlow, 1995; Williams, Blythe, White, Li, Sternberg, & Gardner, 1996, as cited in Berk, 2009, p. 3). Thus, the images, movement of the body of the actors, the speech, and subtitles are a good set of elements that can be used to improve pronunciation no matter the intelligence of any student. Therefore, using videos in classes well prepared will bring up the best of the students and indeed the best of the teachers.

2.4.2 Movie Videos as a Medium to Teach Pronunciation

Many experts such as Chan and Herrero (2010) said that movies contribute to students' speech revealing that using film in the classroom or as an outside activity can motivate learners to participate, improving their speech. Therefore, using videos can increase students' interest not only in class but also in other languages, though to the power of real context that videos provide, such as the view (hold picture), songs, movement, spatial design, and among others. Furthermore, if students notice their improvement, they will participate in class.

According to Sherman (2003) the flexibility of video employment concedes the integration of film in many aspects of studying terms in the lecture room. Therefore, films help students rehearse the language learning by repeating the new words, sentences, or even paragraphs that help them improve their pronunciation.

Whereas in order to avoid more challenges and to make the learning process significant for the students using movies to improve pronunciation, Chan and Herrero (2010) suggest that it is important to consider avoiding films that have a lot of speech, everybody talking in the same time and only native speakers. For these reasons, teachers must consider students' age and level of English seriously because it is crucial for students to listen to clear words to understand and pay attention. By choosing the right video, the students will find the class significant, and the teacher's aims will be strongly accompliced.

2.4.3 Using Video Clips in Teaching

Video clips from movies, TV programs, DVDs, YouTube, among others, can be used in class, and the most common procedure for using videos clips in words of Berk (2009) are: give a brief introduction of the video; the video clip can be stopped at any point, a time for reflection can be set to spotlight a point, an active learning activity can be assigned, set up

for a discussion, among others. Thus, many activities can be brought by using videos in class. These procedures are important due to their practical undertaking from the teacher. Berk also mentions (2009, p.14) "Video clips are a major resource for teaching the Net Generation and for drawing on their multiple intelligences and learning styles to increase the success of every student." By using videos, they also can have a better understanding of other cultures, and perhaps get to know new places.

2.4.4 Using YouTube

Internet sources and mobile applications are helpful because they provide many possibilities for anyone with internet access; where students can learn by themselves or be guided by a teacher such as YouTube (Sundberg & Siidoroff, 2018). Also, in the words of Lastufka and Dean (2008) YouTube is an online sharing video in which many formats of videos can be uploaded, in which the link is gotten after YouTube processed it. Indeed, You Tube offers not only the opportunity to learn with the videos uploaded by other users but also the opportunity to share or create your own.

According to Burke et al. (2009, p. 2) "YouTube can be used as well to support students with technology skills and with the students that do not know how to use them." For example, YouTube is a platform where new skills and technology can be acquired due to its wide range of videos and friendly usage.

In the words of Saed et al. (2021) in a study carried out in Jordan, they mention that we are surrounded by the art of technology such as smartphones, iPods, and the use of YouTube videos to teach pronunciation. Moreover, because of the COVID19 pandemic, the use of this technology is becoming more demanding. Indeed, blended and online lessons have been the only way for many students to continue their learning process, a reason why the use of

YouTube videos has become a useful tool. Besides, using YouTube videos reduces students' insecurity about the learning of EFL. In contrast, with the traditional method, YouTube videos offer not only a more realistic context of the language but a more comprehensive contest as well.

2.4.5 Techniques to Use Short Videos in Class

According to Cakir (2006) there is no denying that videos are a great tool for students to practice what has been learned duo to its broad range of applications. Indeed, it is essential due to the fact that using videos can bring up motivation and, therefore, great fun during the class. As a result, some techniques that can be applied by using short videos, are:

Active viewing (students are provided with sheets to fill up the gaps related to the video), prediction (the video can be stopped and students can speak about the next scene), silent viewing (the sound will be off while watching the scenes students can imagine what the characters are talking about which help the students to anticipate what could happen), repetition (when it is necessary the video can be a paused in order to repeat the words which help their pronunciation) among others. (Cakir 2006, p. 69)."

Thus, short videos in class are an excellent tool for EFL to keep students motivated because of their advantages.

There is no denying that videos are a great tool to be used in class. Still, as Canning-Wilson & Wallance (2000) mention, teachers need to pay attention to the visuals regarding the unwanted poor reproduction, when the image is not clear enough, and when the information giving is unnecessary; all of these regarding have the impact needed and be well perceived by students. Therefore, the videos have to be well chosen for them to be seen as good material to improve pronunciation, not only by the students but by the teacher.

2.5 Effects of Videos on Pronunciation

Most EFL students suffer nervousness when speaking in class more than when it comes to reading. Therefore, there is no denying using videos to overcome these awkward situations. Subsequently, videos help students overcome this fear and encourage students to search for similar videos to improve their learning (Lu et al. 2019). In fact, pronunciation is crucial because it is the only way for students to respond to teachers allowing them to show their strengths and weaknesses.

For instance, as Savas (2012) mentions, videos are a great tool to help students learn in collaboration (team, groups, peers); students can also see and give an opinion on peers' teaching videos, which can increase collaboration and reflective learning. Also, students can develop teaching videos that can help them to reflect on themselves at any time.

Furthermore, videos support students to boost their prosodic capacity and motivate them in learning EFL as already mentioned above. Finally, as mentioned, videos are great authentic material to learn pronunciation (Namaziandost et al. 2018).

2.6 Recent Studies

Abrar et al. (2018) research to document Indonesian EFL students' teachers' experiences on speaking English in a public university in Jambi. A semi-structured interview in a demographic questionnaire from eight participants using a phenomenological study. The students were interviewed for between 30 to 90 minutes. Students were asked about their experiences in speaking English in their context. Students' results were that they had issues in relation to lack of motivation, anxiety, grammar, fluency, and pronunciation. Forgoing further, the study needs to move to other contexts and populations.

Namaziandost et al. (2018) examined the effect of using authentic videos on Iranian EFL learners' prosodic ability. The study participants were 40 Iranian intermediate students and randomly were assigned to two groups: one experimental group and one control group. In order to see if they were at the same level, a pre-test was made. Then, in one of the groups, the control group was taught through the traditional method, while the experimental group was taught using authentic videos. Twelve sessions of 70 minutes each were offered to conclude the research project. The study results showed that the group where the videos as the material were used outperformed the group that was taught through the usage of the traditional method. Therefore, it was concluded that teaching using authentic video material significantly impacts learners' prosodic ability, such as intonation, stress, and rhythm. The study suggests that the usage of original videos could be more effective than other techniques in teaching prosodic aspects of language to intermediate EFL learners.

Saed et al. (2021) examine the effectiveness of YouTube videos in teaching speaking skills among EFL university students in Jordan. There were 80 participants. One group of 40 students was through YouTube videos (experimental group); the other 40 were taught in the traditional approach. The results were that the experimental group outperformed the other group in pronunciation, fluency, and coherence. Therefore, the study recommendation is to use YouTube videos in EFL students to improve their speaking skills.

Alshraideh (2021) The study's aim was to analyze the (EFL) learners' and teachers' perceptions toward the use of online videos in EFL classes at Taibah University. In this mixed-method, the researcher used a questionnaire and an interview where considered. To carry out this study, 120 EFL female students in the "United Scientific Track" between 18-21 years old were the participants. This study also considered six teachers working at the English Language Center at this University to conduct an interview. The participant's

answers showed that the use of videos in students of EFL is an effective technique and has a positive influence in EFL classes for pronunciation, reading, speaking, and listening.

Solano et al. (2020) aimed at using EFL YouTube videos as a supplementary resource for teaching vocabulary in the classroom. This study was conducted in students of eighth grade in public institutions of basic education in Ecuador (Secondary school). The participants were 150 Spanish speakers divided into two groups, each with 75 students. As well, and four university teachers and four pre-service EFL teachers were participating. The quantitative and qualitative methods were used. Therefore, questionnaires and surveys were carried out as well as observation sheets and exams. This study showed that the use of YouTube videos in EFL students is supplementary material because videos engage and motivate students and increase interaction among EFL students.

Bengheddab (2019) the present study attempts to investigate teachers' and students' attitudes towards using YouTube videos in developing EFL speaking skills in the Department of English Language at the University of 08 Mai 1945 Guelma. This research project used a quantitative descriptive method to demonstrate the importance of using videos in class as material to improve students' speech. For this investigation, 100 third-year students were randomly selected, and 15 oral expression teachers were the participants. The results showed that EFL teachers and students found beneficial to use YouTube videos inside the classrooms to improve their speaking skills, fluency, coherence, pronunciation, lexical choices, and grammatical structures.

Cahyono (2020) this study was employed to investigate the students' perception of using YouTube in learning English. To carry out this research project, the survey was used as the method. The data was collected by using questionnaires using multiple choice answers, which were answered by 44 students as participants. The instrument was made online using

Google Forms, in which WhatsApp was used to collect the data information. The information collected showed that YouTube video usage in class has a positive impact on EFL students, helping them to improve vocabulary. Therefore, students have a positive perception of using YouTube videos in EFL in class.

Lu et al. (2019) this research project study aimed to explore the effects of learning through online, authentic video clips on Taiwanese EFL non-English-majors' performance on speaking anxiety. In this research, a total of 29 first-year university students were the participants. A quantitative data collection method was used to find out the results. This study showed that students improved their apprehension and communication. Also, students improve their speaking skills which supports that video clips are an important source to be considered when teaching EFL in the classroom. Students' speaking skills were also significantly improved, lending further support to the effects of authentic English-language videos on EFL student speakers. In table number 1 the recent studies are summarized in order to give a clear view of them all.

Table 1

Recent studies

Author year	Methodology	Context	Findings
Abrar et al. (2018)	Phenomenological. Demographic questionnaire and semi structure interview	Eight participants English in a public university in Jambi in Indonesia.	-English Speaking -Phenomenological study -EFL Student Teachers
Namaziandost et al. (2018)	Quantitative method Instrument: Questionnaire	40 Iranian in private from institutes of, Ahvaz, Iran.	-Authentic videos -Prosodic ability -Intonation - Pronunciation -Stress -Pause

Saed et al. (2021)	Quantitative method Instrument: Questionnaire	EFL university students in Jordan with 80 participants	-YouTube -Speaking EFL ESL -Experimental group
Alshraideh (2021)	mixed-method, the researcher used a questionnaire and an interview	120 EFL female students at Taibah University	-EFL learners -Language skills -Online videos -Perception - Technology
Solano et al. (2020)	The quantitative and qualitative methods were used. Therefore, questionnaires and surveys were	The participants were 150 Spanish speakers in Ecuador	-YouTube -Supplementary material
Bengheddab (2019)	The quantitative method was used. Therefore, questionnaires	University of 08 Mai 1945 Guelma. 100 third-year students	-Speaking skills -Fluency -Coherence -Pronunciation, -Lexical choices -Grammatical structures.
Cahyono (2020)	the survey. using questionnaires	University of islam malang November 2020. 44 students as participants	-YouTube -Improve vocabulary
Lu et al. (2019)	Quantitative Method. Questionnaire	Taiwanese EFL. 29 first-year university students	-Effects of learning through online -Authentic video clips

Source: Own elaboration (2021)

Chapter III

Methodology

3.0 Introduction

The information presented in this chapter is the type of study, location of research, participants, data collection techniques and instruments, ethical considerations, data analysis techniques and the procedure to apply the instrument to gather the information.

3.1 Research Approach

Throughout the history of science, many currents of thought such as empiricism, dialectical materialism, positivism, phenomenology, structuralism have been developed in order to explain different phenomena or one phenomenon using different currents of thought. Some of them, such as phenomenology, constructivism, naturalism, interpretivism, can be applied in the qualitative approach, while positivism, neo positivist, and post-positivism can be used with the quantitative approach (Sampieri et al. 2014).

It is very common to see qualitative and quantitative approaches as rivals, but they are not because the world is not seen as one color only; both approaches are used depending on the investigator's needs (Sampieri et al. 2014). Indeed, the path, the instrument and methodology chosen is up to the researcher due to base on his or her needs is the method that can be used.

As already mentioned, the method used is up to the researcher needs. Thus, quantitative approach has been used by science when studying phenomena in Biology and Chemistry. The qualitative approach has been used in disciplines like Anthropology. Nevertheless, both methods can be applied in any field of study. "The researcher must be methodologically plural and be guided by the context, the situation, the resources at its disposal, its objectives

and the problem of study, this is indeed a pragmatic approach" (Sampieri et al. 2014). Some

of the characteristics of quantitative approach are summarized in table 2.

Table 2.

Qualitative approach characteristics

Quantitative Approach	Definitions and Dimensions
positivism, neopositivism and post positivism.	General Basics frames of reference
There is a reality to know. This can be done through the mind.	Started point
There is a unique objective reality. The world is conceived as external to the researcher	Reality to study
reality does not change by the observations and measurements made	Nature of the reality
It seeks to be objective.	Objectivity
Deductive logic applies to it. Of the general to the particular (of the laws and theory to the data).	Logistics
Neutral. The researcher "makes aside" their own values and beliefs. The position of the researcher is "impartial", tries to ensure rigorous and "objective" procedures of data collection and analysis as well how to prevent their biases and trends from influencing the results.	Personal position of the researcher
The papers are rather passive.	Role of the phenomena studied (objects, living beings, etc.)
The nature of the data is quantitative (data is intensive).	Nature of the data

Source: information taken from (Sampieri et al. 2014)

The method was summarized in table 1, which is the one that feeds the need to carry out

this investigation is the quantitative approach since the main objective of this study was to

analyze EFL LEI Higher Education Students' opinions about the utility of short videos to

enhance pronunciation. To reach the objective of the study, the non-experimental quantitative

approach was selected, specifically the survey.

The quantitative approach was used because it gives the opportunity to compare studies already made in order to see if the studies continue true at the moment or how much they have changed (Leavy, 2017). Due to this, technology is changing time after time, and thus the learning and teaching strategies. Therefore, teaching and learning have to be according to the necessities of the students' community.

By getting new information of the same study, researchers can see if the method can be applied in the place is needed. "As mentioned above, the quantitative research is guided by the positivism and postpositivist philosophes, which proposes that reality exists independently of the research process and can be measured via the objective application of the scientific method" (Leavy, 2017, p. 91). In this approach, a hypothesis or research questions can be used.

Even though experimental research and a survey can be used as primary quantitative designs, the survey has been decided to be used during this study. Due to this, the survey research can be used in social science, education, and so on. "Surveys rely on asking people standardized questions that can be analyzed statistically" (Leavy, 2017, p. 91). Indeed, they are used to prove opinions, attitudes, experience, and so on from the group being studied. In short, a survey can be a data collection of information, from which the study will be carried out.

The data can be subjective and objective. It is subjective because it can be a response by the people interviewed and objective because the study can be carried out in other places as well. Also, the two primary methodologies that can be used in surveys are cross-sectional and Longitudinal. In this study, the cross-sectional type was selected.

The main instrument for collecting information in survey research is the questionnaire which is also known as the instrument of the survey. The reliability and the validity of the questionnaire must be accordingly with the study carried out in order to prove the hypothesis.

The questionnaire has open questions or forces questions. With force choicequestions, the researcher can use many answers for the group being investigated to choose. "With this kind of survey; multiple-choice, dichotomous, and checklist questions can be used" (Leavy, 2017, p.91).

The instrument for this survey was composed by 23 questions in total. Six questions were taking from Saeidi and Ahmadi (2016). Seventeen questions were taken from Alshraideh (2021). These questions are closed questions. Thus, they were combined in order to have a wider range of answers and a more accurate study and so they are suitable for the research that was made which is to analyze EFL LEI Higher Education Students' opinions about the utility of short videos to enhance pronunciation.

There are some aspects to consider when making the questionnaire such as a neat sequence of items and clear, easy items to follow, read and understand them pleasantly follow (Kumar, 2011). If these aspects are considered, the participants will give a more accurate answer, which is the main point in order to carry out a true study. On the other hand, the researcher must consider three aspects: first, the willingness of the participants to share the information needed. Second, the question must be clear understanding.

And last but not least, is that the respondents must have the information required (Kumar, 2011). In fact, these aspects mentioned will determine the credibility of the study. In other words, it is extremely important to consider the type of study, the objective to accomplish. On the contrary, the results could be unexpected. This is one of the reasons two instruments

already made were used in order to accommodate them to this research and the results of the two questionnaires combined resulted in three sections:

I. Sociodemographic Information. With seven multiple-choice questions in total.

II. Videos and Pronunciation Items. With eighteen questions.

III. Videos and Language Skills. With only one multiple choice question.

3.2 Location of Research

"Higher education collaboration takes many forms including joint research projects, degree programs, and development of courses and programs" (Arellano, 2007). The North American Free Trade Agreement (NAFTA) between Mexico, the USA, and Canada brought Mexico to the table to make agreements about "The increase in a collaboration led to literature focused on the challenges, impact, need, and prospects of collaboration" (Arellano, 2007). This trade agreement has helped the education in Mexico to participate in research projects; students exchange, a so on.

In Mexico, the Higher education system has been held by the public and private sectors. This study was done in a public University in Puebla known as BUAP. This school is one of the most prominent universities in the state. Its beginnings Started by a group of Jesuits. A brief history of the university names before it becomes BUAP has been given (BUAP, 2021).

- In May 9th 1578 was called: "Seminario de la Compañía de Jesús de San Jerónimo".

- On April 15th, 1587, was named: "Colegio del Espíritu Santo".

- In 1825, was named: "Colegio del Estado".

- On February 1st, 1937, it was transformed from college to University. Having as the first rector of the Institution Mr. Manuel L. Márquez.

- In April 2nd was named: "Benemerita Universidad Autonoma de Puebla", BUAP.

Some of the bachelors offer in the BUAP are listed below:

- Licenciatura en Administración de Empresas

- Licenciatura en Administración Pública y Gestión para el Desarrollo

- Licenciatura en Administración Turística

- Licenciatura en Administración y Dirección de Pequeñas y Medianas Empresas

- Ingeniería Agroforestal

- Ingeniería en Alimentos

- Ingeniería Ambiental

- Licenciatura en Antropología Social

- Licenciatura en Arquitectura

- Licenciatura en la Enseñanza del Francés

- Licenciatura en la Enseñanza del Inglés. This bachelor degree is offered in the area of *Ciencias Sociales y Huamnidades.*

The bachelor in English Language Teaching (ELT) or *LEI* (*Licenciatura en la Ensenanza del Ingles*) BUAP is being held in the Language Faculty located on *Calle 24 Nte 2003, Humboldt Nte., 72370 Puebla, Pue, Mexico*. The faculty of Languages is the residence of the bachelor of Language English Teaching. This school not only offers ELT, also other languages such as French, Italian and Portuguese. The Faculty of Languages also put forward the opportunity to certify the Foreign Languages (FL) already mentioned. It also has access to a Laboratory where exams and language practice can take place. It has the facilities of the certification department, coordination of social practice service, and professional practice. A library, a bookshop, and a computer room are also facilities that the Faculty of Languages provides.

Students must have knowledge of the basic concepts and theories of Spanish and general culture; also, they must an aptitude for language learning, the ability to analyze and synthesize, know how to work both individually and in teams, and have organizational skills for autonomous learning. In addition, they must be open, understanding, and tolerant towards diversity and have empathy with their peers.

The graduate will be a highly competent teacher. He will have knowledge of Anglophone or Francophone cultures. He will handle the English or French language at an academic level B2 according to the Common European Framework. They will also be able to continue studies that strengthen their personal and professional development.

Work field, the graduate will be inserted in work environments that mainly include public and private educational institutions from the basic level to the postgraduate level in the state of Puebla, the region, and the country.

3.3 Sampling

In order to address a study, it is crucial to identify what needs to be known, who or whom are the objects of the study; also, the breadth of the groups being studied needs to be considered. Selecting the elements of a study or individuals to form a big group or community is known as Sampling (Leavy, 2017).

The research of this study considered Leavy's proposal to select the sample of the study. First, the resources available for this study were contemplated. Then, the method, the monetarily, the materially, and finally, time suggestions to have better accuracy in the study. Moreover, the population size, confidence level, and the margin of level need to be valued. The population size is essential because it will tell the accuracy and the margin of the error in the study. She mentions a margin of error and accuracy of recommended 95%. In other

words, as the higher the accuracy of the study the better the value of the results. Indeed, it is up to the researcher how much error they will accept (Leavy, 2017). The total number of participants was obtained using an online statistical tool; the whole population, which used videos to improve pronunciation, it was 107. (Qualtrix, 2020).

Roller and Lavrakas (2015) mention that the researcher needs to consider four factors to select the sample. The researcher of this study considered them since they allow to get accurate and valuable data.

1. The wide range, and the deepest of the study.

2. The heterogeneous and homogeneous of the society or group being study.

3. The interpretation of the objectives must meet the needs of the study.

4. Financial, time and the viability to carry out the study also need to be considered to accomplish the objective.

In other words, when carrying out a research study, considering the needs for the study is crucial to obtain the expected results.

3.4 Participants

In order to move forward with this study LEI students of the Faculty of Language BUAP were considered in which most of them were females (n=72) and fewer more males (n=35) their ages were between 16 to 62 years old. The students' grade was from first to over tenth semester. The data collection was carried out for one week from September 27th to November 4th. The instrument used was sent via Google Forms, and due to the pandemic of COVID19, the instrument was shared online throughout WhatsApp, Facebook, and Microsoft Teams.

The participants were asked if they like English; (50%) strongly agree, fewer (43%) agree; while (12%) were neutral and a minority of the participants (2%) disagree. Also, they were asked how do they consider their pronunciation in which the majority (76%) considered regular while; fewer than (26%) considered good and finally; the minority (5%) mentioned that it was bad. The characteristics of the participants are displayed in Table 3.

Table 3

Sociodemographic information

Generation	2013	2014	2015	2016	2017	2018	2019	2020	2021
Participants	3	2		5	12	8	20	47	10

semester	+10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st
Participants	6	1	10	5	8	19	0	1	52	5

Age	+30	29	28	27	26	25	24	23	22	21	20	19	18	17	16
Participants	5	2	2	4	2	3	4	10	8	9	17	30	6	4	1

Sex	Male	Female
	35	72

Do they like English?	Strongly A.	Agree	Neutral	Disagree
Participants	50	43	12	2

How is your pronunciation?	Good	Regular	Bad
Participants	26	76	5

Source: Own elaboration (2021)

3.5 Data Collection Technique and Instrument

Questionnaires are used to carry out surveys such as: qualifying the government outcome, also to evaluate the citizens of a town, city, or country about the security of the nation

(Sampieri et al. 2014). Indeed, questionnaires are used to get information from a study in a school, society, or a thing in order to solve a hypothesis. For the questionnaire, open questions and closed questions can be used. In the words of Kumar (2011) a questionnaire is a written list of questions, which are responded by the participants.

In the words of Sampieri et al. (2014), In a questionnaire, two types of questions can be developed:

Closed questions. This kind of question can have dichotomous answers, such as yes or no.

Also, multiple choices, such as: Yes, no, neither of them, and I do not know, and sometimes the participant can use more than one choice.

Open questions. In this kind of questionnaire, the participants have the opportunity to express themselves. Therefore, the number of answer categories is higher; indeed, it is infinite and depends on the society.

In short, closed questions delimit the participant; on the other hand, the open questions do not delimit the participant. In other words, using closed questions is easier for the participants to answer because they just have to select the alternative that is best for them, which in a way is one of the advantages of using this kind of question.

The disadvantage of using closed questions is that they delimit the answers of the participants, a reason why they do not write what they might have in mind (Sampieri et al. 2014). Indeed, the researcher must anticipate the answers of the participants to have the best answers possible.

One of the advantages of open questions is that they can be used when the researcher needs a more profound knowledge of participants, but one of its disadvantages is that they are more difficult to analyze (Sampieri et al. 2014).

In both questionnaires, other advantages are the anonymity because it does not have to be apply face to face and less expensive because participants do not need to be interviewed (Kumar, 2011).

The method used was the Likert Scaled. The Likert scale was developed by the psychologist Rensis Likert in 1932. It consists of a set of items presented in the form of statements or judgments, for the participants to react. The element or participants of the study can be a thing, a person, animal, a brand, an activity, a profession, language, among others (Sampieri et al. 2014). Also, in the word of Kumar (2011, p.159) "it is based upon the assumption that each statement/item on the scale has equal attitudinal value". In fact, no matter the choice (1,2,3,4,5) of the participants, the answer has the same equality. The phrases or judgments have to be logical, and the most common are shown in table 4.

Table 4

Most common phrases

Options in the Likert scale				
Affirmation				
Strongly disagree	Agree	Nether agree nor disagree	Disagree	Strongly disagree

Source: (Sampieri et al. 2014)

These questionnaires are closed questions. Therefore, they were combined with having a wider range of answers and a more accurate study. As Kumar mentioned (2011) the questions must be clear and easy to understand. Also, the layout of a questionnaire should be such that

it is easy to read, and the sequence of questions should be easy to follow. These questionnaires were chosen because they have the requirements, such as

- The easy understanding of the questions.

- The structure of the questions.

- Because it is developed in an interview-style which makes respondents feel as if someone is talking to them.

For this study, two questionnaires were chosen and adopted in order to have one instrument for this study. From Alshraideh (2021) from the study "EFL Learners' and Teachers' Perception toward the Use of Online Videos in EFL Classes". The other questionnaire was Saeidi and Ahmadi (2016) "The Effects of Watching Videos in Pre-reading on EFL Learners' Reading Comprehension and Attitudes" which was adapted as explain in table... (4) These questionnaires were chosen because they meet the needs of the study that was made. They were chosen to address the objective of this study, which is to analyze EFL LEI Higher Education Students' opinions about the utility of short videos to enhance pronunciation".

Both instruments were combined. The instrument resulting from that combination is divided into three parts. The first section contained items to collect the socio-demographic information. The second part is items looking for information about videos and pronunciation. And finally, the third section inquiries about videos and language skills.

3.6 Procedure

Due to the pandemic of Covid19, the questionnaire was made in google forms in order to be shared online and so; to collect data from the voluntary sampling… Before sharing the instrument, it was sent to my thesis director (Catalina Juarez) to give feedback and ready to be shared. The first thing done was to make an invitation in order to share the questionnaire

to LEI BUAP students to answer it on September 27th, 2021. The questionnaire was shared through WhatsApp, Facebook and Microsoft TEAMS. The participants answered it from September 27th through October 2nd. It took six days to gather answers for data collection. The questionnaire was shared, first with my classmates and friends, all of this on September 27th 2021, by WhatsApp. This first day, only 3 participants answered it. The second day 30 more. And by the end of the sixth day 122 participants answers were obtained. The participants of this study were students of the Faculty of Languages BUAP in *Licenciatura en la enseñanza del Ingles (LEI).* due to the lack of information two participant were eliminated while thirteen were eliminated because they have double answers. In total 15 participants were taken out of the instrument. Thus, only 107 participants were considered.

3.7 Ethical Consideration

"Ethics are the moral principles that govern a person behavior" (Parveen & Showkat, 2017). In other words, ethics is good behavior in order to do what is acceptable in a society, learned in a childhood, regarding the circumstances. Thus, Ethics refers to what is right, and legal when carrying out a research study. Indeed the result presented with ethics can be considered by students or other researcher as a data base to carry out new studies in order to compare them and see the differences in other societies. It is important to mention as well that if the ethics is considered other researchers can use the study with certainty that the comparisons will result in a better study and in better results.

As a researcher I am aware that my results presented as a data base can be used by teachers or other researchers as I did. Therefore, some ethical principles to be considered as Resnik (2020) mentioned are: honesty, objectivity, integrity, carefulness, openness, transparency, accountability, confidentiality, responsible publication, non-discrimination, among others.

Resnik (2020) mentioned, that when a study is carry out ethical rules are helpful to constructed public support for research. Therefore, students and researchers can find a trusted and a good quality study which is important when considering a comparison about the same topic research. Indeed, the process of research will be led to new insights to be shared. In fact, Ethical consideration has to be the most important aspect to consider when carrying out a study (Parveen & Showkat, 2017).

"First and the foremost responsibility of a researcher is to take care of the safety, dignity, rights and well-being of the participants" (Parveen & Showkat, 2017, p. 6). In fact, "Upholding individuals' rights to confidentiality and privacy is a central tenet of every psychologist's work" (Gajjar, 2013, p. 6). In other words, confidentiality is the most important ethical aspect that must be offered to the participants in order to have their accountability for the research. Thus, the participants also have to answer with ethics in order to have more accurate research.

To continue, researchers must explain to participants how the collection of the data will be used (Gajjar, 2013). In order for the participants to answer the instrument with ethics otherwise they might not consider the questionnaire as important and as consequence, the study will not have the expected outcome.

Since this study was implemented during the pandemic of COVID19 the ethics that involves online study were considered. As Gajjar mentioned (2013) if ones do not know the internet usage, it must be asked to an expert because confidential information cannot be shared electronically in other words, ask for advice in order to accomplish your commitment; otherwise, personal information can be stolen.

3.8 Data Analysis

Descriptive data analysis was used, especially frequency and percentage measures were employed. In order to ensure that the instrument used to obtain the results was reliable and distinguishable, the Alpha Cronbach was used, and its value was 0.881. Thus, it can be said that the results obtained are reliable and can be compared with future and past results. The results are presented in the following chapter.

Chapter IV

Results and Conclusions

4.0 Results

In order to ensure that the instrument used to obtain the results was reliable and distinguishable, the Alpha Cronbach was used, and its value was 0.881. Thus, it can be said that the results obtained are reliable and can be compared with future and past results. The results are the following.

4.1 Benefits of Videos on Pronunciation

The majority of the participants, 55%, strongly agree that videos have a beneficial effect on English pronunciation; however, fewer participants, 38% agree, and a minority of the participants, 7%, are neutral. See figure 1.
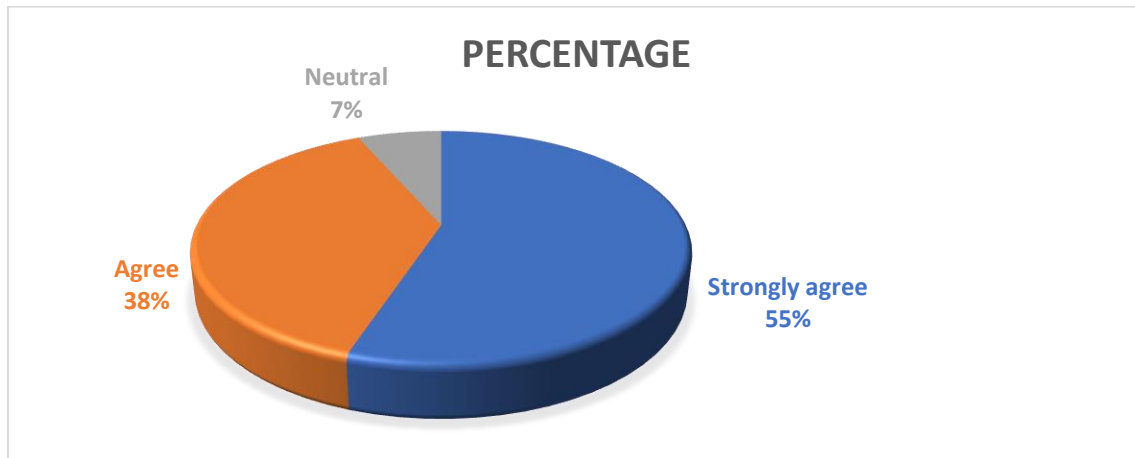
Figure 1: Watching videos has a beneficial effect on English pronunciation

Source: own elaboration

4.1.1 Captions and Pronunciation

The majority of the participants, 52%, agree that videos with captions in English are good for learning pronunciation. However, fewer participants, 7%, strongly agree; while 8% are neutral, 2% disagree, and a minority 1% strongly disagree. See figure 2.
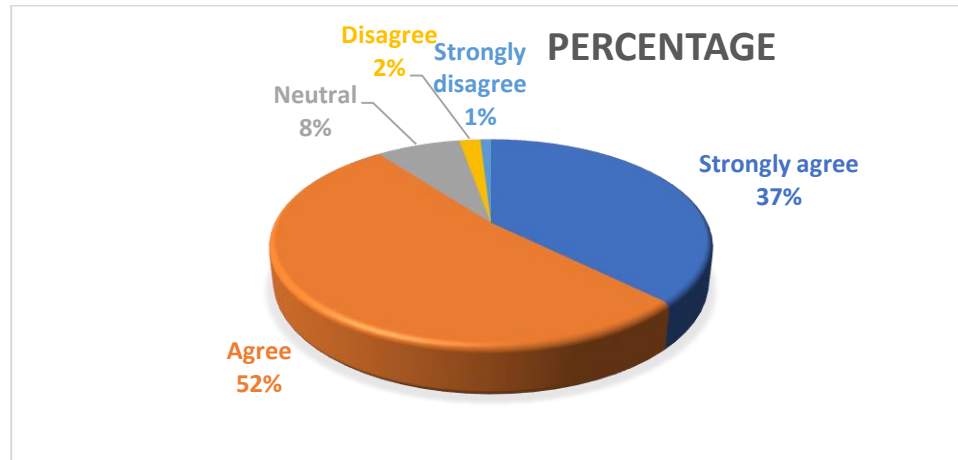

Figure 2: Videos with English captions are good for learning English pronunciation

Source: own elaboration

4.1.2 Videos as Learning Material

The majority of the participants, 40%, agree that teachers' lessons are more interesting if videos are used as teaching material; while, fewer participants 33% strongly agree; however, 24% are neutral, 2% disagree, and a minority of the participants 1% strongly disagree. See figure 3.
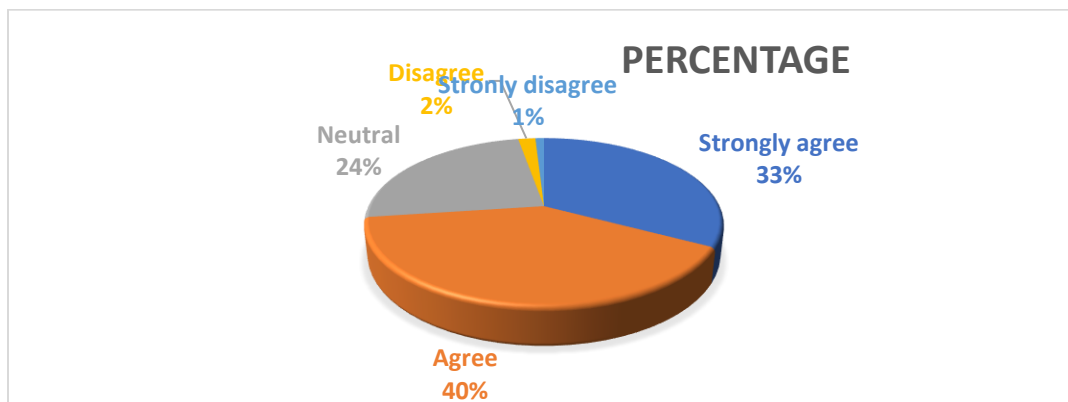
Figure 3: Teachers' lessons are more interesting if videos are used as teaching material

Source: own elaboration

4.2 Video Uses

4.2.1 Videos as a Motivation to Speak in Class

The majority of the participants, 52% agree that watching videos in English motivates them to speak in class; however, fewer participants than 25% strongly agree, less than (20%) are neutral; while 2% disagree, and a minority of the participants 1% strongly disagree. Seefigure 4.
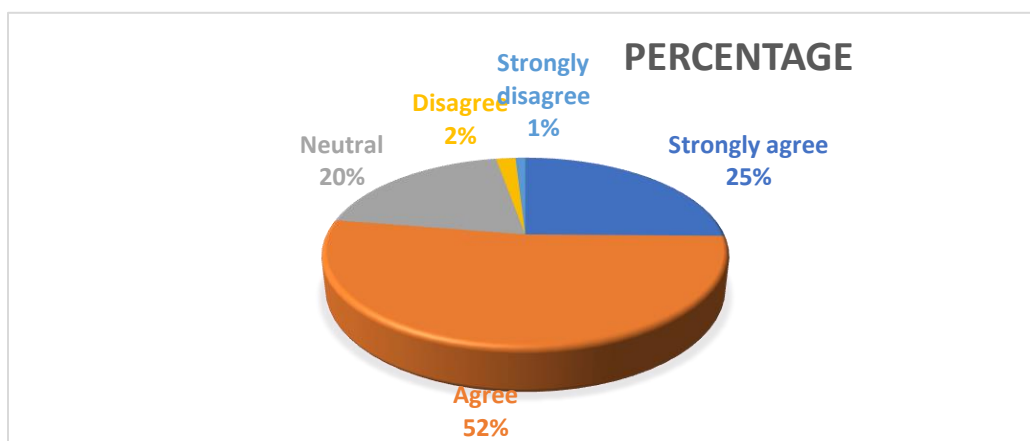

PERCENTAGE

Strongly disagree 1%
Disagree 2%
Neutral 20%
Strongly agree 25%
Agree 52%

Figure 4: Watching videos in English in class motivates students to speak during the lesson

Source: own elaboration

4.2.2 Videos to Learn Vocabulary

The majority of the participants, 47% agree that they have learned to pronounce some words in English by watching videos; however, fewer participants, 39%, strongly agree;

while 13% are neutral, and a minority of the participants, 1%, strongly disagree. See figure5.
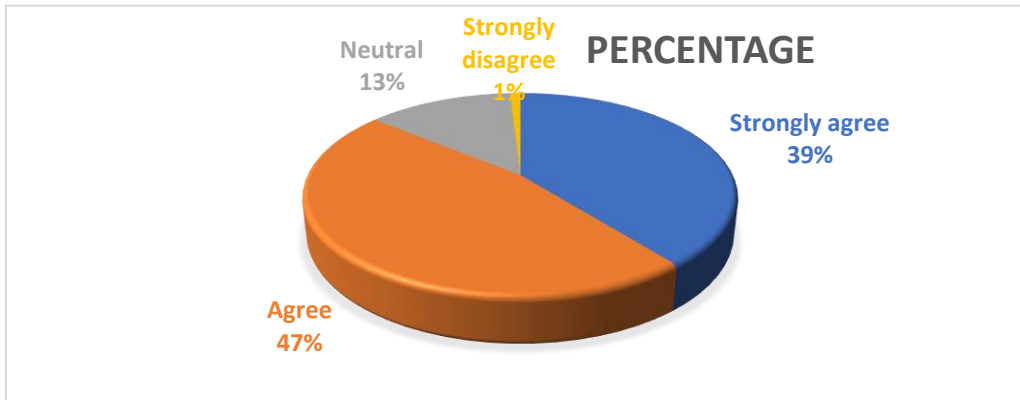

Figure 5: Students agree that they have learned to pronounce some words in English by watching videos

Source: own elaboration

4.2.3 Videos and Dialogues

The majority of the participants, 50% agree that the dialogues in the videos can be used in daily life; however, fewer participants, 37% strongly agree; while 11% are neutral, and a minority of the participants, 2%, disagree. See figure 6.
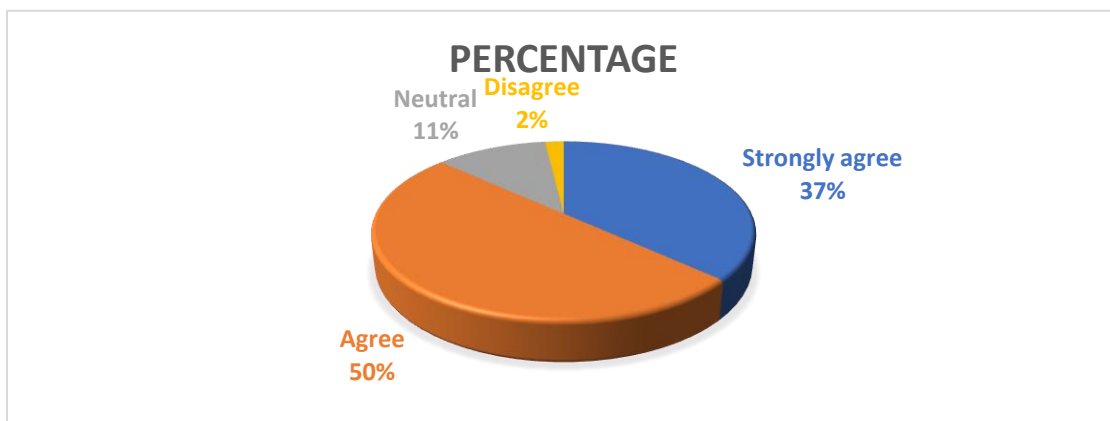

Figure 6: Dialogues in the videos can be used in daily life

Source: own elaboration

4.2.4 Videos with Subtitles

The majority of the participants, 52% agree that watching videos with subtitles gives confidence and motivation to learn English; however, fewer participants, 37%, strongly agree; while less than 9% are neutral, and a minority of the participants (2%) disagree. See figure7.
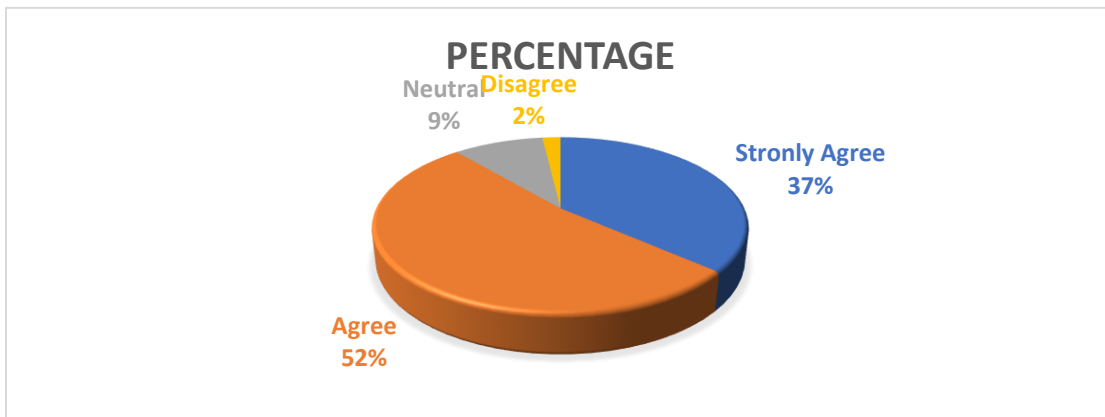

Figure 7: Watching videos with subtitles gives confidence, and motivation to learn English

Source: own elaboration

4.2.5 Videos and Lessons

The majority of the participants, 39% agree that using videos makes the lesson more attractive; however, fewer participants 34%, strongly agree; while less than (23%) are neutral; nevertheless (3%) disagree, and a minority of the participants (1%) strongly disagree. See figure 8.
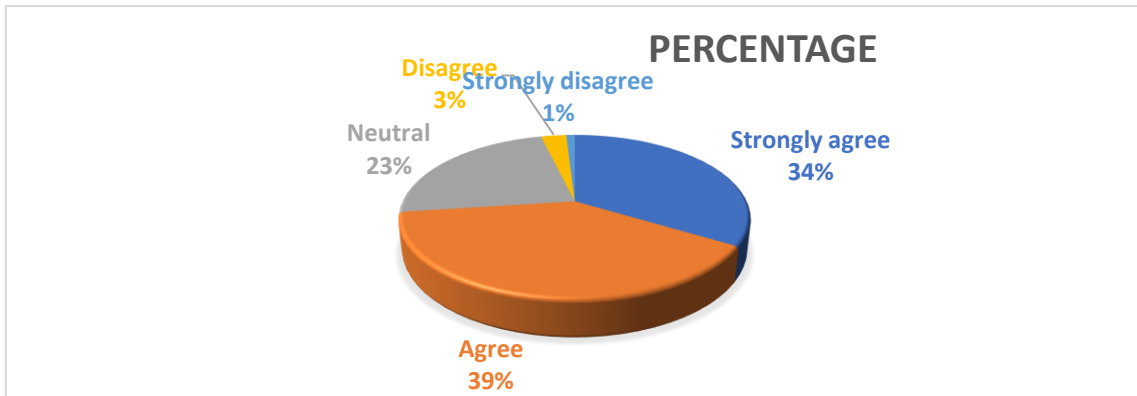
Figure 8: Using videos makes the lesson more interesting

Source: own elaboration

4.2.6 Videos and Content

The majority of the participants, 52% agree that the videos used in the class are relevant to the content; however, fewer participants, 24%, strongly agree, while less than 23% are neutral, and a minority of the participants, 1% disagree. See figure 9.
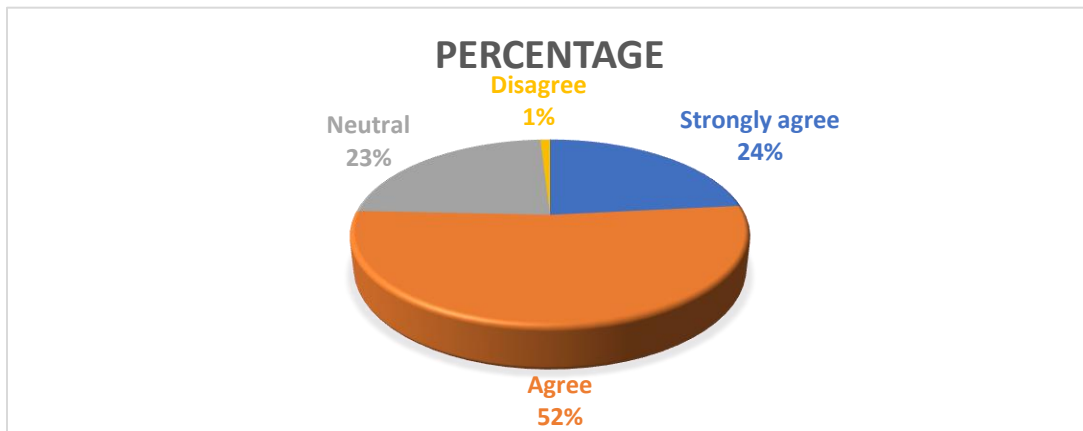

Figure 9: Videos used in class are relevant to course content

Source: own elaboration

4.2.7 Videos and Participation

The majority of the participants, 43% agree that using online videos enhances students' participation in the classroom; however, fewer participants than 36% are neutral; nevertheless, 13% strongly disagree, and a minority of the participants (8%) disagree. See figure 10.
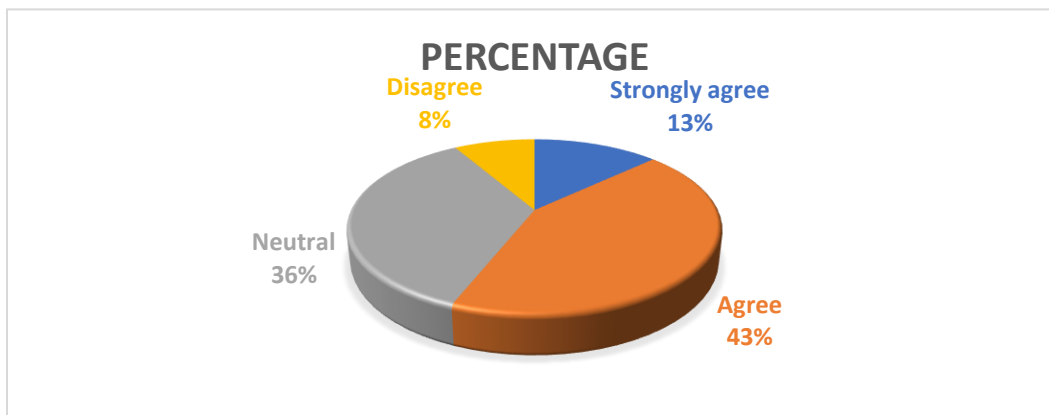

Figure 10:   Using online videos enhances student's participation in classroom

Source: own elaboration

4.2.8 Videos and Comprehension of the Lesson

The majority of the participants, 61% agree that watching online videos develops the overall comprehension of the lesson; however, fewer participants than 22% are neutral, while less than 14% strongly disagree, and the minority (3%) disagree. See figure 11.
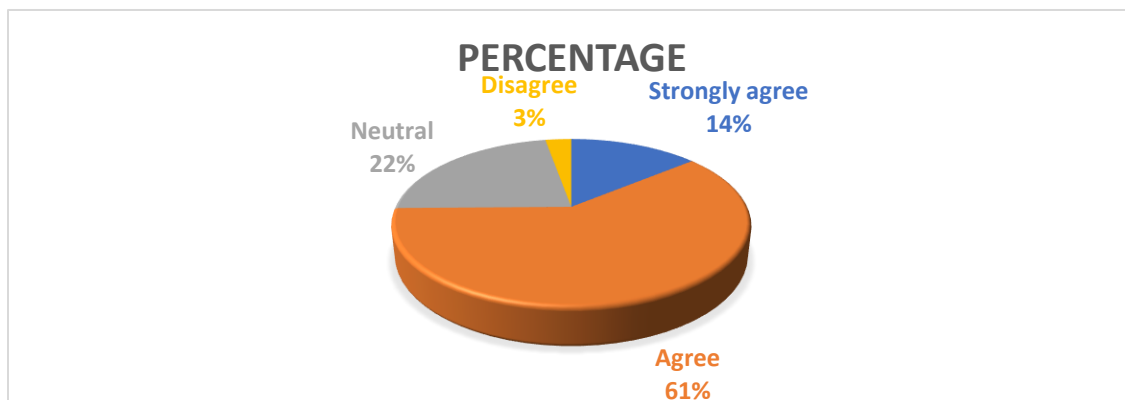
Figure 11: Watching online videos develops the overall comprehension of the lesson

Source: own elaboration

4.2.9 Videos and Learning

The majority of the participants, 57%, agree that online videos are beneficial sources for learning the English language; however, fewer participants than 28% strongly agree; while less than 13% are neutral, and a minority of the participants, 2%, disagree. See figure 12.
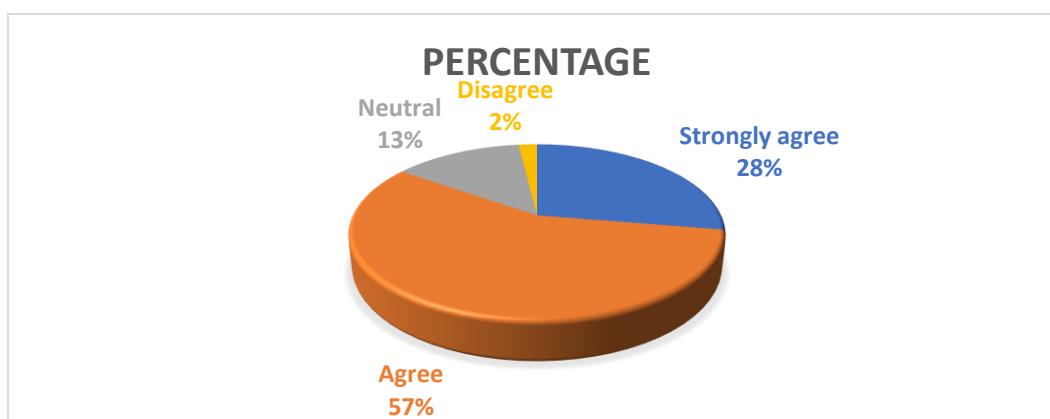

Figure 12: Online videos are beneficial sources for learning the English language

Source: own elaboration

4.2.10 Videos and Cultures

The majority of the participants, 45% agree that watching videos deepens the understanding of other cultures; however, fewer participants than 29% are neutral, while 23% strongly agree, and a minority of the participants, 3%, disagree. See figure 13.
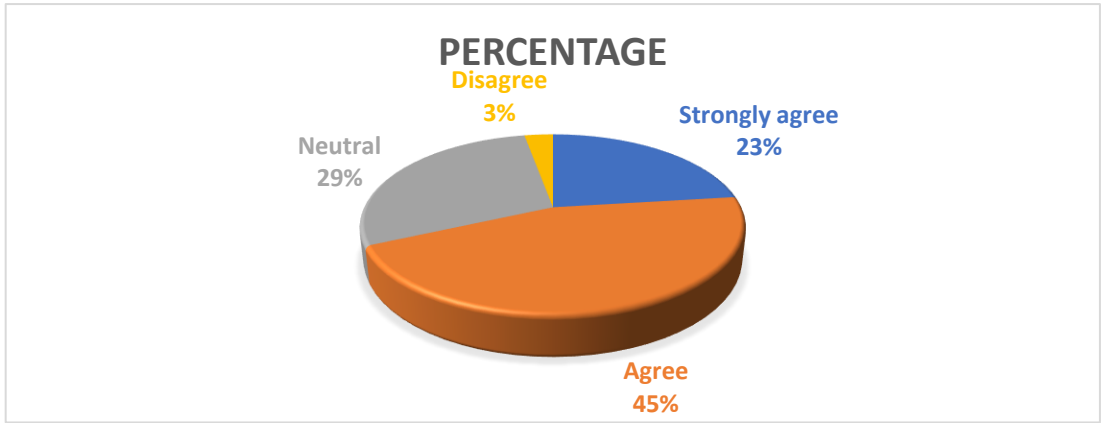
Figure 13. Watching online videos deepens the understanding of other cultures

Source: own elaboration

4.3 Videos and New Information

The majority of the participants, 50% agree that they like discovering new information using online videos; however, fewer participants, 34%, strongly agree; while less than 15% are neutral, and a minority of the participants, 1%, disagree. See figure 14.

Figure 14. Students like discovering new information using online videos

Source: own elaboration

4.4 Videos and Recommendation

The majority of the participants, 50% agree on recommending online videos to learn English; however, fewer participants than 40% strongly agree, and a minority of 10% are
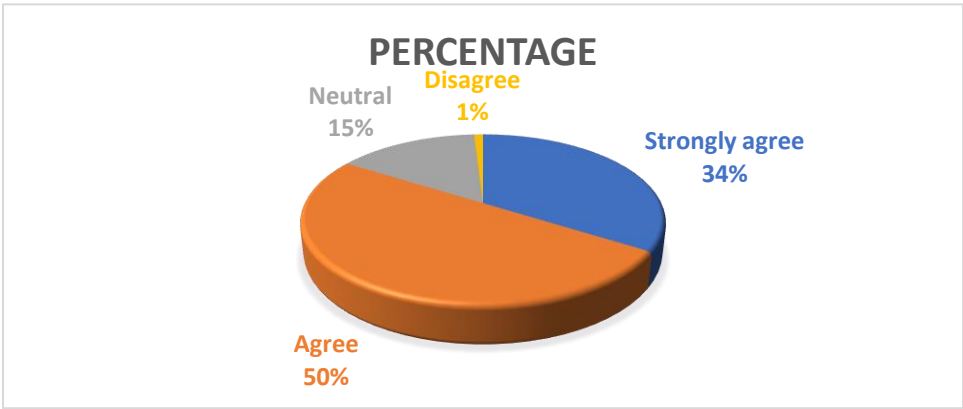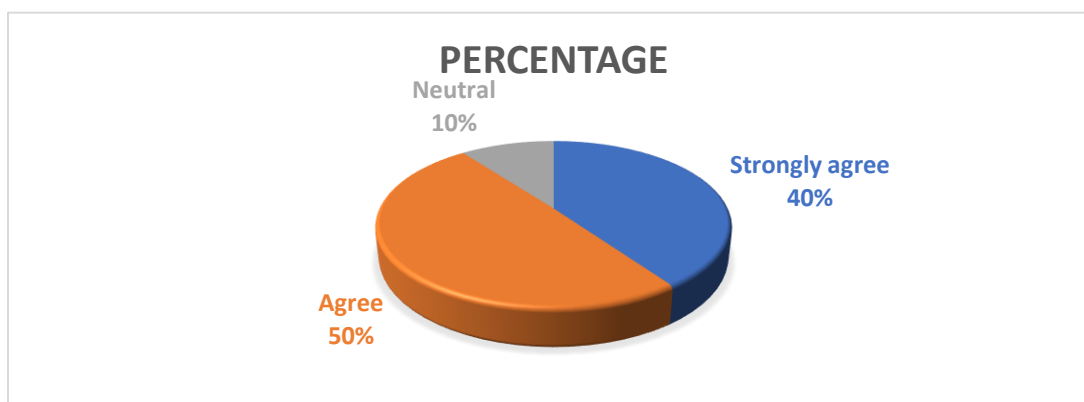
neutral. See figure 15.

PERCENTAGE

Figure 15: The use of online videos is recommended to learn English

Source: own elaboration

4.5 Discussion

The present study set out to find LEI students' perceptions about the utility of short videos to enhance pronunciation. Previous research had presented positive results about the use of authentic videos to improve pronunciation, regarding with intonation (Namaziandost et al. 2018) improving fluency (Saed et al. 2021); speaking skills, fluency, coherence, pronunciation (Bengheddab, 2019; Alshraideh 2021). According to Berk (2009) Video clips from movies, TV programs, DVDs, YouTube, among others, can be used in class, and the most common procedure for using videos clips are: Give a brief introduction of the video; the video clip can be stopped at any point, a time for reflection can be set to spotlight a point, an active learning activity can be assigned, set up for a discussion, among others. Thus, based on study, from Lu et al. (2019) it was mentioned that students' speaking skills were also significantly improved, lending further support to the use the effects of authentic English-language videos on EFL student speakers in the classroom. The present study stated whether

this was in fact the case about the use of short videos in the classroom help students to improve their pronunciation as it is mentioned in the research questions (4.5.1 and 4.5.2) in more detail.

4.5.1 Research Question 1

What is LEI Higher Education Students' perceptions about the utility of short videos to enhance pronunciation?

In the present study carried out most students consider that videos enhance pronunciation. The majority of the participants (55%) strongly agree that videos have a beneficial effect on English pronunciation. Fewer participants than them (38%) agree, and a minority of the participants (7%) are neutral. According to the results, participants consider that short videos have beneficial effects on pronunciation. This result can be explained considering Berk's (2009) ideas, who mentioned that videos could bring up student and teacher motivation because when a video is watched, feelings and emotions are raised, especially enthusiasm, irritation, tranquility, happiness, love, and sometimes apathy. Indeed, videos not only have a beneficial effect on learning pronunciation, but motivation is also a factor that enhances language learning. Besides, videos contribute to improving pronunciation (Alshraideh, 2021; Bengheddab, 2019; Berk, 2009; Chan & Herero, 2010; Namaziandost et al., 2018; Sherman, 2003) had mentioned it as well.

The participants also were asked if videos motivate them in class, and the majority 52% agreed; however, fewer participants than 25% strongly agree; while less than 20% are neutral; nevertheless, 2% disagree, and a minority of the participants (1%) strongly disagree. Indeed, many experts such as Chan and Herrero (2010) said that movies contribute to students' speech revealing that using film in the classroom or as an outside activity can

motivate learners to participate, improving their speech. Therefore, using videos can increase students' interest not only in class but also in other languages, though to the power of real context that videos provide, such as the view (hold picture), songs, movement, spatial design, and among others. Therefore, it can be said that if students notice their improvement, they will become more active in class.

4.5.2 Research Question 2

How useful are short videos in EFL to develop pronunciation based on LEI Higher Education Students' opinion in the faculty of languages BUAP?

In order to answer the research question, students were asked if they had learned to pronounce some words by watching videos, and the participant majority 47% agreed; however, fewer participants than 39% strongly agree; while 13% are neutral, and a minority of the participants (1%) strongly disagree. As mentioned, videos are great authentic material to learn pronunciation (Namaziandost et al. 2018). Therefore, videos help students rehearse the language learning by repeating the new words, sentences, or even paragraphs that help them improve their pronunciation.

To continue, the participant's majority 52% agree that videos with captions in English are good for learning pronunciation; however, fewer participants than 37% strongly agree, and 1% strongly disagree. As Kathirvel and Hashim (2020) considered that auditory materials are interactive tools combining words, images, sound, and video and help in the development of the FL. Other findings have shown that videos help students boost pronunciation, such as Alshraideh's (2021) result, which showed that the use of videos in students of EFL is an effective technic and has a positive influence in EFL classes for pronunciation as well as Bengheddab' finding (2019) that portrayed that YouTube videos inside the classrooms

improve their speaking skills, fluency, coherence, pronunciation. These results manifest the effect of videos with captions that are helpful for students in EFL to develop pronunciation.

In order to have more results, participants were asked if lessons are more interesting if videos are used as teaching material, from which the majority 40% agree; however, fewer participants than 33% strongly agree; while 24% are neutral; nevertheless, 2% disagree, and a minority of the participants 1% strongly disagree. Indeed, the participants' opinion can be verified by Masuhara et al. (2017) as mentioned that standard agreement among researchers in the field authentic material provides significant exposure to learners, motivating them a reason why videos enable students to develop a positive attitude to language learning. Thus, teachers have to be prepared with appealing content material to have a significant class. In other words, if videos feed the student's needs, videos become a magnificent tool that motivate students to learn the EFL.

Chapter V

Conclusions

5.0 Introduction

In this chapter are presented the conclusions of the results, implication of the study, the limitiations and suggestions for further research.

5.1 Conclusions

Videos offer many choices that motivate students to speak in class and to learn pronunciation because of the wide range of elements that they provided, such as the image, audio, subtitles, and real context from which the conversation is set up and if they are appropriately used students become active (Alshraideh, 2021; Bengheddab, 2019; Berk, 2009; Chan & Herero, 2010; Saed et al. 2021; Namaziandost et al., 2018; Sherman, 2003).

The hypothesis that students consider that videos are helpful to enhance pronunciation with videos has been answered as the results indicated that using videos in class play an essential part by students to improve pronunciation. Thus, videos as authentic material should be used more to help students to be more actively engaged speaking and to improve their spoken production.

To continue, the hypothesis that students have improved their pronunciation with videos has been answered as well. In fact, students agree that videos have a beneficial effect on English pronunciation, as to using them with captions which is also a good alternative as well. Besides, also participants agree that watching videos in English motivates them to speak in class. Indeed, using videos is a good source to help students to improve pronunciation and to participate more in class.

It is essential to mention that "bad pronunciation can lead to misunderstanding between the speaker and the listener" (Al-Ahdal, 2020, p. 87). Therefore, it is important for teachers and students to pay special attention because it is part of the communicative context, and if there is little or no understanding between the listener and the speaker, the conversation is meant to be over. Besides, teaching pronunciation to students is not to make them speak like native speakers but to enable students to feel confident when they speak (Brinton et al. 2010). Thus, after carrying out this research, it can be said that videos are an important tool that can be used in order to have active students in class and to help to improve their speech.

5.2 Implication of the Study

Based on the findings, there are some recommendations for teachers who want to work on students' pronunciation. One way to do it is by the use of videos related to the content. Some tips by Canning-Wilson and Wallace (2000) for implementing videos in your lessons are:

- Selecting videos that have a clear image.
- Using original videos with real context conversation, where the movement of the actors' mouths is well seen.
- Using videos with clear voice and sound.
- If you prefer, videos with subtitles are a great choice.

A tip that can be used as well that students agree on is that students prefer action movies and comedian movies clips because it can be inferred that these kinds of videos motivate them to speak in class which is a great choice for teachers looking for active students and teachers who want to achieve the best results.

For students, if you want to improve your pronunciation in or outside the classroom, you can use the kind of videos that you like. As you have more time at home, you can always pause them to repeat the words, look them up in the dictionary, or see the subtitles more if they are used due to its great advantages. As Berk (2009) mentions, that learning outcomes of using videos on teaching English to come out, such as:

· Grab pupils' concern

· allow students to concentrate

· Help students' imagination

· Increase understanding

· Inspire and motivate students

· Create memorable visual images.

To sum up, videos can be used in many ways to teach a lesson, and most of them are: they can be used silently (without volume) to elicit students to guess what the actors are talking about, mimicking them (repeating what has been said) and to use their imagination due to the images and context that videos provided.

5.3 Limitations

As a society, everything has been created in order to improve or boost the way of living, but as usual, all of them have a positive and a negative side. Thus, in research, many things affect the validity and readability of the data collected at any method used (qualitative, quantitative, mixed-method, and so on), and some of them are:

- Participants mood.

- The context of interaction.

- The wording of questions.

Now, the focus will be on the limitations of this research in which the quantitative, cross-sectional method was used. First, because of the questionnaire used with closed-ended questions, the participants were short in their answers because they could not explain their beliefs. After all, questions were made to choose any choice already presented by the researcher. On the other hand, open questions can be used as well; these questions were not used due to the difficulty of the pandemic COVID19. Another limitation of this research is that the data collection was according to students' beliefs.

5.4 The Suggestion for Further Research

If necessary, the quantitative method with the experimental research can be done in order to compare the results. Also, based on the findings, there are many uncovered aspects that could be studied regarding pronunciation, such as discrimination of sounds among the past tense of regular verbs, articulation, connected speech, and word stress.

To continue, it is essential to make a few changes in the teaching curriculum based on videos to improve pronunciation and the other skills not studied in this research. Furthermore, due to the technology used during online lessons throughout these pandemic years, it is crucial to develop a new way of teaching to have better students, better teachers, and better relations among all.

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Appendix

Instrument

Hi, students, I would like to know your opinion about "watching videos to improve pronunciation". My name is Juan Olivera Ortiz a student of LEI Seminar II, in the Language Faculty of the BUAP. I will appreciate it if you can answer the questionnaire. With your answers' help, I will reach the objective of my research which is "LEI Higher Education Students' Perceptions about the Utility of Short Videos to Enhance Pronunciation". Your identity will be anonymous.

Section I. Sociodemographic information

1. Sex

2. Age

3. What semester are you at?

4. What generation are you at?

5. Do you like learning English?

6. Do you like to speak in English?

7. Your pronunciation is good / bad

Table 5

Section II Videos and pronunciation items. Choose one of the five options that is best for you.

Questions 1

1.What kind of English movies do you like?					
Trailer	Comedy			Science Fiction	Educational
Romance	War		Action		
Suspense	Documentary		Animated		

2.I think watching videos has a beneficial effect on learning English.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3.I think my videos preferences will affect my reading comprehension.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.I think using videos with English captions is good for learning English.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.I am interested in learning English if the teacher, uses videos in English as teaching materials.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. Watching videos motivates me to speak in my English lesson.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. I agree that I have learned some words in English by watching videos.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.I think the dialogues in the videos can be used in daily life.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.I agree on watching videos to pronounce better.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.I think watching videos with subtitles gives me confidence, and motivation to learn English.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

11.Using videos makes my class more interesting.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
12.The videos I watch in my class are relevant to course content.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.Using online videos enhances my participation in classroom.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14.Watching online videos develops my overall comprehension of my class lesson.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15.Online videos are beneficial sources for learning the English language.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16.Watching online videos deepens my understanding of other cultures.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17. I like discovering new information using online videos.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. I recommend the use of online videos to learn English.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Section III. Videos and language skills

22.How would you rate the use of online videos regarding language skills. Among the five options choose the one that is best for you.

	5	4	3	2	1
	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely Useful
Listening					
Speaking					
Reading					
Writing					

Vocabulary

Grammar

Pronunciation

Spelling