

RECIBIDO EL 5 DE SEPTIEMBRE DE 2021 - ACEPTADO EL 5 DE DICIEMBRE DE 2021

THE IMPACT OF VIDEO SERIES TO TEACH ENGLISH PRONUNCIATION TO SPANISH SPEAKERS LIVING IN UNITED STATES

EL IMPACTO DE LA SERIES DE VÍDEOS PARA ENSEÑAR LA PRONUNCIACIÓN DEL INGLÉS A LOS HISPANOHABLANTES QUE VIVEN EN ESTADOS UNIDOS

García Torres Anyi Carolina¹

Astrid Ramírez Valencia²

Universidad Distrital Francisco José de Caldas

RESUMEN

En este artículo se analiza la situación de los inmigrantes hispanohablantes en Estados Unidos, estudiando las implicaciones de su bajo nivel de inglés incidencia en sus condiciones laborales, sociales y de integración dentro de las comunidades, el análisis se enmarca en la presentación de algunas realidades que sufren

este tipo de pobladores por no tener el dominio de la lengua. Como alternativa se propone utilizar los vídeos de YouTube para mejorar su pronunciación, entonación, y los procesos comunicativos que constituyen la fluidez verbal. Se concluye que es necesario tener en cuenta unas consideraciones frente al uso de los vídeos ubicados en YouTube, para generar autoconfianza y autonomía en quienes están aprendiendo la lengua inglesa.

El objetivo de este artículo es discutir sobre las restricciones sufridas por los inmigrantes hispanohablantes, en el contexto americano por no tener el dominio de la lengua inglesa. Se presenta una reflexión sobre el papel que cumple el dominio de la lengua estableciendo como alternativa el uso de vídeos en YouTube

¹ Estudiante en formación del programa de licenciatura en Educación Básica con Énfasis en inglés, Universidad Distrital Francisco José de Caldas, Docente de inglés en diferentes instituciones educativas de primaria y secundaria, privadas.
Correo acgarciat@correo.udistrital.edu.co
Orcid: <https://orcid.org/0000-0003-0084-7837>

² Docente Universidad Distrital Francisco José de Caldas Bogotá Colombia, Ph.D. en Lenguaje y cultura, formadora de profesores de inglés durante más de 25 años. Investigadora y maestra en la Universidad Distrital Francisco José de Caldas.
Correo aramirezv@udistrital.edu.co
ORCID: <https://orcid.org/0000-0002-3025-5982>

que le permiten mejorar el conocimiento de este idioma, afianzando su autonomía y motivación para mejorar su competencia de lengua inglesa, de forma autodirigida.

Se concluye, que es necesario tener en cuenta unos lineamientos frente al uso de los vídeos que se encuentran en YouTube por permitir mejorar la pronunciación, la entonación, evitando así la ininteligibilidad del discurso.

PALABRAS CLAVE: inmigrantes, videos, pronunciación, YouTube.

ABSTRACT

This article analyzes the situation of Spanish-speaking immigrants in the United States, studying the implications of their low level of English incidence in their labor, social and integration conditions within the communities, the analysis is framed in the presentation of some realities suffered by this type of settlers for not having the command of the language. As an alternative, it is proposed to use YouTube videos to improve their pronunciation, intonation, and the communicative processes that constitute verbal fluency. It is concluded that it is necessary to take into account some considerations regarding the use of YouTube videos in order to generate self-confidence and autonomy in English language learners.

The objective of this article is to discuss the restrictions suffered by Spanish-speaking immigrants in the American context due to their lack of English language proficiency. A reflection on the role of language proficiency is presented, establishing as an alternative the use of YouTube videos that allow them to improve their knowledge of this language, strengthening their autonomy and motivation to improve their English language proficiency in a self-directed way.

It is concluded that it is necessary to take into account some guidelines regarding the use of videos found on YouTube to improve pronunciation and intonation, thus avoiding the unintelligibility of the speech.

KEYWORDS: immigrants, videos, pronunciation, YouTube.

1. INTRODUCTION

Many of the people who decide to settle in the United States as immigrants come mainly from Latin American countries, therefore, their native language is Spanish. In order to have a better understanding of the transformations and implications related to the immigration phenomenon, it is important to approach the framework offered by the U.S. census data of the year 2020, which indicate that the Hispanic population constitutes a large majority in this country, reflected in its high growth, characterized by having grown in an unimaginable way, compared to other groups of foreigners. (U.S. Census Bureau 2020 report).

There is much to say about this issue, Budiman (2020) explains that many of them arrive in this country, without having a command of the English language, having said this statistical figures show that those who come from Central America and Mexico are close to 34.5%, of the total of the Spanish speaking immigrants, of this amount, 54% are of Central American origin, These numbers show that while 47% are Mexican, in the case of Central American immigrants, it is probably due to their precarious conditions of poverty as well as their frequent social, political and environmental crises that do not provide them with favorable conditions to stay in their countries.

In fact, in order to better analyze this phenomenon, it is essential to adopt a broad view in which it is emphasized that about half

of said immigrants have a very low level of schooling, which does not even reach high school level, a situation that converges with their minimal command of the English language, This situation converges with their minimal command of the English language, leading them to live in Spanish-speaking communities, whose living conditions deny them opportunities for insertion, integration and inclusion, with other groups that are not considered subnormal, but on the contrary, enjoy different living conditions, which are more favorable for their inhabitants.

Common sense seems to indicate that this condition does not allow them to be exposed to the foreign language, thus suffering discrimination caused by the lack of knowledge of the language, which leads most Spanish speaking immigrants to congregate in communities of fellow countrymen, further subjugating their existence in these foreign lands.

This recapitulation leads to propose alternatives that make possible the appropriation of the English language to adult Spanish speakers, who live in immigrant communities, which offers them few opportunities and evidently offers very limited alternatives to learn English, what happens is that in spite of the existence of support programs for this demographic group, their particular needs are not taken into account, nor their lack of time, because of their restricted schedules, as well as their family responsibilities and the high costs of private English courses, they cannot study the language.

The lack of appropriation of the English language then, has become a vulnerability factor that hinders the insertion and socioeconomic integration of the immigrant communities in the U.S. territory, according to data obtained from a survey conducted by the Pew Research Institute (2018) most of the jobs Limited English Proficient people (henceforth LEP) perform are those that most American citizens do not want to do, which

in many cases are related to the labor required for sectors such as agriculture, food processing, or construction.

In other words, many of these occupations do not require language skills or a high intellectual capacity for their performance, which is directly related to the low wages earned by this type of families, associated with the conditions of discrimination they experience and the earning power restrictions to which they are subjected, due to their low socioeconomic level, not to mention their exclusion of American society, due to the aforementioned conditions.

An important aspect in this field is defined by the relationship between these multiple factors, bringing as a consequence, that many LEP immigrants work in jobs whose demands are purely manual, thus putting in second place the need to learn the English language, a situation that favors the lack of opportunities, and at the same time, their socioeconomic mobility contingency is reduced.

So, from what has been explained up to this point, it can be defined that, due to this particular condition, these communities are also restricted in their access to health, education and other social services, because many of them need interpreters to be able to communicate.

At this point it is worth asking whether the language barrier also affects the knowledge and understanding of their rights, especially those related to work and employment, because many employers take advantage of their little or no knowledge of the language, as well as their immigrant status, to exploit them as they please. For this reason, it is important to promote the need to be literate in the use of English as a second language, as Isphording [1] (2015) warns when he states that, "Language proficiency is a key driver of immigrant integration, increases job opportunities and facilitates social and political

participation.” (p. 238). This consideration makes clear that the lack of this proficiency has multiple implications, especially in the socioemotional order, by making it impossible to be known or named, by not being able to communicate or interact with others, since language is definitely a vehicle of integration for immigrant communities.

This is equivalent to saying that the obstacle posed by limited language proficiency in the case of immigrants, goes far beyond the linguistic field, it extends to the relationship established with society, as recognized by the INAP report (2014) which talks about the integration of immigrants in American society saying that, “English proficiency affects educational outcomes, employment opportunities, and income.” In other words, proficiency of English as a second language for LEP immigrants enables access to multiple opportunities of social, economic, intellectual and cultural order, especially to the immigrant population, who live in the United States and not possessing it, leads to the brink of self-marginalization and invisibilization.

1. GENERAL CONSIDERATIONS

Problem Statement

In light of the information gathered, it is possible to infer the multiple limitations immigrant communities face when learning English as a second language and so far, there is no precise plan from the American government to satisfy this need. The problems named up to this point allow us to affirm that the immigrants’ lack of proficiency in English language is one of the main impediments to their integration into American society and, therefore, their integration.

Given the implications of the issue and the fact that most Spanish-speaking immigrants who arrive in the United States have a limited knowledge of English, and are considered adults

due to their age, it is crucial to develop tools to improve their English proficiency. These tools must first be available to Spanish-speaking immigrants and, secondly, their socioeconomic needs must be taken into account.

To fulfill this purpose, it is suggested that the proposed tool should address relevant topics such as: communication with employers, education on labor rights, everyday situations of immigrant life (catching a bus, moving around the city, buying, selling, and interacting) among other multiple topics, through the use of videos.

Regarding immigrant learners the elements of satisfaction and motivation are of great importance for being factors that as defined by the Oxford dictionary (2016) emphasize the feeling of enjoyment, related to the degree of satisfaction that fulfills their language learning needs, hence the importance of taking into account Salinas (1983) who explains how pleasure can become the fundamental axis of any learning process, in this case, related to the contextualized use of English language.

It should be noted that every pedagogical process is associated with the resources used to achieve its objective; in this particular case, we are talking about with videos, since they have become facilitating elements of the language acquisition process; In this line of thought, Ortiz et al. (2021) emphasize the importance of transforming the pedagogical action, in operations related to information and knowledge in real contexts, in which the individual is immersed, this particular situation gives importance to the attitude of the learner, because when the learner is feeling satisfied with what he/she assimilates, and the learner is able to connect it with real life situations, he/she will be in a situation in which without a doubt, the learner uses this type of aid to acquire knowledge that is useful and serves as a connection, within the context in which he/she develops.

It is recommended for the selection of videos, those produced by native speakers, because they contribute to the approach of native-like pronunciation of the English language, an aspect that facilitates the approach of foreigners with the standardized use of the language, promoting an integrating vision that considers the pronunciation as a whole, and places the immigrant in situational contexts with which he feels identified, to make him/her a co-participant of his/her learning, until he/she is motivated and committed to his/her life objectives and his/her autonomy, essential factors to reach language proficiency.

This is absolutely true, as stated by Alegre, O.M., Villar, L.M. (2015) when proposing the inclusion of cultural aspects related to the use of the language within the videos which are chosen, because they combine authentic visual and the auditory cues, reason why the author, advocates the use of videos produced by native speakers, or by people who use standard English language, close to the real and natural language, for which using of pauses is suggested, allowing the learner to capture aspects of the language related to issues such as body language, pronunciation and accent.

These practices are directly linked to the actions initiated by those who are immersed in the learning process, as Dehter, M. (2001) explains, they constitute a machine that promotes the undertaking of actions as long as they are meaningful and relevant for those who are immersed in a learning process, an idea corroborated by Arieu, A. [1] (2003) when suggesting that it becomes the propulsive engine of those who are developing an activity, in this case related to the acquisition of a foreign language.

Latin American immigrants and their English proficiency.

As of 2019, 46% of immigrants living in the U.S. were classified as Limited English Proficient (LEP), this category includes people over the age of 5 who reported speaking Spanish and not English at home. Thus, Gambino, Acosta, and Grieco (2014) explain that slightly more than half of immigrants in the United States are fluent in English, according to the results of their report.

These digressions have led to recognize according to Batalova, J. Hanna, M. and Levesque, C. (2021) that historically there have been fluctuations in the percentage of immigrants, who are recognized as English speakers; Now it can be said that the number of people who report speaking Spanish rather than English at home, has increased significantly, so, for example, in 1980 the number of immigrants who speak only Spanish, increased to over 100,000.

In more recent decades, especially after 2000, the education level of people immigrating to the United States has risen, in contrast it is recognized that there has been an increase in the percentage of non-native speakers who speak English; For example, in the state of Massachusetts the LEP population has increased from 2.2% in 2010 to reach 2.4% in 2019 according to Gambino, Acosta and Grieco [1] (2014) and Budiman (2020).

It is important to note that these statistics are not indicators of proficiency in particular skills such as speaking compared to that of writing or reading, it is only an assessment of the participant's perception, in relation to all of their language skills.

On the other hand, it is worth noting that the reality of 53% of the immigrant communities that choose to respond (very little) when asked if they knew how to speak English, corresponds to those who live in an environment that does not require the use of English in relation to the

development of the activities they perform on a daily basis, these communities rely on an internal structure, where most of the business and services are provided in Spanish; At the same time, public schools and hospitals are required by law to offer services in Spanish to families and their children, as well as to patients, a situation that does not help immigrants become proficient in the English language, but restricts their coexistence, work or communication with native-speaking communities.

The problem arises when immigrants want to interact outside their daily environment, in that case, if this LEP person is looking for a job, the options they have are limited to work, where English language skills are not required or are minimal or nonexistent, so they end up being employed mainly in manual labor, for example, janitorial services, in the kitchens of restaurants, in construction and other manual labor, low paying jobs and where their profile does not require verbal fluency in English, as a consequence many of them are living and working in environments that do not contribute to language learning, therefore, they remain unable to fully integrate into American society and economically, they are not given the opportunity to have mobility that would lead them to obtain transcendental changes, in their ways of life (Isphording, 2015).

ENGLISH AS A SECOND LANGUAGE PROGRAMS OFFERED TO IMMIGRANT ADULTS IN THE UNITED STATES.

In the American territory there is a program that offers English classes at low cost for adults, in a non-formal education system (outside American schools) called ESOL (English for Speakers of Other Languages) which is offered three times a week in the evening, to adults coming from all over the world, it is noteworthy that the number

of immigrants enrolled to take them is four times higher, compared to the slots offered. (Heller & Slungaard Mumma, 2020).

In Massachusetts, ESOL programs serve less than half of the applicants each year, and as a result, the waiting list for these programs extends for more than two years (Heller & Slungaard Mumma, 2020).

According to the Department of Education (2018) despite their high demand, indicated in the nearly doubling increase of LEP immigrants per year in communities across the country, in funding issues these programs have been reduced by nearly 30% over the last decade, while the number of LEP candidates has doubled, year over year.

In addition to the low number of slots, it is important to keep in mind that the ESOL program only offers this opportunity to legal immigrants, leaving out of its reach twelve million undocumented immigrants, who, even though they are currently living in the United States, do not have access to any public program where they can learn English.

It is important to note that there are non-profit immigrant support organizations (NGOs) that offer English learning programs without legal documentation requirements, free of charge, but the schedules are during the day, which correspond to their working hours, turning this opportunity into another impediment, since the reality is that when faced with the choice between studying English or working, the vast majority choose to work in order to survive and postpone the study of English language.

Given the circumstances of most immigrants who cite the search for job opportunities as the main reason for migrating to the United States (Budiman 2020), there is a clear need to promote alternatives that provide access to flexible,

dynamic and accessible learning resources, that also accommodates immigrants circumstances and needs, taking into account the current situation, the figures for language acquisition would not change in the near future.

Faced with this scenario, we propose the proliferation of activities that promote the strengthening of English language self-learning, based on access to appropriate materials for its acquisition, through the use of activities that facilitate the development of pronunciation and communication skills, while living and working in this country, for which we propose the use of videos.

ADVANTAGES OF USING VIDEO FOR IMMIGRANT ENGLISH LANGUAGE LEARNERS

The multiple privileges offered by the use of video for language learning have been researched extensively and are undeniable, they encompass the real time contact with the sounds associated with the images, allowing to establish a comparison and contrast between the different sounds of a foreign language.

On the other hand, it turns out to be an easily accessible tool, mediated by technologies that can be used at any time, making it possible to watch the materials repeatedly, that is, as many times as the viewer wishes to do so, without implying any extra cost or difficulty to do so.

This is confirmed by the point of view of Cárdenas and Ramírez (2021) who recognize the importance of the use of technology, as it has become a facilitating tool for learning a language, in this sense, they emphasize the need to use it because it strengthens oral skills and contextual management, in addition to allowing the learning and reinforcement of vocabulary in diverse situations, as well as the mastery of

pronunciation and the contextualization of the language.

Similarly, the use of videos allows high concentration and attention levels in those who watch them facilitating the retention of the information presented, especially language teaching videos, which are sometimes accompanied by explanations related to the use of the language, and can be accessed by any user without any particular restriction, you just need to have device, internet connection and the motivation to do so.

Finally, it is worth noting that the use of videos allows an immediate access to any scene inside it, that in many cases take place in the context of real life, thus facilitating direct contact with various situations experienced by characters that might resemble immigrants who are learning the foreign language enabling them to identify themselves with the material, an aspect that is quite attractive, motivating and close to them satisfy their need to become proficient in English language.

At this point let us mention González, Ramírez and Salazar (2019) who expose the advantages offered by the use of technological tools, in this particular case the use of video, its incidence in the teaching processes of a foreign language, turning it into an interactive exercise that promotes motivation and commitment of the learner.

Similarly, Bernal and Ramirez (2020) show the multiple advantages offered by the inclusion of virtual environments in the learning of a foreign language, a situation that should highlight the usefulness of becoming an explorer and learner of the internet and its intricacies, which would give him/her the ability to select material that is appropriate and meets his/her needs.

It is undeniable that the opportunities offered by including videos in the English learning process, because of the ease of access for people with limited time and travel limitations, count among the reasons to make video use favorable and motivating for its implementation and dissemination among expatriates.

As a result, it can be asserted that this type of resources can be found on YouTube, the biggest video platform on the internet allowing access from any technological device to anyone who requires it, yielding the potential to become a formidable tool to immigrants, who would greatly benefit the ease of using it from any place or time.

YOUTUBE WITHIN REACH OF IMMIGRANTS

Currently the world has created a virtual reality in which non-traditional forms of communicating have emerged, in turn some research has been done about the use of the YouTube platform, and in particular the videos on it that have massified vigorously in the global society, and at the same time has made this tool effective for learning English as a foreign language, particularly in this case for non-native speakers, it is appropriate then to refer to the studies made by Harlinda, N. (2019). and Albahlal (2019) who conclude that YouTube videos have a positive impact, by helping in the inferences of meaning of unknown words and by making possible the ability of oral expression to those who use them for educational purposes, also reducing anxiety originated from language learning, generating confidence to risk interacting using English.

On the other hand, Zaidi, A., Akmar awaludin , F., Abd Karim, R., Che Ghani, N., Abdul Rani, M., Ibrahim, N. (2018) explore the incidence of the use of YouTube videos in the improvement of oral skills of university learners, concluding that: “the results of their findings showed significant progress in the communicative ability of those

who participated in this experience, reaching noticeable advances in fluency, pronunciation and discursive coherence, corroborating the impact of the use of videos to promote language learning and strengthen self-esteem in the video user, in particular for immigrants who by watching the videos are encouraged to communicate and interact beyond the Spanish-speaking community”.

PROPOSAL FOR IMMIGRANTS WHO USE VIDEOS TO LEARN ENGLISH

This section highlights some aspects that can be considered by those who decide to use videos as facilitating tools for learning a foreign language, first of all, it is recommended to take into account Grisolia (2015) who recognizes the importance of using this type of instrument, for motivating the acquisition of the English language.

This digression leads to the statement made by Bachman & Harlow (2012) who bring back the notion that video is characterized for compiling a number of images in a fairly short fraction of time, creating a sense of movement in the observer, making it attractive for the user, while simultaneously leading the learning pace to the particular timing of each individual, a fact that encourages self-learning. Now, supported by Ortiz et al. (2021), who stated that every educational act must be humanizing, to generate learner’s awareness, in other words, if the learner considers that his/her needs and conditions are being taken into account, he/she creates commitments to the learning subject, which is why the use of videos is convenient, especially because of the flexibility it offers to neophytes.

In addition to the above, it is important to recognize there is the need to be sufficiently motivated, an idea recognized by Bryndum & Monte, (2005) who emphasize how through the use of videos it is possible to learn, facilitate

understanding and have many examples that are connected with the situations of reality, hence the suggestion to choose a video that meets both the needs of the learner, and the connection with facts of reality, which can occur at any time and context, then, they can be taken as playful activities, as conceived by Bedoya and Ramirez [1] (2020) becoming a decisive factor for learning a foreign language, in addition to facilitating their distribution and replication at the time of using them.

In this way, video is highlighted for its accessibility and possibility of recurrent use, allowing at the same time the interconnection of content and topics covered, so it is suggested to watch it repeatedly, with the aim of defining in detail, every detail that favors the effective learning of this foreign language.

Having made this observation, it is suggested to have devices with a high storage capacity to record videos, and in this sense, it is required an optimal connection that allows a fast navigation, which is uninterrupted and effective, and as far as possible, to promote concentration and avoid the use of advertisements, especially when navigating on YouTube.

If possible, the foreigner should choose videos presented in English preferably by native speakers or with people using standardized pronunciation, to familiarize learners with clear pronunciation, required to strengthen intelligibility, as a part of the development of proficiency in the language.

IMPACT OF PRONUNCIATION SKILLS IN ENGLISH LEARNING FOR IMMIGRANTS

Communication is fundamental for human interaction, it is a relevant factor in particular for immigrants, since it is a determining and propitiating element for the integration into society, where they are expected to settle. In

this sense, listening skills enable the learner to interpret and understand the actions of approval or denial determined by their degree of communicational performance, as they are always in search of social and work-related opportunities, within the environment of English speakers where they have chosen to

It should be mentioned that in order to establish effective communication in the English language, pronunciation is a relevant and decisive factor, as it makes possible or impossible, in some cases, the comprehension of the language, as Pennington, M. C. (1996) states pronunciation should also be considered, as well as grammar and vocabulary as a whole, because they are relevant factors in language use, hence, the way sounds are pronounced and perceived by the listener, allows or makes it impossible to result in an adequate interpretation.

Here it is important to add as a premise that in language learning the communicative approach should be considered as a didactic model, since it focuses on speech acts, allowing the interpretation of signals to avoid gaps in information on the part of the actors in the communicative action, since they have no real options as to how and what can be said in a given discourse, which in turn includes the verification of meanings by the interactants in a conversation, a situation that also requires correct pronunciation, as this is an essential and decisive factor that avoids ambiguity and prevents the difficulty of being able to communicate, which is why it is vital to have an intelligible pronunciation in the discourse.

This situation also shapes those circumstances in which there is an inadequate pronunciation, which can lead to ambiguity on the part of the listener, opening the way to equivocal interpretations, in which there is a risk of missing the message, a fact that in some cases produces frustration for the speaker and confusion for

the listener and even anguish, and fear for the interactants, even leading them to silence and social isolation.

All these arguments make it possible to establish that, at the present time, immigrants' English language pronunciation has regained enormous importance, with the purpose of avoiding external interference in communication, as well as failures on the part of those who interpret a speech, facts that can also affect the self-esteem of those who try to communicate and fail to make themselves understood.

In this regard, Abayasekara (2013) raises the relevance of intelligibility and not perfection in pronunciation, to ensure communication between those who interact in a conversation, thus becoming another concern for those learning a foreign language.

Thus, there is a tendency to define that, when learning a foreign language, the greatest difficulty is in pronunciation, due to its impact on the ability to understand speech, as well as in oral production and the need to be understood or understood by others in a real context in which it occurs.

In addition to the above, it is recognized the need to resort to various teaching resources that enable and facilitate the understanding of a message, to allow fluency in communication, among the many existing resources, currently there are tools such as: YouTube, tic toc, videos, movies, audios, podcasts, among others, which facilitate the understanding of a speech.

It is therefore accepted that imitation in pronunciation is a fundamental step for the acquisition of the rhythm and intonation of a language in a given context, which is why it is essential to use films, short films, videos and all the aids provided by communication and information technologies, which allow the

training and approach to the sounds of English, in an integrated and not segmented way, to these foreigners.

CONCLUSIONS

Immigrants' lack of English proficiency, and their limited time available to study due to demanding work schedules, have become major obstacles to achieve English language proficiency. In addition, there is the lack of interest of the American government in helping this population learn English, reflected by the decreasing budget allocated to alleviate this need.

To achieve this purpose, pedagogical alternatives must be designed and implemented to satisfy the minimum requirements that foreigners have to learn English. In response, this article highlights the possible uses of internet video platforms to improve pronunciation and fluency in the foreign language, based on autonomous work and motivation.

To overcome the low incidences of English language proficiency the immigrant population needs more educational access, which is not being provided. This is why they require alternatives to access English learning with a communicative approach, supported by materials that are easy to approach. For this reason, this proposal becomes relevant when formulating the use of videos on YouTube.

It is undeniable the advantages offered by using videos for learning a language, due to the accessibility of time that a user can dedicate to watch them, adapting also to any space in which an immigrant is learning a language, considering the needs and expectations of the process of learning, which is why its implementation is favorable.

On the other hand, the use of this type of facilitating resources for language learning allows for the different learning styles of any immigrant wishing

to learn English, as well as the ease of access to the videos found on YouTube, whose platform can be used from any technological device, as long as it has connectivity, thus allowing any immigrant to connect.

Last but not least, it is essential to highlight their human condition and their emotional state, as they are determining factors of their motivation, which affects the processes of autonomy in language learning, so that a high degree of empowerment of their new role as a learner in a foreign country is achieved, which highlights the impact of the use of the English language in their exercises of inclusion, interaction and social exchange.

BIBLIOGRAPHIC REFERENCES

- Abayasekara D. (2013) Pronunciation Secrets for Non-native English Speakers. Communicating with Native English Speakers. [Internet] 2013. [Citado 2013 Feb 6]. Disponible en: http://www.speedspeak.com/index.php?option=com_content&task=view&id=76&Itemid=51
- Alegre, O.M., Villar, L.M. (2015). Inclusión e Interculturalidad. Un estudio en la enseñanza universitaria. Revista nacional e internacional de educación Inclusiva, Arieu, A. (2003). La Educación de los emprendedores: Un comentario acerca de los contenidos formativos y el rol de la Universidad. Congreso Provincial Emprendedorismo y Desarrollo Local. Pigüé, Argentina. Vol. 8, No. 3, pp. 12-29.
- Bachman, I., & Harlow, S. (2012). Interactividad y multimedialidad en periódicos latinoamericanos: avances en una transición incompleta. Cuadernos de información, 41-52
- Batalova, J. Hanna, M. and Levesque, C. (2021, August 6). Frequently requested statistics on immigrants and immigration in the United States. migrationpolicy.org. Retrieved October 5, 2021, from <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2020>.
- Bedoya A, Ramírez Valencia A. (2020). La escenificación en teatro como estrategia didáctica para la enseñanza de una segunda lengua "inglés". bol.redipe [Internet]. 1 de enero de 2021 [citado 24 de febrero de 2022];10(1):320-36. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1185>
- Bernal Rodríguez S, Ramírez Valencia A. (2020). Optimización del aprendizaje del inglés en niños de primaria con el uso de Duolingo. bol.redipe [Internet]. 1 de abril de 2020 [citado 24 de febrero de 2022];9(4):232-49. Disponible en: <https://revista.redipe.org/index.php/1/article/view/966>
- Binmahboob, T. (2020, November 30) YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. International Journal of Applied Linguistics & English Literature. Retrieved from: <https://www.journals.aiac.org.au/index.php/IJALEL/article/view/644>
- Bryndum, S, y Monte, J. (2005). La motivación en los entornos telemáticos. RED:Revista de Educación a Distancia.
- Cárdenas Parra CM, Ramírez Valencia A. (2021). Uso de podcast en la enseñanza de la lengua inglesa. bol.redipe [Internet]. 1 de febrero de 2021 [citado 24 de febrero

de 2022];10(2):144-57. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1201>

- Dehter, M. (2001). El ser emprendedor: Modelo para desarrollar el comportamiento emprendedor individual y corporativo. Programa Permanente de Capacitación para Dirigentes. IDEB
- Grisolia, M. (2015). Web del profesor. Disponible en: INAP, Instituto Nacional de
- Administración Pública. (2014). La función social de los inglesa. bol.redipe [Internet]. 1 de febrero de 2021 [citado 19 de febrero de 2022];10(2):144-57. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1201>
- Isphording, I. E. (2013) "Disadvantages of linguistic origin: Evidence from immigrant literacy States: The Role of Adult English Language Training. (EdWorkingPaper: 20-288). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/7rxa-v748>
- Martínez E, Ramírez Valencia A. (2021). Una mirada desde el desarrollo de la inteligencia emocional por medio de las artes plásticas en segundo de primaria. bol.redipe [Internet]. 1 de marzo de 2021 [citado 24 de febrero de 2022];10(3):192-201. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1228>
- Ortiz Sánchez LM, Arboleda JC, Ramírez Valencia A. (2021). Educación y desarrollo humano: experiencias de aprendizaje desde perspectivas emergentes. bol. redipe [Internet]. 1 de febrero de 2021 [citado 19 de febrero de 2022];10(2):230-6. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1209>
- Pew Research Center. (2018) «At least a million sub-Saharan Africans moved to the United States. Pew Research Center. Prieto Guerrero GM, Ramírez Valencia A. (2020) Los desafíos que enfrentan los profesores de inglés en Bogotá durante la pandemia en el contexto colombiano. bol.redipe [Internet]. 11 de noviembre de 2020 [citado 24 de febrero de 2022];9(11):130-41. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1116>
- Ramírez Valencia A, Ortiz Sánchez LM, Arboleda JC. (2021). El blog: herramienta facilitadora para la enseñanza de una segunda lengua "inglés". bol.redipe [Internet]. 1 de enero de 2021 [citado 19 de febrero de 2022];10(1):320-36. Disponible en: <https://revista.redipe.org/index.php/1/article/view/1185>
- Salinas J. (1983): Estudio experimental sobre la recepción de información ante dos tipos de códigos: verbal y verbo icónico. Revista Enseñanza, 1, 175-182.
- Gambino, C. P., Acosta, Y. D., & Grieco, E. M. (2014). English-speaking ability of the foreign-born population in the United States: 2012 (No. ACS-26). US Census Bureau. Retrieved from <http://www.census.gov/library/publications/2014/acs/acs-26.html>
- Gonzalez, Ramirez, Salazar (2018). Las Tic en el mejoramiento de las competencias en lengua extranjera de los profesores de inglés. Editorial Santiago de Cali

Harlinda, N. (2019). Students' perceptions in using YOUTUBE as media for learning

English as a foreign language. state Islamic institute of Palangka raya faculty of teacher training and education language education department study program of English education.

Zaidi, A., Akmar awaludin , F., Abd Karim, R., Che Ghani, N., Abdul Rani, M., and

Ibrahim, N. (2018). University Students' Perceptions of YouTube Usage in (ESL) Classrooms. International Journal of Academic Research in Business and Social Sciences.

Pennington, M. C. (1996): Phonology in English Language Teaching, Longman.