UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TYPES OF PRONUNCIATION IN THE DEVELOPMENT OF ORAL EXPRESSION SKILLS IN ENGLISH

CASTILLO CHOCHO GABRIELA ENITH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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por Titulacion Castillo-sallo

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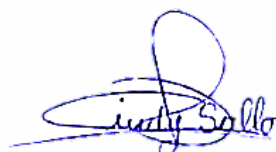
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DEDICATORY

I dedicate this research work to the most important people in my life, my family who have accompanied me throughout this process of professional training and have been with me in a very special way, understanding and giving me the best words of encouragement so that I never give up my goals.

Gabriela Enith Castillo Chocho

I dedicate this degree work first of all to my family, who have been my support at all times, especially to my mother who has always been a fundamental base in my academic formation and has been my support and my comfort to conquer my learning objectives. I would also like to dedicate this thesis to the teachers who have been our pillar of formation by sharing their knowledge with us, and above all, to Dr. Odalia Llerena Companioni, who from the beginning has been present in the development of this thesis.

Cindy Lisbeth Sallo Guamán

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ABSTRACT

The present work focuses on the use of the types of pronunciation in the development of the ability of oral expression in English and its importance in education through the implementation of audio and video technological resources to improve the types of pronunciation in third semester students of the Pedagogy of National and Foreign Languages career because, although several teaching methods have been developed regarding the correct use of pronunciation, specifically the variants that predominate within the educational system such as American and British English, it can be evidenced deficiencies in the pronunciation in English. The research has a qualitative paradigm, with an action-research design, using theoretical concepts that allowed analyzing the different criteria on the subject and applying empirical methods such as participant observation, diagnostic test, and the interview directed to the teacher, with the objective of diagnose the initial state of the study population that is formed by the third semester students of the Pedagogy of National and Foreign Languages career of the Technical University of Machala. To then continue with an intervention proposal that will be based on the application of classes, which have a system of activities that are taught through audiovisual resources, concluding with the discussion of results that were obtained after the classes directed to students and finally make some recommendations for future researches.

Keywords: pronunciation, phonetics, accent, British English, American, technology resources.

RESUMEN

El presente trabajo se centra en el uso de los tipos de pronunciación en el desarrollo de la habilidad de expresión oral en inglés y su importancia dentro de la educación mediante la implementación de recursos tecnológicos de audio y video para mejorar los tipos de pronunciación en los estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros pues, aunque se han desarrollado varios métodos de enseñanza en cuanto al uso correcto de la pronunciación, en concreto a las variantes que predominan dentro del sistema educativo como son el inglés americano y el británico, se puede evidenciar falencias en la pronunciación en inglés. La investigación tiene un paradigma cualitativo, con un diseño de investigación- acción, usando conceptos teóricos que permitieron analizar los diferentes criterios sobre el tema y aplicando métodos empíricos como son la observación participante, test de diagnóstico, y la entrevista dirigida al docente, con el objetivo de diagnosticar el estado inicial de la población de estudio que está conformado por los estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad técnica de Machala. Para luego proseguir con una propuesta de intervención que estará basado en la aplicación de clases, que cuentan con un sistema de actividades que se imparten por medio de recursos audiovisuales, concluyendo con la discusión de resultados que se obtuvieron después de las clases dirigidas a los estudiantes y por último hacer algunas recomendaciones para futuras investigaciones.

Palabras clave: pronunciación, fonética, acento, inglés británico, americano, recursos tecnológicos.

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INTRODUCTION:

An emphasis on pronunciation has been considered paramount for a long time to develop oral communicative skills; because students have struggled with pronunciation in the English teaching-language process, this research aims at improving the speaking skill in the English language, it considers aspects such as:

(Colomer Belda) expresses hereunder:

Sería interesante la realización de estudios o investigaciones más exhaustivas en lo que concierne a la pronunciación. Existe mucha bibliografía acerca de la expresión oral como destreza, u de las sub-destrezas que de ella emanan, como son la pronunciación, la acentuación o la entonación, pero se puede observar que el número de investigaciones o estudios, que se han podido consultar, han sido más bien escasos debido al limitado periodo de tiempo con el que se disponía para realizar la revisión bibliográfica. (Colomer Belda, 2015, pág. 45)

Over time, various teaching methods have been developed regarding the correct use of pronunciation according to its types, and specifically, to the variants that predominate within the educational system, which are American and British English. Those aspects will be analyzed in this research, since, they are the most well-known dialects, the latter also called "Oxford English" because it is the English taught at Oxford University. These two variations of English are expanding increasingly, since they are the ones taught as foreign languages in most parts of the world and are supported by the transmission provided by the English-speaking media. (Sprachcaffe, 2017)

Within English teaching, teachers must use a variety of resources and tools to develop pronunciation in speaking skill, emphasizing the type of accent, and how to develop it, therefore, in English language teaching, audio and video technological resources have been implemented, to support and obtain a deeper knowledge of the English-speaking culture, encompassing its lifestyle and customs, their communication systems, accents, expressions, etc.

Along the lines above, the following authors Bustos et al., (2012) point out that: "El uso de materiales audiovisuales contribuye tanto a motivar al alumnado en el aprendizaje del idioma inglés, como a fomentar el conocimiento de nuevas culturas anglosajonas, facilitando la contextualización de los contenidos exigidos por el currículum." (Bustos et al., 2012, pág. 10)

The pronunciation within the oral expression is also necessary to enhance comprehension and facilitate communication between the interlocutors, along with an interactive and sequential relationship that goes beyond the simple emission of a message.

On the same token, Gilbert expresses: "The goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the coreelements of spoken English so that they can be easily understood by others." (Gilbert, 2008, pág. 1).

In addition, some aspects such as tone and volume, proxemics and non-verbal language are added as fundamental elements that complement the message, make it coherent as a social-ethical model ready to engage in any communicational field, whether it is formal or informal.

Along the same lines, at the Technical University of Machala, it has been possible to detect, through observing students from third semester during online classes, that they have English pronunciation problems in aspects such as: intonation, accent, volume and

proxemics, as well as in non-verbal language. It is presumed that it has been caused by the lack of audiovisual resources, more dynamic strategies, face-to-face classes, among others.

According to the aforementioned external factors:

The following scientific problem is proposed How to improve the use of the types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022?

Having as object of study:

The teaching-learning process of the English language in the field previously mentioned.

The general objective of the investigation is, to implement a system of didactic activities based on the use of audio and video technological resources to improve the use of the types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022.

The field of action within the general objective is delimited by audio and video technological resources.

To develop this, **the following scientific questions** have been selected:

- What is the current condition of the use of the types of English pronunciation in the students?

- What resources should be applied to improve the use of the types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022?

- What is the effectiveness of these resources in the improvement of the use of the types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022?

In order to justify the scientific questions, **Certain objectives** were established, and they have been elaborated as follows:

- To theoretically base the use of the types of English pronunciation in the process of English teaching-learning in the career of Pedagogy of National and Foreign Languages.

- To apply a system of didactic activities based on the use of audio and video technological resources to improve the use of the types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022.

- To analyze the results of the implementation of a system of didactic activities based on the use of audio and video technological resources in the improvement of the use of types of English pronunciation in the students of the third semester of the career of Pedagogy of National and Foreign Languages in the school year 2022.

The present investigation is addressed to the students of the third semester of Pedagogy of National and Foreign Languages of the "Technical University of Machala", located in the city of Machala.

The importance of the use of the types of pronunciation, emphasizing the study of languages, their accent or dialect, intonation and expression, allow the identification of the most used variants in the English language, the selection of which one to perform and put into practice incorporating the audio and video resources in tasks and activities for students to

learn pronunciation, including the use of specialized materials aligned exclusively to this matter, which, in this case, would be the development of oral expression (speaking).

The pragmatic contribution of the investigation is the implementation of a system of didactic activities based on the use of audio and video technological resources as a method of improving the types of pronunciation in English. That is to say, through playing audio and video materials in English activities, which will be as a guide for students to practice and improve their pronunciation in the teaching-learning process, so they can subsequently develop it in any situation they might find themselves in.

The present work has an organized structure that details the theoretical framework, where theoretical background that support the research work has been integrated. Furthermore, the structure of the methodological frame that includes the type of investigation, methods and techniques applied within the investigation for the right data collection, and the display of the results obtained concerning the problem of the investigation. The investigative work finishes with the presentation of the conclusions and recommendations supported through an appropriate bibliography.

THEORETICAL FRAMEWORK

CHAPTER 1. USE OF THE TYPES OF PRONUNCIATION WITHIN THE DEVELOPMENT OF THE ENGLISH ORAL EXPRESSION (SPEAKING) ON N.F.L.P STUDENTS.

Throughout this paper the analysis of the historical background, conceptual and contextual references of the use of the types of pronunciation in the development of the speaking skills within the teaching-learning process of the National and Foreign Language Pedagogy students from UTMACH, which generates a much clearer perspective on the various concepts and processes, it has gone through the time.

1.1.   Historical background of the use of the different types of pronunciation as for the development of the speaking skill in the process of English teaching-learning.

It is not a secret that English currently holds a tremendous value within a classroom, fostering various skills upon students, which shall enhance the educational process of these. Therefore, it is vital to understand its historical fundamentals.

English history, in detail, pronunciation history, experiences a fair amount of change since ancient times, when German settler tribes first arrived in Great Britain and, thus, transformed English into a new language with different dialects, accents, intonations, functions and meanings.

Greece and Rome conferred high importance to literature and grammatical studies, whereof can be concluded that foreign language teaching was influenced by these criteria, the use of oral expression and its correct pronunciation were not taken into consideration, instead, more attention was paid to reading in view of the fact that it was considered a necessary ability in these olden times. On that account, the explanations made during class

time were made in the mother tongue, not taking advantage of the opportunity to encourage listening and speaking habits as well as stimulating thinking in the target language.

During centuries XVIII and XIX, as exposed by (Macías, 2017) se determinó que la lectura sería el objetivo fundamental de los cursos de idiomas, y se elaboraron los llamados métodos de lectura. Estos enfatizaban la traducción correcta con precisión en la expresión, relegaban la gramática y la comprensión a un plano secundario y prestaban poca o ninguna atención a la ejercitación oral y la pronunciación. (pág. 15)

By the middle of the XIX century, as a response against ineffective grammatical teaching methods, the denominated practical methods arose, and within the main ones the phonetic method can be highlighted, which was typified by the study of the vocal tract and the manner in which every sound is produced, starting from the sound of a word, then to the sentence. The mother tongue was utilized for explanations, but the foreign language was the paramount instrument of communication in the classroom. Reading and writing would be considerably postponed. This method facilitated pronunciation, but the lack of interest on students is because of the length of the oral exercises outside real communicative contexts.

Despite showing the progress and improvement made in English teaching contexts, pronunciation is deemed as being neglected and not granted its deserved relevance.

According to (Bartolí Rigol, 2005) esto se debe en parte a que los docentes no saben cómo integrar la enseñanza de la pronunciación en el enfoque comunicativo o en el más reciente enfoque por tareas, porque, por un lado, carecen de materiales ya que no ha habido propuestas de integración de la pronunciación en estos enfoques y por otro, los manuales y actividades existentes no desligan pronunciación de corrección fonética. (pág. 3)

Therefore, its integration within English classes is rather scarce and can only be displayed as an adjunct or extra part of learning that does not sustain any sort of relation with

the development of the subject, its contents or its approach in class. As a result, pronunciation is displayed as an extra part of learning and subsists as a pending skill in the bounds of foreign language teaching.

Within the educational field, little emphasis has been given to pronunciation teaching in English classes. It is highly possible that such neglection in relation to the aforementioned field is one of the factors that have hindered students' English learning especially in the phonetics and phonology areas. This has been produced majorly by the almost complete unprecedentedness of the contents taught and abilities expected to be developed by the students in the subjects mentioned above.

As a repercussion from this drawback, even if the investigation in the area of teaching of pronunciation of English as a foreign language has been addressed from diverse approaches, there is still a long way to go concerning the investigation on pronunciation teaching in higher education for future English teachers.

These different matters, and, considering that phonetics and phonology instruction continues being a significant aspect on the formation of a foreign language scholastic (who shall be the role model of a schoolroom), is the one who is supposed to perform a rigorous investigation plunging and also interpreting the voices of the participant teachers in this disciplinary field.

Being able to identify the British (UK) type of pronunciation and the American (USA) pronunciation type is of prime importance. As a matter of fact, within the bounds of some English courses for companies, native United States and United Kingdom teachers are oftentimes combined, in the light of the working world and the finance department being alternated mainly between these two pronunciation types. Naturally, there is a wide range of different English pronunciation types according to the country of origin of the speaker which

are to be included in this subject, nevertheless, the main phonetic variations between the previously-mentioned languages, which are the most frequently employed in education, shall be the center of this paper.

- **Pronunciation of letter t.** British English displays a quite strong pronunciation of this letter, placing the tongue right behind the upper teeth. However, in American English, the articulation of this consonant is similar to the r sound. Plus, in some words, Americans omit the t sound, as in **wanted**, which Americans pronounce as **"wanned"**.

- **Pronunciation of the vowel o.** Here differences are bigger. The word *hot* is pronounced **"haat"** in American English, this is, the sound is elongated. Whereas in British the o vowel is more closed **"hot"**.

- **Pronunciation of the consonant r.** In this particular sound, when letter r comes after a vowel sound *(art)* the British elongate the r sound until it becomes a long vowel itself. The Americans, on the other hand, shorten the r sound and barely pronounce it with the back of their mouths.

1.2. Conceptual references of the use of technological audio and video materials on the development of oral expression skills (speaking) in the English teaching-learning process within the N.F.L.P career.

On account of the unfruitfulness viewed in the application of grammatical reading-based teaching methods, along with the insatiable need to learn the English language, as expressed by (Usó Juan et al.,, 2006):

The focus of attention in language teaching dealt with the need to prepare learners to face the typical functions of oral language and to perform a range of

speech acts appropriately, as well as to deal with commonly occurring real-life situations. (pág. 145)

In the course of the second world war, English language teaching experienced an important change, focusing its attention towards oral expression, without overlooking the writing skills; this happened because of the need of the American army to have various foreign language speakers in a short time. As expressed by (Robalino, 2013, pág. 3): "desde entonces la insatisfacción de métodos tradicionales en la enseñanza de lenguas extranjeras ha evolucionado a lo largo de la historia".

In 1920, audio-visual education rose as a new educational discipline. Because of the advancements of visual and auditive technological resources, teachers began to avail themselves of audio-visuals as an essential tool for the expansion of student learning, which is aligned with the reasoning of the following authors (Williams Zambrano et al., 2018)"….de una forma más directa, en las enseñanzas más complejas y abstractas, múltiple estudios demuestran la el rol de la didáctica audiovisual para el fortalecimiento y aprendizaje del idioma". (pág. 42)

Towards the end of 1950, the audio-visual method was established within the European nations and the United States, which purpose is constituted as a derivative version of the audio-oral method where means of electronic technology such as slideshows, recordings, projectors and recorders play a fundamental role; they act as overriding piece on this methodology. Through the aforesaid means, the historical conditions of the country where the foreign language is taught are exposed.

According to (Macías, 2017) "el material llega a los estudiantes por la percepción simultánea auditiva y visual de situaciones presentadas en secuencia en forma de diálogo; de este modo se asocia el sonido con la imagen." (pág. 605)

Hence, oral expression is one of the most difficult foremost skills in the process of English language learning, given the fact that it encircles many criteria such as dominion of pronunciation, lexicon, and grammar of the language, together with the social, cultural and pragmatic notions originated from the communicative skills of English.

After reflecting on several analysis, it has become evident that audio-visuals are a main and imperative tool that enhance the utilization of authentic materials, like having native speakers who interact in real contexts with meaningful participation, that may stimulate pupils to develop their oral production skills, which are a key requirement to reinforce communicative production.

In accordance with (Williams Zambrano et al., 2018) Las mayores dificultades que los docentes que imparten la enseñanza de esta lengua en la actualidad en la enseñanza de idiomas está en el dominio inadecuado de los medios didácticos y audiovisuales, además la poca motivación del estudiante por el estudio independiente y enseñarles a estudiar en las nuevas exigencias que demanda la educación actual. (pág. 39)

In contrast with the past, today there are a variety of sources focused on educational systems with the aim of implementing audio-visual and didactic materials all together which provide benefits in the progress of the teaching-learning process.

One of the benefits offered by audio-visuals is their usefulness to refine the contents studied within the classroom. The application of these educational tools is paramount to ameliorate the speaking skill and allows teachers to achieve the established learning goals.

One of the advantages of using audio and video resources means within English teaching is the creation of a dynamic environment focused on pronunciation in order to

produce more effective results in learning and consequently enhance students' willingness to participate during English classes.

It would be necessary to mention that these instruments are considered as an ideal tool to convey a more didactic teaching methodology to attain the expected knowledge by using videos, CDs and cassettes, among others, which significantly strengthens the capacities of comprehension and oral reproduction, delivering great opportunities to the students to listen to conversations spoken by native speakers from other countries, which translates into an important contribution to their English language learning.

As indicated by (Parreño Garzón, 2012, pág. 44) "the use of different audiovisual material in class must be focus in the development of the multiple intelligences because the audiovisual aids will help a classroom to become active."

There cannot be a link between teaching and learning when there is a lack of teaching materials that are meant to improve the learning process and allow students to successfully perform all the activities planned for a class. In addition, it is important to highlight that the use of teaching materials permit teachers to integrate further features such as concentration, skills development, active participation, knowledge expansion, among others.

1.3. Contextual features of audio and video resources mean as an instrument for the enhancement of the pronunciation in the English oral expression skill during the teaching-learning process of third-level students.

Throughout the course of the years in Ecuador, education and especially English language development have led teachers to search for new possible courses of action and techniques to bring progress to the oral expression as well as the English pronunciation of students; this has been done through the implementation of audio and video materials. These

actions conducted a plan to design and then implement exercises applied in a virtual classroom setting meant to reinforce English pronunciation.

It is well known that pronunciation comprises the speaking production as well as its perception of the speech, which might be affected by a variety of factors such as accent and word intonation, therefore, in Ecuador, it has been concluded that the incorporation of audio-visual media in class contributes to student learning in a more direct fashion, this despite being considered mainly as a means of entertainment and recreation, since modern education has been revolutionized after these instruments became such an efficient teaching resource.

As a complement to the aforementioned remarks (Aguaded Gómez, 2005, pág. 26) proposed that "el discurso de la modernidad tecnológica y audiovisual, sin lugar a dudas, ha modificado el ámbito educativo".

The inclusion of audio-visuals into the Ecuadorian educational system integrates the teacher in the reinforcement of a pedagogy using pictures and sounds, in which activities are developed, tools are organized by topics, and the established approaches to support the lesson are considered.

Along the same lines, (Maharani, 2017, págs. 96, 97) suggests: By using the audio-visual is expected the students can learn from the native how to pronounce the words correctly, especially in stressing the word. To sum up, pronunciation is the important aspect for the students in learning English. The learner should have the correct pronunciation, especially in stressing word, in uttering words.

In order to complement a foreign language teaching assisted with technological strategies, particularly audio-visual media, teachers are required to have adequate notions of the didactic use of the new technological means, so that they are expected to incorporate them into their teaching just as naturally as they would use a book. In addition, the incorporation of

audio-visuals tools during English teaching is an effective and encouraging resource, mainly because it optimizes the correct development of English pronunciation, which can lead to students to learn more actively, and hence accomplish the main objective; to improve pronunciation through using these instruments.

As a complement, (Arteaga Potosí et al., 2009) express that "the use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy" (pág. 11)

An appropriate English pronunciation involves a good intonation, fluency and a correct use of phonetics. The diverse pronunciation refinement activities for students must be carried out didactically, making use of strategic resources focused on the communicative skills, which contribute to minimizing a very common English teaching factor, which is poor student participation in class due to their fear of making mistakes and mispronouncing English words.

These elements also attract the attention of students and allow learning to be effective, interactive and especially practical, because while videos and audio files are used in the classroom, remarkable progress in students' pronunciation, better comprehension and learning are achieved.

Likewise, (Romero Cuenca, 2015) refers to "almost all teachers nowadays, try to use audio visual resources with the purpose of catching the attention of students in the classroom and reducing the lack of interest in the English language learning process" (pág. 4)

To improve this skill, it is very important to continuously practice the correct pronunciation in English, for instance, drills and repetition help students to reinforce their auditive memory and then be able to recall the accurate pronunciation of every word, besides, the support of audio-visuals materials significantly enhances the teaching-learning process.

Notwithstanding the fact that different materials have been implemented within English language teaching as an attempt to obtain good results, students continue to have difficulties to express, understand and interact in English. It can be concluded that students' pronunciation has been paid little attention to and worked on even less.

Considering that pronunciation teaching is a vital feature of English learning, due to a variety of reasons, it is required that students have the capacity to establish and maintain a conversation with other speakers. A considerable degree of competence is needed. On the other hand, English pronunciation can be satisfactorily taught in a classroom, as long as the articulation of certain sounds, the characteristics of speech, and the suprasegmental features (such as intonation) are taken into account.

1.3.1 Presence and evolution of audio and video technological resources as a tool to improve pronunciation within the teaching-learning process of the English language.

Audio and video technological resources have contributed greatly to the improvement of pronunciation in English language teaching, since it allows students to have a guide, through the reproduction of audios and videos so that they can later practice the correct pronunciation and their classes are more dynamic, leaving aside traditional strategies. In the same way, the application of technological tools has benefits in education, students are motivated and join the dynamic and interactive learning since the teaching method that is being applied enriches learning.

As a complement the following author states that: Cuando se trata de aprender un idioma nuevo en este caso el inglés, es preciso el uso de las herramientas auditivas como: las grabaciones en sus diferentes formas. En los resultados obtenidos se puede evidenciar la mejora significativa en el léxico; la interacción comunicativa; finalmente en la articulación y el timbre correcto de palabras sencillas y complejas, puesto que es posible escuchar la voz

nativa varias veces hasta conseguir identificar e imitar el lenguaje a su perfección. (Adame, 2007)

Indeed, teaching methods have been evolving over time as the need to innovate methodological strategies during the acquisition of knowledge has been seen and the implementation of technology in the teaching-learning process has been fundamental, achieving significant results, in the same way it contributes to the formation of good professionals who use technology as a dynamic resource, essential to improve pronunciation considering important aspects such as fluency, intonation and accent to correctly reproduce the words in the English language.

Additionally, in the educational process, technological resources play an important role since they are changing the education system because they provide advantages and facilitate the learning of the English language. The inclusion of these technological resources of audio and video had not been considered in education, but over the years there has been innovation and progress in the implementation of new educational tools so that there has been an increase in the use of technological resources in order to improve school teaching and contribute to meaningful learning.

Based on the aforementioned, (Jiménez Bernal, 2019) proposes that: El video es un recurso audiovisual y didáctico que si se emplea de manera apropiada será de mucha utilidad para los docentes, ya que mejora la impartición de conocimientos en el aula, y de la misma manera ayudará a que los estudiantes aprendan de mejor manera y se adapten a la utilización de estas herramientas pedagógicas, en la educación es uno de los recursos más usado por su eficacia. (págs. 20-21)

1.3.2 Diagnostic of the current state of the use of the types of English pronunciation in third-semester students.

This section shows the results obtained based on a diagnosis about the use of the types of English pronunciation in the third semester students of the Technical University of Machala, located in the city of Machala. Three instruments were used for data collection: the diagnostic test (APPENDIX 1), an interview with the teacher (APPENDIX 2) and the participant observation guide (APPENDIX 3).

- **Analysis of the results obtained in the application of the instruments:**

The first instrument used was a diagnostic test, which allowed discovering the level of English pronunciation in which the students were, in addition to demonstrating the type of pronunciation (American - British) that the students recognize and practice, the development of pronunciation and the frequency of its practice in the classroom. The data that were collected during the application of the first instrument through which the following results were obtained are revealed below:

Level	High	Middle	Low
Categories	9 – 10	8 – 7	6 – 0

UNIT OF ANALYSIS	CATEGORIES	FIRST LEVEL OF ANALYSIS	SECOND LEVEL OF ANLYSIS
Proficiency in the types of Pronunciation.	Knowledge of the different types of pronunciation (American - British).	High Middle Low	HIGH: When categories 1, 2 and 3 dominate.
	Proficiency in vocabulary for oral expression.		MIDDLE: When they demonstrate proficiency in 2 categories and little

			knowledge in the remaining category.
			LOW: When they show deficiencies in two or more categories.
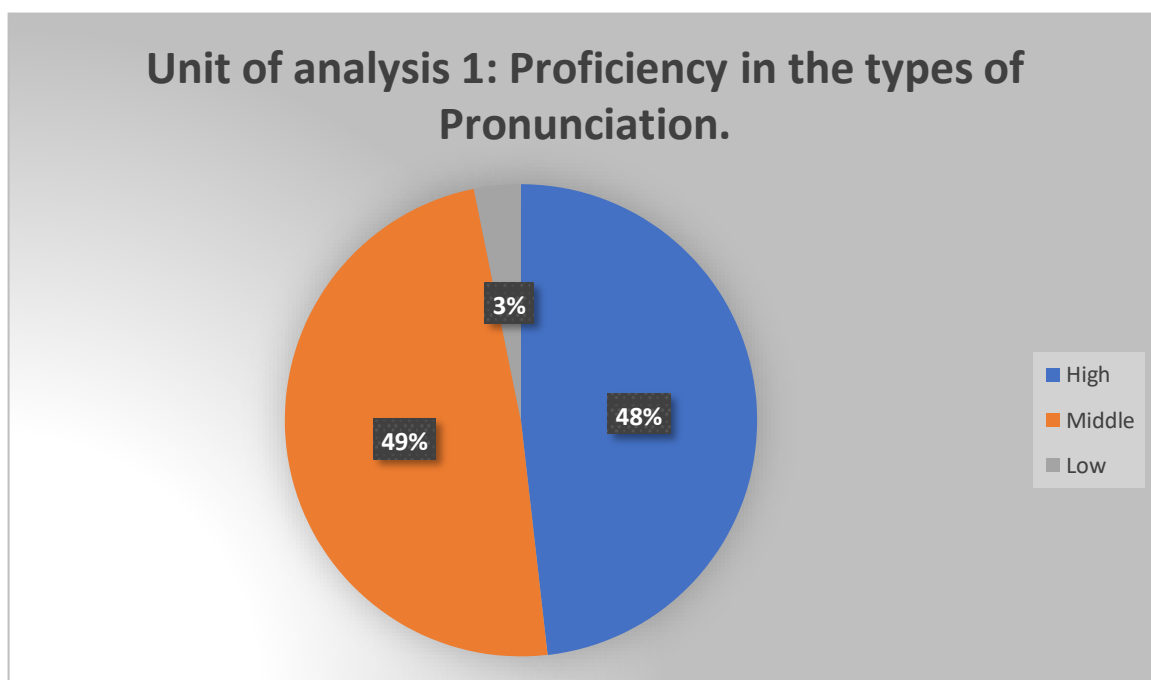
PICTURE 1: Diagnostic test results-Unit of analysis 1

Based on the use of the diagnostic test, the results obtained in relation to the proficiency of the types of pronunciation show that a large percentage of students have some knowledge of the types of pronunciation in English and also have a clear understanding of the one that best suits them, which in turn places them at an intermediate level due to the limited vocabulary they have when expressing themselves orally, which does not allow them to completely master the language.

Furthermore, a certain number of students demonstrate a high level of proficiency in pronunciation because part of their interests are related to improving their pronunciation and at the same time they demonstrate a good lexicon which helps in their performance.

Finally, the lowest percentage is related to certain students who find it difficult to pronounce correctly in English due to the intervention of the mother tongue, and also to the scarce lexicon they have, which is why they find it complicated to develop this aspect.

UNIT OF ANALYSIS	CATEGORIES	FIRST LEVEL OF ANALYSIS	SECOND LEVEL OF ANLYSIS
Accuracy and fluency in the English language.	Basic knowledge of phonology, syntax and semantics.	High Middle Low	HIGH: When categories 1, 2 and 3 dominate.
	Extensive knowledge of grammar and vocabulary.		MIDDLE: When they demonstrate proficiency in 2 categories and little knowledge in the remaining category.
	Development of communication skills.		LOW: When they show deficiencies in two or more categories.
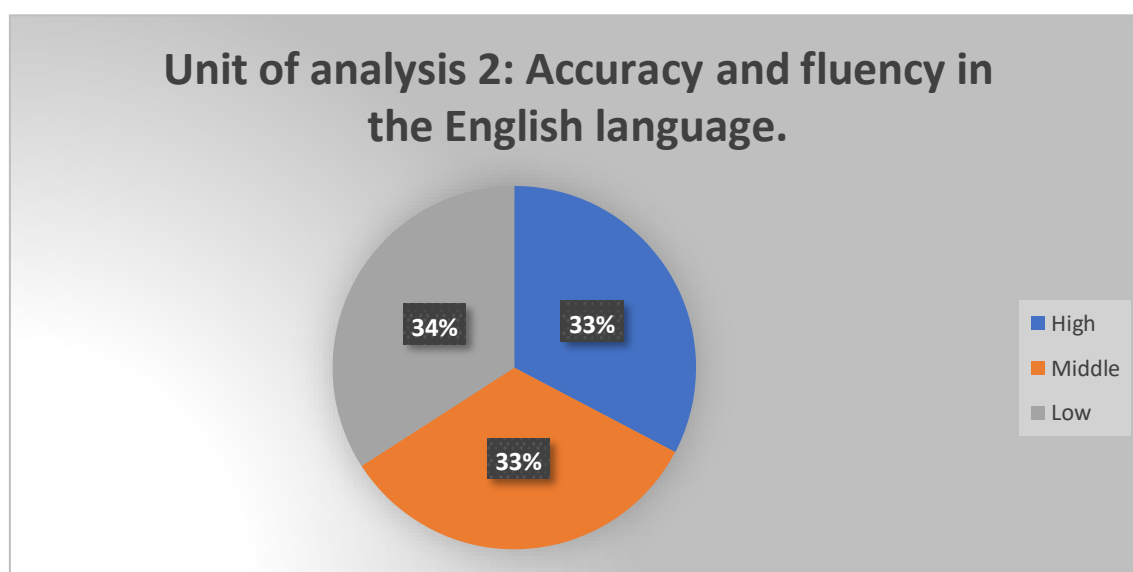
PICTURE 2: Diagnostic test result-Unit of analysis 2

Analyzing the data collected with the pedagogical test, which are related to Accuracy and Fluency in the English language, it was evidenced with a high percentage, that the level of accuracy and fluency in the students is low, although it is not so bad since they have a certain potential to express themselves orally, their shortcomings are rather due to the fact

that the mother tongue (L1) interferes greatly in the fluency and accuracy with which they

perform in their pronunciation and at the same time in the activities of oral expression.

On the other hand, the medium and high levels are tied because although their

pronunciation is good, they show certain problems with grammar and vocabulary in English,

which caused inconsistencies in their oral presentation.

UNIT OF ANALYSIS	CATEGORIES	FIRST LEVEL OF ANALYSIS	SECOND LEVEL OF ANLYSIS
The Lexicon and Grammar of the language.	Basic knowledge of grammatical structures.	High Middle Low	HIGH: When categories 1, 2 and 3 dominate.
	Language proficiency in correctly defined verb tenses.		MIDDLE: When they demonstrate proficiency in 2 categories and little knowledge in the remaining category.
	Basic knowledge of the extensive lexicon of the language.		LOW: When they show deficiencies in two or more categories.
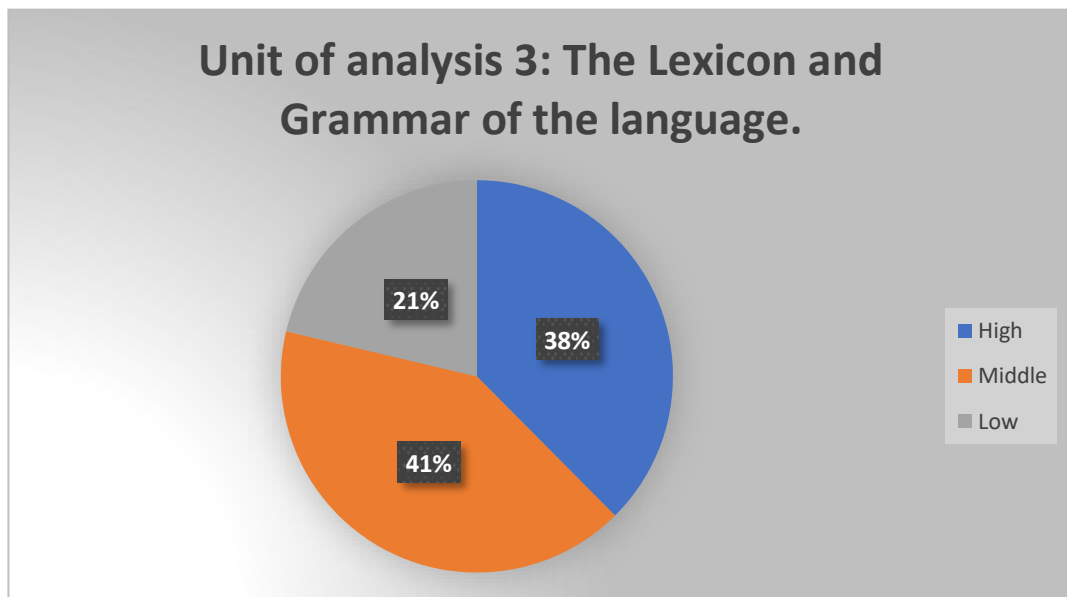
PICTURE 3: Diagnostic test result-Unit of analysis 3

Through the results obtained from the application of the diagnostic test concerning the lexicon and grammar of the language, according to the answers, it could be evidenced that a high level of students have knowledge about grammatical structures, dominate the language in its verb tenses and have knowledge about the correct lexicon of the language. A medium level of students know about grammatical structures, have a basic knowledge of the lexicon of the language, but do not master the verb tenses of the language, and finally, a low percentage of students have deficiencies in the correct use of the lexicon and grammar of the language.

In addition, an interview was conducted with the teacher to learn his or her perspective on the use of the types of pronunciation in the students:

Unit of analysis 1: Proficiency in the types of Pronunciation.

Category 1: Oral Production skill.

- Students have not yet mastered the ability to express themselves orally in English.

- Students' pronunciation is not inclined to any specific type of English as they tend to mix it up at the moment.

- Students are unable to perform good pronunciation due to lack of attention to the classes.

Unit of analysis 2: Accuracy and fluency in the English language.

Category 1: Production and components of oral language (semantic and syntax).

- Despite the application of audiovisual resources, students are not fluent in pronunciation.

- From the teacher's perspective, students do not interact much in class and still cannot generate a communicative skill that is accurate and fluent when expressing themselves orally.

- Students demonstrate difficulties when producing an oral activity to improve their pronunciation..

Unit of analysis 3: The Lexicon and Grammar of the language.

Category 1: Lexical competence.

- The teacher expresses that students do not care about creating new sentences or activities assigned to them.

- Some students just repeat the instructions given by the teacher and do not show interest in doing a new activity where they demonstrate their mastery of vocabulary and grammar.

- Students make many grammatical and lexical errors when expressing themselves due to their limited vocabulary.

As a last instrument, the participant observation guide was applied, which provided support at the time of collecting information through constant and active observation during the English classes, which made it possible to obtain the following data:

Unit of analysis 1: Proficiency in the types of Pronunciation.

Category 1: Oral Production skill.

- During the observation of the classes, the students showed deficiencies when expressing themselves orally, which reveals that they cannot completely master the pronunciation so they lack mastery in the subject and in turn, some cannot distinguish the type of pronunciation either American or British.

- While the observation was carried out, it was shown that several students showed lack of interest and motivation to practice the skill of oral expression and correct pronunciation, consequently it was reflected that the students were not interested in learning to pronounce well but rather wanted to finish these activities as quickly as possible despite presenting errors in its course.

Unit of analysis 2: Accuracy and fluency in the English language.

Category 1: Production and components of oral language (semantic and syntax)**.**

- In the process of participant observation, the students evidenced a lack of listening comprehension and scarce vocabulary, making it difficult for them to pronounce well when expressing ideas orally in a coherent manner, which means that they present a lack of lexis, lack of fluency and precision when speaking, and little knowledge of grammar.

Unit of analysis 3: The Lexicon and Grammar of the language.

Category 1: Lexical competence.

- During the English classes, it could be observed that the students do not care about presenting a quality English pronunciation when performing an oral expression activity, which proves that they lack motivation and creativity when learning the language, in addition to demonstrating a lack of vast knowledge about lexical and grammatical rules.

CHAPTER 2

METHODOLOGICAL FRAMEWORK.

In the hereafter chapter, the methodological aspects used, as well as all the investigation process that has been carried out, and a detailed explanation of each of the elements that were developed within this investigation. The type of investigation, the paradigm and the population and sample selection, along with the techniques employed in the collection of the data which has been the base to carry this study through, shall be specified.

2.1 Paradigm of investigation.

According to (Anadón, 2008) "la investigación cualitativa es un campo interdisciplinario que preconiza una aproximación multi metodológica, una perspectiva naturalista y una comprensión interpretativa de la naturaleza humana" (pág. 204)

The present investigation is performed with a qualitative paradigm. The main objective is to help students improve their oral expression through the use of technological resources as well as knowing the different opinions of which is the type of English they use the most when they communicate. It is for that reason that it is necessary to find an interpretation of the reality in a specific setting which is centered in their comprehension and deepening on phenomena of this educational instance.

2.1 Design of the investigation.

This research is focused on a non-experimental design due to the need to improve the English pronunciation learning of the type of English students from third semester National and foreign language pedagogy prefer. In addition, the investigation is non-experimental because it's not seeking to solve or modify something, but to simply explain the reasons behind the problem and help to find a solution for it.

2.3 Type of investigation.

The type of investigation for this study is oriented towards participatory action research, since the objective of this work is aimed at improving pronunciation, interacting actively with students as well as knowing which type of English they prefer to use.

As a contribution to the aforementioned reasoning (Balcazar, 2003) states that: La participación activa de la comunidad lleva a un entendimiento más auténtico dela realidad social que ellos viven. Se trata de definir la problemática en los términos y bajo las condiciones que los miembros de la comunidad experimentan y no desde la perspectiva de los investigadores externos. (pág. 68)

According to the information mentioned above, participatory action research is a process in which both investigators and the object of study participate actively, that is to say, they all constitute fundamental elements in the achievement of the investigation objectives.

2.4 Population and sample or object of study.

According to the authors (Hernández Sampieri et al., 2000) "una población es el conjunto de todos los casos que concuerdan con una serie de especificaciones" (pág. 174)

The population in an investigation is defined by all the elements or people participating in a phenomenon that has been previously delimited for the analysis of a problem.

By the same token (Arias Gómez et al., 2016, pág. 202) claimed: "Es importante especificar la población de estudio porque al concluir la investigación a partir de una muestra de dicha población, será posible generalizar o extrapolar los resultados obtenidos del estudio hacia el resto de la población o universo."

In order to carry out this research work, a target population which was connected to the subject of investigation was chosen. The population is composed of students from the

national and foreign languages pedagogy of the University of Machala, they were selected as part of the process of study.

In accordance with the chosen population, an intentional type sample was carefully selected, it consisted of 10 students from 3rd "A" course semester of the career, who were chosen considering the most common deficiencies amongst the population, such as pronunciation, the confusion between the types of pronunciation derived from English, and their accents.

2.5 Research methods.

As a rule, investigation methods have a great relevance within a research paper, given the fact that they are brought into play as a tool through which the expected results shall be obtained, considering different possible scenarios and contexts. Referring what the following author says (Natera Gonzales , 2005)"El método es requisito indispensable para la investigación y es la herramienta que ayuda a sistematizar u ordenar la investigación, asimismo coadyuva al logro de los objetivos preestablecidos." (pág. 278)

Therefore, the theoretical and empirical level methods determined for this investigation, as well as the ones to be employed during the data analysis, were very carefully selected, analysing the information that has been gathered so far.

2.5.1 Theoretical methods.

The theoretical methods evidence the existing relation amidst the object of this study and the establishment and development of theories that will eventually provide fully to the objective of this investigation in a direct way, and that accomplishes an important function at the moment of providing a clear and direct interpretation.

Thus, the theoretical methods used on this investigation are detailed as follows:

Analytic-Synthetic.

This method has been applied in order to consider and analyze the different elements, involved in this research, for instance: how to recognize the different types of pronunciation in English, and it is based on a logical synthesis that pursues a profound analysis regarding the features of this method reflected in the investigation and thus the establishment of connections with the distinct elements of the research work that have been accumulated throughout this paper.

Along the same reasoning above (Rodríguez Jiménez & Pérez Jacinto, 2017) pointed out that: El análisis y la síntesis funcionan como una unidad dialéctica y de ahí que al método se le denomine analit́ ico-sintético. El análisis se produce mediante la síntesis de las propiedades y características de cada parte del todo, mientras que la síntesis se realiza sobre la base de los resultados del análisis. (pág. 186)

Systemic.

Within the investigation, the systemic method executes a function based on the organization and expansion of the different resources used in the project. This approach leads to the realization of organized searching about different elements that might support the investigation work concerning the pronunciation of English and different types that are used in it, characterizing the bewilderment found.

As specified by the author (Schmukler, 2017) "El enfoque sistemático representa la secuencia lineal de acontecimientos. En el camino pueden aparecer "ramas", pero siempre es una secuencia de pasos que necesitamos realizar." (pág. 1)

2.5.2 Empirical Methods.

The empirical methods hold great relevance considering they have the function of providing fundamental support to the researcher in order to perform their investigation,

achieve their goals and also collect information regarding the object of study by using the following investigation resources: the interview, diagnostic test, and a participant observation, among others. These tools have an essential role in view of the fact that they evidence how significant data can be collected by the investigator.

Four empirical methods have been selected to integrate the development of this investigation: the participant observation that allowed the researchers to analyse and achieve the pertinent observations related to the academic problems that the students showed through their demonstrative lessons. The diagnostic test was fundamental in the investigation because it brought to light the academic level of the English students, so that technological resources with the purpose of improving pronunciation can be implemented on a later stage. Finally, the last method which was based on an interview for finding the reasons why the students chose or preferred either American or British English.

Hereunder, each method employed in the investigation, as well as its main objective are defined as follow:

- **Participant Observation:**

The participant observation is an essential method because it helps to identify the flaws the students have in pronunciation, and therefore, to choose a strategy, in this case with reference to the use of audio-visual materials which might be significantly useful for students.

This instrument has also focused on the behavior and observation of problems presented by students within the process of English language learning, it also allows the collection of important information for this research.

- **Diagnostic test:**

To accomplish this research, a diagnostic test was carried out, which showed the level of English knowledge and the correct pronunciation that the students are supposed to have, the test has precise questions about the American and British types of English, it helped considerably the investigation because it let researchers learn what pronunciation level each student has. This method allowed the recognition of the weaknesses students could have in the English learning process.

- **Interview:**

An interview was carried out, it was meant to obtain answers in regards to reasons or opinions that students have on a specific subject given the fact that, in this investigation, it is required to learn the reasons why students choose a certain type of English whether it is American or British for their use within the classroom.

2.6 Strategy or data analysis process.

After carrying out the data collection, the information gathered was subsequently analyzed for its interpretation in order to understand the state of the subjects of investigation, so the technique detailed hereafter is used.

2.6.1 Content analysis:

Based on the conclusions obtained, content analysis is implemented to efficiently interpret such results as enforcement of the aforementioned strategy, that reasoning is aligned with (Tinto Arandes, 2013) remarks: "Analizar un contenido supone estudiar los contenidos de un material previamente seleccionado. Es ampliamente aceptado considerar que cualquier estudio con espíritu crítico de un mensaje constituye ya un análisis de contenido en sí mismo". (pág. 139)

2.7 Work with the Units of Investigation Analysis

In order to achieve a successful investigative work, the units of analysis obtained through this research process and its precise implementation must be taken into account to obtain the expected results . By the same token, (Picón & Melian, 2014) pointed out: "Definimos a la unidad de análisis como una estructura categórica a partir de la cual podemos responder a las preguntas formuladas a un problema práctico así como a las preguntas de investigación." (pág. 3)

Therefore, the unit of analysis which will be the base for this research work is described below: Development of the oral expression skill: it is one of the main skills within English language learning, it encompasses many criteria such as the mastery of the types of pronunciation, accuracy and fluency, lexical and grammar of the language, which are integral parts of the communicative English language skills.

2.8 Work with the Unit of Analysis:

TABLE 1: Unit of analysis chart

UNIT OF ANALYSIS: Development of the oral expression skill: it is one of the main skills within English language learning, it encompasses many criteria such as the mastery of the types of pronunciation, accuracy and fluency, vocabulary and grammar of the language, which are integral parts of the communicative English language skills.		
UNIT OF ANALYSIS	**CATEGORIES**	**DEFINITION**
- Proficiency in the types of Pronunciation.	-Oral production skill	The oral expression skill is the form of assembling the language structure and its objective is the production and recreation of different elements of oral expression.
		The production skill is a process of creative construction, the act of reformulating a structure of the

-Accuracy and fluency in the English language.	-Production and components of oral language (semantic and syntax)	spoken part of the language in order to enforce it fluently and accurately, with the purpose of achieving changes that vary from memorization to production of sounds from knowledge acquired. Whereas the generalization skill is the development obtained proceeding from the language mastery, which allows to generate structures and models to create sentences through a set of rules and express them with a good pronunciation with the knowledge gained during the process of repetition and production.
- Grammar and Vocabulary.	-Lexical competence.	This is an important aspect of communicative competence, it is related to the creation of new grammatical and lexical language structures, linguistic elements, new patterns and use them appropriately.

2.9 Representation of the categories in the implemented instruments:

TABLE 2: Categories of instruments used

CATEGORIES	Participant Observation	Teacher Interview	Diagnostic Test to Students	Analysis
				Good: When students show they can reproduce and create various lexical and grammatical components which have been

-Oral production skill	CATEGORY 1 / UNIT OF ANALYSIS 1	taught in class and they remember them without strain. **Regular:** when students manifest difficulty while recreating lexical and grammatical structures in class activities. **Insufficient:** When students lack retention and have problems to reproduce and recreate the lexical and grammatical elements from previously explained activities.
Production and components of oral language (semantic and syntax)	CATEGORY 1 / UNIT OF ANALYSIS 2	**Good:** When the student shows that they can fluently and accurately produce and generate a structure of the English language, as well as its pronunciation and variations, and put them into practice with sentences and a complete oral expression without problems. **Regular:** When the student with difficulties puts the English language and its pronunciation into practice, and also attempts to produce and generate a structure with little fluency and accuracy in their oral expression, but they show ability to build some sentences throughout the class. **Insufficient:** When the student displays a very scarce production

		and at the same time cannot generate fluent or accurate sentence structures, and also if they show great difficulty when putting the English language into practice.
-Lexical competence	CATEGORY 1 / UNIT OF ANALYSIS 3	**Good:** When the student demonstrates he or she can master the language and can create or alter a new structure considering the grammar and lexical vocabulary of the pronunciation and variations, and puts them into practice along with new elements and a complete and effortless oral expression. **Regular:** When the student has difficulty at developing new linguistic elements of the English language and its pronunciation, yet shows a certain ability to create sentences even without fully mastering the language. **Insufficient:** When the student does not show mastery or clear knowledge of linguistic elements of pronunciation nor can they create or alter new ideas or structures of the language, but manages it with much difficulty.

CHAPTER III

INTERVENTION PROPOSAL

This chapter presents the theoretical foundation of a system of didactic activities based on the use of audio and video technological resources, which is described as an intervention proposal for the improvement of the use of the types of pronunciation of American and British English in the third semester students of the Pedagogy of National and Foreign Languages career.

3.1 Theoretical foundation of the system of didactic activities based on the use of audio and video technological resources to improve the use of the types of pronunciation of the English language.

The current demand for the English language in the educational environment requires professionals with well-developed linguistic skills and attitudes, especially those related to listening skills in order to improve comprehension, oral expression, pronunciation and obtain learning objectives, which is to achieve fluency in the language and develop communicative skills. Thus, it is essential to implement audio and video technological resources that contribute significantly to the improvement of the pronunciation of the language and at the same time arouse the interest and motivation of students to learn in a dynamic and practical way about the types of pronunciation, specifically American and British English.

Therefore, (Torrez Ticona, 2021, págs. 28-29) menciona qué los medios didácticos audiovisuales, cuando se emplean correctamente poseen una influencia positiva durante el proceso de aprendizaje de la lengua inglesa, y en el ámbito educativo los estudiantes se familiarizan con un idioma nuevo de forma más sencilla. In other words, audio and video technological resources represent fundamental resources for learning a foreign language such as English, since they allow the development of competencies and skills necessary to enhance

meaningful learning in students, through the constant use of these tools that can easily be adapted to their different learning styles and needs.

Due to the fact that modern English language learning is based on awakening the interest of students in an active and innovative way, promoting meaningful learning, the researchers propose the application of a system of didactic activities based on the use of audio and video technological resources. As a result, the aim is to develop communicative skills focused on oral comprehension that allow students to express themselves correctly by putting into practice the different pronunciations of English (American-British) and integrating important factors of pronunciation such as accent, intonation and fluency.

Considering the above mentioned (Rodríguez Vega, 2020) pointed out that: la comprensión oral es relevante ya que permite promover destrezas y competencias comunicativas en los alumnos y facilitar la interacción para ello se requiere de la disponibilidad de recursos adecuados de modo que permita a los alumnos identificar la fonética y su correspondiente significado de esta manera les será más sencillo asimilar el idioma extranjero. (pág. 30)

A system of activities is defined as an academic plan in which actions or activities are established that will be carried out in an orderly manner, and are focused on improving the academic process, meeting learning objectives, promoting knowledge, generating positive change in order to achieve the purposes and expected results. En efecto, el concepto de un sistema de actividades consiste en una secuencia de tareas con su respectivo objetivo como factor común y deben llevar un orden sistemático con el fin de cumplir con las metas planteadas. (Guapisaca Yanza & Núñez Zeas, 2019, pág. 27)

According to the aforementioned statements, this paper defines the system of didactic activities using audio and video resources as a systematic, interactive and organized process

in which appropriate activities are established, creating a dynamic environment between teacher, student and content to be studied, thus students' learning is favored through activities focused on improving pronunciation.

Important aspects such as phonology and phonetics are part of the study of the types of pronunciation mentioned above, which can be taught in a creative and didactic way through the implementation of audiovisual resources in English classes since it is an indispensable material for the understanding and continuous practice of the types of pronunciation. Phonetics focuses on learning the different sounds while phonology refers to the correct intonation and accentuation when reproducing a sound.

3.1.1 Psychological foundations of the system of didactic activities based on the use of audio and video technological resources.

A psychological trend is related to constructivist psychology, whose main representative is the psychologist David Ausubel. Meaningful learning is among the concepts of the learning theories founded by him, which allows learners to construct knowledge through associations of previous ideas with the learning that is being acquired. In accordance with the above, (Ordoñez Olmedo & Mohedano Sánchez, 2019) pointed out that: el aprendizaje significativo de acuerdo a la teoría del psicólogo Ausubel se define como la relación que existe entre dos aspectos: el conocimiento que se adquiere y el que ya está presente en la estructura cognitiva del sujeto, de modo que estos dos conocimientos se integran y como resultado se crean nuevos conocimientos más estables y duraderos. (pág. 20)

In the present research, the theory of meaningful learning has been considered, since through the use of audiovisual media great results could be obtained on the correct pronunciation and through constant practice students acquire knowledge that is stored in their memory, through the auditory ability. Therefore, if emphasis is placed on aspects such as

repetition, imitation and production of sounds, an improvement in pronunciation and knowledge of the different accents that students can put into practice during the development of activities will be achieved.

, (Ramírez Meléndez & Teatino Díaz, 2016) reafirman que implementar recursos tecnológicos en la enseñanza de la lengua inglesa es un apoyo apropiado para que los docentes seleccionen un conjunto de actividades para potenciar las habilidades y destrezas de los alumnos y a la vez, aportar al mejoramiento de la pronunciación y comprensión auditiva que permiten que los estudiante puedan retener información en su memoria por largos períodos de tiempo a través del empleo de recursos de audio y video. (pág. 21)

Additionally, the incorporation of these pedagogical resources helps to innovate learning, thus facilitating the construction of new knowledge and, consequently, the development of students' cognitive abilities. In fact, these resources are focused on strengthening communicative abilities, skills and improving students' pronunciation of American and British English. Accordingly, the teaching-learning process should be relevant and meaningful in such a way that it can encourage and motivate students' learning by relating the learning they will acquire to their current knowledge.

As a result of the above, , (Mariño Pineda, 2016) indican que el uso de la tecnología es un recurso indispensable para los docentes ya que, beneficia y facilita el proceso de aprendizaje en los estudiantes convirtiéndose en una herramienta didáctica e innovadora durante las clases. (pág. 6)

Therefore, it benefits students and motivates them to learn and practice the correct pronunciation of the English language, as well as helps teachers to integrate these resources that are a good option to teach and improve pronunciation.

Meaningful learning refers to the assimilation of new knowledge with the learning that students already have and this increases the effectiveness of knowledge acquisition resulting in new learning, studying the types of pronunciation of the English language by applying technological tools allows active interactions motivating students to learn and practice their pronunciation taking into account each aspect and differences that have both American and British English.

This learning has fundamental characteristics that are mentioned below:

- The learner easily understands the information he/she is learning.
- A close relationship exists between the information the learner receives and the pre-existing knowledge in the cognitive structure.
- The new knowledge complements the learning in the student in a better way.

3.1.2 Technological foundation of the system of didactic activities based on the use of audio and video technological resources to improve pronunciation.

Technology advances and innovations play a relevant role in the learning of the English language because of the variety of resources that teachers can choose for the development of their classes and can adapt them depending on the skill being studied, in this case of this research the ability of oral expression and the use of the types of pronunciation.

The use of technological resources during teaching improves students' learning in the English language due to the usefulness of audiovisual resources to improve pronunciation and at the same time allows students to learn in an active way. For this reason it is important to create a system of didactic activities based on the use of audio and video technological resources focused on American and British pronunciation types.

Supporting the aforementioned, (Perero Calle, 2011) states that: con el correcto uso de la tecnología dentro de la enseñanza se facilita el estilo de aprendizaje de los estudiantes es

decir que sí poseen una habilidad de aprender mediante recursos visuales el conocimiento será más beneficioso con el uso de videos para desarrollar al mismo tiempo la habilidad auditiva. De esta manera los alumnos refuerzan sus capacidades de escuchar, retener información y sobre todo mejorar con el uso de herramientas auditivas. (pág. 53)

The system of didactic activities based on the use of audio and video resources are part of the technological tools and are focused on improving pronunciation and fostering listening skills in students to later practice the different accents, intonation and fluency of American and British English.

On the other hand, technology plays an important role when using these resources since it helps students to understand and analyze the different types of pronunciation by playing videos and audios in the classroom, becoming a guide to practice pronunciation, that is, expected results can be achieved through constant active practice by playing and listening to recorded conversations between native speakers in order to imitate pronunciation and promote the ability of oral expression through pedagogical activities.

As a result, it is considered that, technological resources turn the class into a more dynamic and interactive learning environment, thus providing great benefits such as improving the learning of the contents to be studied and increasing the interest and motivation of the students to learn the English language.

3.1.3 Description of the system of didactic activities based on the use of audio and video technological resources for the improvement of the use of English pronunciation types.

The system of didactic activities based on the use of audio and video audiovisual resources is projected from the systemic structural model which is integrated by components that are part of the teaching-learning process and is mainly focused on the use of English types, pronunciation and the development of oral expression skills in students.

In addition, the implementation of this system plays a dynamic role in facilitating listening and communicative skills, in the same way the selected learning contents have been established taking into account the students' shortcomings and needs regarding pronunciation in order to obtain the expected results.

In order to apply the system, outstanding aspects such as the differences that exist between American and British English are considered, which are: accent, intonation, accuracy and fluency, having as a fundamental tool the technological resources of audio and video facilitating the learning of the types of English, the different accents and intonations, in this way the students can have a guide when observing audio and video reproduced during the class to be able to practice the correct pronunciation.

The general objective of this system is to contribute to improve the use of the types of pronunciation and the learning about British and American English in the students of the third semester of the Pedagogy of National and Foreign Languages career.

3.1.4 Methodological considerations for the design of the system of didactic activities based on the use of audio and video technological resources focused on pronunciation, oral expression and the use of the types of English:

In order to design the system of activities with the use of technological resources, the studied contents of the English language subject, the knowledge that students possess, activities and specific components to improve students' pronunciation and the use of English types were considered.

Likewise, it is important to mention that the selected contents are related to the units that the students learned in the subject. Thus, the system is implemented with the purpose of contributing to the students' learning; therefore, the following specific objectives are proposed:

- To relate the contents studied with the use of technological resources.

- To improve the presentation of speeches or when giving advice, taking into account grammar and vocabulary.

- To assimilate the different pronunciations, intonation, fluency and accents that each type of English pronunciation has through the reproduction of audios and videos in class.

- To be able to understand aspects of the American and British types of English.

- To improve students' pronunciation through the use of audiovisual resources.

- To learn about the grammar of the present perfect tense through short texts, practicing pronunciation and oral expression with the use of the preferred type of English.

- To encourage student participation in English classes.

3.2 Functional structure of the system of didactic activities based on the use of audio and video technological resources to improve pronunciation.

The correct organization of aspects and activities to plan a class are of great importance during the teaching-learning process, they all play a significant role and are related to each other to achieve good results when imparting knowledge to students. The functional structure of a system is constituted by the following fundamental aspects:

Objetive: Es primordial determinar un objetivo principal al momento de elaborar un plan de clase porque permite que se realicen una serie de acciones metodológicas con el fin de lograr cumplir con el objetivo de aprendizaje establecido, también este aspecto permite identificar y establecer las metas que se proponen a cumplir dentro de una planificación. (Valadez et al., 2019, pág. 4)

The proposal of the system of didactic activities based on the use of audio and video technological resources is aimed at improving the use of English pronunciation types in third semester students of the Pedagogy of National and Foreign Languages course.

Contents: Son aquellos temas que están acorde o tienen relación con el conocimiento que se va analizar, desarrollar y reforzar mediante la realización de algunas actividades pedagógicas en la clase (Pérez Reyes, 2021, pág. 21).

The selected contents will contribute to the acquisition of new learning where students will be able to practice through the realization of appropriate activities that are in accordance with each of the class topics.

Methods: Se refiere al conjunto de acciones que se emplean para poder alcanzar las metas de aprendizaje que se han establecido previamente. (Herrera Cabrera, 2018)

Resources:

Se entiende por recursos aquellas herramientas de apoyo para la realización de distintas actividades. En el ámbito académico, son utilizados para satisfacer las necesidades que lleven a conseguir los objetivos, tales como: la enseñanza y el aprendizaje del docente y alumno. (Flores Pérez, 2020, pág. 29)

Hence, in this research, the implementation of audio and video technological resources was considered to complement learning, since it is a good option to practice pronunciation and for students to know accents, intonations and fluency when performing interactive activities regarding oral expression skills.

Evaluation: Este aspecto permite evaluar a los estudiantes y conocer cuál es el progreso que han logrado acerca de los temas estudiados en clases, de la misma manera

gracias a la aplicación de una evaluación podemos identificar las fortalezas y debilidades que poseen los estudiantes (Pérez Reyes, 2021, pág. 21)

Evaluation is considered a fundamental component involved in the implementation of the system of didactic activities based on the use of audio and video technological resources, since it evidences the improvements obtained by the students through this system, which is focused on contributing to the improvement of oral expression skills and correct pronunciation.

TABLE 3: Didactic components of the system of activities.

	OBJETIVE	CONTENTS	METHODS	RESOURCES	EVALUATION
Use of pronunciation types in the development of English speaking skills.	To implement a system of activities based on audio and video technological resources to improve the use of English pronunciation types in the third semester students of the Pedagogy of National and Foreign Languages career during the period 2022.	Giving advice	- Audio-lingual teaching method.

- Cognitive approach to academic language learning. | - Technological tools (Audio and videos)

- Youtube videos

- Power Point

- Zoom

- Pictures and short texts | Students are able to present a speech with correct pronunciation, adding the type of English they prefer, and students will learn how to give advice with proper grammar and extensive vocabulary. |
| | | Speaking and Vocabulary practice. | | | Students learn about the grammar of the present perfect and can practice some vocabulary related to the topic of the class.

Through short texts, students practice their pronunciation by applying their preferred type of English and adding content such as the present perfect to participate in class and improve their speaking skills. |

3.3. Functional structure of the system of didactic activities based on the use of audio and video technological resources.

SYSTEM OF DIDACTIC ACTIVITIES BASED ON THE USE OF AUDIO AND VIDEO TECHNOLOGICAL RESOURCES TO IMPROVE THE TYPES OF PRONUNCIATION OF THE ENGLISH LANGUAGE.

Objective: To improve the use of the types of English pronunciation in third semester students of the National and Foreign Languages Pedagogy course.

Theoretical and technological foundation of the system of didactic activities based on the use of audio and video technological resources.

FUNCTIONAL STRUCTURE

Elements of the system of didactic activities based on the use of audio and video technological resources.

Forms of implementation:
-Audiovisual resources.
-Activities focused on pronunciation and types of English.

Fundamental components:
-Objective
-Content of the study
-Method
-Resources
-Evaluation

PICTURE 4: Functional Structure of System of didactic activities

3.4 Description of the system of didactic activities based on the use of audio and video technological resources.

This subheading explains in detail the class planning and the activities that the students carried out with respect to the English subject in the third semester of the Pedagogy of National and Foreign Languages course. The classes and this system were carried out on Thursday, January 13-20 and Friday, January 14-21, 2022. It is important to mention that the contents that were studied belong to the unit N° 3 of the subject, also this system was developed with the purpose of helping students to improve in their pronunciation and the use of English types through the implementation of audiovisual resources.

Below is detailed what was done during the classes such as: the contents studied, learning objectives, fundamental resources, activities along with the techniques and strategies that were implemented for the execution of this system of audiovisual resources:

Class 1:

Topic: giving advice (giving advice).

Contents:

- Grammar: Indefinite pronouns (everybody, nobody, someone, etc..).

- Practicing different types of pronunciation (Speaking).

Objective: At the end of the class, students should be able to give some advice while presenting their speech online.

-Improve students' pronunciation, taking into account their preferences about the type of English (American - British).

During the class

Time: 30 minutes

- **Introduction:** 8 min

Explanation about the topic to be studied in the class.

- **Development:** 15 min

Performance of exercises in accordance with the topic studied.

- **Conclusion:** 7 min

Explanation about the activities that will be developed to fulfill the learning objective.

Evaluation: Students are able to present a speech with correct pronunciation, adding the type of English they prefer to use, in addition, students will learn how to give an advice taking into account proper grammar and with a very extensive vocabulary.

In-class activities:

Activity 1:

-Students practice how to give an advice: sentences, grammar, vocabulary correctly.

Activity 2:

-Students practice correct pronunciation in speaking activities.

Activity 3:

-Students watch a video on types of English pronunciation (American-British).

Techniques and strategies:

- Role-play

- Riddles

- Elicitation

Resources:

- Technology resources (Audios and videos).

- YouTube videos

- Power Point Presentation

- Zoom Platform

-Images

Class 2:

Topic: Speaking and vocabulary practice Grammar (Present perfect)

Contents:

-Speaking practice   - Grammar (Present Perfect)

- Vocabulary   - Readings

Objective: At the end of the class, students will be able to speak correctly, integrating vocabulary knowledge to practice and improve pronunciation with the type of English they prefer to use (American - British).

During the class

Time: 30 minutes

- **Introduction:** 8 min

Explanation about the topic to be studied in the class.

- **Development:** 15 min

Performance of exercises in accordance with the topic studied.

- **Conclusion:** 7 min

Explanation about the activities that will be developed to fulfill the learning objective.

Evaluation: Students learn about the grammar of the present perfect and will also be able to practice some vocabulary related to the topic of the class. Through short texts, students practice their pronunciation by applying their preferred type of English and adding content such as the present perfect to participate in class and improve in speaking skills.

In-class activities:

Activity 1:

- Students learn about the present perfect and do some activities: sentences with correct grammar and appropriate vocabulary.

Activity 2:

- Students practice their pronunciation in speaking activities.

Activity 3:

- Students watch a video of the types of English.

Activity 4:

-Students read a short text aloud.

Techniques and strategies:

-Role play

- Riddles

- Group work

- Elicitation

Resources:

- Technological resources (Audios and videos)

- YouTube videos

- Power Point presentation

- Zoom Platform

-Short texts

Conclusions

According to the needs and deficiencies in pronunciation, types of English and speaking skills that were identified through the observation of the English classes of the third semester students of the Pedagogy of National and Foreign Languages career, the proposal of a system of didactic activities was elaborated, which is based on the use of the technological resources of audio and video with the objective of contributing to the improvement of pronunciation and variants of the English language. The use of these resources in the classes will awaken the interest of the students in learning in an active way, achieving an improvement in pronunciation, the use of the types of English and the development of the communicative ability when interacting and exchanging ideas.

CHAPTER 4

DESCRIPTION OF THE SYSTEM OF DIDACTIC ACTIVITIES APPLICATION.

In this chapter the results obtained from the application of the system of didactic activities are described and analyzed. Subsequently, a discussion based on the results was performed to evidence the changes and improvements in the students regarding the use of the types of English and the oral expression ability (speaking).

4.1 Description of the application of the system of didactic activities based on the use of audio and video technological resources.

This section describes the results obtained after the system of didactic activities was applied using technological audio and video resources as detailed in (APPENDIX 8–9) in the the third semester students of the Pedagogy in the National and Foreign Languages major, period 2021 D2 of the Universidad Técnica de Machala. The system was applied on January 13th, 14th, 20th and, 21st, 2022.

Next, a precise description of how the system of didactic activities was applied through virtual classes is given, as well as the results obtained from its application.

Class 1 and 2 - Lesson Plan 1 (APPENDIX 4): Giving advice - Grammar (Indefinite pronouns)

Throughout the intervention process, the first two classes were held on January 13th and 14th respectively, with a length of 30 minutes, starting on Thursday, the main topic was presented in an introductory way, which would be broken down into different contents related to pronunciation and its different types.

During the first day of class, contents such as: Think before you act online, Grammar: Indefinite pronouns (everyone, no one, someone), Different types of pronunciation

(Speaking) were introduced to be applied during the class and to show a relationship with the general topic "Giving Advice." Therefore, the class was conducted with the help of Microsoft PowerPoint slide presentations where the content is detailed according to the topic and lesson plan.

First, a preliminary feedback was made to assess the learners' knowledge of the topic, then a series of activities were applied where learners' speaking skill was integrated and practiced in order to know their pronunciation level and help them to improve this skill. Subsequently, the different variations of the language were explained in class, illustrating through images the differences that exist in the vocabulary and by showing videos the different aspects of pronunciation, such as intonation, accent and fluency.

Additionally, an oral activity was performed which consisted of the pupils presenting themselves using both types of English, i.e., American, and British pronunciation, so that they would be familiar with them and could choose the variant of their preference. As the class gradually progressed, the pupils interacted actively during the activities, which was very useful for them to improve their pronunciation, through audio, allowing them to have a broader knowledge of the correct pronunciation. (APPENDIX 5)

On the second day, pending activities were completed, and in this way the students continued practicing their pronunciation to extend their vocabulary related to the topic.

The class follows the directions on Lesson Plan 1, where the correct grammatical use of indefinite pronouns was emphasized, increasing the learners' vocabulary, which was later applied in a Role Play exercise; where they reflected what they had learned, in both grammar and vocabulary as well as the proper use of pronunciation concerning the class topic "Giving Advice". With the previously mentioned activities, the class concluded with a video on steps

to carry out a conversation about giving advice and how to do it in an appropriate grammatical order related to the speaking skill. (APPENDIX 6)

Class 3 and 4 - Lesson Plan 2 (APPENDIX 7): Speaking and Vocabulary practice– Grammar (Present perfect)

For the second lesson plan, different contents were developed and included the following: Speaking, Vocabulary, Grammar (Present Perfect), and Reading, the topics were carried out, respectively, on January 20th and 21st. In classes 3 and 4, the practice of these skills was developed based on the second lesson plan. Also, the Present Perfect topic was emphasized with the support of Microsoft PowerPoint presentations. The activities were carried out in diverse ways so that pupils would be able to learn meaningfully and obtain better results in practice.

First, the topic was introduced, followed by a brief explanation of the grammatical rules and the proper use of present perfect; examples were provided for a better understanding. Additionally, as in previous classes, a section of oral activities such as developing sentences were performed applying the vocabulary learned in classes.

Then, the class continued with the projection of an explanatory video about some tips to improve their pronunciation, having as support a short text that was given to the students to read aloud. To conclude, a role play practice was carried out in which the Present Perfect was applied in a daily life situation, that task allowed the evaluation of the progress obtained after the application of the class and its effectiveness in the learners. (APPENDIX 8–9)

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

After the intervention addressed to the third semester learners of the Pedagogy of National and Foreign Languages major, an interview was also made to the teacher with the

purpose of verifying the effectiveness of the system of didactic activities based on the use of audio and video technological resources, to know his observations, opinions, and points of view about the demonstrative classes. The interview consisted of 8 open-ended questions. (APPENDIX 10)

To start the interview, the teacher was asked about the demonstrative classes and whether learners evidenced any preference on the types of pronunciation (either American or British), to which he replied, *"Yes, through the demonstrative classes and in the practical activities that were carried out, the students used the pronunciation of their preference to give a presentation about themselves and to interact during online classes."*

He was also asked about the effectiveness of technological resources in improving pupils' pronunciation, to which he responded, *"Of course, since it is an essential resource for us as educators when reinforcing students' skills. I believe that the activities based on the observation of videos and audios on pronunciation allow learners to achieve fluency and accuracy in the language and improve their listening skills; they also retain this information to put it into practice orally afterward."*

After that, the teacher was asked if the application of technological resources could be considered a fundamental support when teaching classes, his answer was, *"Technological resources are really an essential academic support for us as English language educators since it eases the understanding of the students and through the constant use of these resources, they know the proper pronunciation of certain words and in this way, they learn a lot and improve their skills and abilities."*

Another important question was about whether the learners have shown improvement in the speaking skill tasks and especially in their fluency, the answer provided was as follows; *"Yes, the pupils were able to learn and acquire more vocabulary, therefore, their fluency has*

improved and through different activities they have significantly and dynamically broadened

their knowledge."

The last question was about the motivation of his students in oral expression activities after the taught classes, to which he replied: *"I think that due to the application of technological resources, learners feel more motivated to participate without fear of mispronouncing since the activities were focused on the acquisition of new vocabulary and its pronunciation, which they learned through playing audios and videos, thereby complementing the contents of study."*

Regarding the favorable responses provided by the teacher about the results of the system of didactic activities based on the use of audio and video technological resources, it can be highlighted that the improvement shown by the pupils which demonstrates that if it is used in an adequate, orderly, and innovative manner, their learning can be favored.

RESULTS DISCUSSION

Once the research work was completed, it is important to show the results obtained with the support of authors who conducted previous research works and focused on the same research topic on the use of audio and video technological resources for improving English pronunciation during the teaching-learning process.

Through the results obtained in the research, it was evidenced that the use of audio and video technological resources applied in classes enabled pupils to receive the contents taught in a better way since they felt more familiar with audiovisual technology, and it made this process easier for them to learn in a more modern environment; its adaptation to the classroom helped pupils learn in an efficient and modernized way.

In support to the statement above (Robalino Lovato, 2013) declares that: "La utilización de medios audiovisuales en la educación, es una herramienta útil, que involucra al educador en la utilización de recursos con imágenes, y sonido." (pág. 11)

By adapting audio and video technological resources to improve the types of pronunciation in English helped students learn in an efficient and modernized way with the use of technology within their education. Contributing to this statement the following author: (Harwati Hashim, 2020) assures that "The affordances of audio-visual materials in enhancing speaking skills has overtaken the constraints as discussed above. It can be seen clearly that the use of audio-visual materials helps students in improving their speaking skills." (p. 6)

Thus, by applying these resources, the following results were obtained:

• Pupils were able to clearly understand the content taught in class since they were familiar with technology and their motivation to participate in the activities designed for their learning increased.

- Through the projection of both audio and video resources, students learned how to pronounce correctly the vocabulary given when having a conversation.

- The learners' pronunciation was put into practice during classes and at the end, they demonstrated improvement in their oral expression.

- The use of grammatical rules and vocabulary was correctly applied as they were put into practice during the teaching process through activities that included speaking skills.

- The students' fluency and accuracy of pronunciation improved significantly as they learned about different criteria such as: types of pronunciation, the correct use of it, and grammar and vocabulary to put them into practice afterward.

CONCLUSIONS

The teaching of the English language in Ecuador is usually very superficial regarding the improvement of English pronunciation, such education has been characterized by placing greater emphasis on the development of the guidelines established by the subject through traditional classes, instead of trying to improve the speaking skills of English learners.

The objective of this research was precisely aimed at improving the oral expression of students belonging to the third semester of the Pedagogy of National and Foreign Languages major, academic term 2022; while learning about the types of English that exist and their respective pronunciation, focusing primarily on the two most common accents, American and British, using audiovisual resources implemented in a system of didactic activities.

Furthermore, a theoretical basis was provided for the types of pronunciation of the language in the teaching-learning process. As a result, through the theoretical support and implementation of audiovisual resources, it was possible to determine their effectiveness in the classroom of the third semester of the Pedagogy of National and Foreign Languages major.

In the same way, a system of didactic activities was applied based on the use of audio and video resources for improving pronunciation in the students of the third semester of the Pedagogy of National and Foreign Languages major. It is important to mention that through the application of a diagnostic test, it was found that there are certain pupils with potential to positively develop their pronunciation, while on the other hand, the lack of interest of some of them is the main reason for their communication shortcomings, as well as their limited knowledge of vocabulary which prevents them from a proper development of their fluency.

For this reason, as a potential option to overcome these weaknesses, that is to say, a proposal was made based on providing classes aimed at improving the performance of

students in the ability of oral expression, which were characterized by being dynamic and interactive through a system of activities that included audio and video technological resources to capture their attention so they can learn and improve their pronunciation skills, in addition to choosing the accent of their preference.

Finally, the results of the application of this system were analyzed to verify its effectiveness and the improvements it produced in the learners.

RECOMMENDATIONS

In order to fulfill the objective of improving pronunciation and recognition of the different types of English, it is advisable to continue researching more in depth and including more intervention proposals and viable solutions to obtain noticeable outcomes that will be evidenced throughout the academic formation of the students of the Pedagogy of National and Foreign Languages major.

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APPENDIXES

APPENDIX 1: SEMI-STRUCTURED INTERVIEW DIRECTED TO THE TEACHER.

OBJECTIVE: To know the current state in which students are with respect to pronunciation and knowledge of its types based on the application of audio and video technological resources to improve oral expression.

Unit of analysis 1: Proficiency of the types of pronunciation.

 Category: Oral production skill.

1. Give your opinion or personal criteria on how you consider the pronunciation of your students?

2. Do students demonstrate some mastery of English pronunciation in the classroom?

3. Do students pay attention when speaking skills are practiced during English classes?

4. Do students demonstrate a certain inclination for a particular type of pronunciation?

Unit of Analysis 2: Accuracy and Fluency in the English language.

Category: Production and components of oral language (semantic and syntax).

1. Does the teacher use audio and video technology resources to improve students' fluency in pronunciation?

2. Do students participate in speaking activities where they can practice their accuracy and fluency?

3. Are students able to generate activities in which they can practice their pronunciation?

Unit of Analysis 3: Grammar and Vocabulary.

Category: Lexical competence.

1. Do the students have sufficient vocabulary when performing oral activities and do they use the grammar of the language correctly?

2. Are students interested in developing speaking activities in which they practice the lexicon and grammar of the language?

3. Do students use correct verb tenses when expressing and interacting in class?

APPENDIX 2: DIAGNOSTIC TEST

1) **Point out which words belong to American English and which to British**

SUBWAY	CHIPS FRIES	SWEETS	SHOPPING CENTER
FIZZY DRINK	APARTMENT	LIFT	CANDY
FLAT	SHOPPING CENTRE	SODA	UNDERGROUND
CHEMIST'S	SHOP		ELEVATOR
STORE	FRENCH FRIES	PHARMACY / DRUGSTORE	

American	British

2) **Put the meaning in Spanish of these words and the flag making reference to the American or British English**
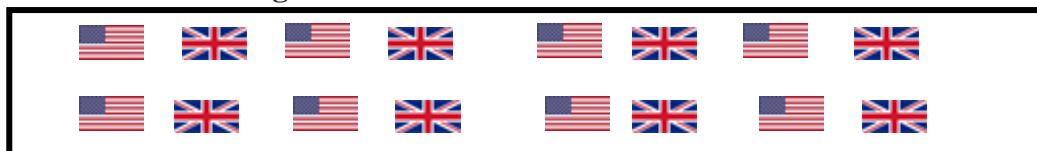
Sneakers	Meaning:	Line	Meaning:
Trainers		Queue	
Pants	Meaning:	Trunk	Meaning:
Trousers		Boot	
Elevator	Meaning:	Post	Meaning:
Lift		Mail	
Underground	Meaning:	Holiday	Meaning:
Subway		Vacation	

3) **Talk about a short story using the type of English of your choice.**

4) **talk about the things you usually do in your free time using the type of pronunciation you prefer.**

5) Match with the correct concept

Semantics		the systematic organization of a discrete set of linguistic units within a language; rule-based organization of sounds within syllables, phrases, etc.
Phonology		Study of sentences and phrases, or how people put words into the right order so that they can communicate meaningfully. All languages have underlying rules of syntax, which, along with morphological rules, make up every language's grammar.
Syntax		Generally, is about the meaning of sentences. Someone who studies semantics is interested in words and what real-world object or concept those words denote, or point to.

6) What are the verb tenses that you know?

APPENDIX 3: PARTICIPANT OBSERVATION GUIDE

VALUATION TABLE

Levels	Observation
High	Always
Middle	Sometimes
Low	Almost never

UNIT OF ANALYSIS: Proficiency of the types of pronunciation	
Category: Oral production skill.	
	X
Students always demonstrate complete knowledge and mastery of the types of English pronunciation.	
Students sometimes evidence a thorough knowledge and mastery of the types of English pronunciation.	
Students almost never evidence complete knowledge and mastery in the types of English pronunciation.	
Students always incorporate their knowledge and mastery of pronunciation into speaking activities.	
Students sometimes incorporate their knowledge and proficiency in pronunciation into speaking activities.	
Students almost never incorporate their knowledge and proficiency in pronunciation into speaking activities.	
Students always show interest in learning and mastering the types of pronunciation in class.	
Students sometimes show interest in learning and mastering the types of pronunciation in class.	
Students almost never show interest in learning and mastering the types of pronunciation in class.	
UNIT OF ANALYSIS: Accuracy and fluency in the English language.	
Category: Production and components of oral language (semantic and syntax)	
Students always express their ideas orally with precision and fluency in a coherent manner.	
Students sometimes orally express their ideas accurately and fluently in a coherent manner.	
Students almost never orally express their ideas accurately and fluently in a coherent manner.	
Students always demonstrate an extensive vocabulary by expressing themselves orally with precision and fluency.	
Students sometimes demonstrate an extensive vocabulary by expressing themselves orally with precision and fluency.	
Students almost never demonstrate an extensive vocabulary when expressing themselves orally with accuracy and fluency.	

Students always practice their fluent pronunciation skills by participating in speaking activities.	
Students sometimes practice their fluent pronunciation skills by participating in speaking activities.	
Students almost never practice their fluent pronunciation skills by participating in speaking activities.	
UNIT OF ANALYSIS: Grammar and vocabulary	
Category: Lexical competence	
Students always present a broad knowledge of grammatical structures and an adequate lexicon for speaking activities.	
Students sometimes present a broad knowledge of grammatical structures and an adequate lexicon for speaking activities.	
Students almost never present a broad knowledge of grammatical structures and an adequate lexicon for speaking activities.	
Students always show evidence of creativity and motivation in learning English and developing speaking skills.	
Students sometimes show evidence of creativity and motivation in learning English and developing speaking skills.	
Students rarely show evidence of creativity and motivation in learning English and developing speaking skills.	

APPENDIX 4: LESSON PLAN 1

	UNIVERSIDAD TÉCNICA DE MACHALA *"Calidad, Pertinencia y Calidez"* D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR **UNIDAD ACADÉMICA DE CIENCIAS SOCIALES** **CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS** **Lesson plan N° 1**				

College: Technical University of Machala		**Subject:** English		**Course:** Third Semester	
Didactic Unit: III		**Topic:** Giving advice	**Time:** 30 minutes		**Date:** 10/01/2022 to 14/01/2022.

Teacher: Cindy Sallo

Class Objective: At the end of the class, students should be able to give some advices while are presenting their speech online.
- To improve the pronunciation of the students, taking into account their preferences about the type of English (American – British).

Contents	Time	Activities	Techniques and Strategies	Resources	Evaluation
- Think before you act online. - Grammar: Indefinite pronouns (everyone, no one, someone. - Practice different types of pronunciation (Speaking).	INTRODUCTION 8 min. DEVELOPMENT 15 min. CONCLUSION 7 min.	- Greetings - Introduction of the topic (warm up) - Students practice how to give an advice: sentences, grammar, vocabulary correctly. - Students apply the correct pronunciation in activities of speaking. - Students watch a video of types of English.	- Questions and answers. - Brainstorming - Interview - Role plays - Riddles - Elicitation	- Technological tools (Audio and videos) - Youtube videos - Power Point - Zoom - Pictures	Students are able to perform a speech with a correct pronunciation, adding the type of English that they prefer, and they also learn how to give advice taking into account the correct grammar and with an extensive vocabulary.
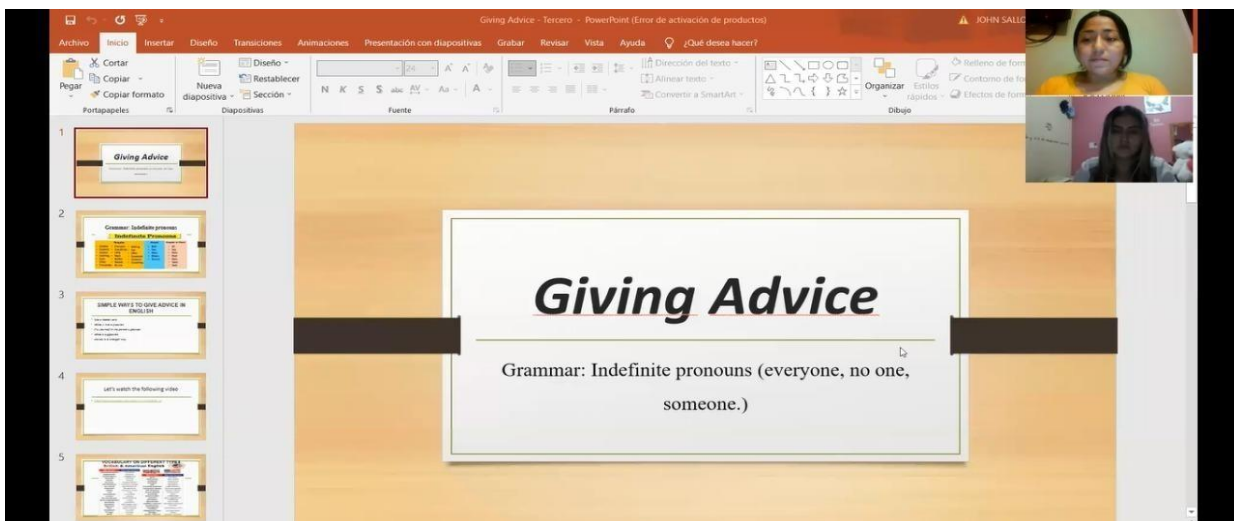
APPENDIX 5: CLASS 1
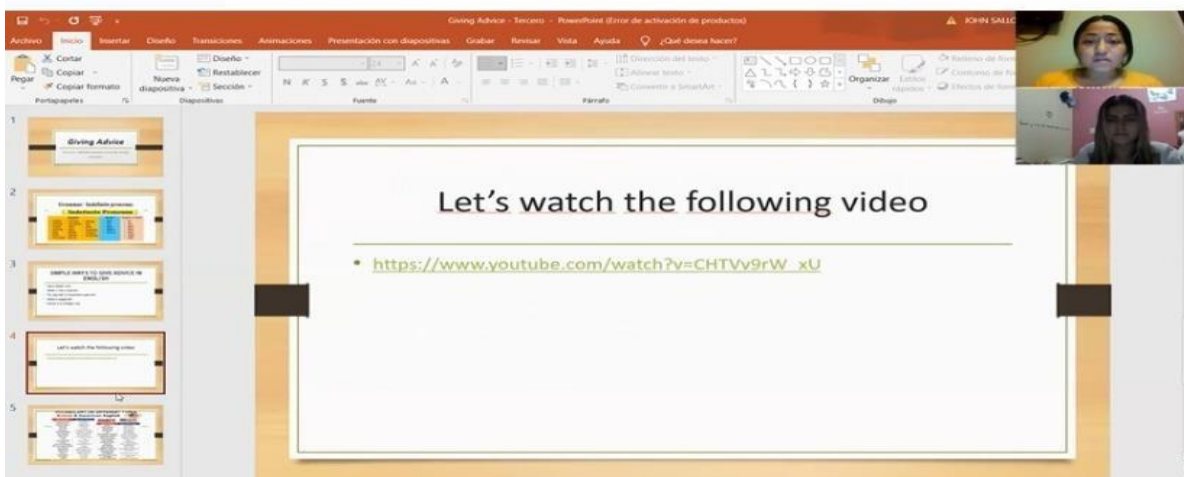

APPENDIX 6: CLASS 1

APPENDIX 7: CLASS 2

APPENDIX 8: LESSON PLAN 2

<table>
<tr><td colspan="6" 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 ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS
Lesson plan N° 2</td></tr>
<tr><td colspan="3">College: Technical University of Machala</td><td colspan="2">Subject: English</td><td>Course: Third Semester</td></tr>
<tr><td>Didactic Unit: III</td><td colspan="2">Topic: Speaking and Vocabulary practice.</td><td>Time: 30 minutes</td><td colspan="2">Date: 17/01/2022 to 21/01/2022</td></tr>
<tr><td colspan="6">Teacher: Gabriela Castillo</td></tr>
<tr><td colspan="6">Class Objective: At the end of the class, students will be able to speak in a correct way, integrating knowledges about vocabulary to practice and improve the pronunciation with the type of English that they prefer (American – British).</td></tr>
<tr><td align="center">Contents</td><td align="center">Time</td><td align="center">Activities</td><td align="center">Techniques and Strategies</td><td align="center">Resources</td><td align="center">Evaluation</td></tr>
<tr>
<td>- Speaking practice

- Vocabulary

- Grammar (Present

Perfect)

- Reading</td>
<td>INTRODUCTION

8 min.

DEVELOPMENT

15 min.

CONCLUSION

7 min.</td>
<td>- Greetings
- Introduction of the topic (warm up)
- Students learn about present perfect and do some activities: sentences, grammar, vocabulary correctly.
- Students practice pronunciation in activities of speaking.
- Students watch a video of types of English.
- Students read a short text aloud.</td>
<td>- Questions and

answers.

- Brainstorming

- Interview

- Role plays

- Riddles

- Group work

- Elicitation</td>
<td>- Technological

tools (Audio and

videos)

- Youtube videos

- Power Point

- Zoom

- Short Texts</td>
<td>Students learn about grammar of present perfect and also practice some vocabulary related with the topic.
Through the short text students practice their pronunciation applying the type of English of their preference adding contents like the present perfect to participate in class and to improve in the ability of speaking.</td>
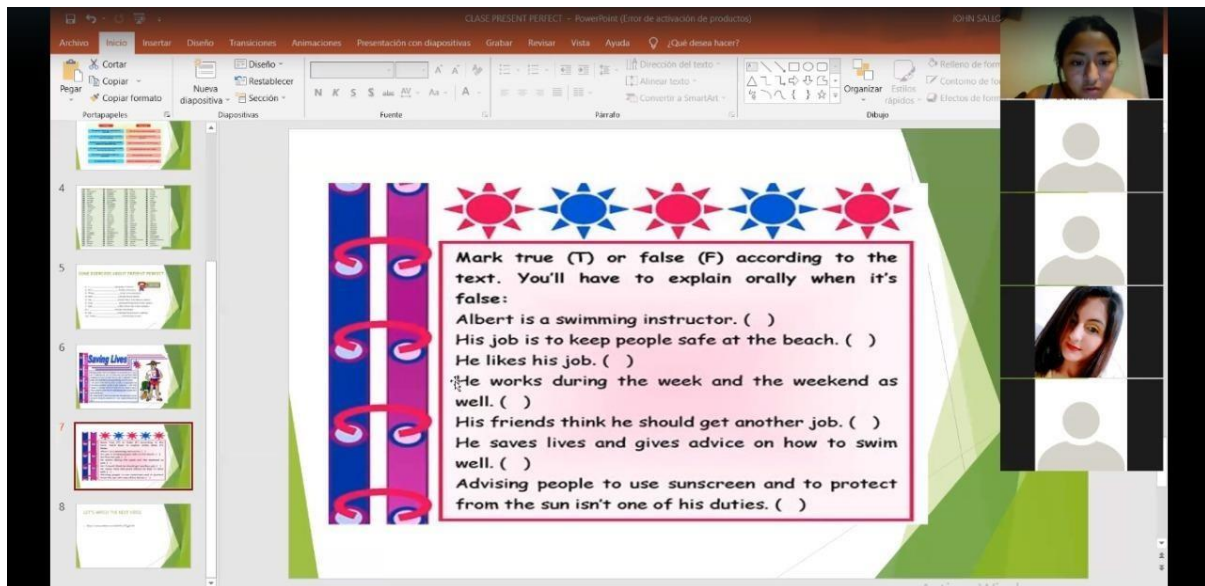</tr>
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APPENDIX 9: CLASS 3

APPENDIX 10: CLASS 4

APPENDIX 11: CLASS 4

APPENDIX 12: FINAL INTERVIEW WITH THE TEACHER TO CORROBORATE THE INTERVENTION PROPOSAL.

Objetive: To verify the effectiveness of the system of didactic activities based on the use of audio and video technological resources, from the professional perspective of the third semester teacher of the National and Foreign Languages Pedagogy course.

- Based on the demonstrative lessons, do students evidence any preference on the types of pronunciation (either American or British)?

- Do you consider that the technological resources applied in the demonstration classes were effective in improving students' pronunciation?

- Do you consider that the application of this system has contributed to the improvement of students' pronunciation and speaking skills?

- Could the application of technological resources be considered a fundamental support for English teachers when teaching their classes?

- As an English teacher, do you believe that this proposed system of activities will enable students to expand and reinforce their skills and knowledge about the use of English types and oral expression?

- Were the activities developed during the demonstration classes useful to reinforce students' oral expression?

- Did students demonstrate improvement in speaking activities and especially in the fluency of their pronunciation?