UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Implementation of audiovisual resources through a system of classes for the development of pronunciation.

ENRIQUEZ PACHECO BRITNEY PAULETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

CHAMBA ENCALADA THALIA DEL CISNE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Implementation of audiovisual resources through a system of classes for the development of pronunciation.

ENRIQUEZ PACHECO BRITNEY PAULETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

CHAMBA ENCALADA THALIA DEL CISNE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

Implementation of audiovisual resources through a system of classes for the development of pronunciation.

ENRIQUEZ PACHECO BRITNEY PAULETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

CHAMBA ENCALADA THALIA DEL CISNE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

SANTIESTEBAN LEYVA KENIA

MACHALA
2024

USE OF AUDIOVISUAL RESOURCES FOR THE DEVELOPMENT OF PRONUNCIATION IN STUDENTS IN THE EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL

USE OF AUDIOVISUAL RESOURCES FOR THE DEVELOPMENT OF PRONUNCIATION IN STUDENTS IN THE EIGHTH YEAR OF GENERAL BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

Las que suscriben, ENRIQUEZ PACHECO BRITNEY PAULETH y CHAMBA ENCALADA THALIA DEL CISNE, en calidad de autoras del siguiente trabajo escrito titulado Implementation of audiovisual resources through a system of classes for the development of pronunciation., otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Las autoras declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.
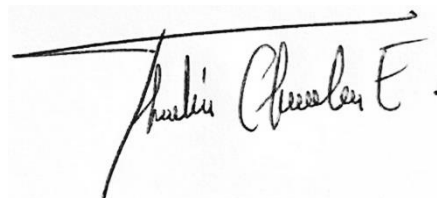
Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

_____	_____
ENRIQUEZ PACHECO BRITNEY PAULETH	**CHAMBA ENCALADA THALIA DEL CISNE**
0705528859	0706605557
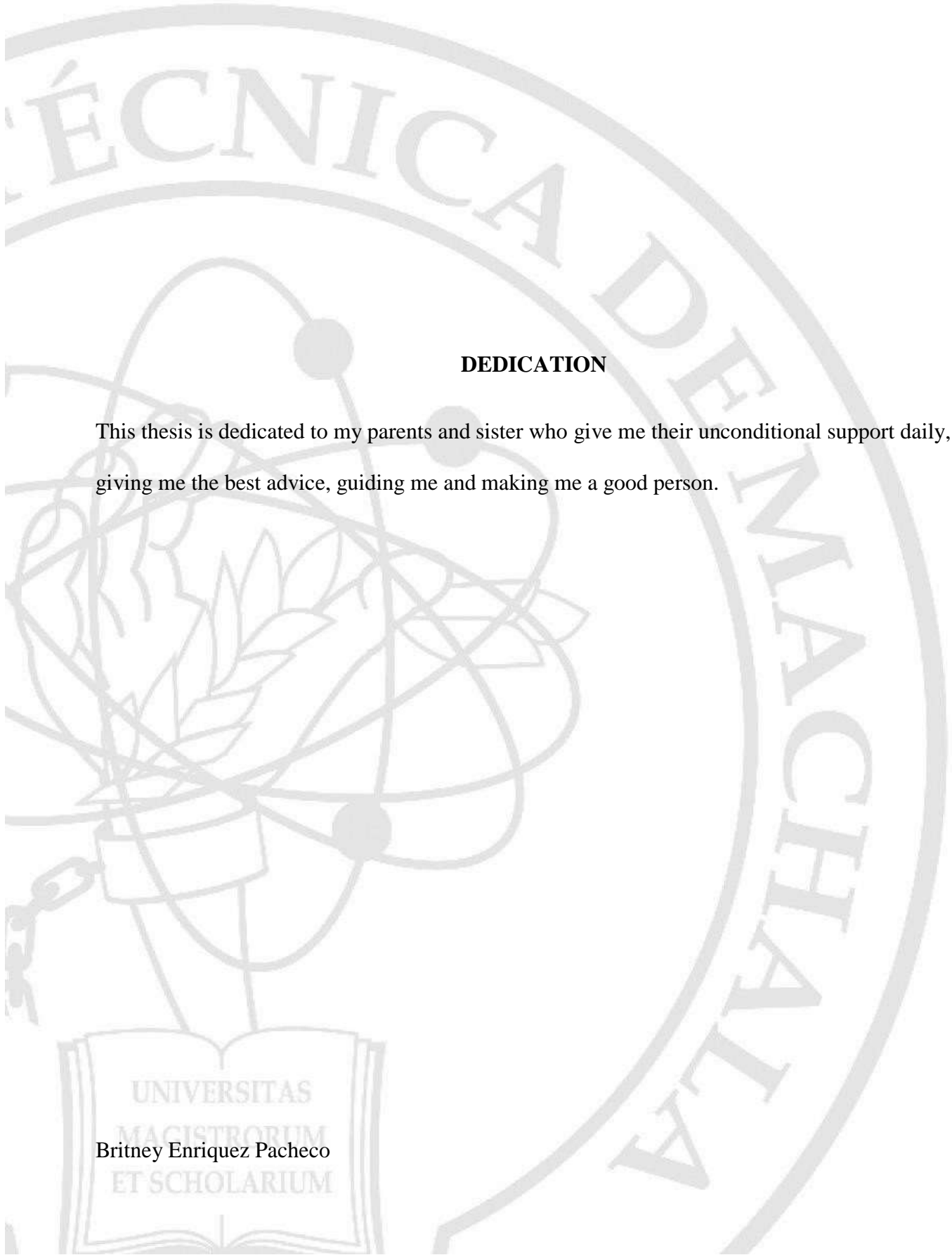
DEDICATION

This thesis is dedicated to my parents and sister who give me their unconditional support daily,

giving me the best advice, guiding me and making me a good person.

Britney Enriquez Pacheco

DEDICATION

With great emotion and gratitude, I dedicate this thesis to my parents who have unconditionally supported me and placed all their trust in every goal I have set for myself. Through their love, support, and teachings, they have made me a dreaming and persevering woman. They are the main mentors of my triumphs.

To my little brother Benjamin, my greatest treasure, adventure partner, and confidant. I dedicate this thesis to him, hoping it will inspire him to pursue his dreams and never give up. Since he arrived in my life, he has filled me with joy and strength to overcome any obstacle. I cherish his company so much and long to become his greatest inspiration.

To my sweetheart, whose love and support have been with me through the best and most challenging moments of my life as I culminated my degree. I admire his noble heart and will always be grateful for everything he has done for me. Thank you for believing in me, even when I didn't.

To my kitties, Merry, Gloria, and Lily, my little chaos queens and unconditional best friends. Their presence during every day and night of study gave me the peace, joy, and motivation I needed. Through their wild chases, crazy antics, melodious purrs, and tender gazes full of affection, they reminded me that I was never alone. I'm so grateful to my furry study buddies for their company.

Thalia Chamba Encalada

ACKNOWLEDGEMENT

I thank my mother for her love, for pushing me to become a better person every day of my life, and for giving me hope and encouragement when I needed it most. To my sisters for supporting me and always believing in me, even when I did not. I express my gratitude to the teacher Odalia Llerena Companioni, who with appreciation showed her unconditional help to develop this work successfully. I also thank our thesis tutor, engineer Kenia Santisteban who with her guidance, patience and support has helped us grow as people and as professionals, I admire the dedication, commitment and impeccable work of the teachers and thank them for inspiring me to follow in their footsteps.

Britney Enriquez Pacheco

ACKNOWLEDGEMENT

I am grateful to my mother for making me a determined person who always strives to achieve any goals despite adversity. With her support and dedication to me and my siblings, she taught me that nothing is impossible in this life and that everything can be achieved with hard work. To my father, for making me a visionary and self-sufficient woman, thanks to his advice and trust, he has made me feel capable of achieving anything I set my mind to, with or without the help of others. I will always appreciate all the teachings he has instilled in me since I was a child, which has contributed to being who I am now.

I thank my colleague Britney Enriquez for her invaluable collaboration and commitment to this degree work. Doing this work together has not only allowed us to experience new things as future teachers, it also allowed us to carry out our work with laughter and long conversations that allowed us to strengthen our friendship. Thank you for being a fundamental piece in this achievement.

To my career coordinator Jonh Chamba, Dr. Odalia Llerena, and all my career teachers for their great support and for each of the experiences they gave me during each semester. With their knowledge, dedication, and impeccable work they have inspired me to follow in their footsteps and thanks to all of them I have developed a true vocation for teaching and learning English. I will always carry them in my heart, thank you for everything.

Thalia Chamba Encalada

ABSTRACT

The objective of this research project is to implement a class system through the use of audio-visual resources for the development of English pronunciation in 8th-year students of General Basic Education at "Nueve de Octubre" High School. It is carried out from a quantitative methodological paradigm, with an experimental design of an explanatory-transversal type. The study variables are the classroom system through the use of audio-visual resources as an independent variable and the development of pronunciation as a dependent variable. The population is constituted of the students of the aforementioned institution, of which 30 eighth-grade students were taken as a sample. The instruments used were observation, diagnostic test and evaluation. The results were processed through a frequency table, the percentage and the chi-square to make the comparison.

Keywords: Audio-visual resources, class system, pronunciation, diagnostic test, evaluation.

GENERAL INDEX

INTRODUCTION

According to Martínez Sancho (2003), audiovisual resources are modern tools that make it easier for human beings to acquire and store information effectively, since they are eye-catching tools that reproduce and disseminate visual and sound information, enabling learning to be reinforced. In education, audio-visual media are instrumental in creating an enriching learning environment and facilitating the production of educational and collaborative work with materials that effectively retain information.

However, it is of utmost importance to take into account that these resources are necessary to reflect on their use since they do not guarantee complete and appropriate training, it is clear that as a didactic strategy creativity and understanding of topics are extended, but it is the teacher who is responsible for preparing what is necessary to attract the student's attention, selecting and guiding objectively what is going to be taught and how it is going to be taught. In other words, the teacher, more than having leadership, must have a clear understanding of these tools, create the necessary conditions to produce knowledge and lead their students to the goal of making them the creators of their learning (Feicán et al., 2021).

The use of these media supports various areas of education, one of them, is foreign language, where educators resort to the use of technological devices to project and reproduce useful information for their students, creating an optimal learning space both linguistically and culturally. Therefore, it is evident that, by implementing this strategy in the teaching of a foreign language, the development of skills is provided, since, with the use of informative videos, music videos, films, and songs, students enhance their communicative skills and put them into practice in their daily environment (Feicán et al., 2021).

During the process of teaching the English language, the aim is to instil in students a development in the different skills that a language encompasses, one of them, pronunciation, and it is here where the implementation of audiovisual resources takes an essential role in the practice and improvement of this skill that for many can be quite complex.

Pronunciation refers to the phonetic production of words by a speaker where both vowel and consonant sounds are uttered in a way that is understandable to listeners during a conversation, presentation, lecture, etc. This can vary according to the language, dialect, accent, or even the region in which it is spoken. Therefore, it is essential to involve all of these elements to achieve effective communication.

In education, pronunciation is a skill that should be instilled in students and developed so that they can communicate efficiently while at the same time developing other skills, since as we express ourselves orally and pronounce words, other skills such as listening comprehension become present, as well as the implementation of vocabulary and the use of grammar.

In the 8th year of General Basic Education at "Nueve de Octubre" High School, the following limitations were observed:

-Students with low participation in classes.

-Students with low development of oral expression in English.

-Lack of use of audio-visual resources focused on the pronunciation of the language in the classroom.

-Teachers with little preparation in the development of English pronunciation in students.

-Teachers who have not mastered the methodology for practising English pronunciation with their pupils.

This gives rise to the following **scientific problem**:

How to improve the pronunciation of the English language in students of the 8th year of General Basic Education at "Nueve de Octubre" High School in the academic period 2024?

Considering the **object of study**, the teaching-learning process of the English language in general basic education.

Among the **possible causes** of the problem are:

-Low development of oral expression in English.

-Students with little participation in classes.

-Teachers with little preparation in terms of methodology for the development of English pronunciation in their pupils.

-Little use of audio-visual resources in the subject of English for the development of pronunciation in the classroom.

-Little motivation for language learning.

The **general objective of the research** is: To implement a system of classes through the use of audiovisual resources for the development of English pronunciation in students in the 8th year of General Basic Education at "Nueve de Octubre" High School.

This objective is delimited in the **field of action**, audiovisual didactic resources.

In the present work of investigation, it raises as **Specific Objectives**:

-To determine theoretically which audiovisual resources help the development of English pronunciation.

-To diagnose the state of English pronunciation in students in the 8th year of General Basic Education.

-To implement a system of classes with the use of audio-visual resources for the development of English pronunciation in students in the 8th year of General Basic Education.

-To evaluate the effectiveness of the system of classes using audiovisual resources in the development of English pronunciation in students in the 8th year of General Basic Education.

It is developed based on the following **scientific hypothesis**: If a class system is implemented with the use of audiovisual didactic resources then it will improve the pronunciation of the English language in students of 8th year of General Basic Education at "Nueve de Octubre" High School in the academic period 2024.

Based on the hypothesis, the relationship between two **variables** is studied:

The **independent variable** comprises the application of a system of classes through the use of audiovisual resources which is understood as the way of articulating or emitting a word or a sound in a specific language so that it is clearly understood.

The **dependent variable** is constructed by the development of pronunciation, which is defined as the emission of sounds within the code of a given language to give meaning to what one wants to express.

This scientific research is carried out from a **quantitative methodological** paradigm, with an experimental design of an explanatory-cross-sectional type. The population is made up

of students in the 8th year of General Basic Education at "Nueve de Octubre" High School, and the sample consists of 30 boys and girls aged between 12 and 13 years old.

Consequently, theoretical methods such as historical, hypothetical-deductive, and analytical-synthetic methods are used. And empirical methods such as observation and diagnostic evaluation. These will be detailed in greater depth in the methodological framework.

The **importance** of this research lies in the use of audiovisual didactic resources as a methodological strategy to stimulate the interest and motivation of the students so that in this way attention can be restored, helping them to retain ideas for longer, thus developing pronunciation.

The **practical contribution** provided by this research reflects a system of activities focused on the use of audiovisual resources as a methodological strategy to help students develop pronunciation.

This study is divided into four chapters: **Chapter I**, a theoretical description of the object and field of research supported by bibliographical information. **Chapter II** establishes the type, methods and techniques to be used. **Chapter III** presents the intervention proposal. Finally, **Chapter IV** contains a discussion of the results, closing with the conclusions and recommendations, the bibliography and the annexes.

CHAPTER I

THEORETICAL FOUNDATION OF THE USE OF AUDIO-VISUAL RESOURCES FOR THE DEVELOPMENT OF PRONUNCIATION.

This chapter presents the theoretical characterization of the object and field of the research, revealing its main referents, which allow the structuring of the theoretical framework justifying the topic under study.

1.1 Historical background of the use of audio-visual didactic resources in the process of teaching and learning English.

Throughout history, educational institutions have been in constant search of resources to provide a meaningful and broader education in the lives of their students. Starting with the use of chalk and blackboards, books, and notebooks, teachers have employed even the most innovative creations to make teaching an art form. One of these creations is the audio-visual media, which, when used in the educational process, is considered a mediation resource that allows peaceful participation in the solution of problems in the classroom, contributing to the psychological and cognitive construction of the students and their evolution (Gordillo Mera, 2022).

The use of audio-visual resources began in the 17th century when pedagogues such as John Amos Comenius, a Czech philosopher, and educator considered the father of modern pedagogy, dedicated his life to improving teaching and learning methods, including images as didactic materials in one of his books This led other educators to opt for using visual teaching resources in the teaching-learning process. Likewise, throughout World War II the military used this material to train a large population in a short time, discovering that this method was a

valuable source of teaching with great potential for the future due to its significant impact (Kwegyiriba et al., 2022).

The development of information technologies has been a factor of modernization in education for continuous improvement since it has relied on technological tools to reach students and develop their skills effectively. The implementation of audio-visual resources in language teaching has a long history that began in the twentieth century when it was still mandatory for students to learn grammar through plates, books, and notebooks. At the same time, it was a crucial time for cinematography and radio, since they began to evolve due to the limit of screening films and educational programs at that time (Barros Bastida & Barros Morales, 2015).

Audio-visual education as a discipline in Ecuador was born in 1920 due to a political and social period of changes that sought to modernize the country. Thanks to these advances in filmography, educators started to use audio-visual materials as a support to communicate with students more effectively and engagingly because it was considered that using such tools could make learning more attractive and effective. At the same time, teachers were encouraged to implement these materials in their teaching to improve the quality of their performances, building a formidable bridge to knowledge (Mora Armijo, 2010).

In 1950, Ecuadorian educational institutions introduced radio and television as didactic resources for English language learning, aimed mainly at elementary and middle school students. This was an important step in developing language learning in the country, which progressed gradually. Then, in the 1970s, the first audio-visual resources were incorporated, including films, videos, and slides in classrooms to support traditional English language teaching. (Zarutuza Cimadevilla, 2019)

In the early 90s, after a visit to the United States by CEO Marcel Laniado, who observed how many students could access libraries around the world, he considered that Ecuador should benefit from the use of technology to improve education, leading him to create his first Internet company in the country. Due to this initiative and after years of crisis and constant changes of governments, in 2002, the initiative was granted to strengthen access to ICT in education, providing teachers with computers with Internet access, for the development of comprehensive programs and training. (Mendoza-Bozada, 2020)

In 2007, with the arrival of a new government, the educational area was strengthened by implementing technological resources since it was considered one of the most neglected social areas. But at the same time, it was considered that the students of that time, surrounded by technology were more interested in those classes in which the use of audio-visual resources to project videos or movies was annexed. Because of this, there was even a need for constant updating by teachers in the use of these resources to create an enriching learning environment. (Mendoza-Bozada, 2020)

As part of the accountability process, in 2014 a project was proposed for the benefit of the educational community for teachers and students to facilitate the teaching-learning process of the English foreign language. This plan included assessments for English teachers, training for oral expression and written expression, technological resources, multimedia content, television programs, and other materials necessary to reinforce and complete academic objectives (Carmen Ricoy & Álvarez Pérez, 2016).

As can be seen, despite the economic and political problems the country has gone through, plans to improve education have not been discarded, but, above all, the special quest to include resources, programs, and personnel to improve language teaching and learning still

prevails. The country continues to implement new ideas to include technology in the area of education to enhance it. (Pacheco Delgado & Ramírez Morales, 2022)

Undoubtedly, the inventions created by man call more and more attention and the technological means are not the exception, these currently have a great influence on the life of all people due to their way of making our life easier and also due to their complete way of transmitting information. So far, teachers continue to use them to teach differently from the traditional since there are several activities to be carried out, through the use of technology, where students can perform in different ways to learn new topics, perform tasks, render lessons, and reinforce content. (Barros Bastida & Barros Morales, 2015)

Several studies in educational psychology highlight the benefits of using audio-visual media in the teaching-learning process because by implementing them in the classroom, students absorb information meaningfully through the senses such as sight and hearing. However, many teachers are obligated to personally acquire audio-visual resources to share with their students due to the lack of such resources. Thus, when teachers have to teach students different skills in English, they rely on modern technological resources to facilitate this task. (Barros Bastida & Barros Morales, 2015)

1.2 Conceptual background to the use of audio-visual teaching resources in the teaching-learning process of English.

Once the historical part of the study has been elaborated, we proceed to the theoretical justification of the object, field, and variables. This section will guide a conceptualization of the

elements that make up the research through an exhaustive bibliographic search using primary, secondary, and tertiary sources that support it.

The teaching process as a second language focuses on several important factors that influence learner's lives, the role of the teacher is to discover and foster their abilities. Nowadays, worldwide there are countless teaching and learning methods and techniques which, when put into practice, teachers find it easier to exploit students; cognitive skills and competencies. However, it is important to stress the importance of knowing which materials and content to work with in the classroom, considering the students' interests, ages, and needs, and preferably contributing to the development of values inside and outside the classroom (Vega Iza et al., 2022).

In earlier times, the teaching-learning process used to be very strict, where students remained under constant surveillance by teachers, and their way of learning was under the traditional method of repetition. Nowadays, ICT is considered an essential support for education due to its great capacity to implement several meaningful activities, in which, students learn better. Using these tools has provided new experiences in the teaching-learning process, creating cognitive breakthroughs through acoustics and optics (Herrera et al., 2022).

The use of technological tools for language learning has a long history globally. Today, many countries focus on the development of communicative competencies, including foreign language learning. Educational institutions in several countries resort to the teaching of various languages through the use of current technology such as video cameras, television, projectors, and others, making this space a place of privilege for digital natives who, through various platforms and digital applications, find an intrinsic motivation to visualize and at the same time create content that complements their learning (Macias et al., 2022),

Carranza and Badilla (2022) state that teaching resources and materials are sources of physical or digital information used for teaching and learning purposes. Teachers in educational institutions frequently employ these resources to complement and enhance the effectiveness of their instruction. To develop well-planned teaching practices, language teachers must make informed decisions about the materials and resources they select for their classes, ensuring they are age-appropriate and suitable for the language level of their students.

Barros Bastida and Barros Morales (2015), audio-visual teaching resources are a set of materials that use audio and visual technology to project information and promote learning; these tools serve as support to strengthen educational work and motivate both teachers and students to perform in an attractive and stimulating way, thus facilitating the understanding of texts and the development of skills and competences. These include videos, films, multimedia programs, mobile applications, etc.

When inculcating or teaching a second language, various obstacles arise and it is essential to determine procedures, techniques, or resources that facilitate overcoming these obstacles. Acquiring a second language, such as English, involves mastering different skills like listening, speaking, reading, and writing. We never stop learning, and thus, educators have tried to adapt various tools and techniques in their classrooms and students so that students can develop and express themselves in the second language (Barros Bastida & Barros Morales, 2015).

Gordillo Mera (2022), state that using audiovisual resources contributes to improving the teaching-learning process by including diverse resources and procedures both useful and attractive to today's society, to produce relevant information to reinforce knowledge. Nowadays, it is essential to have one or more devices to learn and develop skills advantageously way since it

is a fact that they facilitate comprehension, and offer learners new ways to communicate with native speakers and learn new cultures.

Technological resources are indispensable, but they do not have a significant value by themselves; they depend on the use that the teacher gives them in the educational process. Therefore, these materials need constant maintenance and observation to have a positive impact on the student's learning, that is, the information that the teacher has to impart must remain in the student so that their knowledge is reinforced. Although they are of utmost importance for any school activity, the most important thing will always be the relationship that exists between teacher and student (Rivero Cárdenas et al., 2013).

1.2.1 The teaching and learning process of the English language.

The teaching and learning process has a long history because it has evolved in various ways due to the emergence of new challenges for humanity. Teaching requires mutual commitment, leadership, and innovation to build new ideas and concepts. Knowledge is not merely a faithful copy of reality; it represents the inner growth of each individual. Learning is an art and active process where students form new ideas based on their current and past experiences, while simultaneously developing their competencies (Gooding de Palacios, 2020).

Acquiring a new language is not simple, this requires several factors such as: social, cultural, personal, and professional. We can obtain a good result through constant study of the language, surrounding ourselves with it, integrating everything that comes with learning a second language, and above all the learners' practice of the language. (Campoverde Castillo & Armijos Sanchez, 2019)

Today's curricular demands require educators to continuously develop their professional competencies. The teaching-learning process of a foreign language increases mental flexibility, creating in students a development of their cognitive skills, such as improved analysis and critical thinking. These skills will allow the students to create a foundation for their future, turning them into people with better self-judgment, problem-solving skills, assertive communication, and self-esteem (Rodríguez Durruthy et al., 2021).

Incorporating new resources in education to support meaningful learning in the classroom, involves implementing innovative plans and projects. However, in many cases, it may not be possible to achieve resounding success in developing bilingual learners due to the outdated methods used in the classroom, and also, due to the lack of knowledge of the use of modern strategies or resources on the part of teachers.

The Ecuadorian government has taken responsibility for modifying the processes of teaching and learning English as a second language in schools, colleges, and universities; this is due to the low evaluation results in 2013 of more than 5,000 teachers to provide students with adequate and suitable education to acquire the necessary levels of English from their first years of life (Peña Ledesma, 2019).

English mastery language by teachers is essential for students to achieve those skills required by today's society. Students must acquire reading, writing, interpretation, and comprehension skills dynamically and actively so that they allow students to develop them effectively. In addition, practice with materials that establish different circumstances in the classroom will allow students to reflect on the second language, reduce the use of dictionaries, and begin to interpret it naturally (Carmen Ricoy & Álvarez Pérez, 2016).

1.2.2 Development of English pronunciation with the use of audiovisual resources.

One of the communicative skills required for learning any language is oral expression, which requires a correct articulation of words to be understood and, in this way, real communication may be established. This competence includes the understanding of knowledge that a person must possess to establish communication with a native speaker from another culture. Because of this, teachers in schools, colleges, and universities focus on adapting technological resources to develop this skill in their students. (Rosas Suárez, 2021)

Pronunciation, considered a sub-skill of oral expression, is the phonetic way in which the speaker produces a word in any language. It is how language sounds are articulated to shape words and phrases. Therefore, correct pronunciation is essential for effective communication. In the words of Colomer Belda (2015), through pronunciation, the aim is to develop in the students an open mind capable of adapting to the production of sounds different from those of their mother tongue and this, within the same code, so that what they want to express orally in the foreign language can be understood.

Silverio Pérez (2014), state that pronunciation is the emission of sounds within the code of a given language to give meaning to what one wants to express. It is the skill to be taught and developed during the teaching-learning process so that students achieve phonic competence as part of their communicative competencies.

On the other hand, teaching English pronunciation is not an easy task. First and foremost, teachers must have a strong command of pronunciation and know effective methods to teach and develop it in their students. To achieve this, teachers should consider alternatives that allow students to acquire this sub-skill and prevent students from becoming bored or resistant. Utilizing

a diverse array of auditory, phonetic, and visual materials is essential for helping students acquire good pronunciation. (Colomer Belda, 2015)

When it comes to teaching English pronunciation, many teachers face several challenges, starting with the lack of interest in the students' pronunciation, as well as several factors within the institutions that make this task difficult. Whether it is because teachers do not have the time to reinforce pronunciation. Students do not like to repeat words, or even worse, there are no resources in the classroom to support this task. The development of pronunciation is and will be a constant challenge for teachers.

That is why implementing resources for pronunciation development can be advantageous since it facilitates teachers and students to achieve progress in the teaching-learning process. In addition, a wide variety of tools can be adapted to any educational level, educational needs, activities, etc. Among these tools are audiovisual resources, which when used to improve pronunciation produce noticeable effects, achieving participation among students and teachers are reinforcing the educational environment.

Incorporating technological resources in the education process is innovative and helps students learn in a meaningful way through a variety of channels. The development of language skills such as pronunciation using audiovisual resources is a practice that has become increasingly popular in recent years and is due to the series of advantages that these tools offer. One is that it allows people to see and hear how the foreign language is spoken in real life, thus developing a better and complete understanding of the language (Feicán Zumba et al., 2021).

In education, audiovisual media are increasingly involved in learning development because they facilitate access to information. When teaching English as a foreign language,

everything done in a given educational context may be aided by several materials, videos, and images that make learning clear, and engaging. Educational curricula in institutions worldwide consider it essential to take advantage of the advances in information technology to teach a foreign language due to the growth of international relations, where today's society prepares its students to live in a multicultural and multilingual world (Rodríguez Muñoz et., 2022).

Based on the audiovisual didactic resources for teaching processes, we focus on using these media for language learning, specifically English, where various activities can be used to improve the linguistic skills involved in any language, like pronunciation. It is common knowledge for many to use records and tape recorders along with the repetition method to improve this skill which we all have reason to have used during school or college, but with the evolution of education and technological resources, other techniques can be used to pronounce words and sentences in English efficiently (Rodríguez Muñoz et., 2022).

1.2.3 Audiovisual resources used in the teaching-learning process of English.

Education is always looking for new pedagogical and dynamic ways of presenting the content it wants to teach, because of this, it takes advantage of various resources that have allowed educators to facilitate the teaching and learning process, such as audiovisual media. These tools are social networks directly related to images, such as photography and audio, i.e., a combination of picture and sound. Audiovisual media refers to educational media that convey specific messages through images and recordings (Barros Bastida & Barros Morales, 2015).

As the world advances, it becomes essential to learn languages, and the most required language is always English. Therefore, educational institutions must implement all the necessary materials for their students to be able to express themselves effectively in a foreign language (Barros Bastida & Barros Morales, 2015).

English is the universal language and, therefore, the importance of developing speaking is greatly reinforced, as it provides the opportunity to communicate with people from all over the world. This is why there is an emphasis on using audio-visual media, as it offers facilities to improve this linguistic competence.

Students must capture the sounds and the correct intonation of words because they can vary according to the context and the speaker, so classrooms must have the materials needed to achieve this, it is known that the teacher must always be prepared to teach and in the case of doing so through audiovisual resources can make use of several tools such as:

- Slides: A visual tool used in various institutions to present information, they can be used by teachers, students, and other professionals to organize and communicate ideas effectively and attractively. Also, these may be used for reading comprehension, as well as to present images related to the topic to be taught.

- Radio recorder: This electronic device records and plays back sound. In education, the radio recorder is used as a tool to present information effectively and engagingly. Promoting learning at various educational levels. In language teaching, it can be used to listen to and replay conversations of native speakers to understand and learn correct pronunciation.

- Television: This device projects information for viewing and listening. It can be expensive, but it is really useful for watching films, music videos, series, recordings, etc. Thanks to this, teachers of various subjects have been able to reach their students to see and hear the correct pronunciation of languages and gestures.

- Projector: This device is a versatile tool that supports language learning in a variety of ways. This resource should be used to complement teaching, not replace it. Using the projector effectively creates a more engaging learning environment for learners.

- Radio cassette players: These resources were popular in the 70s and 80s before being replaced by CDs and digital devices. They were used for listening to music at home or outdoors. They were also used to record music on the radio, produce pre-recorded tapes, or even your voice.

- Microphone: These devices spread sounds at high volume. They are essential for recording, live sound amplification, concerts, events, and conferences. In educational areas, this device is used to reproduce information to a large population.

- Videos and/or CDs: These resources are used to store and play videos in high resolution and sound. They offer interactive features such as commentary and subtitles, but some of these require an internet connection and rely on other electronic devices.

- Speakers: Also known as loudspeakers, these electro-acoustic devices convert an electrical audio signal into sound waves. In other words, they take information from a device and transform it into sound. Most English teachers use speakers to produce relevant information for their students, information as conversations, dialogues, songs, conferences, etc.

- Computer: This tool, also known as a PC, is a handy electronic machine that processes information and performs a variety of tasks, from surfing the Internet to playing video games. A lot of educational institutions have libraries with computers to facilitate the process of learning for their students.

- Video documentary: It is a powerful tool for communication. This is the perfect combination of moving images, sound, and text to communicate and can be used to cover educational projects, training, marketing, etc.

Many years ago, radio cassettes used to be the primary material for foreign language students and teachers, where they relied on cassettes and radio to listen to lectures, conversations, dialogues, etc. The fact that everyone now has access to technology and the internet so easily and quickly gives the facility to learn any language on your own (Estrada Flores et al., 2022). It is strongly believed that teaching any language requires the support of technological resources, as they facilitate understanding and the development of correct pronunciation. Learners need to listen to native speakers in different contexts to develop their competencies.

1.3. Contextual background to the use of audiovisual teaching resources in teaching and learning English process.

The communicative importance of pronunciation lies in the fact that it is the basis for the delivery of spoken information and gives intelligibility to the spoken text of which it forms part. In other words, the phonetic production of words in a certain language can make it easier or more difficult for the listener to recognize words. This oral skill can be developed through exercise and practice. Therefore, the importance of the implementation of various methods such as strategic classes and the use of resources to improve this skill is emphasized, and within this, comprehension and oral expression are incorporated, which entail the mastery of communicative skills (Montes de Oca Peña et., 2022).

In addition, this research presents the implementation of resources that allow students to observe and listen to the correct way of expressing themselves orally in English. Therefore, it should be understood that these resources are known as audiovisual and that they project information in audio and video through technological devices. In the words of Tobar Espinoza et al. (2021), audiovisual resources are considered an indispensable medium in education, since much of the information learners perceive is through the senses of hearing and sight.

That is why teachers can benefit from the implementation of strategic lessons with the use of audiovisual resources, since it is beneficial to reinforce pronunciation and correct articulation of phrases or words, achieving in students the ability to acquire and use the English language to say words, read or hold a conversation.

1.3.1 The teaching-learning process of the English language in Ecuador.

The teaching-leaching English process in Ecuador has undergone a series of changes since learning English from an early age promotes the development of a competitive society in the instruction of foreign languages. This favours the educational, social, and cultural environment of people, because instilling a second language in infants may be beneficial for their lives and society in the future because learning a foreign language promotes the development of thinking such as creative skills and lifelong learning (Enríquez Andrade, 2017).

In today's society, mastery of a second language opens doors to a world full of opportunities, and because of this, it is considered the best stage to learn a second language is at the earliest age, at which time the brain will have to develop from 85% and depending on the interaction of the infant with the second language, will create greater cognitive skills in its stage of development (Beltran, 2017).

The English language plays an important role in modern society in various fields of science and technology, and learning this language is of great use. For this reason, Ecuador has introduced new changes in its educational policy to adapt to the needs of a globalized world. To complete the process of language teaching, the factors that affect language learning must be considered, and methodological and cultural aspects of the language must be included (Vega Iza et al., 2022).

The Ecuadorian state has taken responsibility for modifying the processes of teaching and learning English as a second language in schools, colleges, and universities; this is due to the low evaluation results in 2013 of more than 5,000 teachers to provide students with adequate education and suitable for acquiring the necessary levels of English from their first years of life (Peña Ledesma, 2019).

The educational process of teaching and learning English as a foreign language in Ecuador has been identified as one of the examples in which teachers follow a grammar textbook and use abbreviated grammar homework materials downloaded from the Internet. In addition, students sometimes memorize grammar rules to pass an institutional English test. All this leads to students having difficulties when they try to hold a conversation in English.

Therefore, the mastery of the English language by teachers is essential for students to achieve those competencies required by today's society, students must acquire reading, writing, interpretation, and comprehension skills dynamically and actively so that they allow the student to develop them effectively and actively. In addition, practice with materials that establish different circumstances in the classroom will allow students to reflect on the second language, reduce the use of dictionaries, and begin to interpret it naturally (Sirlopú Vera et al., 2023).

1.4.1 Diagnostic of the current pronunciation state in eighth-year parallel 'D' students of the '9 de Octubre' high school.

This section shows the results obtained from the diagnostic of the pronunciation of the English language in the students of the 8th parallel year 'D' at 'Nueve de Octubre' High School The instruments used for data collection are a diagnostic test and observation guide directed to the class taught by the teacher.

Analysis of results

The first instrument that was applied was an observation guide, which allowed the following results to be demonstrated:

- The teacher does not include specific objectives related to pronunciation in the lesson plan.

- The teacher does not use audiovisual resources to work on pronunciation.

- The teacher does not carry out repetition and sound practice activities.

- There are no interactive activities that include pronunciation practice.

- The teacher does not constructively correct students' pronunciation errors.

- The students participate actively in class.

To conclude, a pedagogical test was applied to find out the current state of the pronunciation in the students of the 8th year, parallel 'D' of the '9 de Octubre' high school. The analysis of the results obtained according to indicators is presented below.

Indicator 1: Fluency of words or phrases.

Figure 1

First Word Fluency Indicator
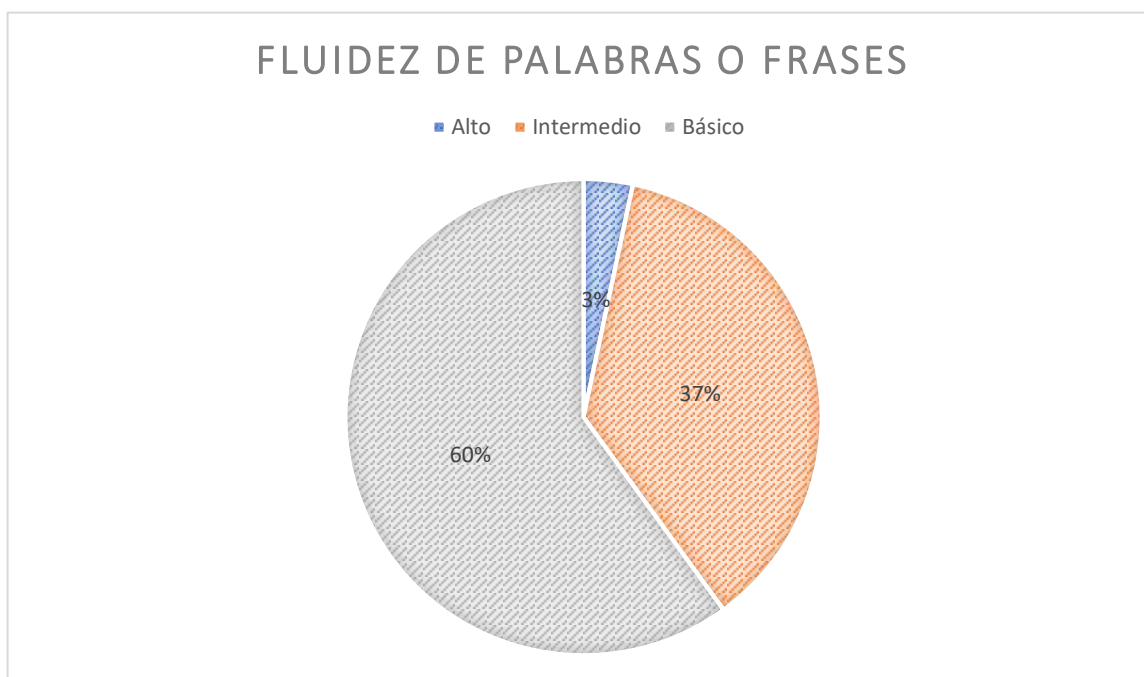
When producing sentences and words orally in English, this should be done rhythmically and continuously, i.e., students should express themselves naturally, without unnecessary pauses or hesitation that would affect comprehension and eloquence of communication. Fluency indicators are measuring that teachers use to determine the level of facility that students possess when producing words and sentences in English, which allows them to establish whether students are communicating eloquently and comprehensibly.

In the results of the diagnostic test applied to the students, it could be determined that out of 30 evaluated students, just 1 has a high level of fluency, which shows that the student can express himself or herself naturally and maintains a constant rhythm without necessary pauses.

On the other hand, 37% of students (11) have an intermediate level, which reflects that students'

express words mostly continuously but do not affect their rate of expression, and 60 % of the

population has a basic level.

Indicator 2: Intonation of words or phrases

Figure 2

Second Indicator of Word Intonation.
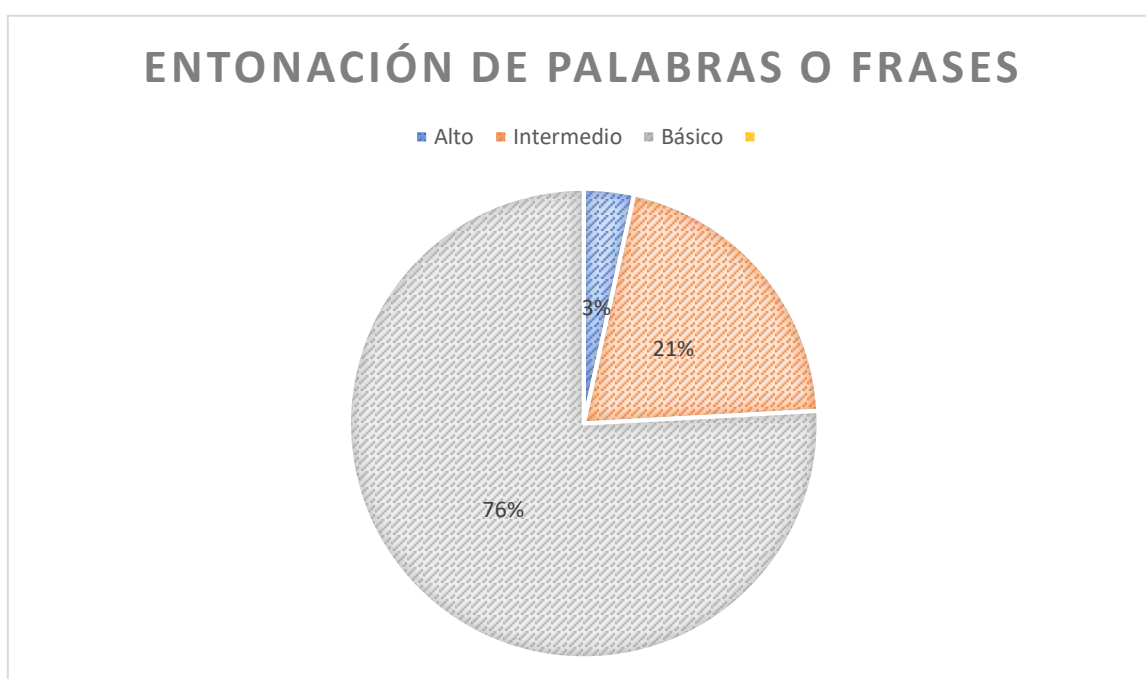
Regarding the dimension of intonation of words and phrases by the 30 students, the aim

is to determine whether the students manage to modulate their intonation and convey emotions

when expressing themselves in English. This indicator allows teachers to establish whether

students have a melodic variation when completing their speech and whether they can express

themselves clearly and concisely.

The following statically data for this indicator were obtained from the diagnostic test of

8th-grade students of general basic education parallel 'D.' Here it is shown that 22 students,

representing 76%, have a basic level of intonation, which means that the students present evident limitations in using appropriate accentuation and intonation, affecting the clarity of their expression. While 6 students have an intermediate level represented by 21% and finally, just 1 student shows a high level of intonation implying that he/she manages to emphasize and modulate his/her intonation adequately, presenting 3%.

Indicator 3: Articulation of words or phrases

Figure 3

Third Indicator of Word Articulation
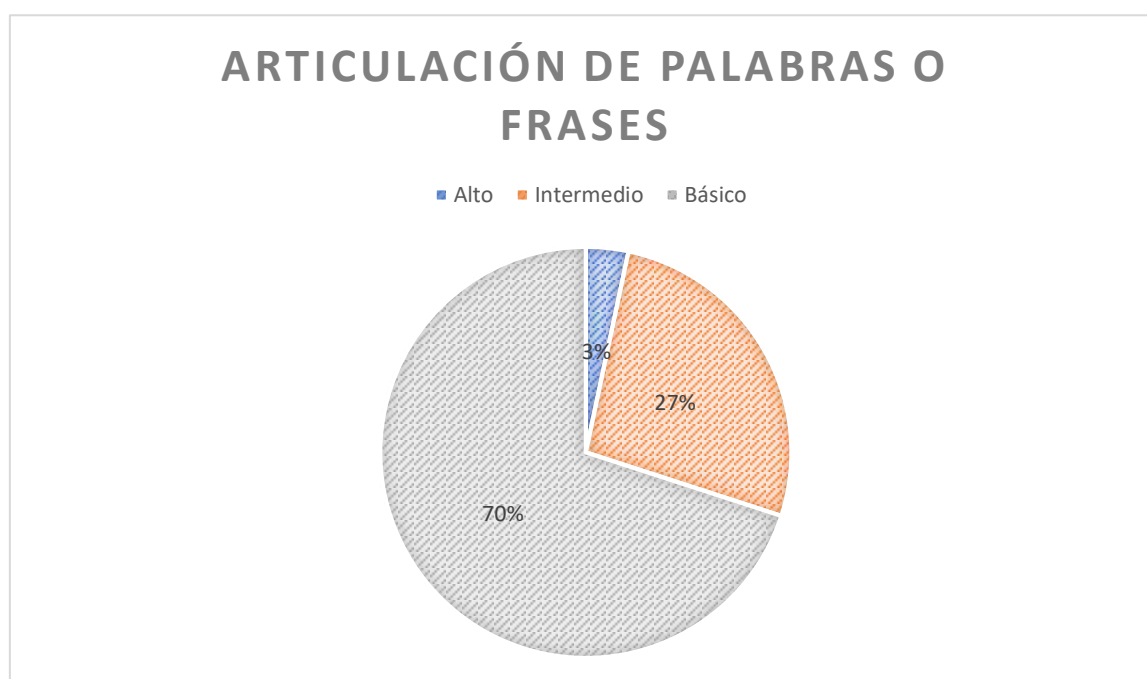
This indicator allows the teacher to determine how the learner produces sentences and words, i.e., how he/she uses his/her speech organs such as lips and tongue. In this sense, the teacher can verify how easily or difficulty the student succeeds in producing his/her message.

Likewise, through this indicator, the teacher can determine if the student pronounces the words and phrases clearly and precisely, affecting or not the comprehension of speech.

Concerning this indicator of articulation evaluated in the pre-test of 30 students, it could be determined that 21 students have a basic level of articulation in the words that were in the evaluation, 70%, which suggests that they have significant difficulties in pronouncing sounds and articulating the organs of speech when expressing themselves, affecting comprehension, algo; 8 students are at an intermediate level, meaning 27%, and finally, just 1 student has a high level, representing 3%.

General Diagnosis

Figure 4

General Diagnosis of the Pre-test

DIAGNÓSTICO GENERAL

- Alto - Intermedio - Básico

3%

28%

69%
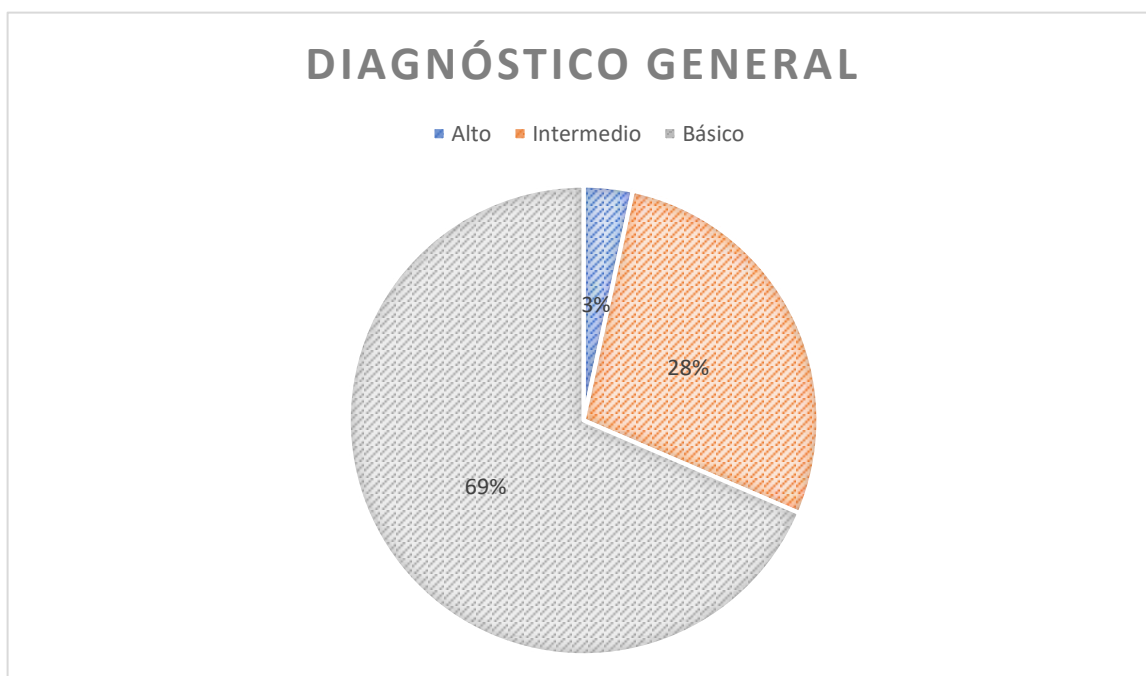
Based on the statistical data previously established, it can be concluded that 69% of the students in 8th grade of General Basic Education parallel "D" at '9 de Octubre' high school show a basic level. In addition, 28% of the students are at an intermediate level, while only 3% have a high level. This evaluation was based on three main indicators: fluency, intonation, and articulation.

After analyzing the responses for each of the indicators, it was determined that for those students who demonstrate a basic level of pronunciation of English phrases and words, it seems that they presented certain challenges in intonation and articulation of the content established in the diagnostic test.

It was also noted that those students who demonstrated an intermediate level in the English pronunciation of phrases and words seemed to have difficulties in expressing themselves naturally in the English language due to the lack of constancy in learning and practising the language and pronunciation.

Likewise, the students who obtained a performance rated as 'high' in each of the dimensions evaluated demonstrate that very few students do not have limitations in using the correct pronunciation of phrases and words since they attend English courses or dedicate themselves to autonomously improving their English language skills.

These results show that most students have a basic level of pronunciation of phrases and words in the English language, which makes it difficult for them to express themselves easily and naturally, preventing them from participating in classes and being motivated to learn and develop other skills.

That is why, with the results obtained, we proceeded to develop a system of classes to generate solutions to the existing problems in pronunciation in the students of the 8th year of General Basic Education parallel 'D' at '9 de Octubre' high school.

CHAPTER II

METHODOLOGICAL FRAMEWORK FOR THE STUDY OF THE DEVELOPMENT OF ENGLISH LANGUAGE PRONUNCIATION

This chapter specifies the fundamental methodological aspects and the description of each of them. Among the factors are, the type of design, paradigm or general perspective, population, methods, and data collection techniques, which helped in the analysis of the results obtained.

2.1 Methodological Perspective

Within the framework of this degree project, we have opted for a quantitative research methodology. This strategy allows us to obtain precise and reliable data that can be analyzed and described rigorously. This approach also facilitates the identification of patterns, the making of comparisons, and, a precise description of the state of the phenomena under study. In this way, causal relationships between the variables involved are established, and evidence is obtained to support the conclusions of the research.

According to Monje Álvarez (2011), quantitative studies are usually used by researchers to represent numerically the results of the measurement of their variables. By using statistics procedures, these data make it possible to describe phenomena accurately and to assess the reliability of the relationships between the variables studied. Therefore, this type of research is characterized by data collection methods that facilitate the collection of information that can be efficiently quantified.

2.2 Type of research and design.

This project is based on the positivist paradigm, which states that all understanding must be founded on the experience of the senses, of what is observable, experienced, and objective. For Miranda and Ortiz (2020) the positivist paradigm proposes the possibility of reaching absolute truth to the extent that it solves problems and creates a significant distance between the researcher and the object of study.

Beltran (2017) argues that non-experimental studies observe and then analyze phenomena or events occurring in a natural environment without manipulating the variables. In other words, the researcher does not intervene in the events but merely collects data on what is observed.

Considering these criteria, a non-experimental research design of an explanatory-cross-sectional type was chosen. This approach was selected to provide the researchers with tools to study the problem in-depth and to efficiently understand the situation in which the eight-year basic students at "9 de Octubre" high school find themselves.

2.3 Population and sample

For this research, the population considered are the students in the eighth year of general basic education at "9 de Octubre" high school period 2024 – 2025; the high school is located in the city of Machala, in the province of El Oro, with a sample of 33 students in the eight years of general basic education. The selected group is composed of 33 students, 15 girls and 18 boys aged between 11 and 13 years old.

2.4 Research Methods.

Research methods are systematic tools and strategies that enable researchers to rigorously collect, analyze, and interpret data to acquire new and reliable knowledge. They are based on implementing scientific principles and interconnected steps that combine theoretical and empirical procedures to answer specific research questions, validate the research, and generate reliable results about the natural, social, or technological world.

The scientific method is a key procedure in scientific research, it is based on meticulous observation and rigorous experimentation of the phenomenon under study to establish cause-and-effect relationships between the variables involved and to validate or refute hypotheses. According to Monje Álvarez (2011), it is an orderly set of activities designed to achieve systematic and controlled observations that are then quantified and measured, thus allowing us to obtain an objective understanding of the reality of our existence. Therefore, its primary objective is to use the research findings to address specific needs and implement appropriate solutions in different areas.

Now, the theoretical methods used in this study will be presented below:

2.4.1 Theoretical Methods

Analytical-Synthetic

It investigates facts by first dividing the object of study into its various parts and conducting separate studies and integrating these parts into a holistic and comprehensive investigation (Monje Álvarez, 2011).

Hypothetical-deductive method

This type of research is considered truly scientific. It is based on generating hypotheses from observed facts through induction, a hypothesis that generates theories that in turn must be tested and falsified through experimentation. In this sense, according to the hypothetical deductive method, a hypothesis will be taken as valid if it has been proven through experience (Enríquez Andrade, 2017).

Historical-Logical Method

This method is integrated into an investigative structure or research process to gather evidence of past events and their subsequent formulation of ideas or theories about history or to understand various rules or methodological techniques for analyzing data relevant to a historical topic, allowing the researcher to synthesize information to construct coherent information about the events associated with the object under study. (Beltran, 2017)

2.4.2 Empirical Methods

The empirical methods proposed in this research belong to the quantitative paradigm, because of the experiential-level ways of obtaining data from the population. Firstly, direct observation of the students was carried out to corroborate their performance with the English language, in addition to a diagnostic test to assess their degree of knowledge of the foreign language and a final exam to assess the learning acquired at the end of the course.

Observation

It is the method by which researchers obtain information directly from the preparation of the object or phenomenon under study.

Diagnostic test

Consists of a scientifically sound and meaningful test or measurement instruments used in the research process to diagnose the status of a problem or to test the level of change or improvement in an educational phenomenon.

Evaluation

Evaluation can be understood in many ways depending on the needs, goals or objectives of the educational institution, e.g., control and measurement, evaluation of the effectiveness of goals, accountability, etc. From this perspective, it is possible to determine in which educational contexts evaluation, measurement or a combination of both concepts is appropriate (Monje Álvarez, 2011).

2.5 Information Collection

2.4.1 Research instruments

In this study, the research variable focuses on 'pronunciation.' To ensure the consistency and coherence of the analysis, a consistency table was developed and is presented below:

Table 1

Consistency Matrix

CONSISTENCY MATRIX USE OF AUDIOVISUAL RESOURCES FOR THE DEVELOPMENT OF PRONUNCIATION IN GENERAL BASIC EDUCATION STUDENTS								
RESEARCH PROBLEM	**GENERAL OBJECTIVE**	**SCIENTIFIC HYPOTHESIS OR RESEARCH ASSUMPTIONS RESEARCH**	**VARIABLES CATEGORIES**	**DIMENSIONS**	**INDICATORS**	**INSTRUMENTS**	**ASKING ITEMS OR QUESTION**	**ASSESS OR RATE THE SUMMARY CATEGORIES**
How to improve the pronunciation of the English language in students of basic general education of the high school '9 de Octubre'?	To implement a system of classes through the use of audiovisual resources for the development of the pronunciation of the English language in students of basic general education of the high school '9 de Octubre'	If a classroom system is implemented with the use of audio-visual resources then it will improve the pronunciation of the English language in general basic education students of the high school '9 de Octubre'	**V.I: S.C** **V.D: D.P** **MEANING OF ACRONYMS** **V.I:** Independent Variable. **S.C:** Classroom systems through the use of audiovisual resources. **V.D:** Dependent Variable. **D.P:** Development of pronunciation.	**The pronunciation:** ▪ Is the way the sounds of Language are articulated to give shape to words and sentences. (Colomer Belda J. V., 2015) ▪ Define pronunciation as the emission of sounds within the code of a given language to give meaning to what one wants to express. (Silverio, 21). **DIMENSIONS:** • Articulation • Emission	Articulation: ▪ Imitation of sounds. ▪ Production of sounds. ▪ Pronunciation Emission: ▪ Vocalisation of words or phrases. ▪ Fluency of words or phrases.	○ Diagnostic test. ○ Summative test. (oral)	1. Pronounce all words correctly. 2. Pronounces most words correctly. 3. Pronounces 1 or 2 words correctly. 4. Does not pronounce any words correctly.	**1.** Excellent **2.** Good **3.** Fair **4.** Poor

2.5 Description of the Data Analysis Processes.

      To evaluate English pronunciation, we considered three essential indicators: fluency, intonation and articulation. Likewise, for the synthesis of the information about pronunciation, three levels were considered: high, intermediate and basic, as shown in the following table.

Table 2

Diagnostic Evaluation Rubric.

DIAGNOSTIC EVALUATION RUBRIC			
STUDENT'S NAME:			
COURSE:		DATE:	
EVALUATION CRITERION	PERFORMANCE LEVELS		
	HIGH 10-8	INTERMEDIATE 8-6	BASIC 6-0
Fluency	The student can naturally express himself and maintain a constant rhythm without unnecessary pauses.	The student expresses words mostly continuously, it does not affect his rate of expression so much.	The student presents evident difficulties in expressing himself with ease, affecting the naturalness of his expression.
Intonation	The student can convey emotions, and emphasize and modulate his/her intonation at the right moment to express him/herself.	Most of the student's accentuation and melodic variation do not affect the compression of his speech	The student presents evident limitations in the use of appropriate accentuation and intonation, affecting the clarity of his expression.
Articulation	The student correctly pronounces each sound in a clear and precise manner, and makes good use of the speech organs, facilitating the understanding of the messages.	The student articulates words correctly for the most part, with some difficulty in making use of his speech organs and achieving the production of sounds with few limitations.	The student presents significant difficulties in pronouncing sounds and articulation the speech organs when expressing him/herself, affecting the comprehension of speech.
OBSERVACIONES			
1. 2. 3.			

CHAPTER III

USE OF AUDIO-VISUAL RESOURCES FOR THE DEVELOPMENT OF ENGLISH

LANGUAGE PRONUNCIATION

This chapter presents the theoretical basis of the lesson system applied to the research topics, as well as the implementation of the lesson plans developed.

3.1 Theoretical basis of the lesson system based on the use of audio-visual resources for the development of English pronunciation.

The present research focuses on implementing a class system based on the use of audio-visual resources for the development of English pronunciation in students in the 8th year of basic education at '9 de Octubre' high school. Therefore, it is essential to consider what lesson plans are, how they operate, and how they are executed in conjunction with the objectives set out in this research.

The English language is considered the universal language, and over the years it has become more and more relevant for native speakers of other languages to the extent that many of them acquire it as a second language to be able to develop in other areas, get a better job, teach it, travel, etc. Thus, the English language is seen as a great gateway to national and international academic, personal, and professional opportunities, allowing many people around the world to access a range of relevant information, communicate with people from all over the world, and, above all, to function with great flexibility in a globalized environment.

Acquiring a new language is not an easy task, especially for those people who start acquiring it in their youth or adulthood. This is why it is considered very important to implement and know how to implement approaches, methods, and resources to achieve the desired

academic efficiency. Moreover, it is nowadays of vital importance to surround a child with more than one language from the earliest stages of life to enable him or her to achieve effective and efficient language acquisition.

On the other hand, it is important to highlight that for a learner to acquire a second language efficiently, teachers need to be dedicated to the continuous search for, adaptation, and implementation of new techniques strategies, and tools that allow their students to develop their skills in a language other than their mother tongue. In this sense, it is worth mentioning the importance of creating an action plan in which the teacher can include those steps, strategies, and tools that need to be used to achieve the proposed objectives.

In defining classroom systems, we refer to the structured organization of groups of students and actions according to educational needs, interests, ages, and other factors that are present to promote the teaching-learning process Nouran and Zertaj (2024), emphasize that developing a classroom system requires the establishment and implementation of interrelated systematic steps to achieve the conception of effective and meaningful learning. In other words, active participation, role-taking, activity completion, and continuous feedback are required to achieve the objectives of the classroom system.

Likewise, Ensuncho and Almanza (2021) establish that a system is the final fruit of human ingenuity, which contributes to the transmission of values and cultural inculcation, making it understood as a group of mutually associated elements that seek to fulfil various functions and achieve specific objectives through the implementation of a series of activities. By fulfilling a class system, a dynamic network is formed that processes information, exchanges data, and generates conclusions in the form of information.

Gómez et al. (2019) consider lesson systems to be an elementary tool for practical teachers who are committed to education. The development of teaching work through the implementation of lesson systems allows one to carry out the educational process in a controlled, guided, and scientific manner. Therefore, according to these authors, a class system can be considered a scientific result when it intends to contribute to the teaching-learning improvement process in the classroom.

The term class system emphasizes a hierarchical approach to appropriately organizing students, considering certain criteria, academic objectives, educational needs, academic levels, ages, preferences, etc. Educators adapt their strategies and techniques much more efficiently because this tool benefits everyone in the classroom. One of the biggest challenges of modern education is for students to be participants and leaders in learning, in which they can learn to learn, question, and discover innovatively.

From a psychological perspective, the dynamic between teachers and students in a classroom is fundamental. By valuing aspects such as individuality, critical thinking, and emotional intelligence, an environment is created that favours the integral development of each student. This project focused on English pronunciation development and its benefits from this approach by considering individual learning styles, promoting dynamic classroom interaction, and optimizing educational results.

According to Peña and Paz (2021), educational psychology focuses on understanding the cognitive, emotional, and social processes that uphold literacy. By knowing scholars' provocation, tone-regard, and learning styles; preceptors can design further effective and individualized pedagogical strategies. In this way, psychology becomes a necessary tool to

optimize the tutoring-literacy process and promote the integral, cognitive, socioemotional, and metacognitive scholars' development.

From a pedagogical perspective, Ellerani and Patera (2021) consider the classroom system to be a dynamic and complex environment where various elements are intertwined: learning objectives, contents, methodologies, activities, and evaluation. This constantly evolving structure requires careful planning and continuous adaptation to the individual needs of each student. As for the development of a class system based on the development of pronunciation, the teacher must encourage active participation, collaborative work, and the development of critical and reflective skills.

A classroom system requires careful planning and responsible implementation of strategies and resources since this allows the advancement of educational quality. Similarly, to achieve efficiency in the preparation of a classroom system, it is necessary to consider the weaknesses that are present in the space to be worked on, to take into account the opinions of the students and other experts, as well as to reflect on how the lesson will be done, what resources will be used, and how the results obtained will be evaluated. Only in this way will it be possible to define the fulfilment of the objectives, the academic progress, and, above all, the cognitive progress of the students. (Heinsen & Maratos, 2019)

By implementing a classroom system based on audiovisual resources for the development of pronunciation, the teacher surrounds his students with an enriching and dynamic environment, where he manages to capture the attention of his students and leads them to greater participation and effective learning. Cueva and Yoctun (2021) argue that implementing technological equipment encourages teachers and students to transform traditional teaching methods through

communication and research, guides them to discover new ideas and behaviors, and trains them to achieve better performance in this modern world surrounded by technology.

Thus, audio-visual resources are very popular with teachers who are looking to reach their students in a meaningful way. However, it is of utmost importance to be clear that sub-skills can be improved when teaching pronunciation and accordingly implement the appropriate tools in the best possible way and have the ability to resolve any difficulties that arise. It is important to give learners the information they need to know and develop relevant activities that allow them to develop their skills effectively.

That is why this research focuses on creating and implementing a class system that allows students to develop pronunciation skills. While it is true that communication is the basis for establishing ties between people from any part of the world, it is essential that, when expressing oneself in the English language, one achieves the fluency and intonation necessary to achieve efficient and understandable communication.

3.2 Description of the class system based on the use of audio-visual resources for the development of pronunciation.

The following section consists of explaining in detail the implemented class system, together with the use of audio-visual resources such as a loudspeaker, laptop, flashcards, and worksheets, which were applied in the classes given to the students of the 8th 'D' year of basic education at '9 de Octubre' High School.

In the educational field, it is useful to implement a lesson plan or class system, since it allows students to be divided into groups according to their levels of knowledge or performance

to contribute significantly to individual and collective academic success. In this way, teachers can achieve the educational objectives they set before, during, and after class, allowing students to increase their knowledge and enhance their skills.

According to Carriazo et al. (2020), a lesson plan is an indispensable tool in language teaching since it provides a structured framework that guides the learning process. By establishing clear objectives, the teacher ensures a coherent and effective learning experience. In addition, the lesson plan allows pedagogical strategies to be adapted to the needs and learning styles of the students, encouraging their autonomy and active participation.

Therefore, by implementing a classroom system based on the development of pronunciation through the use of audiovisual resources, an enriching teaching methodology is created where the power of images and sound is harnessed to improve students' oral proficiency, especially in terms of pronunciation. It is considered that students learn much better when they are exposed to a foreign language in a natural way through materials that reproduce videos, audio, and animations, and these become fundamental tools for the teaching and learning of language pronunciation in the classroom.

3.2.1 Characteristics of a Class System Using Audiovisual Resources

This section establishes the characteristics that determine the class system and allows the activities to be carried out in a rigorously and orderly way, fulfilling the previously established objectives. Likewise, the lesson plans carried out during the class improve English pronunciation using audiovisual resources are presented.

Integrated audiovisual resources into the lesson plan allows for the creation of enriching language learning experiences. These technological tools are very valuable and powerful since,

by combining images and sound to present relevant content, they allow us to make the educational environment a dynamic, attractive, and effective environment. In other words, by incorporating audiovisual media into the design of our classes, we offer a more rigorous and complete learning process, leading students to high academic achievement and more advanced levels.

Thus, we can affirm that classroom systems that include audiovisual resources for language teaching allow the understanding of complex concepts, stimulate curiosity, and promote collaboration among students. As a result, a significant increase in academic performance, active participation, and greater satisfaction in the learning process can be observed, leading students to feel motivated to continue learning.

Likewise, Carriazo et al. (2020) state that although there are different types of class systems and different ways to carry them out, they are a series of characteristics that teachers should consider to create lesson plans in an organized and structured manner, considering the objectives to be met, the contents and methods to be implemented, the interests and needs of the students, the roles to be fulfilled by the students and the teacher, etc.

In this way, the characteristics of class systems help us to better understand how they work and how they should work, which is why when planning classes to teach the correct pronunciation of the English language, the following characteristics should be taken into account:

It must be strategic: Students need to feel motivated to learn, which is why it is convenient to establish several strategies that allow them to feel attracted, comfortable, and satisfied with the class.

Well-structured and organized: When planning the classes, one must consider the needs and preferences of the students, each of the steps to be carried out, the time to be consumed by each activity, and how each of the established steps will be fulfilled.

Offer a variety of registers: In this context, students are exposed to a variety of formal as well as informal, and neutral situations so that they acquire a generalized vocabulary and can understand in which situations to use them and how to express them so that they can be understood.

Provide visible and comprehensible content: Students should be able to observe and listen closely to how the sounds of the English language are produced so that they can imitate them, facilitating the comprehension and articulation of the words and phrases they hear.

Encourage practice: To consolidate students' knowledge acquired during class, they must maintain constant practice, allowing them to identify and correct their mistakes in an ongoing way.

Provide feedback: For students to recognize their weaknesses and strengths, they need a space where the teacher can tell them what they did best and help them to correct their shortcomings.

So, to cover each of the characteristics of lesson plans focused on the development of pronunciation through the use of audiovisual resources, the following steps should be considered:

- Establish objectives.

- Select contents.

- Determine the methodology to be implemented.

- Select resources and tools.

- Establish times.

- Decide how to evaluate.

The actions carried out during the classes given to the pupils of the eighth year of basic education are detailed below:

"NUEVE DE OCTUBRE"

HIGH SCHOOL

STUDENT TEACHER'S NAME:		Britney Enriquez and Thalia Chamba		
DATE:	Friday, 21st June 2024		**TIME FRAME:**	45 minutes
AGE RANGE:	12 – 13 years old		**GRADE:**	8vo "D"
THEME:	Diagnostic test			
LEARNING OUTCOMES:		To know the students' level of pronunciation.		
AIMS:		Students will be able to pronounce English words and phrases understandably.		
MATERIALS:		o Flashcards o Pictures		

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

TIMING AND INTERACTION	STAGE NAME AND AIMS	PROCEDURE	TUTOR'S COMMENTS
10' T-S S-T	a. Lead-in • To introduce and explain the diagnostic test.	*T* explains to *SS* what the diagnostic test is about. ● The teacher explained that this diagnostic test is not graded but will help with a degree project. *RB/SS* share their answers and *T* clarifies their doubts.	
25' T-S S-T	b. Diagnostic test • Students take the diagnostic test	*T* takes the diagnostic test by evaluating pronunciation.	

"NUEVE DE OCTUBRE"

HIGH SCHOOL

STUDENT TEACHER'S NAME:		Britney Enriquez and Thalia Chamba		
DATE:	Monday, 24th June 2024		**TIME FRAME:**	45 minutes
AGE RANGE:	12 – 13 years old		**GRADE:**	8vo "D"
THEME:	Classroom Commands			
LEARNING OUTCOMES:		Identify and know the classroom commands.		
AIMS:		Students will be able to pronounce correctly, know and differentiate class commands.		
MATERIALS:		o Flashcards o Laptop o Speaker o YouTube Video		

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

TIMING AND INTERACTION	STAGE NAME AND AIMS	PROCEDURE	TUTOR'S COMMENTS
10' T-S S-T	a. Lead-in • To introduce and explain the topic.	*T* will introduce the topic. ● The *T* will introduce the topic "the importance of correct pronunciation in the English language when expressing oneself orally" by asking why it is important to maintain codes or rules in the classroom.	
10' T-S S-T	b. Watch the video and participate in the activity.	*T* will ask the students to sit down by placing the desks in a U-shape so that everyone can participate and then watch a video.	
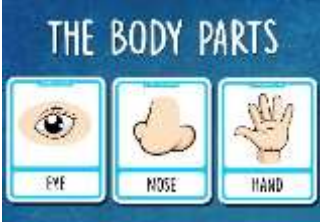
		Video link: https://www.youtube.com/watch?v=dy078MI9IdI	
10' T-S S-T	c. Didactic activity	After playing the video 3 times the **_T_** will say the class commands out loud and the **SS** will repeat them in groups and then all together. At the end the **_T_** will dictate 5 commands they saw in the video and the **SS** will write them in their notebook.	

"NUEVE DE OCTUBRE"

HIGH SCHOOL

STUDENT TEACHER'S NAME:		Britney Enriquez and Thalia Chamba		
DATE:	Thursday, 25th June 2024		TIME FRAME:	45 minutes
AGE RANGE:	12 – 13 years old		GRADE:	8vo "D"
THEME:	The body parts			
LEARNING OUTCOMES:		Identify and know the body parts		
AIMS:		Students will be able to understand and recognise the body parts.		
MATERIALS:		o Flashcards o Speaker o Laptop		

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

TIMING AND INTERACTION	STAGE NAME AND AIMS	PROCEDURE	TUTOR'S COMMENTS
5' T-S S-T	a. Lead-in • To introduce and explain the topic.	**T** will introduce the topic of the lesson. **T** asked if he knew the body parts in L1, e.g. ● The **T** shows a part of the body to see if they know it, they can say what it is.	
20' T-S S-T	b. Teach the body parts in Spanish and English.	**T** will introduce body parts with their pronunciation using flashcards, for example. • Cabeza - head	

			In addition, the teacher will teach the pronunciation of each word and will do a repetition exercise.	
10' T-S S-T	c. Didactic activity		*T* will reproduce on his laptop two similar words with pictures and *SS* must identify which is which.	
10' T-S S-T	d. Final Activity and Closing		*T* shows pictures or cards with body parts and *SS* must name them out loud.	

"NUEVE DE OCTUBRE"

HIGH SCHOOL

STUDENT TEACHER'S NAME:		Britney Enriquez and Thalia Chamba		
DATE:	Wednesday, 26th June 2024		TIME FRAME:	45 minutes
AGE RANGE:	12 – 13 years old	GRADE:		8vo "D"
THEME:	Parts of the house.			
LEARNING OUTCOMES:		Identify and know the parts of the house.		
AIMS:		Students will be able to understand and recognise the parts of the house.		
MATERIALS:		o Flashcards o Speaker		

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

TIMING AND INTERACTION	STAGE NAME AND AIMS	PROCEDURE	TUTOR'S COMMENTS
5' T-S S-T	a. Lead-in • To introduce and explain the topic.	*T* will introduce the topic. *T* asked if he knew the body parts in L1, e.g. ● The *T* shows the parts of the house to see if they know it and if they know it, they can say what it is.	
10' T-S S-T	b. Teach the body parts.	The *T* projects a short video showing different parts of a house such as the living room, kitchen, bedroom, bathroom, etc. *T* makes a list on the board of vocabulary for *SS* to copy in their notebooks.	

		In addition, the teacher will teach the pronunciation of each word and will do a repetition exercise.	
15' T-S S-T	c. Activity	The teacher will give the students worksheets. 	
10' T-S S-T	d. Final Activity and Closing	The teacher plays an identification game, shows pictures of different parts of the house and asks **SS** to name each one.	

"NUEVE DE OCTUBRE"

HIGH SCHOOL

STUDENT TEACHER'S NAME:	Britney Enriquez and Thalia Chamba		
DATE:	Friday, 28th June 2024	TIME FRAME:	45 minutes
AGE RANGE:	12 – 13 years old	GRADE:	8vo "D"
THEME:	Test		
LEARNING OUTCOMES:	To know the progress of the students		
AIMS:	To assess the students' oral skills, using the vocabulary learnt and demonstrating adequate pronunciation and comprehension.		
MATERIALS:	o Flashcards o Speaker		

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things.

TIMING AND INTERACTION	STAGE NAME AND AIMS	PROCEDURE	TUTOR'S COMMENTS
15' T-S S-T	a. Lead-in	The teacher will explain what the students will do and how they will be assessed.	
10' T-S S-T	b. Teach the body parts.	The students will present their family tree and the teacher will evaluate their pronunciation.	
15' T-S S-T	c. Closing	The teacher thanks the students and says goodbye.	

By implementing a classroom system that uses audio-visual resources in English, the teacher can evaluate his/her students to see if there is an improvement in pronunciation. This can be achieved through an evaluation that includes various methods, such as questions, observation of pronunciation, and vocabulary learning. That evaluation will allow us to know what the students have learned, as well as to become aware of the differences between the starting point and the end of the application of the class system.

In this chapter, a system of classes designed with audiovisual resources was introduced to improve pronunciation in 8th-grade students in parallel 'D' Basic Education. These activities, framed in entertaining dynamics, were not only fun but also allowed us to evaluate the level of discipline of the students effectively.

CHAPTER IV

EVALUATING THE RESULTS ACHIEVED THROUGH THE APPLICATION OF A

CLASS SYSTEM USING AUDIO-VISUAL RESOURCES

This chapter presents the results obtained through a class system for the development of pronunciation in the students of the eighth year of General Basic Education parallel 'D' at '9 de Octubre' high school during the school year 2024-2025. This system of classes was carried out on June 21, 24, 25, and 26, using an experimental design.

4.1 Description of the application of the system of activities.

On the first day of classes on June 21 of this year, before starting with the planned system of lessons for the students, the students were evaluated with a diagnostic test (pre-test) that lasted approximately 25 minutes.

Class 1: Classroom Commands

The class system began on Monday, June 24th, 2024, with a first-class on "Classroom Commands" that lasted approximately 45 minutes. It began with an introduction to the importance of having correct pronunciation in the English language when expressing oneself orally and asking the students why it is important to maintain codes or rules in the classroom.

Then, we proceeded to ask the students to sit down by placing the desks in a U-shape so that everyone could participate and then watch a video on the topic. After that, students will mention some classroom commands commonly used in the classroom, and the teacher will write them down on the board. The teachers will give flashcards of the "classroom commands: to the

students, and they will have to watch a video to write under each image the name of the correct command.

Finally, the teacher will do a last activity where she will say the classroom commands out loud, and the students will repeat them in groups and then all together. The students will put the desks back in their places, and the teacher will start saying the commands randomly and out loud while the students have to perform them.

Class 2: The Boy Parts

The second class was held on Tuesday, June 25, 2024, and lasted 45 minutes, starting with a brief introduction to the topic. Then, the topic 'parts of the body' will be explained with their pronunciation using flashcards, and a repetition exercise will be done.

Afterward, we performed an activity consisting of reproducing two similar words with pictures, and the students had to identify which was which. Finally, the teacher lists the vocabulary learned, and the last activity consists of saying aloud and with good pronunciation the parts of the body seen in the flashcards.

Class 3: Parts of the House

The third class was applied on Wednesday, June 26, 2024. This class lasted 40 minutes; at the beginning of the class, we gave feedback from the previous class, and then the parts of the house were presented, and a video showed the different parts of a house, and the students had to copy the vocabulary in their notebooks.

We then proceeded to teach the pronunciation of each word with a repetition exercise. A worksheet was given to each student. Finally, we concluded with an identification game, showing pictures of different parts of the house, and the students had to name each of them.

Class 4: Review and Evaluation

The fourth class took place on Friday, June 28, 2024, and lasted 45 minutes. It started with feedback on the topics that had been presented. After the feedback, it was explained that the evaluation would be about pronunciation. The students will talk about the family tree that they made at home. Finally, the teachers thanked the students and said goodbye.

4.2 Results obtained after implementing the classroom system using audiovisual resources to improve the development of English pronunciation.

Carrying out the diagnostic evaluation in eighth-grade students of parallel "D" reinforced the need to implement a class system using audiovisual resources to develop pronunciation. Likewise, the pre-test data were compared with the results obtained from the post-test through empirical methods, obtaining the following data:

Indicator 1: Word or sentence fluency

Figure 5

First Word Fluency Indicator

FLUIDEZ DE PALABRAS O FRASES

Alto   Intermedio   Básico

10%

30%

60%
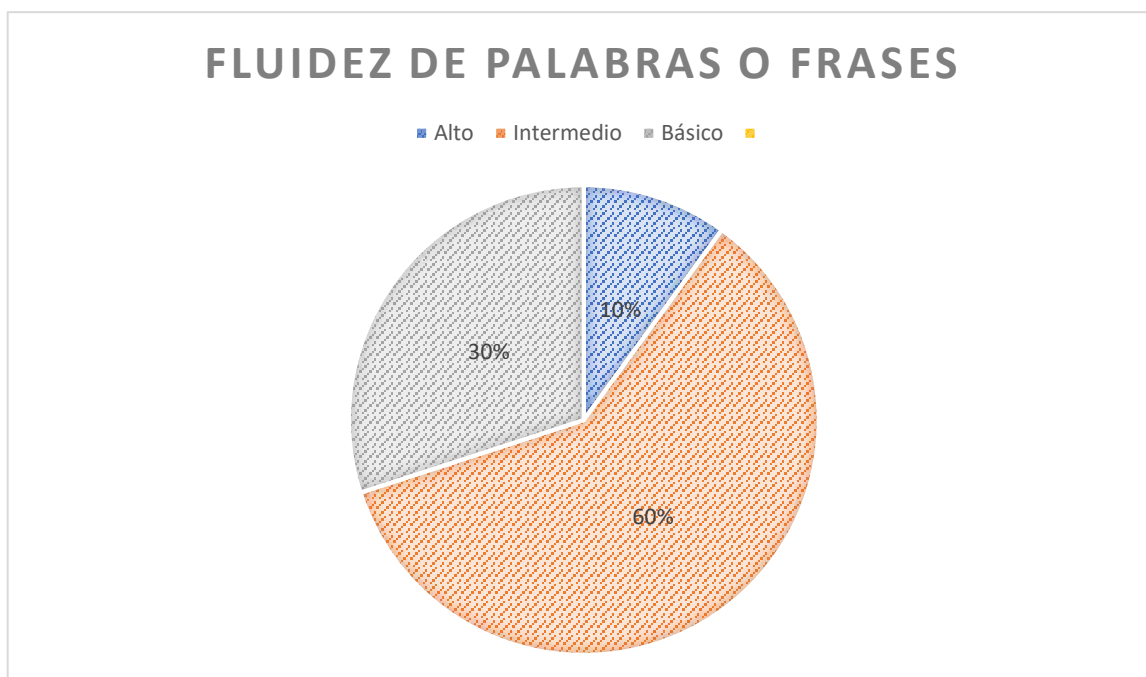
The data obtained shows a significant improvement in Indicator 1: Fluency of words or phrases, from 37% to 60% in the good category. It shows a slight increase in the percentage of students with a high level of fluency. In the Intermediate category, it went from 37% to 60%, which reveals that more students reached a medium level of proficiency compared to before. In summary, the changes indicate a noticeable increase in the high and intermediate levels of fluency, which could be the result of efforts to improve fluency.

Indicator 2: Intonation of words or sentences

Figure 6

Second Word Intonation Indicator

ENTONACIÓN DE PALABRAS O FRASES

■ Alto ■ Intermedio ■ Básico

3%

40%

57%
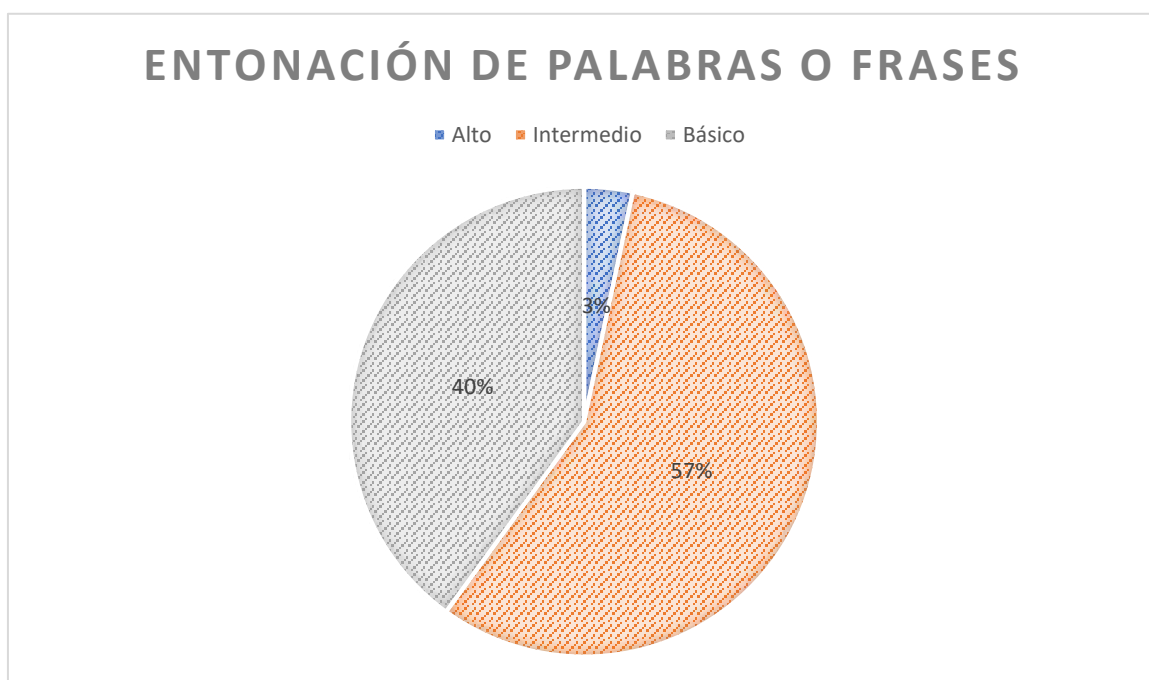
We can see in this analysis that there was no change in the percentage of students at the high level. In contrast, at the Intermediate level, there was a significant increase in the percentage of students, from 21% to 57%. It indicates a considerable improvement in the intonation of a good number of students who were previously at the Basic level.

Indicator 3: Articulation of words or phrases

Figure 7

Third Indicator of Word Articulation

ARTICULACIÓN DE PALABRAS O FRASES

■ Alto ■ Intermedio ■ Básico

3%

52%   45%
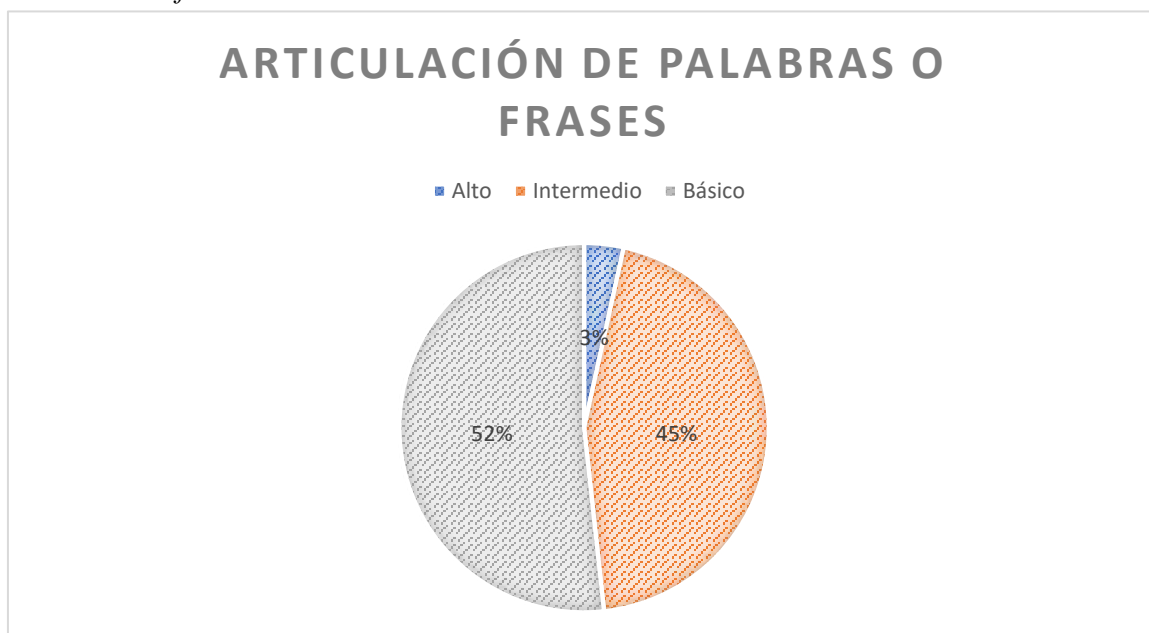
In this indicator, it can be observed that there was no change in the percentage of the high level, being 3%. However, there was an increase of 18% in the percentage of students at the intermediate level, which suggests that many students improved their articulation and advanced to high levels.

General Diagnosis

Figure 8

General Diagnosis of Pre-test

The overall results revealed that at the beginning of the pre-test application, only 31% of the students were placed in the higher categories, such as high level with 3%, Intermediate with 28%, and 69% in Basic.

The application of audiovisual resources to the classroom system seems to have had a positive impact on the students' pronunciation. The percentage of students at the intermediate level increased considerably, while the percentage at the basic level decreased significantly. The high level remained constant, which could indicate that those who were already at the high level I not improve further.

These data strengthen the hypothesis proposed that if a system of classes using audiovisual resources is implemented, it contributes to improving the pronunciation in the 8th-year students of General Basic Education Parallel D of the "9 de Octubre" High School.

4.3 Hypothesis Test

Scientific hypothesis: If a system of classes using audiovisual resources is implemented, it will contribute to improving the development of pronunciation in students of the 8th year of General Basic Education parallel "D" of the "9 de Octubre" High School.

Statistical hypothesis:

H0: If a class system using audiovisual resources as a didactic resource is implemented, then it will NOT improve the English pronunciation of the 8th-year students of General Basic Education of the "9 de Octubre" High School.

H1: If a system of classes using audiovisual teaching resources is implemented, then it will YES improve the English pronunciation of the 8th-year students of General Basic Education of the "9 de Octubre" High School.

The following formula was used to determine the chi-square statistical value:

Figure 9

Chi-squared formula

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

χ^2: Estadístico Chi cuadrado.
O_i: frecuencias observadas.
E_i: frecuencias esperadas.

$$E_i = \frac{n_i. * n_{.j}}{n}$$

4.3.1 Scale of students' value in the Pre-test and Post-test.

Table 3

Scale of student's ratings in the Pre-test and Post-test.

Instruments	High	Intermediate	Basic	Total
Pre-Test	1	11	18	30
Post-Test	3	18	9	30

4.3.2 Chi-squared calculator (X^2)

Table 4

Observed frequencies.

Observed	High	Intermediate	Basic	Total
Pre-Test	1	11	18	30
Post-Test	3	18	9	30
Total	4	29	27	60

Expected Frequencies

Table 5

Expected frequencies.

Observed	High	Intermediate	Basic	Total
Pre-Test	4*30/60=2	29*30/60=14,5	27*30/60=13,5	30
Post-Test	4*30/60=2	29*30/60=14,5	27*30/60=13,5	30
Total	4	29	27	60

Chi-squared

Table 6

Chi-squared.

Chi-squared	High	Intermediate	Basic
Pre-Test	0,5	0,84	1,5
Post-Test	0,5	0,84	1,5
Total	5.68		

4.3.3 Hypothesis testing

Table 7

Hypothesis testing values

Chi-squared	Critical value
5.68	5.99

The value of chi-squared statistic is 5.68, which is less than 5.99 indicating that the hypothesis cannot be rejected. Therefore, it means that there is no significant relationship between the application of a class system based on audiovisual resources and development of pronunciation in the students of 8th "D" students at "Nueve de Octubre" High School.

4.4 Analysis and discussions of the results.

This section presents the results of the initial evaluation and the intervention implemented. The objective is to determine whether the classroom system had a significant impact on the improvement of English pronunciation in eighth-grade elementary school students.

The results of the initial assessment revealed that students had significant difficulties in the correct pronunciation of English words and phrases. These difficulties were attributed to the scarcity of didactic and electronic resources, the limited dedication of some teachers in the development of this skill, and the lack of motivation on the part of the students. Id addition, there was low-class participation and a general lack of interest in learning English. Also, the educational institution lacked adequate audiovisual materials for language teaching and the development of language skills.

The implementation of the classroom system through the use of audiovisual resources, such as a laptop computer and a loudspeaker, showed a significant impact on the development of students' English pronunciation. Therefore, it is demonstrated that these elements enrich the classroom environment, capture the student's attention, and facilitate the consolidation of knowledge.

This chapter detailed the pedagogical intervention using audiovisual resources to improve English pronunciation in eighth-grade students. The chi-square test evidenced a significant relationship between the application of the classroom system and the development of the linguistic skill of English pronunciation in students.

After the teachers finished applying the class system to the 8th year of general basic education at "9 de Octubre" high school, a significant difference was observed between the

results of the diagnostic test and the final test. When the students took the diagnostic test, they showed significant percentages of their deficiencies in English pronunciation. However, when they took their final test, the vast majority obtained positive results; this means that the classroom system was applied efficiently and allowed the students to improve their pronunciation.

5. Conclusions

Through an exhaustive bibliographic review and a rigorous theoretical verification, it has been determined that audiovisual resources such as a laptop and a speaker are powerful tools for the transmission of valuable information, the improvement of the educational environment, and the acquisition and consolidation of both visual and auditory information. Their development has made it possible to demonstrate their effectiveness and efficiency in promoting the correct pronunciation of the English language.

The initial diagnosis applied to the eighth-grade students of the '9 de Octubre' high school revealed significant deficiencies in English pronunciation, both at the level of words and phrases and sentences. This panorama is attributed to the lack of emphasis by teachers on the development of pronunciation, as well as to the lack of adequate materials to address it. Consequently, students have difficulties in the oral expression of the English language.

A class system based on the use of audiovisual resources was implemented so that students could observe and listen to the correct articulation and phonetic production of the English language. This allowed the development of their pronunciation through the practice of fluency, intonation, and articulation of words, also considering their preferences, needs,

weaknesses, and strengths, which allowed them to improve their oral expression dynamically and entertainingly during the classes taught.

The implementation of a class system through the use of audiovisual resources, such as a laptop computer and a speaker, corroborated the stated hypothesis. A significant improvement was observed in the English pronunciation of the eighth-grade students of general basic education at '9 de Octubre' high school.

BIBLIOGRAPHY

Barros Bastida, C., & Barros Morales, R. (2015). Los medios audiovisuales y su influencia en la educación desde alternativas de análisis. *Universidad y Sociedad*, 26-31. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202015000300005

Beltran, M. (2017). El aprendizaje del Idioma inglés como lengua extranjera. *Boletín Redipe, 6*(4), 91-98. https://dialnet.unirioja.es/servlet/articulo?codigo=6119355

Campoverde Castillo, A. C., & Armijos Sanchez, W. A. (2019). *Las TIC y su aplicación en el rendimiento académico de los estudiantes de octavo año paralelo B, de la escuela de Educación General Básica Dr. Daniel Rodas Bustamante, de la ciudad de Loja [Tesis de licenciatura, Universidad Nacional de Loja].* Repositorio digital, Loja. https://dspace.unl.edu.ec/jspui/handle/123456789/21938

Carmen Ricoy, M., & Álvarez Pérez, S. (2016). La enseñanza del inglés en la Educación Básica de personas jóvenes y adultas. *Mexicana de Investigación Educativa, 21*(69), 385-409. https://www.redalyc.org/articulo.oa?id=14045395003

Carranza-Marchena, P., & Badilla-Zamora, I. (2022). La literatura y los recursos y materiales didácticos para el fortalecimiento del aprendizaje del inglés: caso de estudio desarrollado en el 2018. *Espiga, 21*(44), 444-455. doi:https://doi.org/10.22458/re.v21i44.4551

Carriazo Diaz, C., Pérez Reyes, M., & Gaviria Bustamante, K. (2020). Planificación educativa como herramienta fundamental para una educación con calidad. *Utopía y Praxis Latinoamericana, 25*(3), 87-95. doi:https://doi.org/10.5281/zenodo.3907048

Colomer Belda, J. (2015). *La práctica de la destreza oral y la pronunciación a través de medios audiovisuales en la asignatura de inglés en Educación Secundaria Obligatoria [Tesis de*

maestría, Universidad Internacional de La Rioja]. Repositorio digital, Valencia.

https://reunir.unir.net/bitstream/handle/123456789/3548/COLOMER%20BELDA%2C%

20JOSE%20VICENTE.pdf?sequence=1&isAllowed=y

Colomer Belda, J. V. (2015). *La práctica de la destreza oral y la pronunciación a través de medios audiovisuales en la asignatura de inglés en Educación Secundaria Obligatoria [Tesis de maestría, Universidad Internacional de La Rioja].* Repositorio Digital UNIR, Valencia.

https://reunir.unir.net/bitstream/handle/123456789/3548/COLOMER%20BELDA%2C%

20JOSE%20VICENTE.pdf?sequence=1&isAllowed=y

Cueva Valladolid, H. G., & Yoctun Cabrera, J. C. (2021). Recursos audiovisuales y la calidad de la enseñanza de las matemáticas universitarias. *Journal of Bussines and entrepeneurial studies*, 1-18. doi:https://doi.org/10.37956/jbes.v4i2.84

Ellerani, P., & Patera, S. (2021). *El modelo pedagogico-didactico expansivo.* Quito: Abya-Yala.

https://dspace.ups.edu.ec/bitstream/123456789/21831/1/El%20modelo%20pedago%CC

%81gico.pdf

Enríquez Andrade, V. L. (2017). *Características de la información que los jóvenes de primero y segundo semestre presentan en la red social Facebook en el proceso de construcción de su perfil social [Tesis de licenciatura, Universidad Central del Ecuador].* Repositorio digital, Quito. https://www.dspace.uce.edu.ec/server/api/core/bitstreams/33e87fc7-26ff-4b75-9b32-ce7df3387e84/content

Ensuncho Hoyos, C. F., & Almanza Barilla, J. C. (2021). El sistema educativo como sistema esencial para el desarrollo y la transformación social. *Oratores, 14*(9), 144-152. doi:10.37594/oratores.n14.540

Estrada Flores, L., García Mendoza, M., León López, E. I., Loya Rangel, M., Sánchez Santiago, M., & González Juárez, L. F. (2022). Enseñanza de inglés a niños como proceso de formación docente en normalistas. *Xihmai, 17*(34), 7-24. doi:http://doi.org/10.37646/xihmai.v17i34.554

Feicán Zumba, T. V., García Herrera, D. G., & Erazo Álvarez, C. A. (2021). Recursos Audiovisuales para la enseñanza de lectoescritura. *EPISTEME KOINONIA, 4*(8), 247. doi:10.35381/e.k.v4i8.1355

Gómez Vahos, L. E., Muriel Muñoz, L. E., & Londoño-Vásquez, D. A. (2019). El papel del docente para el logro de un aprendizaje significativo apoyado en las TIC. *Encuentros, 17*(2), 118-131. https://www.redalyc.org/articulo.oa?id=476661510011

Gooding de Palacios, F. A. (2020). Enfoques para el aprendizaje de una segunda lengua: expectativa en el dominio del idioma inglés. *Orbis Cógnita, 4*(1), 20-38. doi:https://doi.org/10.48204/j.orbis.v4n1a2

Gordillo Mera, S. M. (2022). *Recursos audiovisuales para la enseñanza-aprendizaje en Lengua y Literatura del sexto grado de la Escuela Zoila Alvarado de Jaramillo [Tesis de maestría, Universidad Nacional de Loja].* Repositorio Digital, Loja. https://dspace.unl.edu.ec/jspui/handle/123456789/25130

Heinsen, M., & Maratos, S. (2019). *Guia de Planificación y Evaluación.* Republica Dominicana: 70EI.

https://oei.int/downloads/disk/eyJfcmFpbHMiOnsibWVzc2FnZSI6IkJBZDdDRG9JYTJJ

WNVNTSWhjM0oyWVRWemVuUXhhR0prY0dOcE5YTmpZVEF5YmpsM2EyUmtllQ

Vk2QmtWVU9oQmthWE53YjNOOcGRHbHZia2tpCjJsJsdWJHbHVaVHNnWm1sc1pXN

WhiV1U5SW1kMWFFRXRaR1V0Y0d4aGJtbHhV05oWTJsdmJpMTVMV1YyWVd4

MVlX

Herrera, Velasquez, Giler, & Cordova. (2022). Uso de aplicaciones tecnológicas en el proceso de
enseñanza aprendizaje en las unidades académicas del Ecuador. *Polo del conocimiento,*
7(6), 1529-1538. doi:10.23857/pc.v7i6.4151

Kwegyiriba, A., Osei Mensah, R., & Ewusi, E. (May de 2022). The Use of Audio-Visual
Materials in Teaching and Learning Process in Effia Junior High Schools. *Technium, 31*,
106-114. doi:https://doi.org/10.47577/tssj.v31i1.6399

Macias, Matute, Moreira, & Venegas. (2022). Uso de medios digitales para el desarrollo de las
competencias comunicativas en el idioma inglés. *Polo del conocimiento, 7*(8), 397-408.
https://polodelconocimiento.com/ojs/index.php/es/article/view/4397

Martínez Sancho, S. (2003). Recursos audiovisuales y educación. *Diálogos Revista Electrónica*
de Historia, 3(4), 0. http://www.redalyc.org/articulo.oa?id=43930404

Mendoza-Bozada, C. J. (2020). Tecnología en la educación ecuatoriana logros, problemas y
debilidades. *Dominio de las ciencias, 6*(3), 496-516.
file:///C:/Users/paule/Downloads/Dialnet-
TecnologiaEnLaEducacionEcuatorianaLogrosProblemasY-7539706%20(5).pdf

Miranda Beltrán, S., & Ortiz Bernal, J. A. (2020). Los paradigmas de la investigación: un
acercamiento teórico para reflexionar desde el campo de la investigación educativa.

Iberoamericana para la Investigación y el Desarrollo Educativo, 11(21).
doi:https://doi.org/10.23913/ride.v11i21.717

Monje Álvarez, C. A. (2011). *Metodologia de la Investigacion cuantitativa y cualitativa.* Neiva:
Repositorio Universidad Surcolombiana. https://www.uv.mx/rmipe/files/2017/02/Guia-
didactica-metodologia-de-la-investigacion.pdf

Montes de Oca Peña, R., Díaz Pérez, Y., Rodríguez Diéguez, Y., Moreno Pupo, J., Gamayo
Serrano, J. M., & Pérez Irons, I. (2022). Manual didáctico para desarrollar la
comprensión lectora a través de la educación a distancia. *Edumecentro, 14*(1).
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2077-28742022000100073

Mora Armijo, I. J. (2010). *Incidencia de los medios audiovisuales en el aprendizaje cognitivo de
la unidad de salud y nutrición [Tesis de licenciatura, Universidad Técnica de Ambato].*
Repositorio institucional, Ambato. https://repositorio.uta.edu.ec/handle/123456789/2782

Nouran, A., & Zertaj, F. (2024). An analysis of the literature on the connection between student
engagement in the educational system and academic achievement. *Educational
Administration: Theory and Practice, 30*(5), 7621-7628. doi:10.53555/kuey.v30i5.1777

Pacheco Delgado, J. A., & Ramírez Morales, G. M. (2022). *System of audiovisual teaching
resources for the improvement of regular and irregular verbs pronunciation in the past
tense [Tesis de licenciatura, Universidad Técnica de Machala].* Repositorio Digital,
Machala. https://repositorio.utmachala.edu.ec/handle/48000/19067

Peña Herrera, B., & Paz Guerra, S. (2021). *Psicologia de la educacion.* Quito: Abya-Yala.

Peña Ledesma, V. L. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas. Estudio de caso: Pontificia Universidad Católica del Ecuador, estudiantes de sexto nivel semestre [Tesis de maestría, Universidad Andina Simón Bolívar].* Repositorio digital, Quito. https://repositorio.uasb.edu.ec/handle/10644/6603

Rivero Cárdenas, I., Gómez Zermeño, M., & Abrego Tijerina, R. F. (2013). Tecnologías educativas y estrategias didácticas: criterios de selección. *Educación y Tecnología*(3), 190-206. Obtenido de https://dialnet.unirioja.es/servlet/articulo?codigo=4620616

Rodríguez Durruthy, Y., Hernández Aguirre, O., & Rigual Azahares, I. (2021). El proceso de enseñanza aprendizaje del idioma inglés en las filiales universitarias del Ministerio del Interior. *Atlante, 13*(5), 21-37. https://www.eumed.net/es/revistas/atlante/2021-mayo/proceso-ensenanza-ingles

Rodríguez Muñoz, O. L., Dahik Solis, C. E., Feijoo Rojas, K. J., & Caneppa Muñoz, C. I. (2022). Estrategia tecnológica para mejorar la enseñanza del idioma inglés en la unidad educativa "dr. Víctor Emilio Estrada". *Journal of Science and Research, 7*(11), 597-611. doi:https://doi.org/10.5281/zenodo.7726365

Rosas Suárez, M. A. (2021). *Habilidades de la competencia comunicativa oral en estudiantes de grado quinto del Gimnasio Educativo Ovidio Decroly de la ciudad de Tunja [Tesis de licenciatura, Universidad Pedagógica y tecnológica de Colombia].* Repositorio digital, Tunja. https://repositorio.uptc.edu.co/server/api/core/bitstreams/af54fbdc-c7ba-4c47-b41d-dac887b13564/content

Silverio Pérez, T. (2014). La pronunciación en la enseñanza de lenguas extranjeras. *Rastros Rostros, 16*(30), 57-62. file:///C:/Users/paule/Downloads/Dialnet-LaPronunciacionEnLaEnsenanzaDeLenguasExtranjeras-6515587%20(4).pdf

Sirlopú Vera, E. D., Marrufo Rojas, D. R., & Ortega Cabrejos, M. Y. (2023). Calidad de la competencia comunicativa del inglés en educación superior: revisión teórica. *Cuadernos de Investigacion Educativa, 14*(2), 205. doi:https://doi.org/10.18861/cied.2023.14.2

Tobar Espinoza, M. G., Chica Cárdenas, Y. I., Piedra Martinez, C. V., & Brito Saavedra, F. I. (2021). The Use of Audiovisual Materials to Teach Pronunciation in the ESL/EFL Classroom. *South Florida Journal of Development, 2*(5), 7345-7358. doi:10.46932/sfjdv2n5-074

Vega Iza, J. I., Pillajo Bonito, A. F., Gallardo Rodríguez, M. P., & Ramón Amores, S. G. (2022). La enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas. *Polo del conocimiento, 7*(6), 1304-1322. doi:10.23857/pc.v7i6

Zarutuza Cimadevilla, N. (2019). *Series televisivas: herramientas para la adquisición de conocimientos culturales e idiomáticos y de motivación en el aula de inglés 1 de Bachillerato [Trabajo de maestría, Universidad Internacional de Loja].* Repositorio digital, Quito. https://reunir.unir.net/handle/123456789/2681

ANNEXES

Annex 1

Diagnostic test application

Annex 2

Application of the class system.

Annex 3

Application of the final evaluation