UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

System of audiovisual teaching resources for the improvement of regular and irregular verbs pronunciation in the past tense.

PACHECO DELGADO JOHAN ALBERTO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

RAMIREZ MORALES GENESIS MISHEL
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SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

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DEDICATION

I dedicate this work to God and the Virgin who enlightened and guided me throughout my university career, as well as to my parents and siblings who accompanied me from day one during this whole process of training as a professional. I also dedicate this work to the teachers of the pedagogical career of national and foreign languages who throughout this journey gave all their dedication and knowledge to train us as professionals worthy of performing with excellence in the labor field.

Johan Alberto Pacheco Delgado

I dedicate this research to my parents for their unconditional support when I felt I couldn't take it anymore with everything I was going through and they were always there to encourage me to move forward, followed by my thesis partner who always helped me and was attentive to every detail of our work investigative. To my teacher Dra. Odalia Ollerena was always willing to collaborate so that our thesis was a fruitful work and of course, I dedicate this thesis to our tutor and friend Mgs. Yazmin Pinto who never abandoned us and always with her empathy and great charisma allowed us to learn from this work and finish it in the best way.

Génesis Mishel Ramírez Morales.

RESUMEN

Esta investigación tiene como propósito perfeccionar la pronunciación de verbos regulares e irregulares en tiempo pasado de la lengua inglesa, en los estudiantes de la carrera de Pedagogía de los Idiomas nacionales y extranjeros mediante el uso de las TICs como recurso didáctico pues las mismas brinda una alta gama de materiales informáticos el cual es útil en el nuevo contexto educativo digital. A pesar de ser estudiantes universitarios siguen persistiendo dificultades en cuanto a la pronunciación.

La investigación responde a un paradigma cualitativo, con un diseño de investigación acción, haciendo uso de métodos teóricos que permitieron organizar los distintos criterios sobre la temática, facilitando una vista más amplia sobre el trabajo investigativo, mientras que con ayuda de métodos empíricos como la observación participante y el test de diagnóstico que permitieron diagnosticar el estado de inicial de la población en estudio conformado por los estudiantes de primer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Machala situada en la ciudad Machala. Es así que identificando las necesidades del alumnado se ha recurrido al uso de nueva metodología para lograr corregir errores de pronunciación dentro del grupo de estudiantes mediante el uso de las TICs. En primer lugar, usando las aulas virtuales para luego trabajar con un conjunto de actividades diseñadas a la escucha de los estudiantes para luego dar paso a la práctica de la articulación de cada verbo y así comenzar a rectificar errores arrastrados desde la educación secundaria.

PALABRAS CLAVE: Recurso didáctico, enseñanza, aprendizaje, sistema de actividades

ABSTRACT

The purpose of this research is to improve the pronunciation of regular and irregular verbs in the past tense of the English language in students of the Pedagogy of National and Foreign Languages career through the use of ICTs as a didactic resource. Since they provide a wide range of computer materials, which are useful in the new digital educational context. Despite being university students, difficulties persist in terms of pronunciation.

The research responds to a qualitative paradigm with an action research design making use of theoretical methods that allowed to organize the different criteria on the subject, facilitating a broader view on the research work. While with the help of empirical methods such as participant observation and diagnostic test which will allow to diagnose the initial state of the study population made up of first semester students of National and Foreign languages Pedagogy (PINE) career of Machala Technical University located in Machala city. Thus, identifying the needs of the students, we resorted to the use of new methodology to correct pronunciation errors within the group of students through the use of tics. The first step is to use virtual classrooms and then working with a set of activities designed to listen to the students and then give way to the practice of the articulation of each verb and thus begin to rectify errors carried over from secondary education.

KEYWORD: Didactic resource, teaching, learning, activity system.

Contenido

INTRODUCTION

English is one of the first languages which allows people from different places of the world to communicate with each other, almost. It is an education and work-life need in order to build up a profession. It has become an indispensable piece of educational training which allows it to develop successfully in different multicultural environments.

Ecuador is a nation that has constantly fought for the integration of the English language inside of its educational context. Consider different facts that have been handled depending on a specific moment in which it is improved. According to (Ms.C Yaneiris Castro Durand, 2017), "for the 20th century, on the 1912 Ecuador has the first register about how to introduce English like a subject to be part of the educational process of its children and teenagers but it was not only until 1950 that started on practiced what only had been writing on papers", It is an acceptable reason to consider the teaching of English start up its fight to become to gain position into Ecuadorian context. Forward, on a timeline of teaching English language continue to handle different difficult appropriate of a region where the most influence features were a huge deficit of English teachers or an English teacher with international certification from

European framework of reference for languages which it had become hard that students of all national territory could access a dignity bilingual education.

During the 21st century, taken more concerns about English certification by the Ministry of Education Villa (MinEduc, Ministro de Educación explica el fortalecimiento del aprendizaje del inglés, 2017), states that "A través del programa "Quiero ser maestro" están inscritos alrededor de 3550 docentes para rendir el TOEFL, para luego ser evaluados, y alcanzar el B2 y, con eso, alcanzar su nombramiento." The previous quote shows the responsibility of the government to improve English inside the Ecuadorian classroom and also require an

international certificate for all teachers.

Human beings are changing, whether for survival or adaptation of themselves or if it is to improve their lifestyles like education. It is an instrument used since a long time ago for humanity even before to refer to the education as education, it is a tool which is used to share knowledge from generation to generation.

According to Leon (2007) "Es bueno saber que la educación cambia porque el tiempo así lo dispone, porque ella deviene."

In this case, it is well-known that the education is congruent to constant changes due to its characteristics when it starts to refer to the transformation of education in specific contexts such as inclusion on English language in the Ecuadorian field. According to Castro (2017) "En 1912, se introdujo la enseñanza del inglés en Ecuador. Sin embargo, no fue hasta la década de 1950 que la materia se convirtió oficialmente en parte del programa de la malla curricular en las escuelas."

The conclave has the responsibility for improving English teaching and rectifying the difficulties that present inside it. The main difficulty for thousands of students from the

region it is to focus on pronunciation mistakes. They would be acceptable in grammar and vocabulary due to the methods like the behaviorism accompanied by constant repetition it is useful for their writing but when talk about pronunciation take part the difficult about English learning process.

English used to the characterized principal because a lot of words from its vocabulary does not sound like it is written, words like comfortable sounds like [ˈkʌmftəbəɫ] that is why the importance of pronunciation.

There are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correct. Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learned regarding their pronunciation. Otherwise, this may damage learner's overall success.

(KENWORTHY, 1987)

The pronunciation is the hardest factor that students face, but the ICTs have a lot of resources and techniques in order to reproduce videos, listen to audios, and watch graphics, among other things. Traditional education has been more common in room class and student motivation does not exist, it is a place where the tics made their job to improve the learningteaching process.

It's essential to take the necessary importance of the correct pronunciation. It is a Labor that requires constant practice due to the teacher's achievement will be in extreme decline

when the student achieves good pronunciation inside the classroom, but outside the classroom completely forgets to practice English repeatedly.

The English language, like the other languages, has its grammatical respective and how it is already well known to be able to communicate in another language. It's important   to command the different times from the verbs due to without it verbal knowledge It became an impossible task to   develop the communication between sender and receiver.

All this due to the low dominance of pronunciation that the students have, which is why the following **investigation problem:** How improve the pronunciation of regular and irregulars' verbs in past in the English language on the students of the first semester of foreign language education from 2021 s-1?

Having as object of study: Process of teaching – Learning of language on the first semester of career foreign language education.

The general objective: The objective is to implement a system of audiovisual teaching aids for the improvement of the pronunciation of regular and irregular verbs of the past tense in the first semester students of the pedagogical career of national and foreign languages period 2021 s1.

Thus, the present investigation raised as specific objectives:

- To provide a theoretical foundation for the study of regular and irregular verbs in the past tense and the use of ICTs as a teaching resource.
- To evaluate the level that first-semester PINE students have in the pronunciation of regular and irregular verbs in the past tense.

- To implement a system of audiovisual teaching aids to improve the pronunciation of regular and irregular verbs in the past tense of first semester PINE students.

- To analyze the results of the application of the proposed audiovisual didactic media system in improving the pronunciation of regular and irregular past tense verbs of first semester PINE students.

Considering the previous affirmation, the investigation starts to focus completely on the verb structure. After that, use system of audiovisual as an English teaching-learning technique easily to have access to a mobile device like smartphones. laptop. and speakers inside the classroom. It found innovative ways to get the benefit of all these electronic devices which will help to improve students' pronunciation.

It is effective when communication becomes clear, sincere, and dynamic. According to Ahmad (2016) '' Communication becomes effective when a communicator is effective enough to communicate competently, simply, clearly sincerely and dynamically.'' (pág. 478)

This research project has a qualitative methodological perspective and a type of action research study, centered on the participants of the study, in which empirical methods, observation guides, and diagnostic test and technological resources were applied, which have been detailed previously.

As previously expressed, the union between system of audiovisual and pronunciation in a second language or language has a fundamental importance when expressing our ideas or thoughts to a receiver who is a native of our L2, since an improper pronunciation lends itself to misinterpretations when the message is issued, for this reason tics will provide us with the necessary support to show visually and audibly the rules and appropriate methods. To teach

students the correct pronunciation of each of the verbs and in turn limit them to make mistakes in the L2, for example:

Gamification.

- Cambridge and Oxford dictionaries (to enhance listening to verbs).

-Videos, series and movies (focused on common conversations).

ICTs has performed many proposals in order to improve the teaching quality. Castro, Guzman, and Casado , (2007) point that:

New technologies allow students to adapt to a pace that meets their needs, i.e., it allows them to work at their own pace in an autonomous manner, thus advancing their function and assimilation. Actualmente existen dispositivos tecnológicos que divide al uso del proceso escolar a los participantes. (Castro, Guzmán, & Casado, 2007)

It is also important to know the tools that tics offer since they work directly with the student and at the same time develop their language skills.

HISTORICAL FRAMEWORK

The present section is directed to the theoretical foundation of the tics as a didactic resource for the improvement of the pronunciation of the regular and irregular verbs of the English language, besides showing the evolutionary process of the technologies by means of historical conceptualization until the appearance of the tics.

1.1 Historical background about the ICT as system of audiovisual to improve the pronunciation of regular and irregular verbs and past tense.

The Term ICT (information and communication and technology) it is possessed like one the most term known inside different environments could be journalism, medicine or educative. According to Peinado (2009) "La sociedad del conocimiento se halla en estos momentos en el inicio de una revolución que indefectiblemente producirá la implantación generalizada de las nuevas tecnologías de la información i de la comunicación" (p. 178)

Taking on account which the author said it is more clear that ICT is the new era for a lot of daily activities of present and future generation, but to talk about this technological advance inside of society, it should be at beginning of the informatics process to know the origin of very majestic sake which it has given a new way to do specific activities, it is an important take on account many factors like the beginning of the computers and internet networks, arise names as "Charles Babbage quien fue un profesor matemático de la universidad de Cambridge del

siglo XXI" (Garcia G. I., 2015)   He is considered as one's fathers of modern computers, continuous on line time you can find other advances inside this environment like

"1951 aparece la denominada UNIVAC fue la primera computadora de carácter

comercial" (Garcia G. I., 2015, p. 9) .

The evolution of the computer was divided into generations but it is not until the fifth generations and last generations that humanity transcended and shown to the world the model Von Neumann which had had all the features of the modern functional computers of society on constantly develop, but this set of systems and circuits of modern inventory would become a communication devise which it is on this days should be accompanied with the everyone knows as the internet which born at the end of second world war due to two world powers had fought together to defeat to the führer, now they disputed the title of world leader power which are The United States of America and Union of Soviet Socialist Republics, In the constant fight for the supremacy of power "el líder norteamericano da luz al proyecto ARPANET el cual era una red sin nodos centrales" (Aranda, 2015, pág. 2). It could be considered to this like the ancestor of the internet it was vital to help for in the future years it becomes on the network which connects to the world by the end of the cold war that knowledge was still present and was used by various scientists to give us what we know today as the internet.

At this point, the computing and internet started to be more useful between them, however. One way of communication, "es para finales del siglo XX donde comienza a ocurrir esta aparición dentro del contexto educativo" (Sanchez, 2019, p. 23) . Many educative investigates on dependence the new educative needs started to look for new tools which work inside the classroom to keep motivated to the students to want to get new knowledge, also provides the new teacher's news tools and resources to help to keep an active class playful and pragmatic.

When the ICT are mentioned in Ecuadorian context the reality tends to be different due to differences of other developing countries where since ninety years the ICT are very known it happened all the contrary on Ecuador del twenty-one century for the ministry of education educación "en el año 2013 dispone que todo los planteles educativos del territorio nacional dispongan de recursos informativos" (MinEduc, 2013, p. 2)

The aforementioned is a key sample to demonstrate the setback that the country has in terms of the use of technological resources for the education of students in the public system, despite being at a considerable disadvantage compared to other countries in the region, Ecuador continued to include plans to improve the situation in terms of immersion of new technologies in education, reaching agreements with private enterprise thus reaching "la Agenda educativa Digital la cual tenia como objetivo potenciar el proceso de enseñanza – aprendizaje mediante practicas digitales innovadoras." (Garcia G. N., 2018)

The ministerial reforms in the technological field were not the only ones on the part of the Ministry of Education, as it also focused on the importance of English as a foreign language in the classroom. "llega a ser una obligatoriedad desde el primer año de preparatoria hasta el último año de bachillerato" (MinEduc, 2013)

It is here when several factors that in previous years were completely ignored were now totally important for the education of the students and one of them is that the students achieve mastery of the four skills such as Listening, Reading, Writing and Speaking.

A good pronunciation in a foreign language is essential for foreign speakers or in other words for those who would be their second language because the way in which a word is pronounced will be the message which is transmitted since a simple phonetic sound articulated differently or incorrectly will change in its entirety the message that you are looking to transmit

as a sender and will be totally away from the original idea that you want to convey to the receiver.

"El inglés es uno de los idiomas mas hablados del Mundo" (Raiza Texidor Pellon, 2016) .Taking into account what the author mentioned previously, English is characterized for being a language with an incredible expansion which is used in areas such as productivity, journalism, medicine and dozens of labor and productive areas, but like everything that is generated in an expansive manner will begin at some point to have

Problems or difficulties in the case of English lie mainly in its deformation when Spanish-speaking countries use it, since in the previously mentioned context they tend to use a pronunciation that is very specific to each region without respecting the rules of English pronunciation, which is where the communication cuts occur, since they do not have the proper and adequate pronunciation of the foreign English language.

The present research emphasizes the ability of speech specifically and the difficulties of pronunciation of regular and irregular verbs of the English foreign language, it is essential to work on these difficulties because when the student tries to communicate his ideas in the past tense it will be tedious because in the absence of a correct articulation of the verbs the message will be totally invalid and will lose any sense to reach the receiver of the message.

The student must take into account key factors to pronounce and differentiate each sound in the case of regular verbs which have ending [ed] there is a phoneme to articulate each verb which consist of the following /t/ - /d/ - /id/ each of them has a different way of being articulated within the vocal cords and depending on how it is articulated will feel its difference, while for the articulation of irregular verbs will be taken into account another part of phonetics as such allophone which is "Conditioned variants of a phoneme , generated by phonological conditioning" (Yallop, 1994, p. 132) This means that the pronunciation of the irregular verb in

the past tense will be articulated depending on where the vowel and the consonant are located, since they will change the way in which they are articulated depending on the place they are located within the word.

1.2 Conceptual foundations of the use of ICTs as system of audiovisual teaching resources for the improvement of the pronunciation of regular and irregular verbs in the past tense.

The system of audiovisual teaching resources has as objective to facilitate the capacity of the language comprehension with a system of innovative activities inclined to articulate the process of learning and teaching. In the process of learning of English language and the way both they are fundamental keys to generate a new knowledge. It is important to consider a set of actions which allow the teacher to plan and deal different learning strategies which will be carried out on educative planification

La importancia del material didáctico radica en la influencia que los estímulos a los órganos sensoriales ejercen en quien aprende, es decir, lo pone en contacto con el objeto de aprendizaje, ya sea de manera directa o dándole la sensación de indirecta. (Murillo, Gabino Vargas, 2017, pág. 69).

En general, cuando hablamos de materiales o recursos didácticos, nos referimos a una serie de medios o instrumentos que favorecen el proceso de enseñanza y aprendizaje. Desde este punto de vista: En contextos de aula, los medios y recursos didácticos que emplean profesores y alumnos para la enseñanza y aprendizaje son de vital importancia porque condicionan la eficacia del programa didáctico y el aprendizaje que experimenta el alumnado. (Madrid, 2001, pág. 214)

Didactic educational resources are the pedagogical support which reinforces the teacher's performance, optimizing the teaching and learning process.

Murillo, Gabino y Vargas (2017) affirms that: Estos recursos son diseñados por los docentes respondiendo a los requerimientos, motivando y despertando el interés de los estudiantes para fortalecer el proceso de enseñanza aprendizaje, permitiendo la articulación de los contenidos teóricos de las materias con las clases prácticas. (pág. 69)

The system of audiovisual teaching resources help the teacher to fulfill his educational function, incorporating modern technical and technological resources for teaching which allow the teaching update, allowing new dynamics and academic experiences. It is important to emphasize that didactic resources not only facilitate the teacher's task, but also make the learning process more accessible to the students.

The integration of ICTs in the field of education, specifically in English language education has become a fundamental tool for the further development of their skills. ICTs are made-up of many resources such as, materials, strategies, and methods that can be used by those who intend to improve some kind of deficiency in the educational field. Merino (2013) affirms that: "Así pues, la incorporación de las Tics en el aula, concretamente en el área de lengua extranjera, supone la modificación de los métodos de enseñanza situando la actividad del alumno en el centro del proceso de enseñanza-aprendizaje". (pag. 9)

El alumno podrá beneficiarse de las Tics dentro y fuera del aula y podrá trabajar de manera autónoma sin los límites impuestos por el espacio y tiempo, comunicarse a través del correo electrónico con compañeros o profesor (al que le podrá enviar tareas de la red), acceder a información y ejercicios online, utilizar CD-ROMs (específicos para el aprendizaje de inglés, diccionarios, enciclopedias..), entrar en un *chat,* participar en un audio-videoconferencia, entrar en una plataforma de gestión de aprendizaje, crear su propia página Web, crear sus propios ejercicios con herramientas de autor(p.ej *hot potatoes),* participar en un *blog* o crear el suyo propio, o utilizar software independiente

(p.eje. *concordances*, software de grabación de audio o software de *office* –como el *Microsoft Word, Microsoft Excel o Powerpoint).* (Carballo-Calero, 2006, pág. 410)

When we talk about ICT in the Ecuadorian context, the reality must be totally different because unlike other developed countries where since the nineties the term ICT has been sufficiently well known, the opposite is true in Ecuador in the XXI century. "el ministerio educación en el año 2013 dispone que todos los planteles educativos del territorio nacional dispongan de recursos informativos" (MinEduc, 2013, pág. 2)

1.2.1 Classification of system of audiovisual teaching resources .

La tecnología de la información de ahora son: Las planificaciones informáticas. Educación: videojuegos, idiomas de autor, actividades de aprendizaje, presentaciones multimedia, enciclopedias, animaciones, simulaciones interactivas, etc. Entorno virtual de enseñanza y aprendizaje, plataforma virtual, campus virtual, aula virtual, e-learning (Murillo, Gabino Vargas, 2017).

Creating new learning activities is a plus for the improvement of English language skills, leading students to innovation and putting aside the behaviorist is the main idea. ICT has not the initiative to leave aside the teacher, on the contrary it tries to make the student assume autonomy and allow him/her to learn in a better way.

Animations in virtual classes promote different aspects that turn out to be of great advantage for the training process of students. Since their work is placed in the teachinglearning process, making computer programs the main helper to capture the attention of students, understanding the role they play.

When using a system of audiovisual teaching resources such as video games or learning activities, certain points must be considered, such as the material available, the behavior that the student must have concerning it, and above all the time needed to carry it out, so the activities must be planned in advance.

● Interactive Media.

In this case, interactive media are digital resources that allow students to interact with their classmates, teachers, etc. With the purpose of entertainment, information, and education as it is a referral that benefits all students.

> Los videos y canciones presentan el idioma real hablado a una velocidad normal y con acento genuino, en este punto es importante aclarar que el profesor debe tomar en cuenta estos últimos factores mencionados para convertirlos en una ventaja de aprendizaje para los estudiantes al diseñar un plan de clase. Es decir que la ventaja de usar adecuadamente los videos (películas) en la enseñanza del inglés radica en que estos nos transmiten directamente los contenidos de un idioma, la información real de una cultura diferente a través de imágenes y sonidos. (Amar, 2010, pág. 204)

> Amar (2010, pág. 117) affirms that: "Con ello, la educación en medios exige un cambio de mentalidad en el profesorado y, de este modo, un uso diferente al acostumbrado''.

Interactive media plays a very important role in education and even more so in virtual education as well as its use in the classroom which for some are angels and for others the devil; similar to having advantages and disadvantages. It should be seen as elements of a type of pedagogical process that will act according to how it is used in the classroom and its creativity to ultimately outline the learning outcomes. López (2006) affirms that: "Si los medios audiovisuales, como el televisor o las diapositivas, generan una actitud pasiva de los estudiantes, las nuevas tecnologías invierten estos procesos y convierten al alumno en protagonista de su propio aprendizaje''. (pág. 107)

• Virtual Teaching and Learning Environments. Educational Platforms, Virtual Campus, Virtual Classroom, e-Learning.

El aprendizaje virtual es una alternativa que representa a la educación y formación de los participantes (Lourdes, 2008).

The differentiation between virtual and face-to-face learning is very marked by different circumstances. If there is a great demand to obtain new knowledge that does not end up being developed correctly, but the reality is different because if we talk about training processes it tends to be carried out in a context where you can control the variables, and in turn isolate the limitations of an action.

López (2006) affirms that: "Existen sitios creados por docentes, charlas electrónicas, motores de búsqueda, Aulas Virtuales o Comunidades Virtuales, organizados de una forma tal que el docente pueda llevar a la práctica las recomendaciones de las teorías del aprendizaje'' (pág. 90).

Virtual teaching-learning environments are educational space hosted on the web that allows the development of different types of activities and in turn collects information about what is exposed in class

Los recursos para la información serían aquellos que permiten el acceso a datos con el fin de obtener información sobre un tema. Estos recursos son inmensos, de manera que hoy en día, el verdadero problema es el exceso de información y la inmediatez del acceso a la misma. (Jerez, 2017, pág. 146)

1.3 Contextual Characteristics: Teaching-learning process of the pronunciation of regular and irregular verbs in the past tense

The present research focuses on improving the pronunciation of regular and irregular verbs in students of the National and Foreign Language Pedagogy career which was born by

the reforms implemented by the national secretariat of higher education of science and technology which was created under a presidential decree.

As previously expressed, SENESCYT was born as a government body to improve the effectiveness and efficiency of higher education both in universities and institutes of the country in order to train future professionals in each of the human and technological areas, which at the moment to carry out their professional title, they demonstrate that they meet all the standards required by it.

For this reason, the alma mater of the province of gold, the Machala Technical University, also begins to make huge changes regarding the careers it offers to high school graduates of the republic, reforming the curricular networks based on the new provisions implemented by the government agencies like SENESCYT and CES.

Como parte del proceso de transformación también llega a la carrera que solía formar docentes de inglés antes conocida como ciencias de la educación mención inglés, la cual pasa a tomar el nombre de Pedagogía de los idiomas nacionales y extranjeros y su nacimiento fue en el 2016 bajo la aprobación del CES 12 de octubre de 2016, con el siguiente número de resolución del CES: RPC-SO-37-No.769-2016. (Machala, 2016, pág. 1). It currently has eight semesters and a total number of two hundred and thirty students.

1.3.2 Analysis of the results obtained from the application of the instruments.

The present epigraph of the investigation contains an analysis on the improvement of the pronunciation of regular and irregular verbs in the past tense of the English language in the students of the first semester of the Pedagogy of National and

Foreign Languages career, where empirical methods were applied, such as participant observation (ANNEX 1) and interview (ANNEX 2). The results obtained are detailed below:

After applying the participant observation, the state of articulation of the students was perceived, and once the observation was completed, the following was identified:

• Students manage to identify in writing way the difference between a verb in present tense with one in past tense, but they do not achieve the correct pronunciation.

• Students feel fear when speaking aloud.

• Students have difficulty switching from L1 to L2.

• Students make mistakes in the pronunciation of unfamiliar verbs.

• Students show insecurity when articulating verbs.

• Students fail to discern between the final phonetic sounds of regular verbs in the past tense.

• Students have problems transforming the verb tense when expressing their ideas.

Analysis unit 1: Pronunciation of regular and irregular verbs in the past tense.

**Category:** Perception of regular and irregular verbs in the past tense.

• Students have a significant deficit in differentiating verbal sounds in the past tense.

• Students fail to identify the meaning of verbs in the past tense.

•　　　Students have difficulty interpreting verbs in the past tense in the corresponding context.

Analysis unit 1: Pronunciation of regular and irregular verbs in the past tense.
Category 2: Oral production of regular and irregular verbs in the past tense.

•　　　Students have a significant deficit in differentiating verbal articulation in the past tense

•　　　Students do not adequately modulate regular and irregular verbal phonemes in the past tense.
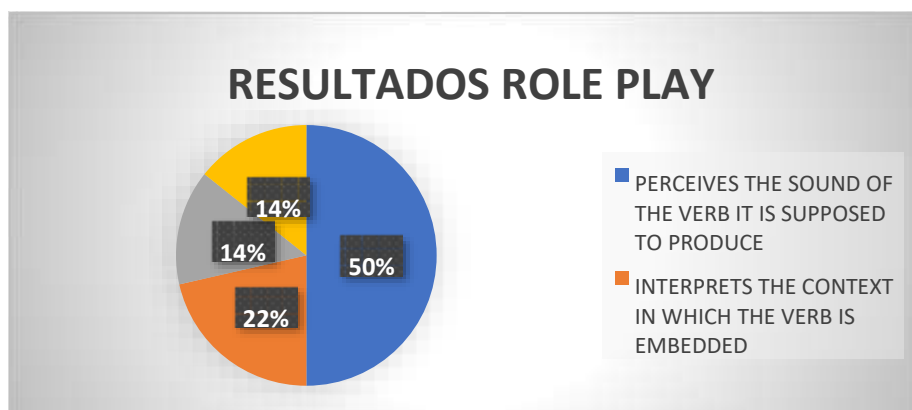
Roleplay is a technique that was handled under subjectivity to perceive the factors associated with articulation, intonation, and verbal recognition by students. They showed several shortcomings in each of the previously mentioned items, having difficulties when articulating regular verbs in the past tense, as they showed complexity in differentiating the sounds /ed/-/d/-/t/ with irregular verb errors they focused on using the irregular verb in the proper context, in addition to poor handling of allophones.

The National and Foreign Language Pedagogy Career aims to train teachers in the area of English as a foreign language, as well as teachers predisposed to constant innovation and that is put into practice within the classrooms highlighting their management in the pedagogical

field to know how to supplicate any learning difficulty that the student presents and at the same time obtain an international certification backed by the Common European Framework of Reference for languages at level B2.

A large number of students arrive at the university level with difficulties that should have been solved during the time of their primary and secondary studies, which is not an easy task due to the change in the teaching of the English language that began only seven years ago. "fortalecer y elevar el nivel de conocimientos lingüísticos de los docentes de inglés a fin de que alcancen el nivel B2, según el Marco Común Europeo de Referencias (MCER)." (Benítez, 2012, pág. 1)

According to what is expressed in a previous appointment, in 2013 the regulation of English teachers in Ecuador begins, as a first part, training teachers so that they are then evaluated by international organizations such as Cambridge so that their knowledge is supported by an international certification exam.

Therefore, a large part of the current university students of careers directed to the English language will present obstacles to achieving an optimal pronunciation because in their primary and secondary education not all received English classes as they should since a large part of the teaching body did not have the right level of English required.

CHAPTER 2: METODOLOGICAL FRAMEWORK

This chapter describes the methodological part used to achieve an appropriate investigation process. Due to this paradigm definition and type of investigation, design, empirical methods,

and population. Besides, this chapter evidenced the techniques used to achieve the analyses of data by using the applied instruments.

2.1 Paradigm and Type of investigation

The research is framed within the qualitative paradigm, because its intention is to decipher actions within an environment with characteristics which will help to

interpret the problems and the participants' opinions involved that allow taking actions within a previously determined context.

> El enfoque cualitativo se guía por áreas o temas significativos de la investigación, sin embargo, en lugar de que la claridad sobre la pregunta de investigación e hipótesis preceda a la recolección y análisis de los datos (como en la mayoría de los estudios cuantitativos) los estudios cualitativos pueden desarrollar preguntas e hipótesis antes, durante o después de la recolección y el análisis de los datos. Con frecuencia, estas actividades sirven, primero, para descubrir cuáles son las preguntas de investigación más importantes y después, para refinarlas y responderlas. (Sampieri, 2011, pág. 15)

Qualitative paradigm within the educational field allows for a hermeneutic perspective when interpreting the obtained data in the research process is not developed in a systematic way. Therefore phases are established that go from the initial immersion research process, which must show results in two directions, "Los datos cualitativos son más amplios, más detallados y varían más en contenido que los datos cuantitativos, por lo que su análisis es más difícil, ya que las respuestas no son estandarizadas ni generalizables'' (GurdiánFernández, 2007, pág. 228).

2.2 Research Design

This research design provides the facility to select the appropriate techniques and methods at the moment of solving the problems about the pronunciation of past tense English language verbs by the first semester students of The National and Foreign Language Pedagogy Career

El proceso de búsqueda a soluciones de problemas en diversas disciplinas se la conoce como investigación científica (Sánchez, 2013, pág. 37). In consequence, the time established to carry out the research is developed through a non-experimental transactional design. Se la conoce de esta forma porque son contextos que ocurrieron en una forma directa con el investigador (Escamilla, 2015, pág. 3)

2.3 Population and sample or object of study

Population is constituted by thirty students from first semester in the daytime section of The National and Foreign Language Pedagogy Career and the researchers involved in this project.

2.4 Research methods

Research methods are key elements in order to obtain valid results that lead to solve the research problem.

(Naranjo, 2014, pág. 112) "El método es la organización interna del proceso investigativo. Es una sucesiva reconfiguración de procedimientos que involucran dentro de él diversas técnicas e instrumentos que finalmente le otorgan validez".

2.4.1 Research of methods

The use of theoretical methods will allow us to obtain the participants opinion and the aspects that will be investigated. Therefore, in this research, we use methods of theoretical level: analytical-synthetic, systemic, and historical-logical.

''Los métodos teóricos cumplen una función gnoseológica conspicua, por cuanto posibilitan la interpretación conceptual de los datos empíricos encontrados. Por consiguiente, los métodos teóricos al utilizarse en la construcción y desarrollo de las teorías, crean las condiciones para ir más allá de las características fenoménicas y superficiales de la realidad, explicar los hechos y profundizar en las relaciones esenciales y cualidades fundamentales de los procesos no observables directamente. Ellos contribuyen al desarrollo de las teorías científicas''. (Naranjo, 2014, pág. 116)

The theoretical methods used in the research are detailed below:

Analytical and synthetic

This method was used to obtain the necessary information on what was investigated and to consolidate all the elements of the research.

(Francisco N. Rodríguez C., 2007, pág. 15)''Estudia los hechos partiendo de la descomposición del objeto de estudio en cada una de sus partes para examinarlas en forma individual (análisis) y luego se integran dichas partes para estudiarlas de manera holística e integral (síntesis)''

Systemic Method

This method provides the appropriate tools to condense all the information obtained in the research. This is where all the information about interviews, and survey is condensed. Para procesar entrevistas y fichas de observación y Determinar estructura y jerarquía de cada elemento del objeto (Naranjo, 2014).

Historical and logical method

This method allows to know the previous antecedents regarding the verbal pronunciation of the students in order to specify the methods and techniques to be used to solve the research problem. Because this important topic for the development of teaching practice in

English has not been investigated before

El problema de la interrelación entre el conocimiento se estructura en el desarrollo de la historia (Naranjo, 2014).

Empirical level methods

The methods will provide the research with data related to the context of the first semester students from The National and Foreign Language Pedagogy Career, in the 2021 D2 period.

(M.Sc. Jorge Luís Cobas Portuondo.Lic. Aliuska Romeu Valle, 2010)''Revelan y explican las características fenomenológicas del objeto. Estos se emplean fundamentalmente en la primera etapa de acumulación de información empírica y en la tercera de comprobación experimental de la hipótesis de trabajo" (pág. 6).

Participant observation

Participant observation is a method that provides the necessary tools to learn about the reality of student's articulation in the past tense verbs pronunciation and to collect the necessary information for the research work.

La observación participante es un método interactivo de recogida de información que requiere de la implicación del observador en los acontecimientos observados, ya que permite obtener percepciones de la realidad estudiada, que difícilmente podríamos lograr sin implicarnos de una manera afectiva. (Gregorio Rodrígez, 1996, pág. 207).

(Rekalde, Vizcarra, & Macazaga, 2014)''La observación participante ha dado inicio a la construcción de instrumentos que han facilitado la interpretación y comprensión de las situaciones analizadas" (pág. 207).

The interview

The interview is applied to the first semester students from The National and Foreign Language Pedagogy Career in the period 2021 D2 in order to collect information about how was their acquisition and learning experience about English language learning in the 6 questions that were answered

La entrevista es una técnica de gran utilidad en la investigación cualitativa para recabar datos; se define como una conversación que se propone un fin determinado distinto al simple hecho de conversar. Es un instrumento técnico que adopta la forma de un diálogo coloquial. (Díaz-Bravo, Torruco-García, Martínez-Hernández, & VarelaRuiz, 2013, pág. 163).

The role play

The role play is applied in order to obtain the necessary information on how the students of the first semester of the Pedagogy of National and Foreign Languages course, period 2021 D2, articulate regular and irregular verbs in the past tense.

> De forma muy sintética podemos decir que el role - playing consiste en dramatizar, a través del dialogo y la interpretación quizás improvisada, una situación que presente un conflicto con trascendencia moral. comunicación, lenguaje y educación. Es decir, el problema que se plantee debe ser abierto, pudiendo dar a lugar a posibles interpretaciones y soluciones. (Martin, 1992).

TABLE 1 RESEARCH WITH THE UNIT OF ANALYSIS THE PRONUNCIATION OF REGULAR AND IRREGULAR VERBS IN PAST TENSE

DEFINITION: Es la producción y la percepción a través del habla de los sonidos distintivos en idioma inglés de los verbos regulares e irregulares en tiempo pasado (Serena, 2003)

ANALYSIS UNIT	CATEGORY	SUB CATEGORY
Pronunciation of regular and irregular verbs in past tense.	Perception of verbs regular and irregular verbs in past tense.	-Perceives the sound of the verb to be produced produce; - Identifies the meaning of the verb ; - Interprets the context in which the verb is embedded.

	Production oral verb production regular e irregular verbs in the past tense.	Produces sound units (phonemes) of units (phonemes) of verbs and their realization in concrete

		in concrete contexts (allophones); - Produces the phonetic features that distinguish the phonemes present in verbs (distinctive features; e.g. sonority, nasality, occlusion, labiality); - Produces the phonetic composition of regular and irregular verbs in the past tense (syllabic structure, the accentual sequence of the words, etc.); produces the phonetic composition of regular and irregular verbs in the past tense (syllabic structure, the accentual words, etc.); - Produces the phonetics of verbs (prosody): stress, rhythm and intonation.

CHAPTER III: INTERVENTION PROPOSAL

This chapter shows the system design of audiovisual teaching resources for the improvement of regular and irregular verbs in the past tense pronunciation, which will serve in the diction of first semester students of the Pedagogy of National and Foreign Languages career. In addition, the theoretical and methodological criteria that gave effectiveness to the use of the audiovisual didactic resources adapted to the educational process were achieved.

3.1 The theoretical foundation of the activity system based on the use of audiovisual resources.

Education involves organization, socialization, and teaching where the students acquire new knowledge throughout their academic stage. It is important to take into account that the student life of the student is linked to the technological advances of today, being a young population they will always be attentive to new technologies. Se trata de la producción de los distintos sonidos en inglés para los verbos en pasado. (León, 2007)

Un sistema de actividades contribuye a la solución de un problema científico predeterminado (Pichardo, 2011).

Audiovisual resources have a large number of activities with both auditory and visual characteristics. They are fundamental part to meet the proposed objective of this research,

highlighting the evolution of how the activities are carried out since technology as a resource that provides several alternatives to present new learning for students. Knowing how to take advantage of audiovisual didactic resources is knowing how to guide students since the media that they used daily for their entertainment can also be used to promote new learning.

> La formación en tecnología ha logrado ir descentrándose, en sus ámbitos teóricos y prácticos, de la tradición educativa que fundamentalmente ha privilegiado contenidos y objetivos de formación de carácter instrumental y se orienta (aún con vacíos en sus logros y alcances) hacia propuestas educativas asociadas a perspectivas de naturaleza cultural, con fuerte énfasis en acciones y procesos de construcción de conocimiento y estructuración de pensamiento. (Peña, 2018, pág. 5)

3.2 System of activities through audiovisual didactic resources to develop the correct pronunciation of regular and irregular verbs in the past tense in students of the first semester of the Pedagogy of National and Foreign Languages career.

The system of activities through audiovisual didactic resources has the specific purpose of using well-known technological resources within the English language teaching process. Since living in the age of technology should take advantage to help current generations to optimize the means that they currently have and direct them to be functional in the educational system.

According to Jama-Zambrano (2016) "Son instrumentos para procesar la información y para la gestión administrativa, fuente de recursos, medio lúdico y desarrollo cognitivo." (pág. 205).

Cognitive development is essential for learning a new language because it takes many factors which help the learner to develop all their skills regarding the acquisition of L2 in the English language.

Las habilidades cognitivas establecen cambios en las habilidades del pensamiento y la compresión (Linares, 2014).

The content to elaborate the activity system was selected after identifying the students' problems gotten from the instruments applied before. There was one instrument which allowed us to get a better understanding of the problems in terms of pronunciation without a doubt is the role play because it is where the different difficulties of the students are evidenced.

The system of activities integrates a specific goal, first of all, to provide confidence to the group of students so that they can put their fears aside during their interventions. The fear they may feel vanishes and this will be optimal for them to begin to execute the desired articulation by the teacher. Las categorías pedagógicas como ciencia y educación generan en los líderes de la sociedad el desarrollo integral de la personalidad (Pérez López, 2017).

The activity system was developed during two days a week for three weeks of classes, which are divided into thirty-minute workshops. The students will learn the established content in a more enjoyable and objective way, making use of resources audiovisual teaching aids such as Wordwall-Quizlet-Lyrcistraining-padlet and Live worksheets. The resources will be used at different times of the class to achieve the

objective of implementing a system of audiovisual teaching aids to improve the pronunciation of regular and irregular verbs of time passed in the students of the first semester of the Pedagogy of National and Foreign Languages career.

Teaching strategies tend to be based on important aspects when preparing a lesson plan since it must be taken into account that when a class is taught, the group of students tend to be very varied since the active role of the teacher must be taken into account student.

- When choosing a subject for classes, one must be very cautious due to developing the objective.

Los Objetivos de Aprendizaje comunican lo que el curso, asignatura o unidad educacional espera que el estudiante aprenda. En otras palabras, lo que el estudiante debe ser capaz de demostrar al final de un periodo de aprendizaje. (Branda, 2006, pág. 1)

- These research works seek to eliminate the inactive role of students so that they are protagonists in each of the activities. Taking into account that there are different types of intelligence such as: spatial, musical, and kinesthetic, activities must be developed that meet the needs of all students.

According to Castro and Guzmán de Castro (2005) "Los estilos de aprendizaje señalan la manera en que el estudiante percibe y procesa la información para construir su propio aprendizaje, éstos ofrecen indicadores que guían la forma de interactuar con la realidad." (pág. 87).

3.2.1 Description of the system of activities

This subheading details the planning of each class and activities to improve the pronunciation of regular and irregular verbs in past tense through the use of audiovisual

teaching resources to be developed with the group of first semester students of Pedagogy of national and foreign languages 2021 D2 period, which will be carried out on Monday, January 10.17.24 and Tuesday, January 11.18.25.

Class 1 and 2:

Content: Pronunciation of regular verbs with ending /ed/.

Objective: To identify the structure of regular verbs in the past tense through the articulation /ed/.

During the class.

Time: 30 minutes per class

Introduction: 5 minutes

Explanation of the class topic

Development: 20 minutes

Activity 1: Kahoot (APPENDIX 5)

Objective: To identify regular verbs with the phonetic ending /ed/.

Description of the activity: Students were provided with regular past tense verbs with a different phonetic ending. Students had to identify which regular past tense verb belonged to the ending /ed/ in the Kahoot platform.

Activity 2: Role Play (APPENDIX 6)

Objective: To evaluate the level of articulation of regular verbs in the past tense.

Description of the activity: A dialogue previously structured by the teachers containing regular verbs in the past tense with all its variants were presented to the students using Microsoft PowerPoint slides.

Conclusion: 5 minutes

Evaluation of the articulation of regular verbs with ending /ed/ using the Kahoot application.

Link: https://play.kahoot.it/v2/lobby?quizId=023f9c32-80c6-48e6-8520-25b2d50f3916

Resources:

- Google Meet Platform

- Slides

- Kahoot

- Images

- ToPhonetics

Class 3 -4:

Content: pronunciation of regular verbs with ending /t/-/d/.

Objective: To identify the structure of regular verbs in the past tense through the articulation /t/-/d/.

During the class.

Time: 30 minutes per class

Introduction 5 minutes

Explanation of the class topic

Development: 20 minutes

Activity 1: Quizizz

Objective: To identify regular verbs with the phonetic ending /t/.

Activity description: Students were provided with regular past tense verbs with a different phonetic ending, students had to identify which regular past tense verb belonged to the ending /t/ in the Quizizz platform.

   Activity 2: Liveworksheets (APPENDIX 10)

Objective: To identify regular verbs with the phonetic ending /t/.

Description of the activity: Using the Live worksheets platform, students had to record themselves while articulating verbs with the phonetic ending /t/ and then be evaluated by the platform.

Conclusion: 5 minutes

Assessment of the articulation of regular verbs with ending /t/-/d/ using Liveworksheets - Quizizz

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Pronunciation_of_past_-ed/Pronunciation_regular_verbs_in_past_-_ed_tz9839iz.

https://quizizz.com/join **Resources:**

- Google Meet Platform

- Slides

- Kahoot

- Images

- Quizizz

Class 5 -6

Content: Pronunciation of irregular verbs in the past tense.

Objective: To identify the allophones in the articulation of irregular verbs in the past tense.

During the class.

Time: 30 minutes per class

Introduction: 5 minutes

Explanation of the class topic

Development: 20 minutes

Activities related to the topic of the class.

Activity 1: YouTube (APPENDIX 12)

Objective: To recognize regular and irregular verbs through a song presented in the classroom.

Description of the activity: A music video containing regular and irregular verbs in the past tense was presented and students had to be able to recognize them to proceed to elaborate questions and answers with their classmates.

Activity 2: LINGBASE (APPENDIX 13)

Objective: To identify the pronunciation of irregular verbs in the past tense.

Description of the activity: A list of verbs were presented along with the pronunciation of each one and the students had to articulate them correctly respecting the rules of the allophones as well as recognizing them.

Activity 3: Kahoot (APPENDIX 14)

Objective: To identify the correct pronunciation of regular and irregular verbs in the past tense.
Description of the activity: 5 questions were asked on the Kahoot platform where students had to identify articulation rules for irregular regular verbs in the past tense.

Activity 4: Role Play (APPENDIX 15)

Objective: To evaluate the pronunciation of regular and irregular verbs in the past tense.
Description of the activity: Students were asked to participate in pairs to perform a role play previously structured by the teachers to perceive the students' pronunciation of regular and irregular verbs in the past tense.

Conclusion: 5 minutes

Assessment of articulation and recognition of irregular verbs using Lyrcistraining-Liveworksheets - YouTube

Link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Past_simple_tense_dc110kf

https://www.youtube.com/results?search_query=yesterday+the+beatles+lyrics **Resources: -**

Google Meet Platform

- Slides

- Live worksheets

- Images

- YouTube

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

This chapter describes the results obtained after the application of the system of didactic activities to first semester students of Pedagogy of national and foreign languages, period 2021 D2, which were applied on Monday 10-17-24 and Tuesday 1118-25 January 2022.

4.1 RESULTS OF THE APPLICATION OF THE SYSTEM OF DIDACTIC ACTIVITIES.

The following is a description of how the system of didactic activities was applied through the classes and the results obtained from said application.

Class 1 and 2 - Lesson plan 1 (APPENDIX 3): Pronunciation of regular verbs with ending /ed/.

The first two classes were held on January 10 and 11 with a duration of 30 minutes. On Monday, January 10, the topics to be worked on during all classes were presented, as well as a brief introduction to the pronunciation of regular and irregular verbs.

During the first day of class, the topic of regular and irregular verbs in the past tense was introduced with the help of a Microsoft PowerPoint presentation detailing the information regarding the class topic. Questions were asked to the students (APPENDIX 4) to determine how familiar they were with the articulation of regular and irregular verbs in the past tense; the students responded favorably to the activity carried out in the virtual classroom.

Subsequently, at the beginning of the second day of classes, we focused formally on the articulation of the sound /ed/ in regular verbs in the past tense with the help of a Microsoft PowerPoint presentation (APPENDIX 5). Through the questions that were presented to the students, it was perceived that they recognized the sound of regular verbs in the past tense, and an explanation was given on how they should position the tongue inside their mouth to achieve the correct verbal articulation.

Finally, an activity was carried out on the Kahoot platform in which they were provided with two regular verbs in the past tense and they had to select which verb had the correct ending /ed/ (APPENDIX 5) and to evaluate their level of articulation of regular verbs in the past tense it was developed through a role-play (APPENDIX 6).

CLASS 3 Y 4- Class Plan 2 (Appendix 7): Pronunciation of regular verbs with ending /t/-/d/.

Class 3, which took place on Monday, January 17, with a duration of 30 minutes, began with feedback on the topic of classes 1 and 2 and then gave way to the new class topic which focused on regular verbs in the past tense with an articulation of the phoneme /t/ at the end of the verb.

A Microsoft PowerPoint presentation was made showing where the tongue should be positioned to produce the phoneme /t/ at the end of a certain group of regular verbs in the past tense (APPENDIX 8), then a video was presented which would help to acquire the sound of the phoneme /t/ from the pronunciation of a native speaker (APPENDIX 9).

To end the class on Monday, January 17, the students were asked to elaborate a Quizizz where they were evaluated on their knowledge of the sound of the phoneme /t/ at the end of regular verbs in the past tense, and it was observed that the activity was successfully developed.

Class number 4 on January 18, which lasted 30 minutes, focused on practicing the previous knowledge from Monday's class, which had focused on the articulation of the phoneme /t/ in regular verbs in the past tense. It began with a practical exercise where they were given a list of verbs which was used for the group of students to articulate them by putting their hand on their throat so that they could identify the difference in articulation with regular verbs with phonetic sound /ed/.

At the end of the class, the students were guided to use the Liveworksheets platform in which they had to pronounce the verbs and then be graded by the platform (APPENDIX 10).

Classes 5 -6 - Lesson Plan 3 (Appendix 11): Pronunciation of irregular verbs in the past tense.

In the class of Monday, January 24, with a duration of 30 minutes, the explanation of irregular verbs in the past tense was carried out, the class began with a Microsoft PowerPoint presentation and an introduction on the correct pronunciation of irregular verbs.

Afterward, an activity was carried out presenting a song through a video on the YouTube platform (APPENDIX 12) containing irregular verbs where students had to recognize both regular and irregular verbs to proceed to a more in-depth explanation of the topic, Finally, an activity was performed on the lingbase platform (APPENDIX 13) where students had to observe and listen to some verbs in their past irregular form, after listening they had to perform the correct pronunciation of the verbs, in this activity the students did not need a previous correction because they were able to articulate the verbs correctly.

The class on January 25, with a duration of 30 minutes, was conducted through activities in the virtual platform Kahoot (APPENDIX 14) in which we determined the knowledge that the student had about everything explained in the class of regular and irregular verbs in the past tense, in this way we could identify which students had understood the topic and who had shortcomings with this topic.

Finally, a role-play was performed (APPENDIX 15) in which it was possible to completely evaluate the application of the classes, the application of the audiovisual didactic resources if these were effective for the understanding of the topic of the pronunciation of regular and irregular verbs in the past tense, in this role play was performed between two pairs and they had to interact between them to identify the regular and irregular verbs that they found in the role play so we could delimit a global evaluation of all the students and the application of the class.

4.2 DISCUSSION OF RESULTS OF THE APPLICATION OF THE TEACHING ACTIVITIES SYSTEM

Once the research finished, it is necessary to contrast the results obtained with previous research carried out by other authors focused on the same research topic of the use of audiovisual didactic resources in the English language teaching-learning process.

It was possible to perceive that the use of audiovisual teaching resources in the classroom allows students to feel much more comfortable because they are learning through the technological resources that they use daily. In this research, according to Julián Darío Forero Sandoval - Estela Díaz Buitrago (2017) "Se puede concluir que la implementación de recursos audiovisuales como estrategia de validación pedagógica logró priorizar la selección de la información en función del diseño de cada medio y de las necesidades e intereses de la comunidad académica". (pág. 290)

Through the use of audiovisual platforms to improve the pronunciation of regular and irregular verbs in the past tense, students discovered how to take advantage of the audiovisual resources they have with help to the virtuality of their education.

Con el gran uso y proliferación del Internet en todos los ámbitos de la sociedad, éste nos ha permitido que se abran las puertas en muchos aspectos, entre ellos la educación. Las oportunidades para estudiar se han ampliado gracias a que la educación tradicional ha avanzado dando paso a la educación virtual. (Martinez- Bahena, 2017)

Through the use of virtual platforms, it was possible to verify that their good use helped to interact and improve the organization of activities that in a certain way allowed students to acquire knowledge in a more active and dynamic way. El uso de

las TIC trabaja como mediador en los procesos educativos y en las planificaciones de las mismas referente al aprendizaje del estudiantado (Villalobos-Torres, 2018).

In addition, the tools used such as Microsoft PowerPoint slides, videos, images, audios, allowed students to recognize and practice the pronunciation of regular and irregular verbs in the past tense and which in turn provided significant support to their learning since their knowledge as students of the Pedagogy of National and Foreign Languages career.

Finally, it was possible to involve the students more in learning the articulation of regular and irregular verbs in the past tense since they will apply them later in their career, for this reason, they managed to capture the objective of the application of the classes and the application of audiovisual teaching resources. At the end of the class, we congratulate them for their performance and the interest they were able to show throughout the three weeks of classes, and the growth they had regarding the pronunciation of regular and irregular verbs in the past tense.

CONCLUSIONS

- By means of the bibliographic search, it was possible to define the units of analysis understudy through the system of audiovisual didactic activities.

- With the help of the applied instruments, it was possible to obtain the information corresponding to the subcategories. The factors by which they were at a deficient level were identified and a system of activities was elaborated.

- The creation of the activity system, which was characterized by audiovisual resources, was carried out through the topics chosen in the investigation. The activities designed were focused on improving the pronunciation of regular and irregular verbs in the past tense of the English language.

- After the application of the activity system, it was corroborated through the use of the role play technique where a significant change was evidenced by the students in terms of the recognition of the phonemes /t/-/ed/-/d/ at the time of articulating regular verbs in the past while identifying the allophones for the articulation of irregular verbs in the past.

RECOMMENDATIONS

- Carry out an in-depth study using a larger number of students on the application of didactic activity systems.

- Use a bibliography that contains information on audiovisual teaching resources for a better understanding of activities that should be applied in the classroom.

- Based on the results of the present research and his own bibliographical contribution, it is recommended to carry out workshops on the pronunciation of regular and irregular verbs in the past tense.

- Extend the studies presented in this thesis to the study of other types of teaching the pronunciation of regular and irregular verbs in the past tense.

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APPENDIXES

APPENDIX 1: RUBRIC FOR PARTICIPANT OBSERVATION

RUBRICA PARA VALORAR LA PRONUNCACION DE VERBOS REGUALES E IRREGUALARES			
CRITERIOS DE APRECIACION	SIEMPRE	AVECES	NUNCA
PERCIBE EL SONIDO DEL VERBO QUE DEBE PRODUCIR			
INTERPRETA EL CONTEXTO EN EL CUAL SE INCORPORA EL VERBO.			
IDENTIFICA EL SIGNIFICADO DEL VERBO			
PRODUCE LOS RASGOS FONÉTICOS QUE DISTINGUEN LOS FONEMAS PRESENTES EN LOS VERBOS (RASGOS DISTINTIVOS; POR EJEMPLO: SONORIDAD, NASALIDAD, OCLUSIÓN, LABIALIDAD)			

APPENDIX 2: SURVEY TO STUDENTS

ENTREVISTA

Nombre:

Edad:

Sexo:

¿Conoce la diferencia entre verbos regulares e irregulares en tiempo pasado?

¿Considera usted que los medios didácticos audiovisuales son beneficiosos para mejorar la pronunciación de los verbos regulares e irregulares en tiempo pasado del idioma inglés?

¿Conoce la diferencia entre la articulación de los verbos regulares e irregulares en tiempo pasado en el idioma inglés?

¿Logra identificar los fonemas /t/ - /d/ - /id/ al final de los verbos regulares en tiempo pasado?

¿Conoce algún tipo de medio didáctico audiovisual que le haya ayudado a mejorar su pronunciación de los verbos regulares e irregulares en tiempo pasado?

¿Conoce la función del alófono en la articulación de los verbos irregulares en tiempo pasado en el idioma inglés?

APPENDIX 3: CLASS PLAN 1 AND 2

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADÉMICA CIENCIAS SOCIALES
Class Plan No. 1

Pedagogical career of national and foreign languages	SUBJECT: ENGLISH	PERIOD: 2021-S1
TEACHER: LCDO. JOHAN PACHECO LCDA. MISHEL RAMIREZ	CLASS DURATION: 30 minutes	TEACHING FORM: Theoretical practical class

OBJECT: to implement a system of audiovisual teaching aids for the improvement of the pronunciation of regular and irregular verbs of the past tense in the first semester students of the pedagogical career of national and foreign languages period 2021 s1..

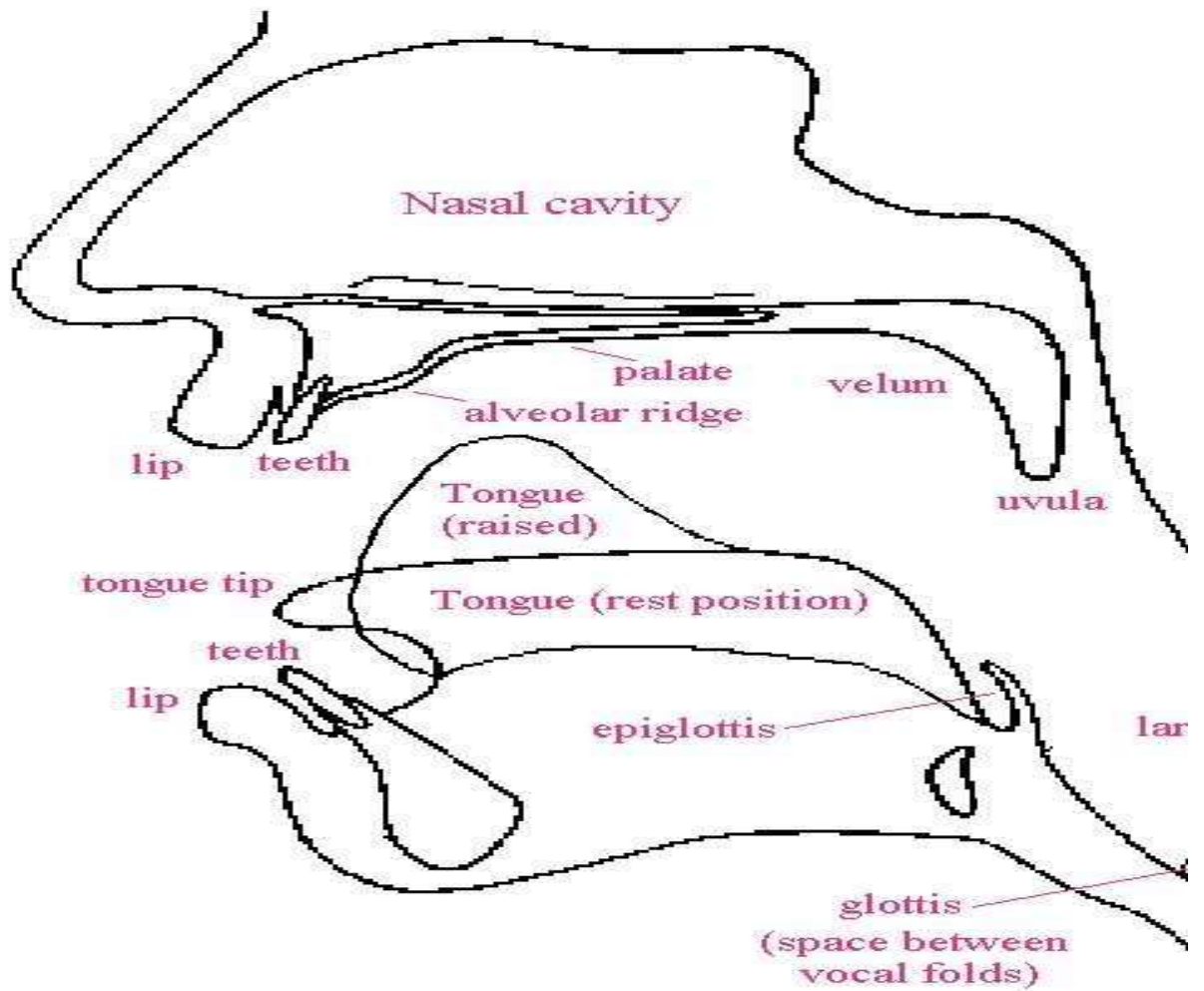| PRIOR KNOWLEDGE: -----				DATE: 10/01/2022-11/01/2022	
CONTENT SYSTEM	PHASE	ACTIVITIES	METHODS AND TECHNIQUES	RESOURCES	EVALUATION INDICATORS
KNOWLEDGE: Definition. Various authors, Confrontation of Importance theories ABILITIES: Learn about the pronunciation of regular and irregular verbs in the past tense, how to write it, diagnose and perform exercises. VALUES:	INTRODUCTION (5 MIN)	• Greeting and organization of the class • Attendance record • Initial activity • Explain the topic about regular and irregular verbs and associate them with their English classes	•Questions and answers •Share experiences • Joint elaboration •Group discussion	Student payroll Academic texts Slideshow Kahoot	
	DEVELOPMENT (20 MIN)	- Activity 1 Activity on verbs in the past tense to recognize the state of knowledge on the subject -Activity 2 explains how regular and irregular verbs are classified and exercises are carried out -Activity 3 everything learned in class is evaluated	• Joint elaboration •Group discussion	• Slides • Computer	- That 80% of the students characterize the verbs in the past tense
Responsibility Ethics Honesty Warmth respect	CONCLUSION (5 MIN)	Evaluation about questions and answers about verbs in the past tense	• Questions and answers	• Slides	That 80% of students recognize verbs in the past tense
ACTIVITIES FOR SELF-EMPLOYED LEARNING		Review class notes Consult the basic bibliography for the main concepts related to the topic, SELF-EMPLOYED WORK. Students summarize the important aspects of the topic covered.			

APPENDIX 4
APPENDIX
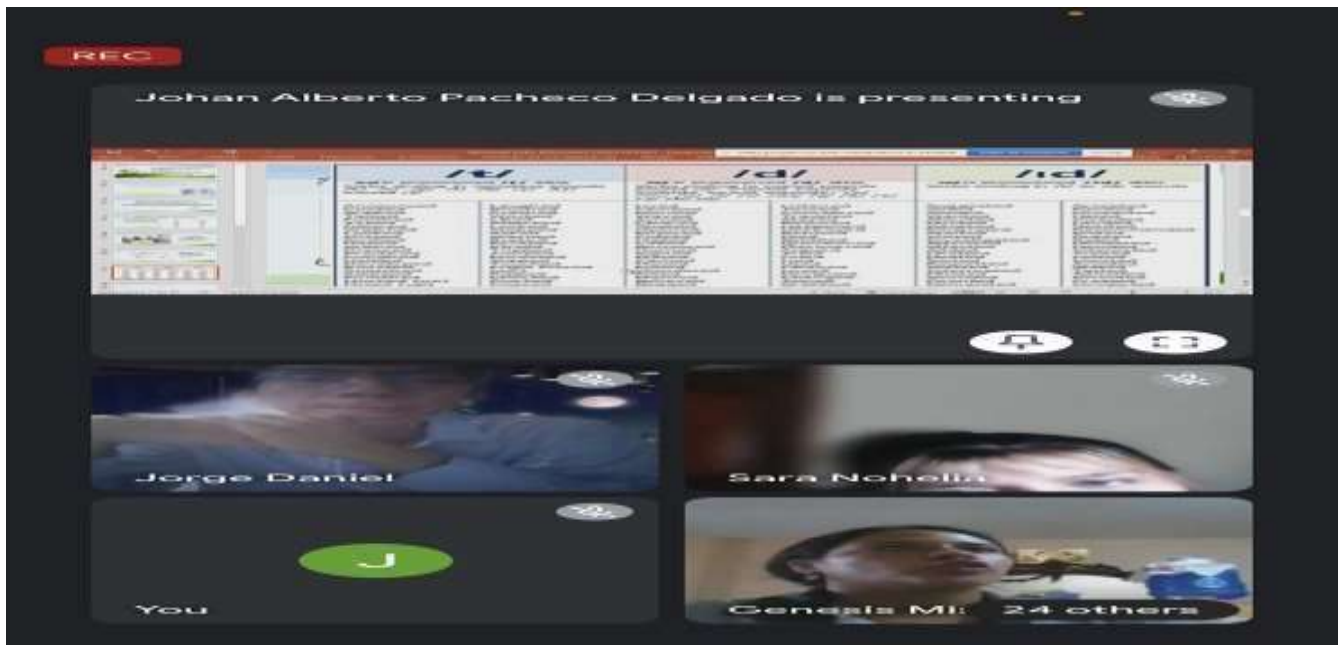
APPENDIX 5
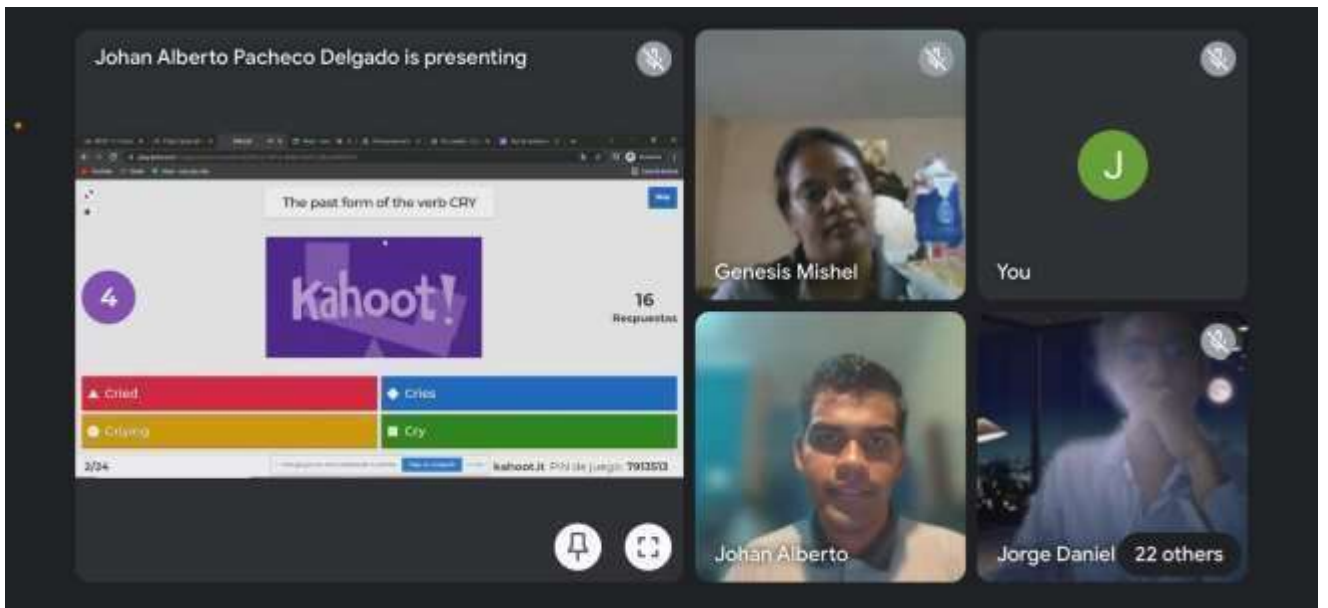
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APPENDIX 7: CLASS PLAN 3 AND 4

| UNIVERSIDAD TÉCNICA DE MACHALA |
| UNIDAD ACADÉMICA CIENCIAS SOCIALES |
| Class Plan No. 2 |

Pedagogical career of national and foreign languages	SUBJECT: ENGLISH	PERIOD: 2021-S1
TEACHER: LCDO. JOHAN PACHECO LCDA. MISHEL RAMIREZ	CLASS DURATION: 30 minutes	TEACHING FORM: Theoretical practical class

OBJECT: to implement a system of audiovisual teaching aids for the improvement of the pronunciation of regular and irregular verbs of the past tense in the first semester students of the pedagogical career of national and foreign languages period 2021 s1..

TOPIC: Pronunciation of regular verbs and their endings /t/-/ed/

PRIOR KNOWLEDGE: -----	DATE: 17/01/2022-18/01/2022

CONTENT SYSTEM	PHASE	ACTIVITIES	METHODS AND TECHNIQUES	RESOURCES	EVALUATION INDICATORS
KNOWLEDGE: Definition. Various authors, Confrontation of Importance theories	INTRODUCTION (5 MIN)	• Greeting and organization of the class • Attendance record • Initial activity • Review about last class	•Questions and answers •Share experiences • Joint elaboration •Group discussion	Student payroll Academic texts Slideshow Kahoot	
ABILITIES: Learn about the pronunciation of regular and irregular verbs in the past tense, how to write it, diagnose and perform exercises.	DEVELOPMENT (20 MIN)	– Activity 1 Role play with verbs ending with /t/-/ed/ sound –Activity 2 Choose the correct verb from sentence –Activity 3 Watch Video and say the verbs in past with the correct ending.	• Joint elaboration •Group discussion	• Slides • Computer	– That 80% of the students characterize the verbs in the past tense
VALUES: Responsibility Ethics	CONCLUSION (5 MIN)		• Questions and answers	• Slides	That 80% of students recognize verbs in the past tense

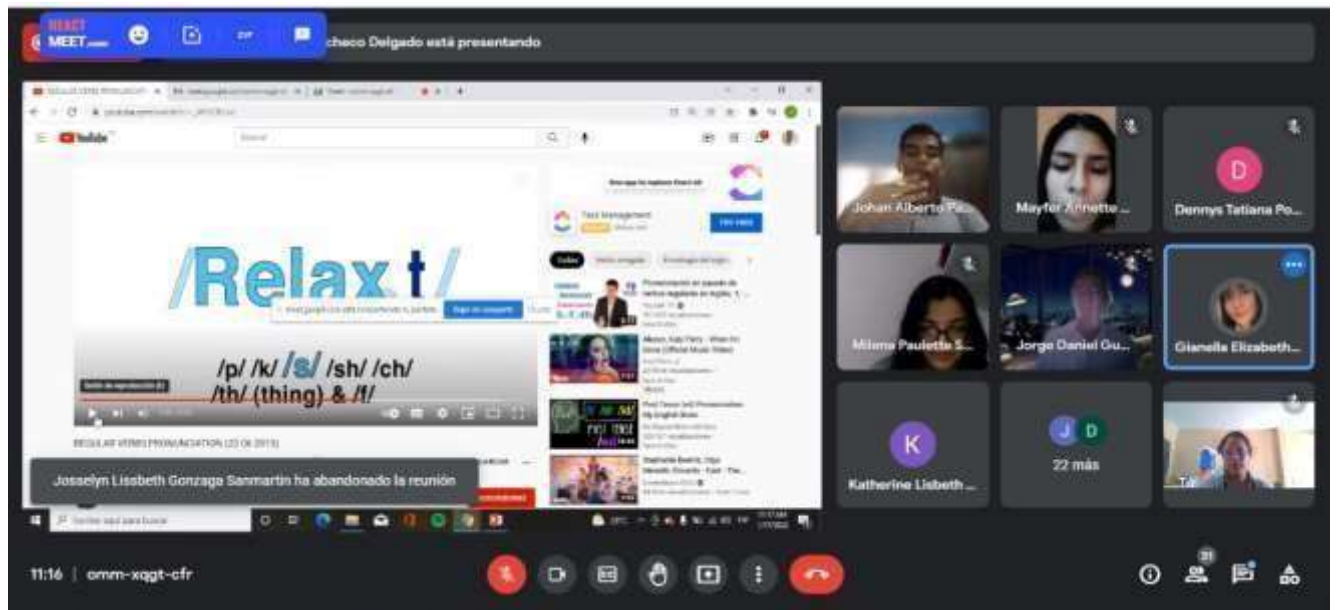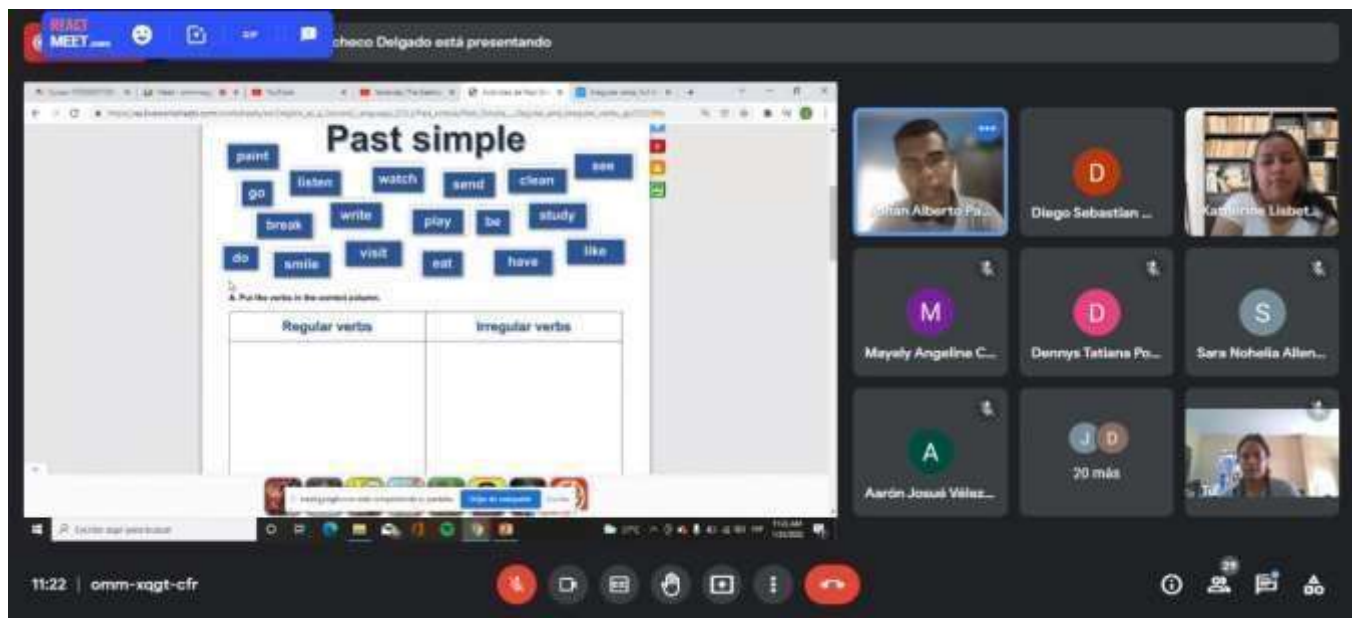| Honesty Warmth respect					
ACTIVITIES FOR SELF-EMPLOYED LEARNING	Review class notes Consult the basic bibliography for the main concepts related to the topic, SELF-EMPLOYED WORK. Students summarize the important aspects of the topic covered.				

APPENDIX

8

Nasal cavity

palate

velum

alveolar ridge

lip   teeth

uvula

Tongue (raised)

tongue tip

Tongue (rest position)

teeth

lip

epiglottis

lar

glottis (space between vocal folds)

APPENDIX

9

APPENDIX 10

APPENDIX

11: CLASS PLAN 5 AND 6

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADÉMICA CIENCIAS SOCIALES
Class Plan No. 3

Pedagogical career of national and foreign languages	SUBJECT: ENGLISH	PERIOD: 2021-S1
TEACHER: LCDO. JOHAN PACHECO LCDA. MISHEL RAMIREZ	CLASS DURATION: 30 minutes	TEACHING FORM: Theoretical practical class

OBJECT: to implement a system of audiovisual teaching aids for the improvement of the pronunciation of regular and irregular verbs of the past tense in the first semester students of the pedagogical career of national and foreign languages period 2021 s1..

TOPIC: Pronunciation of irregular verbs and Allophones

PRIOR KNOWLEDGE:----- | DATE: 24/01/2022-25/01/2022

| CONTENT SYSTEM	PHASE	ACTIVITIES	METHODS AND TECHNIQUES	RESOURCES	EVALUATION INDICATORS
KNOWLEDGE: Definition. Various authors, Confrontation of Importance theories ABILITIES: Learn about the pronunciation of regular and irregular verbs in the past tense, how to write it, diagnose and perform exercises. VALUES: Responsibility Ethics Honesty Warmth	INTRODUCTION (5 MIN)	• Greeting and organization of the class • Attendance record • Initial activity • Review about last class	•Questions and answers •Share experiences • Joint elaboration •Group discussion	Student payroll Academic texts Slideshow Kahoot	
	DEVELOPMENT (20 MIN)	- Activity 1 _ watch a video and identiy irregular verbs Activity 2 -Create a sentence using the verb from the video	• Joint elaboration •Group discussion	• Slides • Computer	- That 80% of the students characterize the verbs in the past tense
	CONCLUSION (5 MIN)	Make a Kahoot activity Make a role play with regulars and irregulars verbs	• Questions and answers	• Slides	That 80% of students recognize verbs in the past tense

respect					
ACTIVITIES FOR SELF-EMPLOYED LEARNING		Review class notes Consult the basic bibliography for the main concepts related to the topic, SELF-EMPLOYED WORK. Students summarize the important aspects of the topic covered.			

APPENDIX

APPENDIX

APPENDIX 12
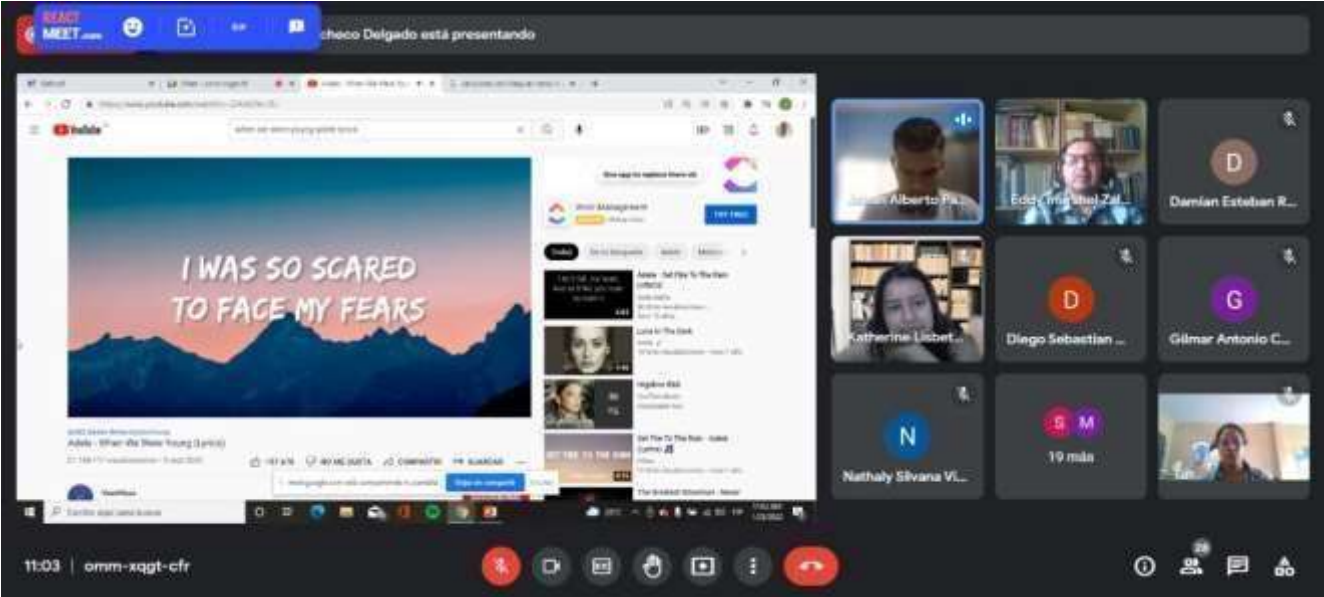
APPENDIX 13

APPENDIX 14

APPENDIX 15