



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**APLICACIÓN DE MATERIALES DIDÁCTICOS PARA LA ENSEÑANZA
APRENDIZAJE DE LA PRONUNCIACIÓN DE VERBOS REGULARES
DEL IDIOMA INGLÉS**

**DELGADO LUZURIAGA JUAN JOSE
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MEDINA VERNAZA MICHELLE MELVA
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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
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**MACHALA
2021**

APPLICATION OF DIDACTIC MATERIALS FOR THE TEACHING LEARNING OF PRONUNCIATION OF REGULAR VERBS OF THE ENGLISH LANGUAGE

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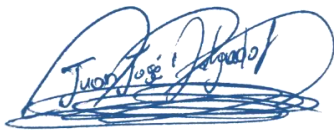
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DEDICATORY

I dedicate this work to my God, the creator of everything beautiful in life, to the exemplary father who guides our steps and teaches us to be wise. I also dedicate this work to my mother and siblings for their constant support in my personal and academic formation. Thanks to their good examples and values that have motivated me to continue improving myself in all areas of my life. They have been the pillar and support to get to where I am.

Michelle Melva Medina Vernaza.

I dedicate this work to my mom, who helps me and encourages me every day in the ups and downs. She never left me alone and I'm thankful for all the good values that she put on me and motivated me to continue with everything I'm doing.

Juan José Delgado Luzuriaga.

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Michelle Medina Vernaza.

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Juan Delgado Luzuriaga.

RESUMEN

El aprendizaje de otro idioma, no es fácil el adquirirlo, peor aún el dominarlo. Dependiendo del idioma, tanto su escritura como pronunciación son complejas, en este caso el inglés, no es difícil para estudiantes de primero de bachillerato ya que lo vienen estudiando desde el primero de básica y en otras instituciones educativas desde el inicial 1 y 2. Pero en la mayoría de los casos no es fácil recordar una gran cantidad de verbos regulares existentes en dicho idioma, por lo tanto, en esta investigación se tratará de implementar una metodología en la cual se utilicen materiales didácticos para la enseñanza aprendizaje para la pronunciación de verbos regulares en el idioma inglés. Entre los recursos de enseñanza aprendizaje a utilizar están los *podcasts*, los cuales con la pedagogía adecuada servirá para un proceso eficiente de enseñanza para los estudiantes con el diseño de un sistema de actividades didácticas. Al hablar del podcast se hace referencia a la tecnología de transmisión de contenidos de audio en formato digital. Con el cual los docentes utilizan su voz como instrumento pedagógico sin limitaciones de tiempo y espacio en la enseñanza de los verbos regulares a los estudiantes para ayudarlos a desarrollar sus habilidades de comunicación del inglés de forma fácil y eficaz. Considerando también el hecho de que los verbos regulares, en inglés solo emplean cuatro conjugaciones como el infinitivo, infinitivo pasado, gerundio y el participio y por ende la pronunciación varía. Con todas estas consideraciones, este trabajo de investigación pretende aportar al desarrollo del aprendizaje del idioma inglés.

Palabras claves: recursos didácticos, sistema de actividades, verbos regulares, conjugaciones, materiales didácticos, tecnologías digitales.

ABSTRACT

Learning another language is not easy to acquire it, and even worse to master it. Depending on the language, both its writing and pronunciation are complex, in this case English is not difficult for students in the first year of high school since they have been studying it since the first year of elementary school and in other educational institutions since initial 1 and 2. But in most cases it is not easy to remember a large number of regular verbs in that language, therefore, this research will try to implement a methodology in which teaching materials are used for teaching and learning for the pronunciation of regular verbs in the English language. Among the teaching-learning resources to be used are podcasts, which with the proper pedagogy will serve for an efficient teaching process for students with the design of a system of didactic activities. Podcasting refers to the technology of transmitting audio content in digital format through the Internet. With which teachers use their voice as a pedagogical tool without time and space limitations in teaching regular verbs to students to help them develop their English communication skills in an easy and effective way. Considering also the fact that regular verbs, like irregular verbs in English only employ four conjugations such as infinitive, past infinitive, gerund and participle and hence the pronunciation will change. With all these considerations, this research work aims to contribute to the development of English language learning.

Key words: didactics resources, system of didactic activities, regular verbs, conjugations, didactic materials, digital technologies.

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INTRODUCTION

The actual system of English teaching has many positive modifications, but still, there is a lot to do, because students at Primary school leave without learning the English language, followed by High School students who graduated in the same way, after 12 years of study this subject and still not fluent in English, therefore and watching these results is necessary to use another methodology and teaching strategy of foreign language.

These are some of the reasons that justify conducting this research and making a proposal in which it is intended to provide a solution to one of these problems such as mastering regular verbs. Therefore, the use of "didactic materials in the teaching of English as a foreign language can be one of the fundamental and significant strategies that teachers should implement in their classrooms in order to facilitate the learning process of their students (Urbano, A., & Rodríguez, P., 2017).

Nowadays, the use of an English teaching of methodology is proposed, which is identical to how Spanish is learned, that is, native learning, since “En el aprendizaje del inglés como lengua extranjera, al igual que en el idioma español, los alumnos aprenden a formular oraciones simples para expresar acciones usando los elementos de la oración: sujeto, verbo y predicado” (Terrazas, 2018, pág. 91). This intended for the student to interact in known communication situations through used expressions in habitual contexts.

Así, hoy en día gracias a la tecnología podemos encontrar una gran variedad de recursos y materiales que contribuyen considerablemente a los mencionados procesos. Sin embargo, debemos destacar la valiosa importancia de aquellos materiales que son diseñados y elaborados por el profesor y por los mismos

estudiantes, haciendo de ello una experiencia de aprendizaje y enseñanza enriquecedora y novedosa, adaptada a las necesidades del contexto educativo (Flores, 2014), citado por (Urbano, A., & Rodríguez, P., 2017, pág. 41).

The foreign language as a pedagogical subject in front of the social environment as a clear need towards the general development so establishing connectivity between areas and scenarios with a different perspective before them. In educational establishments, teachers want to develop these skills in their students, but it is worth reminding one significant factor that persists in the students; it is the fear and shame of practicing their pronunciation, fear of being wrong, and teacher have to correct their mistakes, ashamed that other classmates make fun of what he is trying to express. “La realidad educativa del país ha pasado por una serie de cambios para erradicar el enfoque tradicional y forma un enfoque nuevo donde el estudiante sea el principal factor para la educación” (Huaman, 2019, pág. 8).

The correct pronunciation of regular verbs becomes complex for the Spanish-speaker because of the grammatical rules it has, so much so that it has a classification of sounds which causes confusion on the part of the students at the moment of being studied.

It is here where pronunciation is affected by the classification of speech L1 and L2, L1 (first language), L2 (second language-English). The mother tongue is innate to people according to their country of birth, this is modeled by passing the explicit processes of the human cycle, that is, the person goes through stages of his life in which the language is polished becoming stronger and stronger linguistic competence, in addition to the variation in pronunciation, the L2 is the second language that is acquired to be part of a bilingual

community, which is not easy when not practiced in the environment, is as the person is studying, it is becoming manageable.

In English, pronunciation is one of the most relevant factors for the development of a foreign language such as the English language, “la enseñanza de la pronunciación en inglés no debe considerarse como algo extra, sino que debe ser enseñada como la gramática, el vocabulario o cualquier otro aspecto del lenguaje” (Raiza Texidor PellónI, 2016), English pronunciation is essential, not only to show those producing skills that are going developed at the rhythm that the language is learned, but also communication has to be effective and comprehensive of what it be talking about at the moment of English dialog.

The producing skills of the English language have to be in constant practice for their learning, but what is better than learning in an innovated way with innovative resources within this cathedra, because, in many educational institutions outside Ecuadorian territory, English teachers often upgrade their class and intensify in a no number of beneficial teaching resources for the development of this subject. Teachers from abroad who teach English prepare their students for real-life; that is, they can use the language in a simplified context where they use this productive skill, but for this, you have to work gradually.

In the classroom, teachers plan their classes based on the content related to English grammar that would be understood as the theoretical part of the lesson that is good to teach students how to use each grammar rule as vocabulary, phrases of everyday use, paragraphs of visual description, etc. Some contents need practice, it is where students lose the cognitive line, that is, the student tends to forget certain information acquired in a specific

time, this is the result of not practicing English lessons, for this reason, it is essential to practice the contents of production or speaking skills.

Among the topics of the English classes are the verbs” Los verbos presentan un rol central gramatical: proveen un enlace entre el significado y la estructura de la oración, estableciendo las relaciones transitivas (acciones) entre los elementos de la oración.” (Julio César Flores Lázaro, 2015). Verbs are essential in the language regardless of their geographic location because they describe the subject’s action in the English language. They are classified by regular and irregular, and pronunciation varies much at the time to move to past; regular verbs are the ones that represent complexity because there are three different ways to pronounce them depending on their consonant ending, which could be represented with a phonetic pronunciation with or without voice, and it is there where the students start to get frustrated because they cannot memorize which is the consonants that are pronounced in the right way in the category of verbs.

The learning of verbs is not the problem, it is the pronunciation that is affected by these grammatical rules for their learning and correct oral expression, so this research work will focus on giving a perspective and solution to implement the same teaching materials to reflect an improvement. Didactic materials help teachers of this subject to give their class and even improve it, as long as the correct methodology is applied for the use of teaching materials.

“EFL students encounter several difficulties while trying to achieve native-like English pronunciation, especially in terms of using the rules for pronouncing the past tense of regular verbs, which is commonly poor among Ecuadorian university students”. (Carmen Benitez-Correa, 2020)

Currently there are many research on new technologies and “los cambios radicales que generan en la educación actual, por lo que es importante destacar que el uso de la tecnología y las herramientas digitales en la educación es una oportunidad para desarrollar modelos de enseñanza autónoma y personalizada” (Cango-Patiño, A., & Bravo-Reyes, M., 2020, pág. 53). It is necessary to work with special interest to form students with highly qualified professional abilities who also have an adequate command of the English language as a requirement when completing university studies. “Resulta indispensable que cualquier profesional domine el idioma inglés para competir en el mundo profesional, pueda acceder a la cultura y al intercambio y la búsqueda del conocimiento” (Calaña et al., 2021, pág. 3).

The importance of this research work lies in applying didactic material as a strategy for the teaching-learning system of the English language. This strategy is introduced as a dynamic mode of academic innovation, thus achieving those students move to the world of fun learning where they can imagine and create found experiences, extending to test their skills and once improving the oral expression of verbs, choosing specific content to develop this ability and students release that creative intellectual capacity, demonstrating autonomy and security when putting themselves in context with reality.

“Para Cabero (2008), las TIC son representativas dentro la sociedad del conocimiento en el sentido de que influyen en diversas áreas en la forma de la velocidad y volumen de la distribución, la información y en la forma de procesarla”, quoted by, (Saborío-Taylor, 2019). Consequently, educational institutions seek continuous updates in the programs, methodologies, and resources to achieve innovation inside of the pedagogical

praxis. This flexibility in the study programs could proportionate higher access to diversity in learning forms, beyond traditional education.

Moreover, “se sugiere que sera antes de los 6 años ya que tienen más facilidad de asimilar información y a medida que pasan los años es más difícil porque están acostumbrados a su lengua materna. (Areizaga, Gómez, & Ibarra, 2005)”, citado por (Melo et al., 2017, pág. 233). Then this is a social educative problem that is coming on many occasions and persists in schools, colleges, and even universities. The teaching of the English language as an academic subject reveals the importance at a global level; therefore, the selection of methodologies, strategies, techniques, and tools that are going to be worked on in class make sense because that is where it leads to the real vision of the introduction of English LE to the educational context in this teaching-learning process.

Respecto al análisis de los libros de texto propiamente dicho, aun cuando nuestro interés central inicial era estudiar la congruencia entre los libros de texto para la enseñanza del inglés y el enfoque sociocultural propuesto en el currículo oficial, y cómo dicho enfoque se integraba en los textos, decidimos enriquecer el trabajo mediante el análisis también de los libros de español, a fin de contar con un parámetro de comparación adicional, dado que, como ya hemos mencionado, las dos asignaturas comparten la misma fundamentación teórica y pedagógica del enfoque sociocultural (SEP, 2011), citado por (Pamplón, E., & Ramírez, J., 2018, pág. 146).

Therefore, the following scientific problem has been formulated: How to improve the pronunciation of regular verbs in first-year school students “Simon Bolivar” in the school year 2022?

This problem has manifested in **the object of study** Teaching-learning process of the English language in the first year of high school.

Considering the following **general objective**, implement the podcast as a didactic resource to improve the pronunciation of regular verbs in first-year high school students at the “Simon Bolivar” school in 2022.

In that case, the field of action is specified in digital teaching resources

To do this, here are the following **specific objectives**:

- Theoretically, substantiate the Podcast as a didactic resource for improving the pronunciation of regular verbs in English.
- Diagnose the state of the pronunciation of regular verbs in English presented by the students of the first year of high school at the “Simon Bolivar” school.
- Implement in English class the podcast to improve the skill of pronunciation of regular verbs in English
- Check the effectiveness of the podcast in the improvement of the skill of pronunciation of regular verbs in English

This research will focus on improving the pronunciation of the regular verbs in English in the students of the first year of high school at the “Simon Bolivar” school, which is in the Machala canton, students ranging in age from 15-17 years.

Then once expressing the necessity that the investigation presents, the authors proposed that this investigation is qualitative, with a participatory action design and

therefore descriptive methods based on interviews, participatory observation, and questionnaires that allow reliable results to be obtained.

The contribution of this research is reflected in the didactic strategy that will serve as an improved method for the development and strengthening of oral expression. The originality of this strategy is based on carrying out listening activities exemplified with visual follow-up scripts and dynamic-active content, making use of Podcasts to improve the pronunciation of regular verbs in English, and that students demonstrate firmness at the time of participation in these activities and any social context that they are.

In this scientific study it is structured by an introduction that proposes and details the theoretical design of this research, therefore, of a chapter that indicates the theoretical bases that are deserved for the accomplishment of this scientific work; it also has the methodological framework that presents what type of research leaving the purpose, methods and techniques for obtaining data and as explicit content the results for the solution to the research problem. As a finishing touch, it will be addressed with the conclusions and recommendations reflected in the literature.

CHAPTER 1. DIDACTIC MATERIALS TO IMPROVE THE PRONUNCIATION OF REGULAR VERBS IN ENGLISH

The investigative work is presented as the theoretical bases of the application of the didactic materials for teaching -learning and improvement of pronunciation; Among the didactic materials that can be used to teach English are podcasts, recordings, graphic representations, play books, among others. The application of the (podcast) as a didactic resource for teaching-learning and improving pronunciation.

1.1. Historical background of the use of the podcast as didactic resources in the teaching-learning process of the English language in the first year of Unified General Baccalaureate.

Everyone talks about the English language being the most used language around the world, and they tend to classify it into accents and dialects to distinguish it from its true origin. The English language has existed since the first civilizations and organizations of social hierarchy, where it was stated that the British were the ones who brought the language to the geographical conquests of that time for what concerns the origin of the English language is clearly from the United Kingdom.

El idioma inglés, que actualmente se habla, nace en la época en que el escritor británico William Shakespeare, comenzó a hacerse famoso. Se dice que a fines del siglo XVI y comienzos del siglo XVII; más de 400 millones de personas, tienen al inglés, como lengua materna. El número se incrementa, si se toma a aquellos países, que mantiene al inglés, como su segunda lengua, pero la importancia del inglés, se debe a dos importantes naciones del mundo, que lo hablan y lo tienen como lengua materna (Chacón, 2011)

The English language is one of the most widely used languages around the world in any geographic situation. Speaking English is, nowadays, an essential part of the integral formation of a person inserted in a world whose frontiers are continuously crossed (Chérrez, 2014).

Learning FL is important and takes value when visiting countries that deserve this foreign language LE to make effective the oral communication process and possibly other expressions of communication, that is why many people around the world are learning English as a communication tool which is the goal, to learn to express oneself in English, the disadvantage of staying in the learning process of FL is that the essential components are not followed to be able to teach this language. In the English language as a subject to enter the teaching-learning process, you need methods, strategies, active tools for learning it, and didactic resources; It is of the utmost importance to speak of didactics in the English language as a subject taught by teachers because from there it will result in alienating the population, if it is not taught to learn it means that something is being misapplied or is not being done.

The learning and teaching of languages are a long path that is influenced by different factors of various kinds. In the case of the mother tongue (L1) is the language that is learned in the first years of life since it is the language that everyone speaks and the first language that is taught in all educational institutions. The second language, target language (L2) is the language that we decide to learn apart from the mother tongue, which is also taught in the different educational institutions, but never in depth because it can become too complex to explain.

But nowadays, bilingualism is becoming more and more important for students to be able to use their mother tongue and a second or foreign language.

(Ordóñez, 2010) said that “la educación bilingüe es todo sistema de enseñanza en el cual, en un momento variable, durante un tiempo y en situaciones variables, simultánea o consecutivamente, se da la instrucción al menos en dos lenguas, de las cuales una es la primera del alumno”

It is said that there are two types of bilingualism: additive and subtractive. Additive bilingualism is that in which the learner adds the L2 linguistic competence to that already possessed in L1. On the other hand, subtractive bilingualism implies a greater learning of the L2 that leads to the loss or subtraction of the L1. In this case, the aim is always for this bilingualism to be additive so that the student is able to handle both languages and learn new knowledge in both.

It is intended to improve the learning of the second language, in this case English (L2), using didactic material, podcasts, among others, to improve the pronunciation of the students, especially in the handling of regular verbs in English.

When treating these fundamental bases that the English language has as a subject of continuous and applied preparation, it is necessary to work from those bases so that it is carried out successfully when serving as a tool for oral communication. Throughout the history of education with all its details, details, and curious facts about how classes were taught in those times, starting with the didactic materials that were used to form and transmit knowledge, that is, on which they relied to be able to present to the students the contents to study.

The history of education or didactic material is almost as old as teaching itself, although the work of *JA Orbis Sensualium Pictus* Comenius was developed in the seventeenth century as it represents the creation of the text or textbook, first, its purpose is to combine text. text with graphic representation. The printed pages promote the dissemination of knowledge. The book has two characteristics that make it "educational": one is a combination of words and images, and the other is that it is written in the "mother tongue" of the reader. Compared to books written entirely in Latin, Comenius' works represent a qualitative leap by providing easy-to-understand material to a rich and diverse audience. (mendez, 2011)

The book has been and is one of the most used teaching resources worldwide by many and in many areas of knowledge; the book as teaching material has taken priority, adapting to changes in the educational system for many years. Today education has such didactic material, but with a notable difference, internet connectivity has allowed access to several didactic materials that are part of the classes, and possibly other sources of knowledge such as videos - audios, preparation courses, digital classes, etc. The development of technologies, the educational field also adapts to changes and finds new ways of learning.

In the teaching of the English language, the use of the main resource that the book has been implemented, but with the educational needs presented by the students, it was thought that it is not enough for them to focus only on what the book tells them, the teachers are the engine that it has The educational system to handle methodologies, approaches, tools, resources, strategies and from there to analyze how students learn better from there lies the need to implement different resources in English classes.

The curricular materials to make the decision regarding our objectives, “los contenidos a trabajar, la metodología a seguir, los materiales a los que vamos a recurrir, la forma de evaluar, etc. Suelen ser de uso exclusivo del profesorado y están basados en el diseño curricular y las políticas educativas de las instituciones involucradas” (Chang, 2017, pág. 262). For teaching the English language, the use of didactic materials at a higher level was approved in the classes, giving students the opportunity to live the external reality in an educational context for the teaching of the English language at a higher level.

The use of didactic materials in the teaching of English could represent a methodology that takes into account the ludic value, providing students with spaces for active and interactive participation with classmates and the teacher in a contextualized environment, adapted to everyday life and according to their learning needs. (Urbano, 2017)

Regarding the types of teaching materials to implement in English classes, she tells us (Urbano, 2017) audiovisual materials, directly related to images and audio, for example, recordings, videos, songs that stimulate creativity and serve to reinforce the theoretical content seen in class, and strengthen vocabulary review and pronunciation practice.

For this reason, podcasts are an excellent educational resource for learning English. Podcasts are a series of episodes recorded in audio and broadcast online. These can be recorded in different formats, the most common being interviews between guest and presenter and individual recordings where the presenter (or presenters) comments on a specific topic. The application of this didactic resource is one of the most modern today to accompany English classes, giving it a very relevant perspective when teaching. Different

ways of applying podcasts in classes are presented with content already specified, transmitting creativity and imagination to students.

Considering the above, audio has been acquiring a fundamental importance in the process of communication, teaching and learning; especially in those chairs related to languages. “El podcast representa la evolución de viejas herramientas de audio, donde los usuarios no son solo consumidores, sino también productores, de tal manera que puedan adaptar el material producido a realidades específicas” (Borja-Torresano et al., 2020).

“El proceso investigativo demuestra que el plan de estudio considera un modelo comunicativo con un enfoque constructivista, donde el docente logra desligarse de la didáctica tradicional (Pardo et al., 2017). As a result of the analysis of the observations and interviews and their relationship with the theoretical references, five categories emerged, respectively, related to communication skills, educational strategies, activity methods, educational materials and tools, teacher training and student records.

Es por esto que la educación infantil bilingüe debe proporcionar todas las bases para el aprendizaje a lo largo de la vida, además contribuye a la formación integral de los alumnos a partir de una reflexión sobre la metodología utilizada en el aprendizaje de la misma. El propósito de nuestra investigación es conocer el tipo de estrategias didácticas que deben ser aplicadas por parte de los docentes para la enseñanza de inglés como lengua extranjera para que el estudiante realmente aprenda en su etapa inicial de estudio y para no generar malas prácticas que puedan interferir de manera negativa en su aprendizaje a futuro (Pardo et al., 2017, pág. 8).

Para Díaz (2009, p.18), “la didáctica se presenta a sí misma como una disciplina compleja, pero con gran legitimidad en el ámbito educativo”. This means that educational complexity depends on the systematic and systematic study of different teaching methods and strategies by teachers in order for learning to take place in students. (Huaman, 2019).

The courses offered include “importantes recursos de aprendizaje, los videos educativos forman parte de las excelentes oportunidades que tienen los profesores para utilizarlos dentro y fuera del aula que al orientarse correctamente se puede incidir favorablemente en el autoaprendizaje” (Calaña et al., 2021, pág. 3). La enseñanza de idiomas en el mundo ha transitado por diferentes etapas que han estado representadas por diversos enfoques y métodos (Texidor et al., 2017, pág. 3).

Es con la introducción del enfoque comunicativo que se logra una independencia por parte del alumno, quien se convierte en el centro de toda la actividad docente bajo la guía y la orientación del profesor. Este enfoque o enseñanza comunicativa del idioma es un modelo didáctico que pretende capacitar al estudiante para una comunicación real -no sólo en la vertiente oral, sino también en la escrita- con otros hablantes de la lengua extranjera (Texidor et al., 2017, pág. 4).

Beginning in the 1990s, several Latin American countries began offering English language programs in their public elementary schools, and these programs were added later, to the point that today, most of these countries have such programs. (Ramírez-Romero, Pamplón-Irigoyen, Chuc, Dzul-Escamilla y Paredes, 2015), citado por (Pamplón, E., & Ramírez, J., 2018).

The way to achieve this personalized teaching is to organize the program and identify the specific methods to be used in this teaching and learning process. Generally, in every organization and in every discipline, objectives are set that we strive to achieve within a certain period of time. “El aprendizaje del idioma inglés se vuelve base fundamental en el momento de la inclusión, para lo cual los estudiantes requerirán de materiales y métodos especiales para su aprendizaje tomando en cuenta sus capacidades especiales” (Melo et al., 2017, pág. 235).

1.2. Conceptual foundations of the use of the podcast based on the performance of listening activities in the BGU teaching-learning process.

1.2.1. Podcast: Etymology and origin of the term.

There is a difference in the origin of the word podcast. On the other hand, we can see that it is a new term that arises from the amalgamation of the words "iPod" and "Broadcasting", that is, the combination of a player and a signal that transmits and plays audio and video. However, the term "pod" is sometimes referred to as a capsule or capsule. Then, this term will refer to the content of the transmissions in the form of a packet. On the other hand, POD can be understood as an abbreviation for Personal On Demand, so other MP3 producers can use it without problems. (Checa García, 2016)"

Según Borja-Torresano et al. (2020), The term podcast is an acronym derived from the brand name iPod, one of the most popular portable playback devices, and the term podcast, which means to broadcast or transmit. In other words, podcast is a compound word derived from iPod and broadcasting. The iPod was one of the first portable mp3 players created by Apple and stands for streaming. By

merging the two words, the term podcast was born, which describes the technology of transmitting audio content in digital format over the Internet. (Fundéu, 2018).

In the teaching-learning process, podcasts are an audio tool used by teachers to maintain communication and interaction with their students, not limited in time and place, helping them to quickly develop communication skills in other languages in an easy and effective way. “It is also an excellent way to consolidate knowledge due to its rewind and replay function, where recorded content can be available anytime, anywhere and from any electronic device.” (Borja-Torresano et al., 2020).

A podcast is not a single file or educational object, because it is a continuous update of files. It is important not to confuse podcasts with episodes; the difference between podcast repositories is “un programa, compuesto por sucesivas ediciones, que se pueden syndicar para tener que bajar aquellas que ya se han oído” (Marcelo y Martín, 2008: 32) y un episodio “es el nombre de cada una de las ediciones del podcast. La diferencia sería igual a la existente entre una serie de televisión y cada uno de sus capítulos” (Marcelo y Martín, 2008: 32).

Portable e-learning (podcast) is an audio development tool that can help you to develop the “destrezas del idioma inglés, a través de interesantes opciones tales como: cuentos, noticias, canciones, etc., las mismas que ayudan a los estudiantes a mantenerse interesados en la temática propuesta por el docente en el contenido de dicha herramienta” (Ruiz, E., & Moyota, P., 2018).

Educational use of podcasts enriches the learning experience (Boulos, Maramba y Wheeler, 2006), improves students' attention and reactions (Baird y Fisher, 2006), increases student satisfaction (Miller y Piller, 2005) and even reduces anxiety (Chan y Lee, 2005).

En la clase de inglés, “como cualquier otra lengua extranjera, se desarrollan las macro habilidades de la lengua: escuchar, hablar, leer y escribir. Sin embargo, en algunas ocasiones no todos los estudiantes pueden desarrollar estas habilidades por motivos de diversa índole física o mental” (Bustos, 2019, pág. 42)

1.2.2. Didactic materials for teaching.

1.2.3. Recordings as a resource for teaching English.

Multimedia projectors are an increasingly used resource in the classroom. This can be attributed to the enormous help they provide to teachers in the development of their courses; 18% are used by teachers in the dependent public sector and 25% by semi-dependent teachers. (Larenas, 2013).

Instructional video is a visual and audio communication medium used as a strategy to help develop certain skills in students. “One of the contributions of audiovisual media such as educational videos are to attract and, in some cases, manage attention to improve understanding of the subject matter being taught in class” (Chalán Guanuche, 2016), citado por (Zacarias, R., & Revilla, M., 2019).

It is here where it believes that the use of ICT is a valuable tool for achieving learning objectives, ICT will play an important role when it comes to “motivar a los alumnos en su proceso de aprendizaje, ya que ellos ven el uso de las mismas como algo presente en su día a día y que la escuela no les permite o no les presenta en sus actividades diarias” (Laborda, 2018, pág. 113).

“La propuesta de esta investigación, enmarcada en la necesidad de apoyar el aprendizaje significativo del inglés en el uso de las TIC, consiste en un estudio de caso que pretende probar la eficacia del uso del vídeo en el aula” (Mariano Romero & Cabello Olivero, 2000) para asimilar los nuevos contenidos de gramática explicados en clase, citado por (Laborda, 2018, pág. 113).

However, from a communication standpoint, speaking constantly does not mean producing each sound in the most isolated and clearest way; instead, it offers combinations of phonemes that can modify or alter spoken language to convey a message with maximum effectiveness." (Dalton & Seidlhofer, 1994). “In other words, by reducing the acoustic potential of a message transmission, speakers tune their current sound using the acoustic properties of neighboring sounds.” (Blázquez, B., & Peña, M., 2020).

Due to the need presented by the educational context according to the teaching-learning of the English language, the introduction of didactic resources for English classes demonstrating innovation at the time of teaching and learning, for which the research determines to classify the following didactic resources listening and visualization to improve pronunciation:

- **Vaughan Radio.**

It is a website where students can review episodes of broadcasts already recorded by days of the week or also listen to live broadcasts, giving the student the opportunity to move to a direct learning context, which is, listening to the pronunciation of native people of the English language taking, as well as reference, each content of academic interest.

- **Listen a minute**

On these website students can test their memory, train their hearing, improve English writing and of course pronunciation by specifying many topics to choose from with a variety of activities; gives them the option of repeating the content or audio to facilitate understanding and practice of the content.

- **Learn English Sila.**

This is a very interesting blog where students can enter and choose their content regarding their academic need, on the blog there are many digital tabs with different categories of English grammar, the content is written in Spanish so that students can understand using L1 and can apply it when doing exercises or already clearly speaking in a medium where it merits the development of what they have learned.

1.3. The process of teaching English learning in the UGB, contextual characteristics.

Para Díaz (2009, p.18), “la didáctica se presenta a sí misma como una disciplina compleja, pero con gran legitimidad en el ámbito educativo”. “Es decir, la complejidad de la didáctica se basa en el estudio sistemático y organizado de los diferentes métodos y estrategias de enseñanza del docente para que surja el aprendizaje en los estudiantes” (Huaman, 2019, pág. 9).

One of the biggest challenges for students who attend English classes is pronunciation, which English pedagogues strive to polish this skill; therefore, they care to teach your classes using relevant and adequate resources, which allows them to grasp the attention of the student and, therefore the development of their intellectual capacity, then it is there where the didactic resources propose to strengthen oral expression through the use

of listening activities that help to improve their pronunciation so they would have the ease of becoming familiar with the said language and its time exercising your productive skills.

To Pardo (2017), In our country, since 2004, the National Bilingual Policy has been implemented with the objective of promoting cultural pluralism through good coverage and infrastructure in bilingual and non-bilingual schools, with the aim of developing preschool and primary education in equal educational conditions. For all students, as institutions we pose challenges and propose goals for a quality education in this century.

To develop listening skills in English, academic resources should be selected that allow the student to recreate and experience English culture because the oral expression will allow them to communicate and exchange ideas. Activities to exercise verbal ability are classified as follows: Recordings.

Yanes (2013) maintains that the implementation of technology in education increases the level of coverage in all areas. “Un proceso de enseñanza y aprendizaje basado en las TICs impulsa el conocimiento innovador y genera una relación más estrecha entre estudiantes y profesores” (Cango-Patiño, A., & Bravo-Reyes, M., 2020, pág. 54).

Keep in mind that, “en el plano de la inclusión educativa cabe recalcar que al momento de hacerlo es de vital importancia buscar las técnicas y métodos adecuados para cada tipo de discapacidad, ya que muchas veces existe el problema como el que comenta” (Padilla Muñoz, 2011), citado por (Melo et al., 2017, pág. 233).

According, Saborio-Taylor (2019), one of the strategies, according to the syllabus corresponding to the Didactic Resources Learning course program proposed by UNA, CIDE, Department of Education (2005), considers the following thematic axes: multi-

laboratory vehicles, overhead projectors, VHS, etc. Computer resources: generic software packages and specific software (Word, Power Point, Excel, etc. according to the educational task). resources with waste. corporal resources such as language, gestures, theater, dance, music.

This investigative work comes to life in the “Simón Bolívar” high school, it is located in the city of Machala, Puerto Bolívar parish, El Oro province. It was created in ministerial agreement No. 592, on May 28, 1973. The Simón Bolívar high school, fulfills the educational function in benefit of the community of the parish of Puerto Bolívar, for a period of 45 years in the daytime section, it has two work days: morning and afternoon. In the morning session, he manages his activities in the Baccalaureate in Science and the Technical Baccalaureate with the following specialties: Computer Science, Applications and Sales and tourist information.

1.3.1 Diagnostic of the current state of pronunciation of regular verbs in first year high school students.

This section shows the results obtained after carrying out a diagnosis about the pronunciation of regular verbs in the first-year high school students of the "Simón Bolívar" high school in the city of Machala. To obtain the information, three instruments were used: the participant observation guide (ANNEX 2), a semi-structured interview with the teacher (ANNEX 3) and a semi-structured interview with the student (ANNEX 4).

- Analysis of the results obtained by the application of instruments.

The participant observation guide (ANNEX 2) was the first instrument to be applied, the data collection was carried out during the classes, thus evidencing an overview of the reasons present in the pronunciation of regular verbs, the students present L1

interference, because they pronounce the verbs as they read, it does not stimulate them or develop their skills in the fact that the classes taught are given theoretically, in other words, a lot of content to understand and no practice in classes, the only thing that is done is to send homework without being advised if they understood or not, which causes students to weaken their linguistic competence and, certainly, to be left with gaps and a bad habit of pronouncing the English word as it is given.

But rescuing a positive factor is that students show interest in improving oral expression, but do not have teaching resources that increase their motivation.

All of the above was argued through the interview with the teacher

(**ANNEX 3**), who was able to indicate that students find it pretty difficult to remember the correct pronunciation of regular verbs, and end up pronouncing them incorrectly, and the emotional factor, that is, the embarrassment when expressing ideas or being corrected, obtains as a result intellectual blockage, not being able to produce the sounds correctly. The teacher stated the following:

- Students confuse the pronunciation of verbs with other English words.
- Students do not recognize what regular verbs are or how they are pronounced.
- Students do not distinguish the correct pronunciation from what they are used to using the L1.
- Students show insecurity when speaking in front of their peers or participating in class.
- Students tend to forget the correct pronunciation of regular verbs in English.

- Students do not usually understand the instructions given by the teacher; this is because the students' ears only have one way to pronounce the words.
- It is notorious to appreciate how students choose not to make pronunciation errors and this leads them to constantly pause in their expression.
- The teacher applies some strategies to improve pronunciation in her classes.

In the same way, an interview aimed at the students was implemented (**ANNEX4**), allowing the following information to be collected from the perspective of the student:

- The students stated that they use the English language when the teacher asks them to.
- The students stated that they knew the basics about the language.
- Students reported not being able to describe a person in English.
- The students reported using regular verbs when creating sentences in English.
- Students reported being able to identify the sounds of regular verbs.
- Students reported not being able to express their ideas in English without making mistakes.
- The students stated that they could understand the orders given by the teacher in English.

In summary, the application of the instruments for obtaining data interviews the teacher, interviews the students and participant observation; showed that the teaching-learning process for oral expression is unstable for students due to the number of factors that do not allow students' pronunciation to improve, due to the lack of resources for the development of this productive skill.

For this reason, this research work proposes to develop a system of didactic activities where activities are established and organized to polish each of the factors that weaken the pronunciation of verbs to improve pronunciation and stabilize in students, thus demonstrating effectiveness in the system of activities applied.

CHAPTER 2. METHODOLOGICAL FRAMEWORK.

Chapter two refers to the methodological process used for this research in which it will be explained what is the paradigm, the type and design of the research, the population, sample, the theoretical and empirical methods used, as well as the techniques for the processing of data which will lead to content analysis to finish with the variables of the study and the increase in student participation.

2.1 Paradigm and type of research.

Según Gonzáles (2018), citando a Hurtado & Toro (1997), “un paradigma de investigación es una concepción del objeto de estudio de una ciencia, de los problemas para estudiar, de la naturaleza de sus métodos y de la forma de explicar, interpretar o comprender los resultados de la investigación realizada”.

The paradigm to be used for this research is qualitative, the interaction between the researcher and the investigated group allows modifying social structures, since this model is inductive and follows a flexible research design. “Las técnicas cualitativas, en consecuencia, nos proporcionan una mayor profundidad en la respuesta y así una mayor comprensión del fenómeno estudiado” (Pantoja, 2017, pág. 276).

2.2. Design of the research.

El diseño de investigación puede ser experimental, como es el caso que compete a este trabajo, en el cual, según Alonso et al. (2020) en su trabajo de métodos de investigación de enfoque experimental, expone que el investigador manipula una o más variables de estudio, para controlar el aumento o disminución de esas variables y su efecto en las conductas observadas (pág. 5).

Así mismo, Agudelo et al. (2018), points out, In the social sciences, the field of application of experimental designs is limited. It is usually used in educational research and teaching to evaluate academic processes, for example, in the validation of didactic materials such as teaching methods, texts, school environments, etc. All this in small teams and in test contexts.

As in the case of the first-year high school students who are the object of study and to whom didactic materials will be applied to teach learning the pronunciation of regular verbs of the English language. “Un experimento es una investigación en la cual el investigador manipula y controla una o más variables independientes y observa la o las variables dependientes para medir las variaciones concomitantes” (Agudelo et al., 2018, pág. 2). That is, it is research where we do not intentionally vary the independent variables. What we do in non-experimental research is to observe phenomena as they occur in their natural context, and then analyze them.

On the other hand, non-experimental research is the one that will be carried out in this work, as indicated by Alonso et al. (2020), “hace referencia al estudio que no presenta manipulación de los fenómenos” (pág. 39). This means, it is research that is shown in its natural state. What we do in non-experimental research is to observe phenomena in their natural context, and then to analyze them, and then to analyze them. Como señala Kerlinger (1979, p.116). "La investigación no experimental o ex post facto es cualquier investigación en la que resulta imposible manipular variables o asignar aleatoriamente a los sujetos o a las condiciones".

In non-experimental research, the researcher cannot control these variables, he cannot influence them because they have already happened, as well as their effects. To

carry out the research, an approach was made with the authorities of the educational unit to explain its importance “Posteriormente se aplicaron las actividades mediante el uso del podcast para la comprensión auditiva en el idioma inglés en un periodo de ocho semanas para finalmente aplicar la encuesta” (Ruiz, E., & Moyota, P., 2018, pág. 138).

2.3. Population and sample.

This research was carried out at the baccalaureate high school “Simón Bolívar”, located on avenue Bolívar Madero Vargas, in the parish of Puerto Bolívar, Canton Machala; with the authorization of its chancellor, Eng. Marlon Cordova, Mgs. (ANNEX 1), the chosen population are the students of baccalaureate high school “Simón Bolívar”, and will be taken as a sample with a total of 30 students, represented in the first year of high school, who need to learn and pass the subject for their exit profile and possibly have an intermediate knowledge of English, phonetics and phonology.

2.4. Research methods.

The object of study is to analyze how didactic materials can be applied to teach and learn the pronunciation of regular verbs of the English language in first year high school students. “Método es el camino que hay que seguir para acceder al análisis de los distintos objetos que se pretenden investigar” (Pantoja, 2017, pág. 275). For which the theoretical and empirical methods proposed for this research will be specified below.

The methodology to be used will have a qualitative approach and through observation research instruments and interviews, the effectiveness of the applied procedures and their corresponding results will be determined.

2.4.1. Theoretical methods.

The word method comes from the Greek word meta: towards, along; and modos which means way, so it can be deduced that method means the most adequate way to achieve an end.

Theoretical approaches fulfil important cognitive functions because they allow exploring conceptual explanations of experimental data. Thus, in theoretical construction and development, theoretical methods create external phenomena and features beyond reality, clarify the truth, and thoroughly investigate the conditions of the relationship between nature and nature. Basic properties and properties of processes do not exist. (García Dihigo y Cisnero Gutiérrez, 2005), citado por (Quesada, A., y Medina, A., 2020).

- **Historical-Logical Method**

This method, it was possible to inquire about the historical trajectory of the subject in question, in this case the teaching-learning of the pronunciation of regular verbs in English. The analysis as a theoretical method in this research will serve as a guide to discover the reason why the students do not pronounce the regular verbs correctly in the past, the analysis as a method will lead to obtain ideologies about the causes that cause said problem. On the other hand, the synthesis is found that will provide relevant characteristics to explain what factors make up the represented phenomenon.

- **Systematic method**

This method is focused on the organization and development of the knowledge that was launched during the planning of the resource that was used in the field of action. The

systematic approach served as a guide for the support of the research project on improving the pronunciation of regular verbs in English.

- **Analytical-Synthetic Method**

The analysis as a theoretical method in this research served as a guide to discover the reason why the students do not pronounce the regular verbs correctly, the analysis led to obtain ideologies about the causes that cause said problem. On the other hand, the synthesis is found to provide relevant characteristics to explain what factors make up the represented phenomenon.

2.4.2. Empirical methods.

In most studies, theoretical and practical knowledge are used together, although some areas, such as pure mathematics, are only theoretical. The empirical method involves observing, measuring and experiencing the facts that people want to know. The observation and the interview will be the empirical methods of this research. For your choice, essential concepts have been thought about to obtain very good information.

Through participatory observation, it will guide the presentation of the object's behavior in its environment, in this case, how students react by not being able to develop their pronunciation well in activities with regular verbs, with the same obtaining of data through a guide of observation for this research. The interview will be the bridge to obtain information in a natural state, that is, answers in a pure way and form.

- **Participant observation**

The observation implemented implies that the researcher gets involved with the participants in a way that allows the interaction and participation to be known, since the observation sheet seeks to obtain probable data and valid results.

- **Student Interview**

The aim of knowing in depth how they perceive the learning process of the English language, a small structured interview was conducted with simple questions to the student that allows the collection of data that will later be triangulated.

- **Teacher Interview**

In order to know a little more about the teaching-learning process of the English language, focused specifically on the development of the pronunciation of regular verbs in English, a small structured interview with objective questions was carried out to the teacher, who was helpful for data collection.

2.5. Data Processing Techniques.

Once the data collection is completed, we proceed to the corresponding analysis and give way to the understanding of the variable to be investigated. The following is a detail of the technique used.

2.5.1. Content Analysis.

To carry out a research work it is necessary to carry out a methodical development that allows the adequate achievement of the proposed objectives, as well as a participant observation guide, which was applied at the beginning of the research to know the current state of the object of research in order to project with those bases what to work on to show

an improvement, interviews with the English teacher, which served to know the factors that could be affecting the learning process of the students in the articulation of speech (pronunciation) and interviews with the students, which allowed to know the perspectives that the students have about the teaching of the language and what they expect to learn with the subject.

The pressure of the scientific problem and the research methods appropriate to the type of work are essential for the solvency of the study. Therefore, each study uses an empirical strategy that is considered most appropriate according to the conceptual model on which it is based. Point out Pérez Serrano (1994), designing a guiding strategy without a prior conceptual model would lead to possibly inaccurate interpretation and analysis of data.

“En este sentido y con el objeto de generar una propuesta teórica y metodológica que permita ayudar a la identificación de una orientación intelectual o temática de un medio de difusión académico, desde una perspectiva cualitativa de análisis de contenido temático” (Díaz, 2018, pág. 122), the document of this research is mainly designed with chapters such as a bibliographical qualification of the research, showing the origin, to study the high quality, up to the qualitative research approach while discussing the emergence of mixed methods, to finish theoretically with the thematic content analysis.

2.6. Dealing with analysis unit in research study.

This research work is qualitative in nature, therefore, we worked with units of analysis". On some occasions, the units of analysis or meaning do not clearly generate categories. Therefore, it is customary to create the category "other" ("various",

"miscellaneous"). Estas unidades son colocadas en dicha categoría, junto con otras difíciles de clasificar. (Sampieri, 2014).

In this research worked with the analysis unit: The pronunciation of regular verbs in English. To which a definition will be given in order to take the categories from there. Category is defined as concepts, ideas, relevant facts and experiences in order to give them meaning. (Sampieri, 2014). For this research, the podcast system is proposed as a primary didactic resource for the improvement of the pronunciation of regular verbs in the students of the first year of high school of the “Simon Bolivar” school in the year 2022. “El Enfoque Comunicativo sostiene que los errores, incluidos los de pronunciación, forman parte del proceso de adquisición y desaparecen a medida que la competencia fónica del aprendiente progresa; más bien pone énfasis a la fluidez.” (Lucia Amparo Quispe Baltazar, 2017)

The number and types of podcasts is increasing every day, due to the fact that, in general terms, they have great potential, such as accessibility, freedom of production and ease of distribution. “Los podcasts se han convertido en una importante herramienta tecnológica en el ámbito educativo, y, muy específicamente, en una forma innovadora de enseñar y aprender idiomas extranjeros” (Borja-Torresano et al., 2020, pág. 299).

One of the most important things any teacher must do is to choose the materials to use in the classroom. “su selección es consecuencia directa del concepto que tenga de educación, de su grado de formación como profesional y de su nivel de compromiso personal con la docencia y sobre todo con la sociedad” (Chang, 2017). It is important to facilitate the use of the materials that will be the protagonists of the new learning and reflect the topics that really matter and may coincide with the needs and motivations of your students.

2.7. Dealing with the analysis unit pronunciation of regular verbs in English.

Table 1: Working with the unit of analysis pronunciation of regular verbs in English

Definition

(Iruela, 2007), citado por (Lucia Amparo Quispe Baltazar, 2017)

indica que la pronunciación es el —soporte de la lengua oral, tanto en su producción como en su percepción, lo que hace que otorgue inteligibilidad a la producción oral del aprendiente y le facilite la comprensión auditiva.

Analysis unit	Categories	Definitions	Questions
<p align="center">Pronunciation of regular verbs</p>	<p align="center">Oral intelligibility</p>	<p>It is defined as the alteration of the speech and therefore the phonic sounds that are produced at the time of oral communication in order to fulfill the process of effective communication of the English language, so that it can be expressed without fear what you want to convey.</p>	<ul style="list-style-type: none"> • Does the student use the language to communicate in class? • Do the student use basic communication procedures to express him/herself in English? • Does the student describe what things look like? • Is the student able to express ideas about him/herself using the language and conjugating verbs? • Does the student recognize the pronunciation

			<p>of English verbs?</p> <ul style="list-style-type: none">• Does the student know the phonetic classification of regular verbs?• Does the student demonstrate confidence in expressing ideas in class?
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	Fluency	It is defined as the agility that exists to express ideas, messages, associated with the transmission of information.	<ul style="list-style-type: none"> • Does the student express ideas clearly and at the appropriate speed? • Does the student demonstrate facility in conveying ideas?
	Listening comprehension	It refers to the understanding and interpretation of what is heard. Sound variations lead you to go through a process of decoding the message.	<ul style="list-style-type: none"> • Does the student understand the instructions given by the teacher? • Does the student understand participate in information sharing activities with peers?

	<p>Oral articulation</p>	<p>The oral articulation is the buccal muscle where sounds are produced to produce speech in such a way that a message can be transmitted. .</p>	<ul style="list-style-type: none"> • Do students vocalize English verbs well? • Do they know the phonic sounds of consonants in English to produce the correct sound for the pronunciation of verbs?
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2.8. Categories representation within the tools managed.

When considering that the reliability of a research instrument is the capacity to obtain measurements that correspond to the reality that is intended to be known. An instrument is reliable if the data obtained are the same when applied to the same subjects on two different occasions. For this case, the research instruments used are direct observation and interviews with students to determine the level of mastery of regular verbs in English.

According to Hernández (2018), in qualitative research, the sample initially presented may differ from the final sample. Cases that have not been considered may complement or exclude other cases that are considered. Choosing a context, case or unit will help us to deepen our understanding and learn from the phenomenon.

This background it will be possible to understand: Understanding: Details, meanings, actors, information, experiences, relationships, and context. Thus, a specific technique will be used with a defined purpose and in accordance with the evolution of events.

Homogeneous samples will be used for this research, “ya que las unidades que se van a seleccionar poseen un mismo perfil o características, o bien comparten rasgos similares. Su propósito es centrarse en el tema por investigar o resaltar situaciones, procesos o episodios en un grupo social” (Hernández, 2018, pág. 431).

Categories	Participant Observation	Student Interview	Teacher Interview	Analysis
Oral intangibility	Statement 1 / Unit of Analysis 1			<ol style="list-style-type: none"> 1. The student always uses the English language to communicate in class including regular verbs. 2. Student sometimes uses the English language to communicate in class including regular verbs. 3. Student rarely uses the English language to communicate in class and does not include regular verbs.
Fluency	Statement 2 / Unit of Analysis 1			<ol style="list-style-type: none"> 1. The student always expresses his/her ideas clearly and at the appropriate speed. 2. Student sometimes expresses ideas clearly and at the appropriate speed. 3. The student rarely expresses her ideas clearly and at the right speed.
Listening comprehension	Statement 3 / Unit of Analysis 1			<ol style="list-style-type: none"> 1. The student is always able to understand the teacher's instructions given in English.

		<p>2. Student is sometimes able to understand the teacher's instructions given in English.</p> <p>3. Student is rarely able to understand the teacher's instructions given in English.</p>
Oral articulation	Statement 4 / Unit of Analysis 1	<p>1. The student always vocalizes regular English verbs well in all their forms.</p> <p>2. Student sometimes vocalizes regular English verbs well in all forms.</p> <p>3. Student rarely vocalizes English regular verbs well in all forms.</p>

Table 2 : Representation of the categories with the instruments used

CHAPTER 3: SYSTEM OF ACTIVITIES BASED ON THE APPLICATION OF DIDACTIC MATERIALS.

This chapter presents the design of the system of didactic activities projected through the implementation of "podcasts" in English classes, developed as an intervention proposal to improve the pronunciation of regular verbs in English in first-year BGU students of the high school "Simón Bolívar" the system of activities will be planned for a unit of study, divided into 4 demonstrative classes describing the topics of each of the classes specifying the important aspects of planning.

2.8 Theoretical foundation of a system of didactic activities based on the use of "podcasts" to improve the pronunciation of regular verbs in first-year high school students.

The teaching of the English language requires professionals who specialize, to form the cognitive and linguistic skills of the language, which must guarantee the full development of the communicative skills of the English language, whose purpose is to reach a stable level of communicative competence, thus experiencing the implementation of auditory resources, as it is the first stage of speech production, vocal articulation and oral expression, thus obtaining a significant contribution in improving pronunciation and an innovative learning system for students to show confidence when educating themselves with topics of English grammar.

The teaching-learning process of the English language is linked to new technologies that seek to improve or implement components that help strengthen it from the didactic point of view. Technology is a tool that has been deeply integrated into the educational field, allowing teachers to plan their classes in the simplest and most effective way, integrating innovation and novelty into classes.

As a teaching resource, podcasts make it easier for students to access various applications and auditory content platforms designed to be used to improve the difficulties that students encounter throughout the English language teaching-learning process and provide the necessary help. to improve the pronunciation of regular verbs in English. “El podcasting constituye una nueva forma de construir, generar y gestionar conocimiento a partir del trabajo colaborativo y en red” (TrujilloTorres, 2011)

This research presents a system of didactic activities with the use of podcasts to improve pronunciation in English. A system of didactic activities is defined as a set of educational tasks planned in an orderly manner, introducing the application of didactic resources, so its main objective is to cause a noticeable change in the academic process and promote good knowledge practices.

The proposed didactic system, as indicated by (Cardoso, 2011, pág. 3)es “un resultado científico en la medida que su objetivo sea contribuir al perfeccionamiento del proceso de enseñanza-aprendizaje, principalmente dentro de la clase u otras de sus formas organizativas”.The didactic activity systems guarantee a better learning, because this proposes to solve certain difficulties that arise in the teaching process, this would be a very good solution to achieve the objectives proposed by the classes, thus demonstrating effectiveness and contribution to the educational system.

A system of activities is closely related in such a way that they can establish or form units of study, thus allowing to successfully complete the proposed objectives and provide a solution to the problem presented by the application of the proposed system of activities.(LE, 2006).

Based on what was previously stated, the system of didactic activities based on the implementation of the podcasts of this research work is defined as a set of didactic activities using the auditory files to improve the pronunciation in the students, thus facilitating the student. A different way of learning and communicative training of the English language.

The use of podcasts as a didactic resource adopts a great variety of themes of an auditory nature, which is a relevant characteristic to produce oral expression. This characteristic makes the use of podcasts a didactic resource related to the object of this research, to improve the pronunciation of students. The proper use of podcasts must be guided by the teacher to provide students with varied and innovative learning sources, (Grisolía, 2010). Los recursos didácticos son todos aquellos medios empleados por el docente para apoyar, complementar, acompañar o evaluar el proceso educativo que dirige u orienta.

2.9 Pedagogical foundations of the system of didactic activities based on the use of "podcasts" to improve the pronunciation of regular verbs in first-year high school students.

The internet has many educational tools, with didactic value, which can be used in classes, allowing the use of resources that make classes more fun, since technology makes it easier for people to carry out activities in a simpler and more creative way.

The system of didactic activities proposed by this research adopts a constructivist approach from the pedagogical point of view, this is because each student will have the opportunity to learn from their cognitive comfort, that is, to let the students mold their learning and, on those students, can experiment and explore new sources of knowledge.

When constructivism is linked to education, the main problem is that the approach is understood to give students the freedom to learn at their own pace; it often implicitly assumes that the teacher is not involved in the process but simply provides information, then asks students to use the proposed material and draw conclusions, or what some teachers call knowledge construction. (Granja, 2015).

Each student has their own learning style. Most of students learn by seeing and others by listening; For this, audio and video podcasts have been implemented, showing mp3 files or short videos with topics of social and educational interest, in many languages, in which students can play them from the comfort of their mobile device and select educational content that help them reinforce certain topics that they did not understand in class or these podcasts also serve as self-education for students who want to improve and perfect their English language skills. The correct pronunciation of the English language is a bit difficult to acquire in its entirety in educational centers, this is due to the lack of enrichment of didactic resources for English classes, so podcasts allow you to imitate the sounds of words in English and as a result, an approximation to achieving communicative stability is obtained.

The constructivist theory or method is present when the environment provides the student with educational tools and the student develops their intellectual capacities and their participation is active. “Se puede pensar en dicho proceso como una interacción dialéctica entre los conocimientos del docente y los del estudiante, que entran en discusión, oposición y diálogo, para llevar a una síntesis productiva y significativa: el aprendizaje.” (Granja, 2015, pág. 97)

In this investigative work, it has been considered to base the system of didactic activities on the imitation of sounds, after listening on several occasions to the topics selected by the teachers. Subsequently, thanks to constant practice, the student manages to memorize what was previously heard and seen to use it in an external educational and social context.

The new ways of learning are directly connected to modern technology and revolve around it, showing that teaching is better using digital didactic materials on various platforms that make the student learn and practice the language, demonstrating ability to participate in digital activities.

3. Technological foundations of the system of didactic activities using *podcasts*.

Nowadays, the technological era is projected and influential in people's lives in an extraordinary way, it has globalized and modernized the world, it is the tool that accompanies society in its day to day facilitating many actions at a time in an organized and effective way, of course in education is even more indispensable so much so that improving teaching practice in educational institutions. (Barcos, 2016).

In particular, technology in education accelerates the teaching-learning process because it provides many web pages that teachers can use as resources to make their classes more didactic, for this reason it was decided to create a system of didactic activities using podcasts and thus improve the pronunciation of students. los recursos didácticos que ofrece la internet aportan con magnificas oportunidades para el dominio y desarrollo de las habilidades comunicativas del inglés tanto

productivas como receptivas tales como, comprensión lectora, auditiva, escrita y expresión oral del idioma inglés. (Barcos, 2016).

The system of didactic activities is based on the use of podcasts, it was chosen for the high academic value it possesses, and even more if it is in the teaching of languages, in this case English, it is a new resource that has gained volume in the educational field.

According to (Field, 2014) point out that the podcasts. It is a very innovative and modern source of knowledge, recently globalized, in education has taken ground proving to be very effective for teachers to implement in their classes giving them a plus to the classes, with the application of these files will generate a changing environment and adaptable to any educational and social situation.

Podcasts are a series of audios recorded and transmitted online, they are in mp3 and mp4 format, they can be played thanks to internet connectivity, but they can also be downloaded to be used without internet connection. They are made in interview mode with people from different parts of the world, in many languages with a variety of content, but the most interesting to develop activities with students are the podcasts that are to teach English where the student has the opportunity to listen and differentiate the many accents of English speaking, native speakers of the language, they can also learn many topics of the English language such as: vocabulary, grammar, psychology, history, comics, sports, among others.

The vocabulary section in the podcasts is very complete content to learn, because not only does it make them known, but also exemplifies them in real situations, that is, situations that are easy for the learner to remember and be able to use them at any time or in any situation like the one presented in the lesson. The

creators of podcasts that are dedicated to teaching content to teach general English vocabulary, consider this part of the language essential and fundamental to develop the ability to speak and with it the correct pronunciation.

For many years, vocabulary teaching and learning has been the least appreciated aspect of foreign language courses, perhaps due to the misconception that the structural requirements of a language are the most important, which makes this aspect become discipline. (Mosquera, 2011).

On the other hand, the podcast has episodes for the study of grammar, in large quantity and in full to explain all the English grammar, here the student can select the content of what is your need to learn or reinforce and can be explained by the authors of podcasts, for the explanation of grammar the authors use situations of interviews or dialogues with other people to share and present a reality of how to use the contents that make up grammar in them we find:

- Verb tenses
- Modal verbs
- Regular and irregular verbs
- Parts of speech, these are known as (part of speech).
- Homophonous words
- Conjunctions, etc.

These grammar contents are explained in the simplest way possible so that listeners can understand the content exposed, there are many episodes that explain the same content or subject matter, but with the novelty that this episode is recorded by English speakers but

British, that is where learning becomes interesting and challenging. This is due to the dialect and accent of the native English speaker.

El desarrollo gramatical del idioma inglés en los estudiantes, proporciona la precisión en el uso de la lengua, es por ello, el interés de los autores de este trabajo enfocar el adecuado uso de las estructuras gramaticales hacia el desarrollo de la escritura en el idioma inglés. (Robles, 2020, pág. 186).

It is important to recognize that the internet is the most complete technological tool and the best ally of teachers, because it allows them to find countless virtual activities to capture the attention of students, podcasts can be found in different mobile applications such as; Google podcast, Amazon music, Apple podcast, you tube music, etc. which will allow the student to use them at any time, both in the classroom to support English classes and in out-of-class activities to train and develop their language skills.

The location of podcasts is very simple, since there are specific search engines for this type of files, both in English (google, indiepodder.org, podcast.net, podcast 411, Podcast Alley, etc.) and in Spanish (hispanocast, podcast-es, podcastellano, etc.) where they are classified by topic. (Ramos García & Caurcel Cara, 2011).

3.1 Functional structure of the system of didactic activities based on the use of "podcasts".

- **Components that integrate the system of didactic activities.**

a) Non-personal components

Purpose: The question "what is the purpose of teaching" is the one that indicates that it is necessary to establish objectives to be achieved in order to culminate the educational process.

Contents: What to teach, this is an important aspect of the matrix, since it is necessary to choose the correct contents to be able to teach, always adapting the topics according to the established objectives so as not to fall into situations of lack of knowledge, it is here where teachers plan their classes and organize the information by units, modules, or blocks.

Sequencing: When teaching, it is essential for a teacher to know the stages of learning that a student goes through to know when to appropriate the subject matter to the students.

Methods: How to teach, a very important and arduous aspect to handle, but here the teacher will adapt the way to reach his students, using tools, strategies, techniques to teach and thus having the basis of learning and thus define how students learn.

Resources: What to teach with: Here the teacher indicates which traditional or technological tools will serve as a bridge to transmit the information or content to be taught; this component is the one we want to work on a lot, so traditional resources are still gaining ground while the educational environment is advancing with new tools facilitating the teacher's work and continues to work in a monotonous way.

Technique: It is focused on how the chosen resources are used in the process to meet the objectives set, which are part of an overall process. According to (Parra M, 2019, pág. 23), señalan lo siguiente: Son actividades secuenciadas, ordenadas y

planificadas, caminos que el docente elige para facilitar la comprensión de determinados temas, permitiendo que el aprendizaje sea más efectivo. Toda estrategia debe poseer un objetivo a alcanzar; por tanto, deben estar sujetas a contenidos por estudiar.

Evaluation: what was achieved arises as a question, this factor the teacher would realize if the students learned what was proposed, if the goal or objective of classes was achieved, the evaluation is the process of constructive criticism by which the environment assesses things either quantitatively or qualitatively.

b) Personal components

Currently, the role played by the teacher and the student has evolved, due to the transformations that the educational process has received over time. These changes have been produced by the presence of innovation in the process of cognitive acquisition, from transmitting pedagogical competencies to awakening the subject's capacity to construct his own knowledge.

- **Teacher's role**

The teacher today is no longer presented as the source of absolute knowledge, but becomes a guide to learning, this is due to the initiative, presents the theme of the class and the activities to be developed. Being a teacher also means being in constant learning, due to the advances that occur in the educational environment and must be pending to them.

The teacher's duty is to convert, stratify, innovate, modernize and create new ways of knowledge, so the implementation of didactic resources podcasts the teacher can develop the English language skills, which are productive as speaking

and writing and receptive as listening and reading; The English teacher will have in his hands a very complete resource with a wealth of content to teach and support his classes, that is, if the teacher wants to work on the receptive skills of English, using podcasts can play one of these files with the topic to be discussed in class and in turn download the script of the dialogue so that students between the lines are supported and can understand the essence of the podcasts.

On the other hand, the educator can improve speaking and writing in English using the podcasts, develop sound imitation and correct pronunciation activities, the podcast is chosen with the appropriate instructions on how to stick to the accent of the English language and students while listening can make notes of what they hear and obtain formality in their multimodal learning. “la utilización de podcast tanto en clase como fuera de ella favorece el aprendizaje autónomo y significativo” (Ramos García & Caurcel Cara, 2011, pág. 153)

- **Student’s role**

Nowadays, the role of the student is to be the protagonist of his own learning; the tasks, activities and actions taken by the teacher must be focused on the student's active development while he learns.

The proposal of this research focuses on the student to improve their English language proficiency through the use of one of the most modern resources such as podcasts, with these mp3 files and very recently in mp4 format, students can learn in a fun, entertaining, easy and comfortable way.

Learning with podcasts is entertaining, because the people who are dedicated to the creation of these files, use a natural and harmonious language, i.e. they are subject to the realities of everyday life that in their transmissions they

usually rely on the fun of the comic and jokes to share their knowledge, they also use the fictional and fantastic as stories, movies, animated series, fables, etc., to recreate a scene where they show knowledge and provide it to their listeners and viewers.

Podcasts are easy to obtain, thanks to the advancement of technology, everyone has electronic devices that can be accessed from their smartphones or smart devices, giving students the opportunity to take ownership of their learning and educational development that all teachers expect from their students. The didactic resource of podcasts allows students to stand out and become the generation with more opportunities within their educational or academic environment.

Forms of implementation

The form of implementation refers to the way in which it was carried out through the reinforcement classes. Due to the virtual modality in which we work, the class has a duration of 30 minutes for one week. The students join a call made in the Microsoft Teams application where the topic is explained, and activities are carried out so that the students can better understand. Once the class is explained, some activities are explained to verify that the students understood the class.

The system of didactic activities is implemented in a unit of study, divided into 4 weeks of classes, where the classes will have fun didactic materials and with them podcasts and above all generate learning in an active way, that is, forming their pronunciation through these video and audio files such as podcasts, videos found on the internet and applications for mobile devices.

3.2 Description of the application of the system of didactic activities that are applied with the implementation of podcasts.

At this point the planning of the classes and the activities that were developed using different platforms and applications available on the web to use the podcasts, the demonstrative classes were conducted with the students of the first year of BGU of the high school "Simon Bolivar", on Wednesdays 5, 12, 19 and 26 January 2022. It is important to indicate that the activities described are the classes designed for students to reinforce the topic previously seen but now with this new resource.

- **Class 1:**

Topic: *Regular verbs voice and voiceless sound.*

Objective: To recognize the sonorous and non-sonorous sounds of regular verbs by listening to podcasts.

Class duration: 30 minutes.

- **Class introduction: 10 minutes**

Warm up

Presentation of the new class

- **Class development: 15 minutes**

Explanation of the subject and exercises

- **Conclusion of the class: 10 minutes**

Closing activities: 10 minutes

Resources:

- Slides power point
- worksheets
- Images
- Spotify-Podcasts
- Flashcards
- You tube music -podcast

Description of the system of didactic activities.

Activity 1:

- The teacher tells the students which are the sonorous and non-sonorous sounds of regular verbs in English.
- The teacher explains to the students a mouth articulation exercise, which consists of putting the fingertips on the students' throats so that they can check if their mouths vibrate when pronouncing certain sounding verbs in the same way with verbs that are sonorous.
- Students test whether their vocal cords vibrate when pronouncing certain sounding verbs in the same way with verbs that are sounding.

Activity 2:

- Students listen to a recording played by the teacher with voiced and voiceless verbs.
- The teacher explains to the students that they should place on a diagram the voiced and voiceless verbs according to the audio played.

Evaluation: Students participate in the virtual platform activity:

<https://wordwall.net/es/resource/28319386/regular-verbs-voiced-an-voiceless-sounds>

Students will then be able to recognize the voiced and voiceless sounds of regular verbs for better pronunciation when using them in real-life situations and classifying them.

- **Class 2:**

Topic: Regular verbs ED ending pronunciation.

Objective: To classify the phonic sounds of ED by listening to a podcast to improve pronunciation.

Class duration: 30 minutes.

- **Class introduction: 10 minutes**

Warm up

Presentation of the new class

- **Class development: 15 minutes**

Explanation of the subject and exercises

- **Conclusion of the class: 10 minutes**

Closing activities: 10 minutes

Resources:

- Slides power point
- worksheets
- Images
- Spotify-Podcasts
- You tube music -podcast

Description of the system of didactic activities.

Activity 1:

- The teacher provides tips for students to remember the phonological rule for correctly pronouncing ED of regular verbs.
- The teacher presents a short video about regular verbs with ED.
<https://www.youtube.com/watch?v=zkuA05gZc3c>
- Teacher pronounces regular verbs with ED according to the grammatical rule and then students repeat.
- Teacher plays a podcast about regular verbs and the rules of their classification, where students must listen to the correct classification and pronunciation.

Activity 2:

- The teacher instructs students to participate in the practice activity to test their learning.
- Students go to the web page called "wordwall" and perform the activity.
<https://wordwall.net/es/resource/27624382/regular-verbs>
- Students capture their scores after completing the game and share them in class to socialize.

Evaluation:

Students will be able to identify the rules for the pronunciation of the past tense ED of regular verbs with voiced and voiceless sounds for better pronunciation when using it in real situations and classification of the same.

- **Class 3:**

Topic: Regular verbs s/z/iz/ ending pronunciation.

Objective: To correctly pronounce the /S/ ending in the 3 S/Z/IZ/ rules of regular verbs.

Class duration: 30 minutes.

- **Class introduction: 10 minutes**

Warm up

Presentation of the new class

- **Class development: 15 minutes**

Explanation of the subject and exercises

- **Conclusion of the class: 10 minutes**

Closing activities: 10 minutes

Resources:

- Slides power point
- worksheets
- Images
- Spotify-Podcasts
- You tube music -podcast

Activity 1:

- The teacher guides the students on the ways to pronounce the /s/ sound.
- Students ask the teacher for tips on how to identify the 3 ways to pronounce the /s/ sound.

- Students watch a video explaining the topic

<https://www.youtube.com/watch?v=yzwt286SqZI>

- The teacher explains how the practice will be developed on the projected slide which will play a podcast and the students must listen and according to what they hear they place the verbs in the diagram presented.
- The teacher asks the students which the correct pronunciation is to be placed in the diagram.

Activity 2:

- Students place as heard on the S sound classification chart in regular verbs.

Evaluation:

Students test their learning through the following web-based activity:

<https://wordwall.net/es/resource/1502936/re250%D0%BF%D1%80%D0%BE%D0%B8%D0%B7%D0%BD%D0%BE%D1%88%D0%B5%D0%BD%D0%B8%D0%B5-%D0%BE%D0%BA%D0%BE%D0%BD%D1%87%D0%B0%D0%BD%D0%B8%D0%B>

[9-sziz](#). In turn, they will be able to pronounce the S-ending correctly, in its three phonic pronunciations, and the same grammar will help them to pronounce the plural words of English words.

- **Class 4:**

Topic: Regular verbs syllable stress.

Objective: To identify the words with greater voice strength recognizing if they belong to regular verbs or nouns in English by listening to audios for correct pronunciation.

Class duration: 30 minutes.

- **Class introduction: 10 minutes**

Warm up

Presentation of the new class

- **Class development: 15 minutes**

Explanation of the subject and exercises

- **Conclusion of the class: 10 minutes**

Closing activities: 10 minutes

Resources:

- Slides power point
- worksheets
- Images
- Spotify-Podcasts

Activity 1:

- The teacher instructs the students on the basic concepts related to word stress.
- The teacher asks the students to define in their own words what *word stress* is.
- Students respond to questions posed by the teacher.
- The teacher guides the students to perform a practice activity. The projected *power piont* has a table with two columns, the first one contains English nouns and the second one contains regular verbs. The teacher plays *recording* where the given words are pronounced.

Activity 2:

- The student must join with lines the correct if it was a verb with the figure that shows intonation in any of the syllables of the word according to what he/she heard.

Evaluation:

Students will be able to recognize and differentiate whether the given words are regular nouns or verbs by familiarizing themselves with the pronunciation of the words.

CHAPTER 4: DESCRIPTION OF THE RESULTS OF THE APPLICATION OF THE SYSTEM OF DIDACTIC ACTIVITIES.

Once obtained the results of this research, where the unit of analysis studied was the improvement of the pronunciation of regular verbs in English, we proceed to analyze and synthesize the effectiveness of the implementation of the design of the system of didactic activities in students of the first BGU of the high school "Simon Bolivar".

3.3 Results of the application of the system of didactic activities based on the use of podcasts.

After the initial diagnosis, it was found that one of the difficulties is the intermittency that students have with L1 and L2 in oral expression, that is, they do not know the correct pronunciation of regular verbs and pronunciation as they read, so the oral articulation in the students is unstable, this is due to the lack of practice and ear training for students to vocalize in a proper way. Another factor is the lack of didactic materials for the development of the classes, the only didactic resource they use is the book and the skill that they are having difficulty with is speaking and this needs more than just the book.

In order to solve these difficulties, a system of didactic activities was elaborated using the podcast didactic resource, which in manifestation of academic reinforcement classes and were taught based on the improvement of the pronunciation of regular verbs in English. On the Internet there is a great variety of sites to search for podcasts on the Internet and to learn English, these in turn motivate the student to learn and to participate in the activities to carry out the classes.

3.3.1 Explanation of the effectiveness of the system of didactic activities.

This section details the results obtained after the application of the system of activities in the high school "Simón Bolívar" with the students of the first year of BGU parallel "A", which was applied for four weeks, every Wednesday from January 5th to 26th, 2022.

- **Results and discussion of the application**

Class 1: Regular Verbs - Voice and Voiceless sounds.

This class was held on Wednesday, January 5th with a duration of 30 minutes in which the topic of regular verbs voice and voiceless sounds was covered.

During the time of the first class we began by introducing a small dynamic as a preparation for the topic to be studied called "Simon says", to explain what podcasts are, after the dynamic we presented the topic of regular verbs that is detailed in the lesson plan, (ANNEX 5) before continuing we performed an exercise of oral articulation, (ANNEX 9) which consisted of placing the fingertips on the throat and see if the vocal cords vibrated or not, then with the help of a Power Point presentation where it was explained (ANNEX 10) about the topic and how the regular verbs voice and voiceless work. Then the function of the voice and voiceless part was explained and how they sound at the time of the corresponding pronunciation, where the student's asked questions about what they did not understand about the topic.

After the class it was explained in which situations the words are voice and voiceless through examples of the same. In order for the students to have a better understanding, an activity was carried out that consisted of listening to a podcast where

regular verbs with and without sound were presented and the students located images (ANNEX 11) depending on whether the sounds represented in the images are voice or voiceless.

At the end of the class the students completed the activity demonstrating how to identify regular verbs and when they are voice and voiceless, then we thanked the teacher and the students to end the first class of the day.

Class 2: Regular verbs ED ending pronunciation sounds

This class was held on Wednesday, January 12 with a duration of 30 minutes in which we covered the topic of regular verbs ED ending pronunciation sounds detailed in the lesson plan (ANNEX 6). We learned how regular verbs ending in -ed are pronounced and what their phonic sound is. Examples of words ending in -ed and their correct pronunciation were shown using a podcast in mp4 format on you tube (ANNEX 12) of sounds where students could listen and learn how to pronounce them. In addition, exercises were carried out on the "Wordwall" platform (ANNEX 13) where students repeated the words in English to verify what they had learned.

At the end there was an activity where the students had words ending in -ed and they had to identify their phonic sound and put them together. The students were able to identify the sounds and put the words together correctly, after which we gave some recommendations, thanked the teacher and ended the class for the day.

Class 3: Regular verbs Pronunciation of S

In this class held on Wednesday, January 19, detailed in the lesson plan (ANNEX 7) and lasting 30 minutes, students learned about the regular verbs' pronunciation of S and the

sounds that were made in each section such as /S/ which are voiceless sounds or *voiceless*, /Z/ which represent voiced sounds or *voiced* and /IZ/ which represents the sibilant sounds. With the help of a power point (ANNEX 14) the students were introduced to the different rules and the sound of each one at the time of pronunciation. After this, a podcast mp4 on the topic (ANNEX 15) was presented with some examples of each section and the students repeated each word pronouncing it correctly and in chorus.

Finally, we proceeded to perform an activity on the Wordwall platform (ANNEX 16) where students had different words in a box and had to take each one and place it in its respective phonic sound such as /S/ /Z/ /IZ/ and through constant pronunciation students were able to identify the sounds and place them in their respective places. Then the respective recommendations were given to the students, and we thanked the teacher to end the class that day.

Class 4: Regular Verbs with word stress

In this class held on Wednesday, January 26, detailed in the lesson plan (ANNEX 8) and with a duration of 30 minutes, students learned about the verbs with word stress through a power point (ANNEX 17) where students were given the meaning of these words and how stress or more force of pronunciation affects them either by changing how they are pronounced or their meaning. In addition, they were shown different examples where the word stress is presented, and they were made to practice the pronunciation of the word.

To culminate, once presented examples, demonstrated how to pronounce, and having tested the pronunciation of students through repetition we proceeded to perform an activity where students had nouns and verbs with different stress in the words and they

should join in the graph which was the one that represented the sound, detailed in (ANNEX 18). After performing this activity, which the students were able to answer successfully, we proceeded to thank the teacher and students to end the class.

- **Teacher's opinions on the application of the system of didactic activities.**

After the system of activities was introduced in the "Simón Bolívar" high school for the first year BGU students, the teacher's opinion on the intervention proposal and its contribution to the development of the English language in the students was obtained. An interview was held with the teacher in charge to demonstrate the effectiveness of the system of didactic activities. The instrument was designed based on 10 objectively addressed questions. (ANNEX 24)

Beginning with the interview, the teacher was asked if she found the implementation of the didactic activities with the use of podcasts that were developed to improve the students' pronunciation adequate, she answered.

“I really liked the topics you used to teach the class, and I also found the use of podcasts very innovative and entertaining. I also noticed that after your intervention, the students liked the idea of being able to download the application that you recommended and listen to the podcasts at home.”.

She was then asked what changes she has noticed in the students once the system of didactic activities has been applied, to which she responded. "At the beginning the kids were embarrassed to do the exercises you proposed, but with the constancy that was maintained in the demonstration classes and the use of the virtual platforms I could see that

the students improved their pronunciation, and their participation was active, and they seemed a little more confident than at the beginning".

Also asked if she would recommend implementing in English classes the use of podcasts to English colleagues to improve productive English language skills, the teacher responded as follows. "Of course, it seems to me a very modern and complete didactic resource that would help to complement English classes in the best possible way and students could increase the cognitive development of their L2 skills."

Finally, she was asked about the aspects that could be improved in terms of the use of didactic materials for the complete teaching of the English language, in addition to resembling a modern model. The teacher's response was "I think that the internet provides many practical and well-defined didactic tools for students to learn the subject, because it gives the opportunity to create varied and attractive contents to teach."

Therefore, it was concluded that all the answers given by the teacher could evidence the effectiveness of the system of didactic activities making use of this new and modern resource such as podcasts.

Culminating the research work, it should be noted that with the results of previous research directed to the same objective about the use of podcasts to improve the pronunciation of regular verbs and with the same to generate innovation in the process of teaching and learning English.

The results obtained indicate that the use of podcasts has a high positive value in the study of an English language, thus extending activities aimed at the construction and

production of student learning. “Su uso ha permitido salir del enfoque tradicional del aula y despertar mayor interés en los estudiantes por mejorar la “expresión oral en inglés” de una manera mucho más autónoma”. (LAURA, 2020, pág. 25)

Los materiales didácticos pueden servir como una guía para crear, diseñar recursos que estén más acorde a las necesidades de los estudiantes y a los objetivos que el docente establezca para su clase, permitiendo así abordar diferentes habilidades, temáticas y componentes del inglés de una manera más práctica, dinámica, divertida y sobre todo significativa para los estudiantes. (Urbano, 2017, pág. 41)

Making use of podcasts were designed based on classes specially to improve the students' oral expression, providing the student with a different way to learn and improve their productive English language skills, and not only focused on structural grammar but also on oral articulation exercises to show the student that they can diagnose and verify that they were doing well and therefore this happens when English classes are more of practice and not only the theoretical part.

With the implementation of the podcasts, it became evident that the students improved their pronunciation of regular verbs in English, demonstrating an equivalent of satisfaction for having learned the lessons shared, in addition, the students acquired a stable commitment with themselves to continue improving their skills in learning the English language.

In addition, it was explained to the students that the didactic resource used, such as the podcasts, can choose content outside the educational space, extra content that allows them to train their listening skills and at the same time imitate the pronunciation of the

native characters of the English language and raise their level of oral expression. The students were made aware that this didactic resource can not only be used in the classroom as it was traditionally done.

Refer to the category of oral intangibility, it was not achieved in its entirety, because students feel embarrassed to speak English in front of their classmates and teacher, they tend to feel fear of making mistakes affecting the production of speech, in many factors that make it up; the fluency of students is lost for fear that the teacher will reflect a bad grade in their school performance. But it is a factor that should be worked on and provide a perspective of evolution and empowerment when using the English language.

CONCLUSIONS

- For helping the bibliographic search, the unit of analysis that needed improvement was defined, which allowed us to understand the process of teaching and learning English, in addition to supporting once again the importance of the use of didactic materials in classes that promote meaningful learning.
- With the help of the instruments applied, information was obtained about the unit of analysis under study, which had students with a low level of development in oral expression, so it was necessary to elaborate a system of didactic activities.
- A system of didactic activities was developed based on the main deficiencies detected in the classroom. The activities were designed focused on the practice of the language using didactic material so that the student retains the learning obtained in class.
- After the application of the system of didactic activities, an interview was conducted with the English teacher to corroborate the effectiveness of the demonstration classes. There was a notable improvement in the pronunciation of the students who actively participated in the classes.

RECOMMENDATIONS

- Implement digital didactic materials. There is a great variety nowadays in the Internet that allow to adapt the contents of the subject to be worked on.
- Allow to download English language learning applications to mobile devices, millions of them are available on the Internet.
- Continue with the use of didactic materials to improve the classes and the way in which students currently learn.
- Make use of podcasts, audios, videos that allow the student to listen and identify new words by native speakers improving their listening and oral comprehension.
- With podcasts, learning will be more realistic in the sense that you are presented with a reality through these files such as podcasts.

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ANNEXES

ANNEXES 1



UNIVERSIDAD TÉCNICA DE MACHALA

D.L. NO. 69-04 DE 14 DE ABRIL DE 1969

Calidad, Pertinencia y Calidez

FACULTAD DE CIENCIAS SOCIALES

SECCIÓN / CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Oficio no. UTMACH-FCS-PINE-2021-106-OF
Machala, 08 de diciembre de 2021

Distinguida Licenciado
MARLON CORDOVA AGUILAR.
Rector del Colegio de Bachillerato Simón Bolívar
Presente. -

De mi consideración:

Reciba un cordial saludo a nombre de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Sociales, al tiempo que aprovecho la oportunidad de exponer y solicitar lo siguiente:

Los Estudiantes del Octavo Semestre, están completando el periodo académico de la Carrera, y como no escapará de su conocimiento, previo la obtención de su título de licenciatura, ellos deben cumplir con su trabajo de titulación, como requisito de graduación.

Las estudiantes, Srta. **Michelle Melva Medina Vernaza**, portadora de la cédula de ciudadanía No. 0706986320 y la Sr. **Juan José Delgado Luzuriaga**, portador de la cédula de ciudadanía No. 0704803212, han seleccionado al establecimiento de su regencia para desarrollar su investigación.

Por ello solicito a usted, autorizar a quien corresponda, se les brinde las facilidades a nuestros estudiantes para que puedan realizar su trabajo con el compromiso que los caracteriza.

Agradezco de antemano su gentil atención.

ATENTAMENTE



JONH MARCELO
CHAMBA ZAMBRANO

JONH CHAMBA ZAMBRANO, MGS.
Coordinador Carrera de Pedagogía
De los Idiomas Nacionales y Extranjeros
JCHZ/Jonh Ch.
cc. Archivo



ANNEXES 2

PARTICIPANT OBSERVATION GUIDE

Table of values

Standards	Scales
Always	A
Sometimes	B
Rarely	C

Unit of analysis: Pronunciation of regular verbs in students of the first year of the unified general baccalaureate.	
<i>Category 1: Oral Intangibility</i>	
Does the student always use English to communicate in class using regular verbs?	
Does the student sometimes use English to communicate in class using regular verbs?	
Does the student rarely use the English language to communicate in class using regular verbs?	
<i>Category 2: Fluency</i>	
Does the student always express his/her ideas clearly and at the right speed?	
Does the student sometimes express his or her ideas clearly and at the right speed?	
Does the student rarely expresses his or her ideas clearly and at the right speed?	
<i>Category 3: Listening comprehension</i>	
Does the student always understand and classify regular verbs according to what he/she hea	
Does the student sometimes understand and classify regular verbs according to what he/she hears?	
Does the student rarely understand and classify regular verbs according to what he or she hears?	
<i>Category 4: Oral Articulation</i>	
Does the student always vocalize regular English verbs well in all their forms?	
Does the student sometimes vocalize English verbs well in all their forms?	
Does the student rarely vocalize English verbs well in all their forms?	

ANNEXES 3

SEMI-STRUCTURED INTERVIEW WITH THE ENGLISH TEACHER.

Objective: To find out which factors affect the pronunciation of first year high school students.

Unit of analysis 1: Pronunciation of regular verbs in English

Category 1: Oral intangibility

- 1) Does the student use the language to communicate in class?
- 2) Does the student use basic communication procedures to express him/herself in English?
- 3) Does the student describe the appearance of things using the language?
- 4) Is the student able to express ideas about him/herself using the language and conjugating verbs?
- 5) Does the student recognize the pronunciation of English verbs?
- 6) Does the student know the phonetic classification of regular verbs?
- 7) Does the student demonstrate confidence in expressing ideas in class?

Category 2: Fluency

- 1) Does the student express ideas clearly and at the appropriate speed?
- 2) Does the student demonstrate facility in conveying ideas?

Category 3: Listening comprehension

- 1) Does the student understand the instructions given by the teacher to perform intraclass activities?
- 2) Does the student understand and participate in information sharing activities with his/her peers?

Category 4: Oral articulation

- 1) Do students vocalize English words well?
- 2) Do they know the phonic sounds of English consonants to produce the correct English pronunciation sound?

ANNEXES 4

STRUCTURED STUDENT INTERVIEW

Objective: To know the expectations of students to maintain a good pronunciation of the English language.

Table of values

Scale	Student's choice
Very good	A
Good	B
Regular	C

Unit of analysis 1: Pronunciation of regular verbs in English.

Category 1: Oral intangibility.

- 1) Do you use English to communicate in class and at the same time practice it for future corrections by the teacher?
- 2) Do you consider that you know the basics of the language to communicate in English?
- 3) Can you describe a person in English?
- 4) Do you think you can express your ideas or make use of verbs in sentences?
- 5) Do you know the correct pronunciation of English verbs?
- 6) Can you recognize the sounds of regular verbs in English?
- 7) How do you feel when you have to explain something in English?

Category 2: Fluency

- 1) Do you think you can express your ideas in English without making mistakes?
- 2) Do you think you can express ideas in English fluently?

Category 3: Listening comprehension



- 1) Do you consider that you can understand the teacher's instructions in English?
- 2) Do you understand and participate in speaking activities with your classmates?

Category 4: Oral articulation

- 1) Do you think you can pronounce English words correctly?
- 2) Do you have knowledge of the phonetic sounds in English pronunciation?

ANNEXES 5



Lesson plan 1

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p>  <p style="text-align: right;">ECUADOR</p>					
Lesson plan N° 1					
High school: Simon Bolivar		Subject: English		Grade: 1st year of baccalaureate	
Didactic Unit:		Topic: Regular verbs voice and voiceless sound.		Time: 30 minutes.	
Academic period: 2021-2022					
Date: 05/01/2022					
Teacher: Juan Jose Delgado & Michelle Medina					
Class objective: To recognize voice and voiceless sounds of the regular verbs by listening podcast.					
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Regular verbs, voice and voiceless and exercises.	INTRODUCTION 10 min. DEVELOPMENT 15 min CONCLUSION 5 min.	<ul style="list-style-type: none"> - Greetings - Introduction of the topic - Students learn regular verbs rules of the speech: voice and voiceless sounds. - Students recognize the correct pronunciation of the regular verb sound through listening a short 	<ul style="list-style-type: none"> • Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Gamification. 	<ul style="list-style-type: none"> • Slides power point • power point worksheet • Podcats 	Students Will be able to recognize the regular verbs rules of the speech voice and voiceless for correct pronunciation.

		<p>podcast and classify in the chart.</p> <ul style="list-style-type: none">- Students will apply the rules learned to pronouncing the regular verbs voice and voiceless in different activities of the speech.			
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ANNEXES 6



Lesson plan 2

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DE MACHALA <i>“Calidad, Pertinencia y Calidez”</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS</p>  <p style="text-align: right;">ECUADOR</p>					
Lesson plan N° 2					
High school: Simon Bolivar		Subject: English		Grade: 1st year of baccalaureate	
Didactic Unit:		Topic: Regular verbs ED ending pronunciation.		Time: 30 minutes.	
Academic period: 2021-2022					
Date: 18/01/2022					
Teacher: Juan Jose Delgado & Michelle Medina					
Class objective: To identify the ED ending sound of the regular verbs for correct pronunciation.					
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Regular verbs ED ending pronunciation and task.	INTRODUCTION 10 min. DEVELOPMENT 15 min CONCLUSION 5 min.	- Greetings - Introduction of the topic - Students learn regular verbs ED ending sound: /t/-/d/-/id/ - Students by hearing a podcast are going to identify the 3 ways of pronouncing ED sounds.	<ul style="list-style-type: none"> • Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Gamification. 	<ul style="list-style-type: none"> • Slides power point • Images • Amazon music 	Students Will be able to identify the regular verbs rules of the speech ED ending pronunciation.

		<ul style="list-style-type: none">- Task base on listen an audio and select the correct pronunciation and located in the place (worldwall web)- Students will apply the rules learned to pronouncing the regular verbs ED ending sounds in whatever daily routine in past.			
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ANNEXES 7



Lesson plan 3

		UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS				ECUADOR
Lesson plan N° 3						
High school: Simon Bolivar		Subject: English		Grade: 1st year of baccalaureate		Academic period: 2021-2022
Didactic Unit:		Topic: Regular verbs s/z/iz/		Time: 30 minutes.		Date: 19/01/2022
Teacher: Juan Jose Delgado & Michelle Medina						
Class objective: To pronounce correctly regular verbs ending in S/Z/IZ/ (Voice and Voiceless)						
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation	
Regular verbs pronunciation, voice and voiceless and exercises.	INTRODUCTION 5 min. DEVELOPMENT 20 min CONCLUSION 5 min.	<ul style="list-style-type: none"> - Greetings - Introduction of the topic - Students learn how to pronounce the regular verbs ending in S/Z/IZ voice and voiceless sounds. - Students recognize the correct pronunciation of the regular verb sound through listening a short 	<ul style="list-style-type: none"> • Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Gamification. 	<ul style="list-style-type: none"> • Slides power point • Images • Spotify- Podcasts 	Students Will be able to pronounce the regular verbs ending in S/Z/IZ/. By listening a podcast.	

		<p>podcast and classify in the chart.</p> <ul style="list-style-type: none">- Students will apply the rules learned to pronouncing the regular verbs voice and voiceless in different activities of the speech.			
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ANNEXES 8

Lesson plan 4

		UNIVERSIDAD TÉCNICA DE MACHALA <i>"Calidad, Pertinencia y Calidez"</i> D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL UNIDAD ACADÉMICA DE CIENCIAS SOCIALES CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS				ECUADOR
Lesson plan N° 4						
High school: Simon Bolivar		Subject: English		Grade: 1st year of baccalaureate		Academic period: 2021-2022
Didactic Unit:		Topic: Regular verbs syllables stress.		Time: 30 minutes.		Date: 20/01/2022
Teacher: Juan Jose Delgado & Michelle Medina						
Class objective: To identify the syllable stress in regular verbs pronunciation.						
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation	
Regular verbs syllables stress and intonation.	INTRODUCTION 5 min. DEVELOPMENT 20 min CONCLUSION 5 min.	<ul style="list-style-type: none"> - Greetings - Introduction of the topic - Students learn how to pronounce the regular verbs with syllables stress. - Students are going to identify the syllables stress in each regular verb. 	<ul style="list-style-type: none"> • Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Gamification. 	<ul style="list-style-type: none"> • Slides power point • Images • Podcasts • Flashcards • You tube music 	Students will be able to identify the correct pronunciation of the regular verbs syllables stress by listening a podcast.	

		<ul style="list-style-type: none">- Students will listen an audio of the pronunciation of the verbs for choose the correct answer.- Students could apply what they learn in whatever situation of the speech.			
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ANNEXES 9

16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1 *
2 *
3 *
4 *
5 *
6 *

Let`s practice!
Voiced & Voiceless

Diapositiva 2 de 7 | Inglés (Estados Unidos) | Accesibilidad: es necesario investigar | Notas | Comentarios | 69%

ANNEXES 10

16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1 *
2 *
3 *
4 *
5 *
6 *

REGULAR VERBS(voiced sounds)

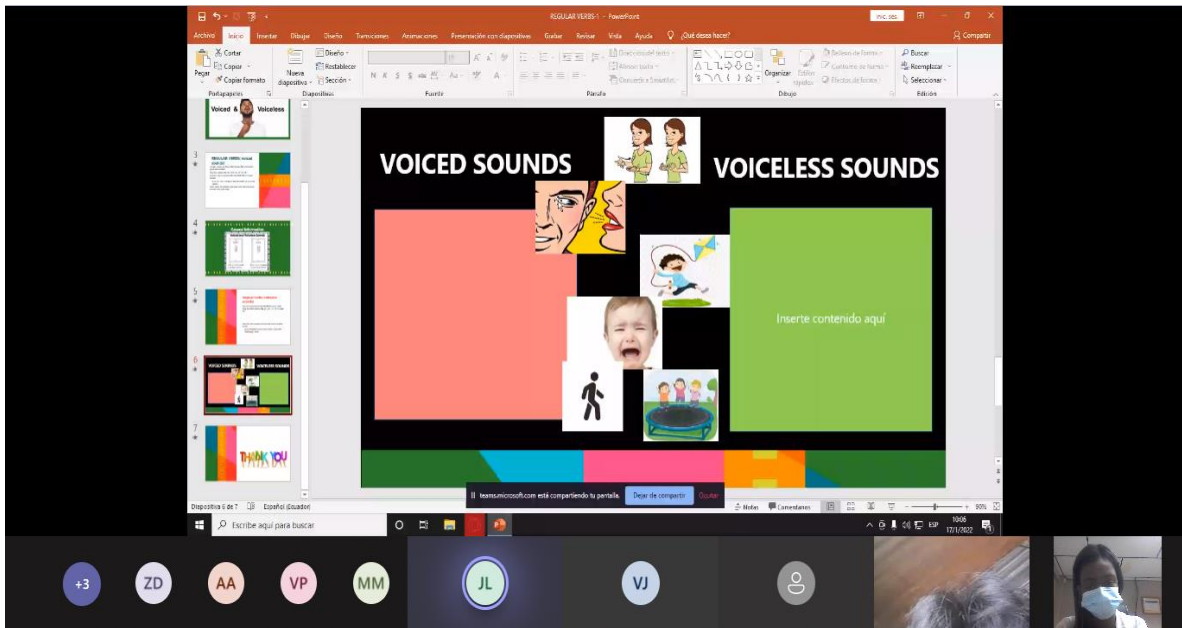
Voiced sounds are those that vibrate the vocal cords when pronounced.
They are sounds like /n/, /m/, /r/, /l/, /v/, /z/.

Here are some examples of verbs that end in voiced sounds.

- Here are some examples of verbs that end in voiced sounds.
seem, clean, fill, wonder, save, pull, turn, call, buzz, play, borrow, carry, cry, weigh.

Diapositiva 3 de 7 | Inglés (Estados Unidos) | Accesibilidad: es necesario investigar | Notas | Comentarios

ANNEXES 11



ANNEXES 12



ANNEXES 13

The screenshot shows a Wordwall interactive lesson titled "Regular Verbs" by user Mmedina35. The interface includes a timer at 1:19 and a navigation bar with options like "Inicio", "Características", "Planes De Precios", "Iniciar Sesión", and "Registrarse". The main content area displays a list of phonetic symbols: /n/, /ed/, /id/, /t/, and /d/. To the right, there are four empty input boxes corresponding to the verbs "Live", "Worked", "Opened", and "Travelled", with a fifth box for "Cleaned". A "Enviar Respuestas" button is located below the input boxes. On the right side, there is a "Cambiar plantilla" (Change template) menu with options like "Linea las correspond...", "Busca la coincidencia", "Cuestionario", "Juego de concurso", and "Persecución en lab...". The bottom of the screen shows a video conference interface with several participant icons labeled with initials: +5, AM, LP, YA, YT, VJ, SD, and JL.

ANNEXES 14

The screenshot shows a Zoom meeting in progress. The main window displays a PowerPoint presentation titled "Regular Verbs Pronunciation of S". The slide content is partially visible, showing a list of items. The Zoom interface includes a top bar with the text "Es moderador Puede compartir contenido y facilitar la reunión. Más información" and a "Descartar" button. Below the presentation, there is a control bar with a timer at 01:05 and icons for mute, video, chat, and other functions. The bottom of the screen shows a video conference interface with several participant icons labeled with initials: +8, TJ, HD, JM, MS, SA, MM, JL, and VJ.

ANNEXES 15

CLASES DE INGLES: Pronunciación en inglés los sonidos s z iz, FONETICA, Clases de inglés

These words end in 's' but they have different Pronunciation Like /s/ /z/

- /s/ books, likes, Mark's
- /z/ newspapers, loves, Anna's
- /iz/ Places, watches, Tomas's

house Down b
mother Family
Them Was go
are up they Th
BUMP Oh of it
good As came
food To be Office
With

0:24

1:40 / 3:00

ANNEXES 16

benches	buses	doors	books	foxes
cars	boxes	roses	clocks	cocks
trees	desks	caps	pens	stars

[s] [z] [iz]

0:24

escribe aquí para buscar

El team:microsoftcom está compartiendo tu pantalla. Dejar de compartir pantalla

+10 JF TJ JM MS SA MM JL VJ

ANNEXES 17

FOCUS GRAMMAR!

WHAT IS WORD STRESS?

The way in which a certain part of a word is emphasized more than others when speaking.

Interesting FACTS

What is the exact meaning of pitch?
highness or lowness of sound.

08:40

Juan Jose Delgado Luzziariaga (Invitado)

+1 LJ AA GF MM JL SL

ANNEXES 18

NOUN **VERB**

CONTEST
Sara entered the poster contest.

PRESENT
She will love that present.

RECORD
Do you have a record of your birth?

CONVERSE
Her ideas are converse to what I thought.

CONTEST
I think he should contest his father's will.

PRESENT
He will present his business plan to us.

RECORD
I did not record our conversation.

CONVERSE
I will converse with you in private.

1 2
3 4
5 6
7 8
9 10

MM BM JP AA GF FE LJ JL SL

ANNEXES 19

The screenshot shows a Zoom meeting window with a PowerPoint presentation. The slide is titled "SOME REGULAR VERBS FOR LEARNING!" and is labeled "p 3". It is divided into two columns: "NOUN" and "VERB".

NOUN:

- ▶ **COMBINE**
The farmer has a combine for his fields.
- ▶ **PERMIT**
I bought a park permit for ten dollars.

VERB:

- ▶ **COMBINE**
She will combine all of the ingredients.
- ▶ **PERMIT**
Will you permit me to enter the enclosure?

A red starburst graphic in the center asks "WHICH ONE?". Below the slide, there is an "Activar audio" button and a Zoom control bar showing the time 15:07. At the bottom of the Zoom window, there is a grid of participant icons with initials: +2, BM, CC, JP, LJ, GF, AA, JL, and SL. A small video thumbnail of a participant is visible on the right.

ANNEXES 20

The screenshot shows a Zoom meeting window with a PowerPoint presentation. The slide is titled "Verbs in -ed that are pronounced "/>

Verbs in -ed that are pronounced "t/"

2

If we do not use our voice to pronounce the last sound of the verb, that is, our vocal cords do not vibrate, the ending "ed" will sound like a "t"

after deaf sounds: p, k, ch, sh, s, f, h, θ.

Helped	Ayudar
Looked	Ver
Sniffed	Olfatear
Washed	Lavar

The slide features an illustration of a teacher with glasses and a red jacket standing next to a chalkboard. Two children are sitting at desks in front of the board. The chalkboard shows various icons related to technology and learning, including a laptop with "PODCAST" written on it, a play button, and a microphone.

At the bottom of the Zoom window, there is a grid of participant icons with initials: +6, NB, AM, LP, YA, YT, JL, and VJ. A small video thumbnail of a participant is visible on the right.

ANNEXES 21

Verbs in -ed that are pronounced "/id/"

3

If the pronunciation of regular verbs ends with "t" or "d", the ending "-ed" will be pronounced as "id". Remember, your vocal cords should produce a vibration or buzz in your throat.

Wanted	Querer
Decided	Decidir

Juan Jose Delgado Luzuriaga (Invitado)

15:47

+6 LP YA YT SD JL VJ

This screenshot shows a Zoom meeting in progress. The main content is a presentation slide with a green background and a cartoon teacher pointing at a board. The board displays a table of verb forms and their infinitives. The Zoom interface includes a top toolbar with icons for video, audio, chat, and other functions, and a bottom toolbar with participant avatars and a name tag for 'Juan Jose Delgado Luzuriaga (Invitado)'. The time 15:47 is visible in the top toolbar.

ANNEXES 22

Interview with the teacher.

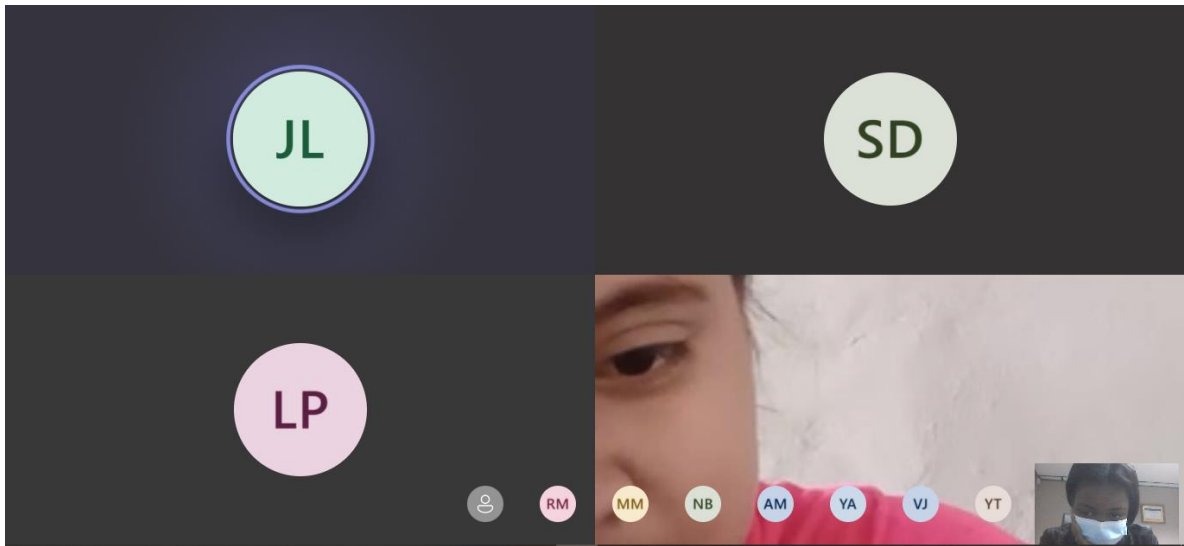
02:50

MM

This screenshot shows a Zoom meeting during an interview. The main view is a close-up of a woman with glasses, identified as 'MM' in a name tag. The Zoom interface includes a top toolbar with icons for video, audio, chat, and other functions, and a bottom toolbar with a name tag for 'MM' and a small thumbnail of another participant. The time 02:50 is visible in the top toolbar.

ANNEXES 23

Interview with students.



ANNEXES 24

Interview for corroboration of the proposal

Objective: To corroborate the effectiveness of the design of the system of didactic activities from the transparent and professional perspective of the teacher in charge of the first academic level of high school.

- Do you consider that the didactics applied in the demonstration classes were adequate to improve students' oral expression?
- What changes can you see in the students after the application of the system of activities?
- Do you consider that the implementation of the "podcasts" contributed to the improvement of the students' pronunciation?
- How do you define the use of virtual didactic materials for students' English language learning?
- Do you think that the system of activities applied allowed students to learn the shared lessons?
- What factors do you think could be improved regarding the use of these virtual platforms to enrich English language learning?
- Do you consider that the use of this didactic resource can make students learn in the long term and achieve a stable proficiency for their academic level?
- Would you recommend using this didactic resource to your area colleagues to be implemented in your classes?