



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES

“MICRO-VIDEO PLATFORM TO DEVELOP ENGLISH ORAL
PRODUCTION”
RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES

Author: Narvaez Arriaga Evelyn Michelle

Advisor: Sánchez Paguay Jefferson Alberto, MSc.

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ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “MICRO-VIDEO PLATFORM TO DEVELOP ENGLISH ORAL PRODUCTION” prepared by Narvaez Arriaga Evelyn Michelle, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Lcdo. Jefferson Alberto Sánchez Paguay, Msc

Advisor

Statement of Authorship

I, Narvaez Arriaga Evelyn Michelle, with ID number 0941047284 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite for obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in my role as the autor of the research project "Micro-video Platform to Develop English Oral Production." certify that this research work is my own authorship, except for the quotations, statements, and reflections in the research paper.



Narvaez Arriaga Evelyn Michelle

AUTHOR

Declaration

THE CONTENT OF THIS GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.



NARVAEZ ARRIAGA EVELYN MICHELLE

AUTHOR

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Párraga Solórzano Rudy Jonathan, MSc.

SPECIALIST PROFESSOR



Sánchez Paguay Jefferson Alberto, MSc.

ADVISOR



Vergara Mendoza Ketty Zoraida, MSc.

UIC PROFESSOR

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To my family, my parents, Marcos and Mercy, who always trusted me and supported me by giving me advice to continue and never give up despite the obstacles. They have been my inspiration to continue and achieve this goal in my life; all their sacrifices are paying off. Thanks for everything, parents; I love you so much. I would like to thank my brothers, Mayko and Jonathan, for being always with me.

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Dedication

Firstly, I dedicate this work to God, as he is the guide of my life. He provided me wisdom, patience, and strength to complete this work. Additionally, I want to dedicate this work to my lovely family, who have believed in me all the time. Your sacrifices and encouragement motivated me to always keep my goal in mind. I know that we will achieve great things in my professional life. Thanks again for everything; I would have never achieved this goal if you hadn't supported me. This achievement is for you all.

With love

Evelyn Michelle Narvaez Arriaga

Abstract

This qualitative phenomenological study aimed to examine PINE students' perceptions and experiences of using micro-videos on YouTube as a multimedia resource to support their English oral production through the flipped classroom model. The study focused on identifying the advantages and disadvantages of using this learning resource, understanding learners' experiences, and exploring the strategies they use to practice and support their oral production. The research emerged from the need to better understand how students use digital multimedia resources for independent learning and how these resources contribute to the development of oral production outside the classroom.

Using a qualitative phenomenological design, data were collected through one-on-one interviews with five PINE students from UPSE who had experience using YouTube micro-videos as part of their English learning process. The interviews allowed participants to describe their perceptions, experiences, and learning practices in depth.

The results showed that students perceived micro-videos as a useful learning resource for strengthening oral production, particularly in improving intonation, pronunciation, and vocabulary acquisition. Participants also reported that preparing with micro-videos before class enabled them to participate more actively in classroom discussions by asking and answering questions. Furthermore, they used strategies such as imitating the speaker's pronunciation and intonation, repeating expressions, practicing aloud, and applying what they had learned during classroom activities. However, some disadvantages were identified, including distractions because there are many videos, the limited amount of information in short videos, and the lack of immediate feedback on pronunciation. Despite these challenges, the study concluded that

YouTube micro-videos, when used for independent learning within the flipped classroom model, can effectively support students' English oral production.

KEY WORDS: Micro-videos, Oral Production, Flipped Classroom Model, university Students.

Resumen

Este estudio cualitativo de enfoque fenomenológico tuvo como objetivo examinar las percepciones y experiencias de los estudiantes de PINE sobre el uso de microvideos en YouTube como un recurso multimedia para apoyar su producción oral en inglés mediante el modelo de aula invertida. El estudio se centró en identificar las ventajas y desventajas del uso de este recurso de aprendizaje, comprender las experiencias de los estudiantes y explorar las estrategias que utilizan para practicar y apoyar su producción oral. La investigación surgió de la necesidad de comprender mejor cómo los estudiantes utilizan los recursos multimedia digitales para el aprendizaje autónomo y cómo estos contribuyen al desarrollo de la producción oral fuera del aula.

Mediante un diseño cualitativo fenomenológico, los datos se recopilaban a través de entrevistas individuales con cinco estudiantes de PINE de la UPSE que tenían experiencia utilizando microvideos de YouTube como parte de su proceso de aprendizaje del inglés. Las entrevistas permitieron a los participantes describir en profundidad sus percepciones, experiencias y prácticas de aprendizaje.

Los resultados mostraron que los estudiantes percibieron los microvideos como un recurso de aprendizaje útil para fortalecer la producción oral, especialmente al mejorar la entonación, la pronunciación y la adquisición de vocabulario. Los participantes también informaron que prepararse con microvideos antes de las clases les permitió participar de manera más activa en las discusiones en el aula al formular y responder preguntas. Además, utilizaron estrategias como imitar la pronunciación y la entonación del hablante, repetir expresiones, practicar en voz alta y aplicar lo aprendido durante las actividades en clase. Sin embargo, se identificaron algunas desventajas, entre ellas las distracciones debido a la gran cantidad de videos disponibles, la

limitada cantidad de información que ofrecen los videos cortos y la falta de retroalimentación inmediata sobre la pronunciación. A pesar de estos desafíos, el estudio concluyó que los microvideos de YouTube, cuando se utilizan para el aprendizaje autónomo dentro del modelo de aula invertida, pueden apoyar eficazmente la producción oral en inglés de los estudiantes.

PALABRAS CLAVES: Micro-vídeos, producción oral, modelo de aula invertida, estudiantes universitarios.

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Introduction

Nowadays, digital technologies have become an important part of English language learning, providing students with access to authentic multimedia resources that support learning beyond the classroom. Among these resources, YouTube micro-videos have gained attention because they allow learners to study at their own pace and prepare before class within the flipped classroom model.

Despite these opportunities, English oral production remains a challenge for many EFL learners. Students often struggle to participate in speaking activities because they have limited opportunities to practice English and lack confidence when communicating. In addition, students do not always receive the necessary support the need due to limited classroom time and large class sizes, making it difficult to provide individualized feedback and sufficient speaking practice.

In this context, YouTube micro-videos within the flipped classroom model offer an alternative learning resource that encourages students to engage in autonomous learning before class. This approach allows learners to become familiar with the content in advance so that classroom time can be dedicated to speaking practice, interaction, and teacher feedback, supporting the development of English oral production.

Therefore, the main objective of this study is to understand how YouTube micro-videos within the flipped classroom model support students' English oral production. Specifically, this research explores the advantages and disadvantages of using this multimedia resource, students' experiences, and the strategies they apply to improve their English oral production. This project is organized into five chapters.

Chapter I: This chapter presents the title of the project, the problem statement, the specific problem statement, the justification, the scope of the research, including the study participants, and the general and specific objectives.

Chapter II: This chapter presents the theoretical framework, the national and international research, and the pedagogical and theoretical basis that constitute the fundamental concepts supporting the study.

Chapter III: This chapter provides a detailed description of the methodology used, the type of research, the participants who provided their valuable opinions, the instrument, and the data collection techniques.

Chapter IV: This chapter presents the analysis of the interviews, which is divided into categories focusing on the patterns that emerged regarding the use of micro-videos to support English oral production.

Chapter V: This chapter presents the final part of the project, where the conclusions and recommendations are described.

Chapter I

The Problem

Research Topic

Micro-video to develop oral production.

Title

Micro-video Platform to Develop English Oral production.

Problem Statement

In recent years, digital tools have become an important part of second-language teaching. Well-known platforms such as YouTube allow students to learn at their own pace while enabling teachers to integrate these resources into the classroom to support learning and help students achieve their learning goals.

According to Xuan Mai et al. (2024), teachers consider covering the entire class content and providing individualized attention challenging because of large class sizes and limited classroom time. This situation affects students' opportunities to develop English oral production and limits teachers' ability to support their learning. In addition, students in the study reported that classes were boring and noisy, which reduced their interest and attention.

Therefore, many students find it difficult to learn a second language, especially when they are required to communicate in English. They experience difficulties participating in oral activities such as presentations, discussions, and debates. This situation is associated with limited practice outside the classroom, limited interaction during lessons, and the continued use of traditional teacher-centered methods. According to Hidayat (2021), teacher-centered learning occurs when there is little interaction in class and students play a passive role in the learning process, having few opportunities to practice and improve. The author also states that

humiliating corrections increase students' anxiety, negatively affecting their self-confidence over time.

On the other hand, Boza Aquino (2022) affirms that learning a new language requires dedication and continuous practice. Setting learning goals and using didactic resources to complement classroom instruction are also essential. The author points out that learning goes beyond following the syllabus or the teacher's instructions; it also requires autonomous learning.

Therefore, there is a need to explore the use of YouTube micro-videos as a multimedia learning resource within the flipped classroom model, in which students engage in autonomous learning before class to support their English oral production. According to Xuan Mai et al. (2024), traditional teaching methods limit students' participation because they promote passive learning, making the learning process less effective.

According to Li et al. (2023), micro-videos within the flipped classroom model are an innovative method. It replaces traditional classes, which benefits students by making them more active and autonomous in their learning; this significantly improves performance by increasing interest and motivation, making the process more meaningful.

According to Jiménez and Ponce (2022), within the flipped classroom pedagogical model, complemented by multimedia educational resources such as micro-videos, these resources contribute to improved learning, fostering a beneficial strategy that promotes active participation, critical thinking, and interaction. The use of social media increases students' interest and facilitates the learning process; consequently, they can learn a lot of information rapidly as they watch short videos, which makes it more attractive. Therefore, this study aims to explore how YouTube micro-videos, as a multimedia learning resource within the flipped

classroom model, support students' English oral production by promoting autonomous learning and active participation.

Specific problem statement

Traditional teaching methodologies may limit students' opportunities to actively participate in English speaking activities, affecting the development of their oral production. Although the flipped classroom model has been studied, there is still a need to explore students' perceptions and experiences of using YouTube micro-videos as a multimedia learning resource within this pedagogical model to support English oral production. Understanding how students experience the use of these resources may provide valuable insights into their advantages, disadvantages, and the strategies learners use to support their oral production.

Justification

English is a global language that enables people to communicate effectively in professional, academic, and social contexts. As a result, many people are interested in learning English. However, developing English oral production is often difficult for many students due to limited opportunities to practice the language, which affects their confidence, as well as limited exposure to environments that promote oral interaction. Therefore, this research focuses on exploring the use of YouTube micro-videos as a multimedia learning resource within the flipped classroom model to support students' English oral production.

YouTube was selected because it is widely used by people of all ages, who frequently watch short videos to learn or create content. According to Yasar and Mede (2025), creating videos is considered effective because it shifts students from passive to active learning. In addition, the flipped classroom model allows students to prepare before class by watching educational videos and reviewing materials, and then to record videos or share their speaking

tasks as part of the learning process. Consequently, recording videos improves speaking skills and helps learners to have good articulation, gestures, and facial expressions.

This research will be carried out through one-on-one interviews with five UPSE students. The collected data will be analyzed to understand students' experiences with the use of YouTube micro-videos as a multimedia learning resource within the flipped classroom model and their role in supporting English oral production.

Scope of the Research

This study aims to explore students' experiences using YouTube micro-videos as a multimedia learning resource within the flipped classroom model, in which learners first study independently and then practice the content in class. The research focuses on how students use this learning resource to support their English oral production. This study will be conducted with five students from the Pedagogy of Foreign Languages at UPSE. Furthermore, this study does not focus on measuring variables; rather, it follows a qualitative approach in which the collected data are analyzed.

Problem Question

How do YouTube micro-videos within the flipped classroom model support students' English oral production?

Specific Questions

1. What advantages and disadvantages do students experience when using YouTube micro-videos within the flipped classroom model to support their English oral production?
2. What are students' experiences using YouTube micro-videos to support their English oral production?

3. How do students apply YouTube micro-videos to support their English oral production?

General Objective

To understand how YouTube micro-videos, as a learning resource within the flipped classroom model, support students' English oral production through one-on-one interviews with five PINE students.

Specific objectives

1. To identify the advantages and disadvantages of using YouTube micro-videos within the flipped classroom model to support English oral production among PINE students.

2. To recognize students' experiences using YouTube micro-videos to support their English oral production.

3. To explore how students apply YouTube micro-videos to support their English oral production.

Chapter II

Theoretical Framework

Background

This chapter presents theoretical foundations and prior research that support the current study, including both international and national studies examining the use of micro-videos on YouTube within the flipped classroom model to support English oral production. The theories and empirical findings justify the present investigation.

International background

To support research on micro-videos as a multimedia learning resource within the flipped classroom model, it is important to consider prior research. A study conducted in China by Tian and Tsai (2021) stated that, within the flipped classroom model, micro-videos serve as multimedia resources to introduce content before a lesson, enabling autonomous learning by allowing students to review them at their own pace as needed. On the other hand, class time is dedicated to discussion. For this reason, micro-videos help students to have more preparation to participate in meaningful learning activities. Additionally, the author highlights that micro-video facilitates understanding and increases engagement.

D. Hidayat et al. (2025), in a quantitative study conducted in Indonesia, identified that many students had difficulties with pronunciation and fluency, which permitted them to perform a study about the effectiveness of short-form videos to improve speaking skills. Researchers affirm that students improve their pronunciation, fluency, and confidence, demonstrating that micro-videos promote oral development.

In Mexico, Yasar and Mede (2025) stated that within the flipped classroom, an asynchronous activity for students is making self-made videos, as they allow learners to enhance

accuracy, fluency, and pronunciation; recording themselves facilitates their progress by increasing their confidence, and motivation. Additionally, it was mentioned that teachers can review their videos and provide feedback, giving them the opportunity to improve further. A qualitative study conducted in China showed how students perceived the process of creating and uploading videos as part of their pre-class activities. The researchers found that students developed greater engagement and motivation, which made them feel more involved and satisfied (Liu et al., 2024).

On the other hand, Sangermán et al. (2021) mentioned that the flipped classroom model has several advantages, including personalized interaction between teachers and students. Furthermore, it helps to create a positive classroom environment. Micro-videos let students work at their own pace, facilitate independent learning, help them feel more comfortable, and improve their concentration. However, some of the disadvantages that the author mentions are that it is important for teachers to provide students with suitable material found on the internet or created by teachers; additionally, it was cited that the activities performed by students outside class cannot be supervised, and it requires students' effort to check the material in advance.

National background

In a quantitative study conducted in Ecuador, the flipped classroom was found to be effective in improving English communicative competencies, facilitating students' progress, and increasing their English proficiency. The flipped model has demonstrated that allowing students to engage with the content outside the classroom improves content retention and comprehension. This innovation prepares students for real-life scenarios in which they can integrate new information without limitations. At the same time, students reported feeling motivated toward learning (Díaz-Aguirre et al., 2025).

According to Arias (2024) from Universidad Estatal Peninsula de Santa Elena, in her research work on the flipped classroom as a pedagogical strategy used by the teachers of PINE UPSE, she stated that the flipped classroom model offers a variety of benefits as it enhances teaching processes and students learn at their own pace, but it is important to provide useful materials so that students can enjoy and put the content into practice. When the flipped classroom model is used correctly, classes become more engaging, facilitating students' participation and autonomy.

In a study conducted at Universidad Estatal Península de Santa Elena, Vera (2023), in the research work on the relationship between the flipped classroom and speaking skills in EFL, explained that a flipped classroom is when students review information before classes and then put the information into practice, helping students to foster meaningful learning, autonomy, and active participation. Additionally, the author highlights that the flipped classroom model includes several useful digital tools, one of which is YouTube videos.

According to Cedeño (2021), in his research using videos in an EFL classroom to develop language skills, he noted that videos are useful for learning, as most present real-life situations, helping students develop language skills more easily and acquire knowledge. Additionally, it is mentioned that videos should be short to keep learners' attention. Some activities students can complete while watching a video or during classes include pausing the video to respond to questions, predicting situations, or describing them.

A quantitative study conducted in Ambato by Espinoza (2021), titled *Developing Speaking Skills Among English as a Foreign Language Learners Through the Self-Analysis of Student-Produced Video Recordings*, states that this is an innovative strategy in EFL. It is mentioned that students should record themselves as part of a learning activity, as this enables

them to reflect on their own performance and improve oral skills, such as pronunciation, non-verbal communication, and fluency. Additionally, when students record videos, they can observe their progress and identify mistakes, which is an important part of student-centered learning, as they take an active role in fostering responsibility for their learning. On the other hand, Teachers' role is also crucial as they review learners' videos and provide feedback.

Pedagogical Basis

Constructivism

According to Romero (2009), in line with the theory of constructivism, Piaget confirms that individuals actively build their knowledge through prior experiences, and this is strengthened by exploration and actions that foster continued learning. Additionally, teachers play a fundamental role in enriching learning by providing students with a positive environment full of experiences and interactions, as it is pivotal for students to be motivated for their learning to be meaningful. On the other hand, Lev Vygotsky, as cited in Guerra (2020), affirmed that students can learn better when they participate actively. Learning occurs through social interactions, built through communication and participation, which promote students' knowledge development.

Communicative-language teaching

Richards (2006), regarding communicative language teaching, stated that it is an approach focused on communication and interaction, allowing students to participate actively, thereby replacing memorization and passive learning. Also, teachers play a fundamental role in fostering communication as they facilitate engaging material to keep students involved in their learning process by applying authentic material used in real situations to boost learning and prioritizing understandable communication rather than perfection, as it is important to be patient,

as that indicates that the student is building up their communicative competencies. Consequently, CLT enables students to reflect on language use and express ideas orally through activities such as role-plays, discussions, interviews, and picture descriptions.

Student-centered learning

Jones (2007) noted that student-centered learning is a pedagogical approach in which students have an active role, and the teacher serves as a facilitator; this approach provides students with responsibility and autonomy. Moreover, having teachers' supervision is crucial, as they guide students' learning, providing feedback, suggestions, and advice. On the other hand, the author mentions that grouping students is key to helping each other develop communication skills, as they participate more, share ideas, and use English in a realistic way.

Theoretical Basis

Micro-videos

YouTube attracts the attention of millions of people who actively create, share, and propagate videos; these videos are presented in a flexible format that allows viewers to pause, rewind, or adjust playback speed. On YouTube, there is a variety of interesting content that learners can use to learn colloquial expressions and improve their pronunciation by practicing in real-life contexts, allowing imitation, repetition, and interaction with the content (Sadaf et al., 2024).

Micro-videos are short videos available on the social media platform YouTube Shorts. They last less than 5 minutes. The short videos are designed to facilitate acquisition through interactive features that make the video more attractive to learners; they also serve as effective tools for enhancing skills. On the other hand, the author also states that videos help students organize ideas, which gives them the confidence to participate in class. Additionally, the

strategies for improving oral skills are observation, imitation, and production (Esguerra et al., 2026).

Sangermán et al. (2021) noted that micro-videos are presented step by step, facilitating understanding. The advantage of micro-videos is that they help students understand complex information by presenting it in an attractive way, with images, visual effects, and subtitles. Moreover, the authors affirm that micro-videos can serve as an asynchronous learning tool, enabling greater learner independence. On the other hand, Khasanah and Anggoro (2022) state that a great asynchronous activity that students can complete outside class is recording a video and posting it on social media, and then the teacher checks it and gives feedback. On the contrary, the authors highlight that peer assessments are productive during class activities, as students learn from each other.

The author mentions that videos should be short because students can lose focus. Videos within the flipped classroom model are closely aligned with constructivism, as this pedagogical strategy encourages students to understand and explore content before class and then apply that theory through active participation in an engaging environment (Cedeño, 2021).

Within the flipped model, micro-videos foster autonomy. According to Chong and Reinders (2025), autonomy is taking responsibility for learning. The authors affirm that autonomy distinguishes students as dependable learners since they act independently before, during, and after their activities. This aligns with constructivist principles, as students build their own learning through interaction with content.

Flipped classroom model

Pšenáková et al. (2024) defined the flipped classroom as a pedagogical approach that combines online learning with traditional face-to-face lessons. This model introduces content and

online materials before, during, and after classes, helping students to gain knowledge in their target language while giving them time to review material and practice further. In addition, this approach allows students to learn at their own pace according to their needs.

In the flipped classroom model, teachers' roles are crucial because they serve as facilitators. When using the flipped model, it is crucial for teachers to be knowledgeable about technology; appropriate and engaging videos should be researched and provided to students based on their needs. In that way, they can train learners. According to Tang (2023), interaction is also required in the flipped model, as teachers provide opportunities to enhance students' skills and offer immediate feedback, enabling them to correct mistakes for future presentations. This is linked to student-centered learning, as students are the focus. Teachers contribute to students' development in the FCM by providing adaptive instruction that fosters critical thinking, promotes active participation, autonomy, and collaborative learning (Han, 2022).

English oral production

Boyd and Galda (2011, as cited in Ramírez, 2024) explained that oral production is the ability to produce spoken language as a natural process of expressing thoughts, ideas, and feelings. The authors highlight that this ability contributes to literacy development and critical thinking. Additionally, they mention that oral production involves not only speaking but also active listening and responding.

According to Solis (2022), oral production is described as the verbal expression of ideas, enabling people to communicate accurately and fluently in authentic communicative situations. Oral production is also important for both the learning process and language acquisition. Coto (2022) indicates that students are better prepared to use the language in real contexts when they build their mental structures by connecting their learning with their experiences.

Communicative language teaching is linked to improving oral production. In the flipped classroom, learners become familiar with pronunciation at their own pace by watching YouTube videos before class. Then, classroom time can be used for hands-on activities to further practice and improve. This aligns with the principle of communicative language teaching, which promotes communication, active participation, and interaction in the target language through real conversations to foster meaningful learning. Therefore, videos are audiovisual resources that support the absorption and exploration of information and its application in real situations (Üstünbaş, 2021).

Micro-videos to support oral production

Toleuzhan et al. (2022), in their quantitative study, *The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education*, mentioned that YouTube can contribute significantly to communicative fluency as students have a positive perception of that educational tool, as they could become familiar with authentic expressions, promoting exposure to the language and boosting interest in it. Adding that the content they can watch to improve oral proficiency is songs, vlogs, movies, and so on.

Nguyen (2024), in his study *Video Recording in EFL Learners' Speaking Skills Development: A Literature Review*, highlights the importance of video recording as part of the learning process, noting that students record themselves and then identify their mistakes. In other words, learners can listen to their own speech and work on oral expressions, enhancing their speaking skills over time and encouraging self-reflection. However, the research states that some students cannot check their mistakes without a teacher's help. For this, it is recommended that teachers provide proper feedback so that this strategy works better.

Micro-videos in the flipped classroom model

According to Baig & Yadegaridehkordi (2023), the flipped classroom integrates technology into the learning process, which is valuable in an academic context; incorporating interactive multimedia and digital platforms into lessons is highly practical for students. A technological component of the flipped classroom model is any video available on YouTube. Teachers can prepare short, useful material for students or provide pre-existing material for the relevant class. The provided content allows students to access the information before class and watch it to learn. The author highlights that this is more closely connected to the student-centered learning approach, as students would have autonomy in their learning.

In a study of YouTube videos in the virtual flipped classroom model, which used brain signals and facial expressions, the authors, Sangermán et al. (2021), noted that the flipped classroom is an educational model that integrates digital resources, and that the use of videos is attractive to students of all ages. Additionally, the teacher provides videos so students can learn the content before classes. Learning Outside classes aim to let students learn at their own pace, enriching their understanding and allowing them to review the material as much as possible. In contrast, the author also mentioned that students can find videos tailored to their needs, enabling a deeper understanding of the topic and making their learning more productive. Highlighting that, during class, the teacher guides students and explores content in depth, helping them improve their skills.

Legal basis

The legal basis of the research is the Constitution of the Republic of Ecuador, the Organic Law of Higher Education, and the Academic Regulations of the Council of Higher Education, which explain that education is democratic and respects human rights. Fostering autonomy and

technology in learning is key to successfully integrating knowledge into their learning processes. They also highlight that education should be centered on students in a flexible, dynamic, effective, and efficient way.

Constitution of the Republic of Ecuador

Education is an essential right for everyone and the state's primary responsibility to execute through public policies and investments. The article also highlights that education must be prioritized throughout people's lives so that equality and inclusion are promoted for personal and social progress (Constitución de la República del Ecuador, 2021, Art. 26).

Education must be democratic and centered on the human being. Respect is recognized in the human rights framework; the article also highlights that education should be participatory, obligatory, and respectful, serving as a key tool for promoting human dignity and social justice, which are meaningful and necessary for life (Constitución de la República del Ecuador, 2021, Art. 27).

Citizens, collectively or individually, have the right to have participatory, diverse, and free communication in their own language, which is necessary in an educational context. On the other hand, part two of the articles, universal access to ICTs, establishes that it allows people to integrate digital tools into modern education (Constitución de la República del Ecuador, 2021, Art. 16).

The purpose of the national education system is to foster the development of skills so that people can have a meaningful learning experience, collectively or individually, in areas where knowledge, the arts, and culture are applied. The article highlights learners as the focus of the educational process, explaining that education should be flexible, dynamic, effective, and efficient, where an intercultural vision is integrated according to the people's culture, language,

and geographical distribution, respecting nationalities and appreciating diversity (Constitución de la República del Ecuador, 2021, Art. 343).

The Organic Law of Higher Education (LOES)

It established that the higher education system must ensure quality education through teaching, research, and engagement with society so that academic, technical, and cultural performance contribute to professional development. Parts b and c of the article highlight the importance of fostering innovation and promoting continuous knowledge of science, technology, and culture with the purpose of academic preparation in different fields, highlighting the importance of ethical values, social responsibility, and professional commitment so individuals can contribute positively to society (Ley Orgánica de Educación Superior, 2018, Art. 13).

Higher Education Academic Regulations

The learning processes must be organized formatively through different components, including teaching activities, practical application of knowledge, and autonomy, ensuring meaningful outcomes appropriate to their level and time available to manage academic activities. The article recognizes the time students have established for micro-curricular activities to engage in academic assignments and strengthen their knowledge and skills, thereby successfully promoting active participation and independent learning (Reglamento de Régimen Académico Consejo Educación Superior, 2017, Art.11).

Chapter III

Methodological Framework

Methods

Qualitative research

The present research focuses on qualitative methods involving students from PINE, whose experiences are analyzed in relation to the specific phenomenon. According to Lim (2025), qualitative research examines complex phenomena, enabling analysis of real issues and exploration of experiences, perspectives, manifestations, and context by recognizing the social construction between the participant and the researcher to clarify misunderstandings. Vera (2023) highlights the following tools used in qualitative research: interviews, focus groups, document analysis, stories, and case studies. Additionally, it is important to emphasize that the qualitative method interprets information rather than statistics, analyzing how and why the incident occurs within social, educational, or cultural contexts.

This research project is qualitative because it seeks to understand how YouTube micro-videos, as a multimedia learning resource within the flipped classroom model, support students' English oral production. It explores students' experiences, the advantages and disadvantages they perceive, and how they apply YouTube micro-videos to support their English oral production.

Type of Research

Phenomenological Studies

Vera (2023) states that phenomenological analysis is part of qualitative research, as it seeks to uncover experiences and qualities, permitting reflection on perspectives by exploring them from a first-person point of view. The principal purposes of this approach are to interpret

and explore how individuals perceive a situation. However, interpreting the result can be so time-intensive that it is important to be highly reflective.

Data Collection Techniques

One-on-one Interviews

According to Vera (2023), the one-on-one interview is part of qualitative research. Its purpose is to collect information through a conversation between the researcher and the participants, in which their experiences, opinions, or ideas are analyzed and interpreted in depth. Additionally, the author highlights different methods for gathering details, such as video recording, note-taking, and face-to-face interaction.

This study used one-on-one interviews with five PINE students from UPSE. The interview included eight open-ended questions that allowed participants to express their opinions and experiences freely. The interviews were conducted virtually and recorded with the participants' consent. The recordings were then transcribed to facilitate the final data analysis.

Instruments

Questionnaire

According to Lim (2025), a questionnaire is a set of questions that can be taken individually or collectively. It is designed based on the study's objectives; its purpose is to gather qualitative data on people's perceptions, opinions, and experiences. Additionally, the questionnaire motivates participants to express their opinions freely and descriptively, permitting the researcher to understand reality.

Type of questions

Open-ended Questions

The questionnaire comprises eight open-ended questions and will be administered via an online interview (Zoom). Five students from Universidad Estatal Península de Santa Elena will freely share their experiences of using YouTube micro-videos within the flipped classroom model to support their English oral production.

Data Collection Processing and Resources

Table 1

Data Collection Processing

Questions	Justification
What?	Interview
Where?	At Universidad Estatal Peninsula de Santa Elena, La Libertad-Santa Elena Province
When?	June, 2026
How?	One-on-one interview (eight open-ended questions)
What for?	To explore the experiences of PINE students using YouTube micro-videos within the flipped classroom model to support English oral production.

Population and Sample

The population is important for the study because it provides useful information for the research. The study population will be used to understand students' experiences and opinions regarding the use of micro-videos within the flipped classroom model to support English oral production. The relevant group for this study consists of five PINE students from Universidad Estatal Península de Santa Elena. These five students, who have worked with or are still working

with a micro-video platform on YouTube to support their oral production through practice, will be interviewed.

Chapter IV

Analysis of findings

The information in this chapter includes the analysis and interpretation of the interviews conducted for the current research; additionally, it is important to note that the analysis of the results is based on the participants' contributions. Five PINE students from Universidad Estatal Peninsula de Santa Elena who had experience using micro-videos on YouTube within the flipped classroom model share their responses to eight open-ended questions. Their responses focused on the advantages and disadvantages of using YouTube micro-videos, their experiences, and how they apply them within the flipped classroom model to support their English oral production.

Regarding the categories, the participants explained how YouTube micro-videos supported the development of their English oral production. They also described which aspects of their oral production were enhanced, how micro-videos influenced their oral participation, the challenges they encountered when using YouTube micro-videos, how their autonomy and confidence developed, and the speaking strategies they used to strengthen their oral skills.

To summarize the categories, learners explained that YouTube micro-videos are beneficial for learning content before classes, helping them be prepared to interact with the educator and classmates; this advanced preparation has enabled them to reinforce topics. Additionally, when practicing with micro-videos by imitating the content creator's videos, recording themselves, or giving a short analysis of the micro-video, they noticed improvements in their oral production, including enhanced pronunciation, fluency, and intonation, as well as vocabulary. However, the interviewees also mentioned some obstacles when watching micro-videos, explaining that the videos need more detail so that students can understand them better.

Also, it was considered that there are distractions from watching other videos because there is a wide range of videos to choose from.

Questions Report

Table 2 Questions report

Results obtained from interviews with students from UPSE about micro-videos to support English oral production.

CATEGORIES	ANSWERS	AUTHORS
Oral Production development	The participants reported that watching and practicing with micro-videos helped them support their oral production by improving vocabulary, fluency, intonation, and pronunciation. They also emphasized that this support helps them feel more confident when speaking.	Solis (2022) describe oral production as the verbal expression of ideas, enabling people to communicate accurately and fluently in authentic communicative situations.
Active Oral Participation	The interviewees stated that the preparation in advance is crucial since helps students to reinforce the topic by enabling them to participate in class, so that they can express their ideas with others.	Tian and Tsai (2021) stated that micro-videos help students to have more preparation to participate in meaningful learning activities. Additionally, the author highlights that micro-video facilitates understanding and increases engagement.

Challenges of using micro-videos on YouTube	Some PINE students considered that there is not a lot of information on micro-videos as the information is specific and they need to have more details to understand better. One participant reporter that there are distractions from watching other videos. Within the flipped model, a participants mentioned that can't receive feedback about the pronunciation at that moment.	Sangermán et al. (2021) mentioned that it is important for teachers to provide students with suitable material found on the internet or created by teachers; Additionally, it was cited that the activities performed by students outside class cannot be supervised and it requires students' effort to check the material in advance.
Learner Autonomy	Students agreed that watching micro-videos to support oral production gives them the opportunity to have previous knowledge and an advance preparation, so they can reinforce the topic both before and after class to participate in class and fill the gaps in knowledge.	Tian and Tsai (2021) stated that, within the flipped classroom model, micro-videos serve as multimedia resources to introduce content before a lesson, enabling autonomous learning by allowing students to review them at their own pace as needed.
Confidence in Oral Production	PINE students agreed that participating in class after practicing in advance gives them confidence when speaking as they don't feel fear of making mistakes because they already know	Jiménez and Ponce (2022) within the flipped classroom pedagogical model, complemented by multimedia educational resources such as micro-

	about the topic because of the previous practice.	videos, these resources contribute to improved learning, fostering a beneficial strategy that promotes active participation, critical thinking, and interaction.
Speaking Practice Strategies	The strategies students use to support the development of their oral production are: Applying the shadowing methods by speaking out loud and imitating intonation and pronunciation, give a short analysis about it to express ideas, apply the information learned when participating in class. One participant mentioned that when recording videos on YouTube permit her to check his pronunciation on the subtitles.	On YouTube, there is a variety of interesting content that learners can use to learn colloquial expressions and improve their pronunciation by practicing in real-life contexts, allowing imitation, repetition, and interaction with the content (Sadaf et al., 2024).

Note 1 This table presents the results gathered from the interviews with PINE students who had experience using micro-videos on YouTube within the flipped model.

The purpose of this interview was to collect the necessary information to conduct an analysis; the questionnaire included eight open-ended questions addressed to PINE students from "Universidad Estatal Peninsula de Santa Elena." The participants shared their experiences about the use of micro-videos on YouTube within the flipped classroom model to support English oral

production. Moreover, six categories are illustrated in the table, in which the most relevant information was selected, detailed, and summarized.

The first three categories, oral production development, active oral participation, and challenges of using micro-videos on YouTube, respond to the first specific objective about the advantages and disadvantages that students experience when using micro-videos to support their English oral production.

The first category addresses the development of oral production. Students agreed that watching micro-videos on YouTube has supported their oral production by improving vocabulary, fluency, intonation, and pronunciation. Learners emphasized that, within the flipped model, YouTube micro-videos, as an additional tool, are useful because they are brief and precise. They highlighted that these videos allow them to review the content as many times as needed, which helps them learn faster and consolidate their knowledge. Additionally, the availability of diverse information makes the learning process more engaging.

The second category is active oral participation. According to the interviewees, preparation in advance is important because it helps them reinforce the topic and interact with the teacher or peers in class. Knowing about the topic in advance gives them confidence when speaking, as new ideas emerge during discussions. Additionally, applying the information learned in different contexts allows students to practice using the language more naturally. On the other hand, it was mentioned that class interaction can be used to receive the teacher's support in correcting mispronunciations and clarifying doubts.

The third category is challenges of using micro-videos on YouTube. In this category, students mentioned the obstacles of using micro-videos as a digital resource. In fact, students mentioned that sometimes there is not enough information in YouTube micro-videos because

they are brief and provide little context. For example, it was mentioned that there are several videos about British English or American English, which can be difficult for them because they often cause confusion and limit understanding. Also, there are distractions when watching other videos, as there is a lot of content. Besides, before class, when interacting with the content, they can't receive guidance because they are not supervised by the teacher at that moment, so they can't get the necessary support to clear up doubts.

The fourth category, learner autonomy, and the fifth category, confidence in oral production, respond to the second specific question about students' experiences using YouTube micro-videos to support their English oral production.

The fourth category focuses on learner autonomy. Students agreed that watching micro-videos supported their oral production and gave them the opportunity to review the content as often as necessary, allowing them to be prepared to interact in class. Regarding students' experiences with micro-videos within the flipped model to support their English oral production, they reported that micro-videos represented a positive learning experience, as they found them beneficial, dynamic, and interesting.

The participants considered that videos are beneficial, as they acquired knowledge to participate in oral activities and have noticed improvements in vocabulary, fluency, intonation, and pronunciation. Also, they stated that the content is dynamic, with YouTube reels on how to pronounce a word correctly that catch viewers' attention. Additionally, it was mentioned that checking the content after class serves also as a complement when the teacher could not cover the entire topic. Within the flipped model, advanced preparation allowed students to reinforce the topic both before and after class, enabling participation and filling knowledge gaps.

The fifth category is confidence in oral production. Learners mentioned that participating in class after practicing the content in advance gives them confidence when speaking, as they do not fear making mistakes because they are already familiar with the topic. In contrast, it was mentioned that after starting to use micro-videos to practice English, the learning process was difficult because some of them didn't have enough ideas to respond, which limited their participation.

Finally, the last category is speaking practice strategies. Students responded to the final specific question, in which they explained how they use YouTube micro-videos to support their English oral production and described the strategies they apply to practice speaking.

The last category is speaking practice strategies. The participants stated that the strategies they use include finding interesting content and watching micro-videos about real-life conversations to learn idioms; applying the shadowing method by speaking aloud and imitating the speakers' intonation and pronunciation; pausing videos to repeat information several times; paraphrasing the video content or providing a short analysis to express their ideas; simulating role plays with the speakers in the videos; taking notes about pronunciation; and applying the information learned when participating in class. One participant mentioned that recording videos allows her to check her pronunciation and identify aspects to correct for future practice.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations from the investigation into micro-videos for developing English oral production. Interviews were conducted with students who have experience with the current research; learners shared the advantages, disadvantages, and experiences, as well as how they apply YouTube micro-videos to support English oral production. This qualitative research gathered perspectives and opinions. It is necessary to clarify that this research focuses on the use of micro-videos within the flipped classroom model and their contribution to students' oral development. The flipped classroom model is the pedagogical approach used, and the micro-videos on YouTube are the primary multimedia learning resources within it.

Conclusions

These findings revealed the advantages and disadvantages students experienced when using micro-videos on YouTube within the flipped classroom model to support their English oral production. It was identified that students perceived micro-videos as useful because they helped learners prepare for oral activities in class. Exploring the content previously allowed students to feel ready to interact in class and put into practice what they reviewed in the video so that they can gradually improve their fluency, intonation, pronunciation, and acquire vocabulary. However, the usefulness of micro-videos is sometimes affected since, in many cases, students consider that more context is necessary to achieve better understanding. Additionally, there are distractions while watching micro-videos, and within the flipped model, when students practice speaking independently at home by reviewing a micro-video, they cannot receive feedback on their pronunciation.

On the other hand, the experiences that learners have had using micro-videos to support English oral production are rather positive; they mentioned they improved on their own as they independently reviewed the content of micro-videos before or after classes, which permitted them to have a better understanding in order to reinforce the topic. This helps learners build confidence in oral participation activities in class, supporting aspects related to oral production, such as vocabulary, fluency, intonation, and pronunciation.

According to the information I gathered about how students apply YouTube micro-videos to support their English oral production, it includes looking for interesting content on YouTube and watching their preferred videos to start practicing. The strategy they use most is speaking aloud to imitate the content creator's intonation and pronunciation by pausing the video and repeating after them as many times as necessary. Also, recording themselves helps identify their mispronunciations, enabling them to continue improving their oral development. Finally, applying the previously gained knowledge and interacting orally with teachers and peers is also beneficial for them, permitting communication in real contexts. These strategies provide favorable opportunities to increase students' exposure to the target language in an active and engaging way, with students taking responsibility for their self-learning.

Recommendations

Based on the study's results, the following recommendations are provided to support the implementation of micro-videos within the flipped model to develop English oral production. First, it is recommended that students continue using micro-videos as a multimedia learning resource within the flipped model to further strengthen their oral production competencies through exploration and practice in the target language. However, to address the need for more context, students are encouraged to take advantage of the wide variety of YouTube resources by

searching for related complementary videos to broaden their understanding of the topic.

Furthermore, regarding distractions, it is important for students to define a clear purpose for their learning to maintain engagement and avoid content unrelated to their educational goals. Finally, considering the lack of support regarding immediate feedback during home practice, it is recommended that students use video self-recordings as a self-evaluation strategy to analyze their own pronunciation and overcome the lack of immediate teacher feedback.

Second, based on learners' positive experiences with autonomy and confidence, it is recommended that students review micro-videos both before and after classes. Continuously engaging with short video content at their own pace allows students to reinforce difficult concepts and feel more confident when participating in oral activities so that they can interact with their teacher and peers.

Third, regarding speaking practice strategies, it is recommended that students adopt active learning techniques such as shadowing, pausing and repeating, and self-recording when using micro-videos to support their English oral production. Incorporating these specific strategies during independent study time allows learners to monitor their own pronunciation, build confidence, and actively apply new vocabulary during oral interactions in the classroom.

Finally, for future research, it is recommended to use a quantitative approach; it would be necessary to measure the effectiveness of micro-videos within the flipped model, guided by teachers, in improving oral production through the use of pre- and post-tests. The implementation of this research will enable an objective determination of the extent to which the micro-videos enhance speaking skills. To obtain reliable results, it will be important to increase the sample size.

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Annexes

Annex A: Certified Anti-Plagiarism System

La Libertad, 4 de Julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “MICRO-VIDEO PLATFORM TO DEVELOP ENGLISH ORAL PRODUCTION” elaborado por la estudiante Narvaez Arriaga Evelyn Michelle de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – Sede Playas, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Jefferson Sánchez Paguay

ADVISOR



Micro-video Platform to Develop English Oral production.

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Resumen (sección 1/2)

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Annex B: Questionnaire

Population: The population is composed of PINE students from Universidad Estatal
Peninsula de Santa Elena

Sample: 5 PINE Students.

Questions

1. Within the flipped classroom model, what are the changes that you have noticed when starting using micro-videos on YouTube in oral production development?
2. What are the negative experiences you have had when using micro-videos on YouTube in oral production development?
3. In which way do you consider the use of micro-videos on YouTube to benefit your active participation in class?
4. Can you describe your experience using micro-videos on YouTube through the flipped classroom model?
5. How did your oral production change before and after using micro-videos on YouTube?
6. What are the aspects that you have improved in oral development when using micro-videos on YouTube?
7. What strategies do you use when using micro-videos on YouTube to improve fluency and pronunciation?
8. What are the activities that you do when using micro-videos on YouTube to develop oral proficiency?

1. Within the flipped classroom model, what are the changes that you have noticed when starting to use micro-videos on YouTube in oral production development?

- A. I have improved in some aspects. First, it helps me build vocabulary for the class, which can be useful when working with the teacher or peers.
- B. Hello, the changes I have made are that I am improving a lot because I arrive with clear ideas about the topic we will cover. When I use the micro-videos, I feel confident and calm when I talk, which gives me confidence when I participate in class. The only thing I need is for the teacher to correct my pronunciation and grammar. Also, I have noticed that the intonation of phrases and words... before starting to use micro-videos, I was struggling, but with this, I have improved a lot.
- C. First, having preparation, I mean by knowing the topic about the class, gives me the advantage of previewing the topic that will be covered in class, which means that I can understand what is being discussed. Then, it would help me as a complement, as I can find specific information if I have any doubts, so I can understand something that was not clear in class. In this sense, YouTube shorts are very specific and thus useful.
- D. From my point of view, the positive changes are that I have better preparation, which permits me to participate. I have topic-related vocabulary from previous knowledge of the class; if any questions come up, I can bring my prepared questions to get them clarified in class.
- E. I don't have stage fright; I have more confidence when speaking. I have improved my pronunciation as well. Also, Micro-videos let me pause the video and practice. Also, in class, as I have already practiced, my pronunciation will improve.

2. What are the negative experiences you have had when using micro-videos on YouTube in oral production development?

- A. The negative experiences I have had with the platform include distractions from watching other videos, and I end up opening them, because when you click, other videos keep appearing, That's the disadvantage we have with videos.
- B. I haven't had negative experiences. As I mentioned before, it has given me confidence and motivation.
- C. Okay, it has happened to me that when a video doesn't have enough context or lacks important information, it can change the perspective on the context. For example, if I am learning pronunciation and the videos do not mention that pronunciation is on British English, and I end up choosing that when I was looking for American pronunciation. Even though they are sometimes similar, they also have some differences. That happened to me.
- D. In many cases, I have doubts about specific points because the videos are short. The information is specific, but sometimes certain details are missing for a full understanding; I can search for them. But if I had to mention something negative, it would be that, but it is important to mention that doesn't mean that micro-videos are not useful. Of course, they are, because they save time.
- E. One downside is that since it is a video, I can't ask as I would in front of the teacher. So, I have to research it on my own, but I'm not sure if that's the correct answer to my question. In fact, the short videos are helpful, but they don't allow me to clarify my doubts.

3. In which way do you consider the use of micro-videos on YouTube to benefit your active participation in class?

- A. The videos that I sometimes review give me confidence to raise my hand when the teacher is giving instructions, and I know about the topic, so it is beneficial.
- B. The benefits are that I participate in class because I have a clear idea. I also look for the topics that teachers are going to cover. I practiced a lot, so I feel confident when interacting in terms of intonation and grammar, and I have also learned new vocabulary.
- C. Previous knowledge. Having a reference on the topic allows me to express at least one main idea, and then the teacher is going to expand the information in class and address it better.
- D. To mention some benefits, I can understand topics faster and more easily, and it also boosts my curiosity to learn about the lesson content. If the information was checked previously, now we can focus on new information. That motivates learning new things.
- E. I help me learn words I don't know; I can learn new words, native words...

4. Can you describe your experience using micro-videos on YouTube through the flipped classroom model?

- A. From my perspective, I can review the videos regularly, which allows for repetition if something isn't clear.
- B. I participate more, have clear ideas, have confidence, and I am motivated, as I believe it is like an autonomous preparation.

- C. Yes, my experience has been good. In fact, watching videos about the content that was given in class can be beneficial, as you can find information that, in many cases, teachers can't cover. By doing this, you can summarize even the whole class or give you a better idea of the given topic.
- D. This methodology allows time to understand, so I can analyze the information. In a traditional class, the teacher explains and asks questions, but, of course, this is done so they know we understand. However, using micro videos, I can manage my time to review, and this way, I don't feel the pressure to understand everything at that moment.
- E. My experience has been good; the videos are satisfactory for improving English, including grammar, listening, and speaking. Within the flipped model, it allows me to compare pronunciation between the teacher and the videos I watched

5. How did your oral production change before and after using micro-videos on YouTube?

- A. I used to use retention and memorization, like I have to learn this, and I used repetition. Now, it is different because there is no fear of making mistakes, and the expression is natural and fluent once you already know the topic.
- B. I used not to participate because I didn't have any ideas and couldn't concentrate... I didn't say anything. I felt anxious and shy. But now I have confidence and motivation, as micro-videos have been helpful. The best thing is that they are short and not boring, and I learn intonation, vocabulary, phrases, and whatever I want.

- C. Okay, as an extra tool, it is very useful. In fact, there are a variety of channels that upload shorts about how to pronounce words correctly, and the best part is that it is not presented as a class, but as a story that, in many cases, is enjoyable and interesting to get the viewers' attention, and although the content is educational, it can also be fun and easy to understand.
- D. There was a big change in my oral expression. For example, at the beginning of the class I couldn't answer, but now, with this strategy, I can express my ideas more clearly because I have more vocabulary thanks to the micro-videos.
- E. I used to struggle with pronunciation and listening. After using videos, I've found they've helped me a lot with pronunciation and listening by letting me repeat them over and over, so my English improves little by little.

6. What are the aspects that you have improved in oral development when using micro-videos on YouTube?

- A. My vocabulary has expanded; I didn't know some words and their meanings. It is not the same to check information in English and Spanish. So, when watching a video, you know pronunciation, vocabulary, you integrate new words.
- B. Okay, I have improved intonation, pronunciation, acquired new words, and confidence to participate in class.
- C. I have definitely improved my vocabulary, because most of the videos I watched show differences between words that are applied in real contexts, specifically in which they can actually be used, and this is related to pronunciation and also improves it, as I didn't need to watch a long video about how to pronounce. With

short videos that last a few seconds, I could catch something and understand it by watching an entertaining story.

- D. I am clearer as I can organize my ideas better without struggling when speaking. That helps me express my ideas better, and I have improved my grammar as well.
- E. I have improved my speaking by watching videos of native speakers. I have also improved my pronunciation by practicing with a native speaker.

7. What strategies do you use when using micro-videos on YouTube to improve fluency and pronunciation?

- A. I have a YouTube account because, in some cases, I have done homework and uploaded it so I can check the subtitles. But I check the subtitles when I make a mistake; I repeat it or record it again. I mispronounced some words, but that helps me to recognize my mistakes.
- B. I use imitation: I repeat the speaker, I follow the intonation. I repeat the word out loud, over and over again, to learn a phrase and improve intonation.
- C. To look for interesting content that has good pronunciation, because the idea is to imitate, which is called shadowing, that would be the strategy. For me, it is more useful to learn idioms as they are used in colloquial language rather than in broader fields such as medicine.
- D. If there are words I can't pronounce correctly, I can repeat the video and listen as many times as necessary. As a PINE student, it has been so useful; the content is short, so I can rewatch to identify words I didn't know.

- E. On micro-videos, there are situation videos. I try to work with them as if I were in front of the class to overcome my fear and speak with confidence, which also improves my pronunciation and fluency.

8. What are the activities that you do when using micro-videos on YouTube to develop oral proficiency?

- A. I record audios, I repeat alone... and in class, when it is time to work in pairs, we repeat and continue practicing so that we can review regularly.
- B. Imitation and preparation of a mini exposition about the topic, and after watching a video, I explained using my own, which I think is like paraphrasing it, and also regular repetition.
- C. Keep the videos handy and "like" them to watch them again. Then, tried to imitate or copy the pronunciation (shadowing) to practice. Next comes production, which, for me, means using the words I learned in different contexts, thus acquiring them and expanding my vocabulary so I can use them naturally later on.
- D. Write words that I don't know. I also have a notebook to write down word meanings and previous preparation in case the teacher asks questions or if any activity is developed. Also, say my ideas out loud, retain the information, and have a clearer understanding.
- E. The activities I did included role-play to simulate talking with the speaker; there were also situations where I had to discuss and describe images.

1. ORAL PRODUCTION DEVELOPMENT
2. ACTIVE ORAL PARTICIPATION
3. CHALLENGES OF USING MICRO-VIDEOS ON YOUTUBE
4. LEARNER AUTONOMY
5. CONFIDENCE IN ORAL PRODUCTION
6. SPEAKING PRACTICE STRATEGIES

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