



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“E-LEARNING ON FLUENCY AND PRONUNCIATION
FOR EFL STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

Authors: González Tomalá Ruth Ariana

Muñoz Carvajal Geovanna Zuley

Advisor: Párraga Solórzano Rudy Jonathan, MSc.

La Libertad – Ecuador

2025

La Libertad, November 27th, 2024

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**ELEARNING ON FLUENCY AND PRONINCATION FOR EFL STUDENTS**” by González Tomalá Ruth Ariana and Muñoz Carvajal Geovanna Zuley undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

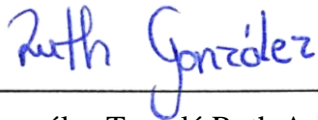
A handwritten signature in blue ink, consisting of several loops and flourishes, positioned above a horizontal line.

Párraga Solórzano Rudy Jonathan, MSc.

ADVISOR

Statement of Authorship

We, González Tomalá Ruth Ariana, with ID number 2450682717 and Muñoz Carvajal Geovanna Zuley, with ID number 2450079013, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "E-LEARNING ON FLUENCY AND PRONUNCIATION FOR EFL STUDENTS." certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



González Tomalá Ruth Ariana

AUTHOR

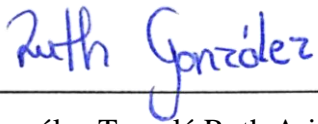


Muñoz Carvajal Geovanna Zuley

AUTHOR

Declaration

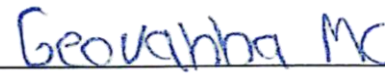
The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



González Tomalá Ruth Ariana

CI: 2450682717

AUTHOR



Muñoz Carvajal Geovanna Zuley

CI: 2450079013

AUTHOR

BOARD OF EXAMINERS



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGE MAJOR'S
DIRECTOR**



Nieto Herrera Diego Josue, MSc.

SPECIALIST PROFESSOR



Párraga Solórzano Rudy Jonathan, MSc.

ADVISOR



Almeida Briones Xavier Antonio, MSc.

UIC PROFESSOR

Acknowledgment I

First of all, I would like to express my deepest gratitude to all the people who have made the completion of this thesis possible. To my family for their unconditional love, especially my mother Martha and my brother, for believing in me even when I doubted, and for giving me the emotional support necessary to achieve this accomplishment.

To my friends, who have been an invaluable support along the way and with whom I shared moments of learning and growth. Finally, thanks to my thesis partner, Geovanna who in one way or another gave me words of encouragement, her time, and help.

-Ruth González Tomalá

Acknowledgment II

First, I want to thank God for allowing me to achieve another big step in my life and for guiding me and giving me the ability to finish my college major. To my mother Mayte Carvajal for her unconditional love, for working hard to give me the best, for her advice and trust, I feel very fortunate to have her in my life; she has been an inspiration to me, for being by my side and believing in me holding my hand.

To my father, Byron Nuñez, for his unconditional love, for his wisdom that has helped me not to give up, for believing in me, and for letting me know that I will always count on him. To my sister Juliana, for always encouraging me, for making me laugh, and for trusting me. To my friends for supporting me and for sharing incredible experiences. Finally, thanks to my thesis partner Ruth for her patience, trust, and support in order to carry out an excellent project and finish it.

-Geovanna Muñoz Carvajal

Dedication I

I dedicate this work to my faithful companion Sam, whose presence in my life during these 10 years was an endless source of joy, love and comfort. Although he is no longer with me, his company during the long days of study was a constant reminder of the importance of loyalty. This achievement is also for him, whose unconditional affection left an indelible mark on my heart.

-With love, Ruth González Tomalá

Dedication II

I dedicate this project mainly to my parents, who have been with me during this journey. To my niece Luciana and my nephew Dante, who changed my life and have allowed me to live the beautiful experience of becoming an aunt, I love them with all my heart. Last but not least, to the rest of my family, who throughout this process have allowed me to remember that I am, without realizing it, writing my life story every single day. As long as I remember that and take caution in my choices, that will make me take risks and better myself. The path of least resistance is boring, and scars are interesting; they tell an honest story and prove that a battle was fought and hard won.

-With love, Geovanna Muñoz Carvajal

Abstract

The present study investigated the use of E-learning in improving the fluency and pronunciation of English as a foreign language learner (EFL). The integration of digital tools in the teaching and learning process allows fostering autonomy, continuous practice and accessibility, key aspects in the development of oral skills. The objective was to evaluate how E-learning tools contribute to these improvements and to analyze students' perceptions of their effectiveness. The qualitative methodology employed included individual interviews, which allowed us to delve into the experiences of both students and teachers. This approach allowed for an in-depth exploration of the perceptions and experiences of those involved, identifying the tools and strategies employed, as well as the benefits and limitations. The results indicated that digital tools, such as Rosetta Stone, Vocaroo, Duolingo, Elsa Speak and Cambly, offer significant benefits, such as time flexibility and accessibility. In addition, learners value e-learning for its ability to provide ongoing practice opportunities, although they stressed the need to combine it with face-to-face classes to obtain personalized feedback and address specific constraints in their learning. The research concluded that E-learning is a valuable tool for improving fluency and pronunciation in learners of English as a foreign language.

KEY WORDS: E-learning, fluency, pronunciation, oral skill.

Resumen

El presente estudio investigó el uso del E-learning en la mejora de la fluidez y pronunciación de estudiantes de inglés como lengua extranjera (EFL). La integración de herramientas digitales en el proceso de enseñanza y aprendizaje permite fomentar la autonomía, la práctica continua y la accesibilidad, aspectos clave en el desarrollo de la competencia oral. El objetivo se centró en evaluar cómo las herramientas de E-learning contribuyen a estas mejoras y analizar las percepciones de los estudiantes sobre su efectividad. La metodología cualitativa empleada incluyó entrevistas individuales, las cuales permitieron profundizar en las experiencias tanto de estudiantes como de docentes. Este enfoque permitió explorar de manera profunda las percepciones y experiencias de los involucrados, identificando las herramientas y estrategias empleadas, así como los beneficios y limitaciones. Los resultados indicaron que las herramientas digitales, como Rosetta Stone, Vocaroo, Duolingo, Elsa Speak y Cambly, ofrecen beneficios significativos, como la flexibilidad horaria y la accesibilidad. Además, los estudiantes valoran el E-learning por su capacidad de proporcionar oportunidades de práctica constante, aunque destacaron la necesidad de combinarlo con clases presenciales para obtener retroalimentación personalizada y abordar limitaciones específicas en su aprendizaje. La investigación concluyó que el E-learning es una herramienta valiosa para mejorar la fluidez y pronunciación en estudiantes de inglés como lengua extranjera.

PALABRAS CLAVES: E-learning, fluidez, pronunciación, competencia oral.

INDEX

ADVISOR’S APPROVAL	2
Statement of Authorship	3
Declaration.....	4
BOARD OF EXAMINERS	5
Acknowledgment I	6
Acknowledgment II.....	6
Dedication I.....	7
Dedication II.....	7
Abstract.....	8
INDEX.....	10
Introduction.....	15
Chapter I.....	16
The Problem	16
Research Topic	16
Title of Project.....	16
Problem Statement.....	16
Justification	19
Problem question	20

Specific questions	20
General Objective	20
Specific objectives	20
Chapter II	22
Theoretical Framework.....	22
Background	22
International Background.....	22
National Background.....	24
Fluency.....	26
Importance of Fluency.....	26
Pronunciation	27
Importance of Pronunciation.....	27
E-learning	27
E-Learning for Fluency and Pronunciation	28
Platforms and applications.....	29
Rosetta Stone	29
EnglishCentral	29
Vocaroo	29
ELSA Speak.....	30
Pedagogical basis.....	30
Constructivism	30

Connectivism	30
Blended Learning	31
Theoretical basis	31
Communicative Language Teaching Approach	31
Legal basis	32
Constitución de la República Del Ecuador	32
Chapter III	34
Methodological Framework	34
Method	34
Qualitative Methodology	34
Type of Research	35
Phenomenological Studies	35
Data Collection Techniques	36
One-on-one interview	36
Instruments	36
Questionnaire	36
Open-ended questions	36
Data Collection Processing and Resources	37
Population and sample	38
Chapter IV	39
Analysis of Findings	39

Chapter V	64
Conclusions and recommendations	64
Recommendations	65
References	67
Annexes	73
Annex A: Copilatio Certification.....	73
Anexxe B. Interview model	75
Interview of teachers.....	75
Interview of Students	76
Anexxe C. Interviews transcribed	77
Interview of teachers.....	77
Interview 1	77
Interview 2	79
Interview 3	81
Interview 4	83
Interview 5	87
Interview of students.....	91
Interview 1	91
Interview 2	92
Interview 3	93
Interview 4	95

Interview 5 96

Introduction

In an increasingly globalized and interconnected world, acquiring English language skills has become an essential ability for academic and professional success. The ability to communicate effectively in this language, the most widely used in international contexts, opens doors to educational, professional, and personal opportunities. However, the development of oral skills, such as fluency and pronunciation, remains a significant challenge for EFL students. Fundamental aspects such as pronunciation and fluency are essential to ensure clear communication and avoid misunderstandings. According to Swain (1985), effective learning requires students to actively produce the language, which allows them to identify errors and improve through feedback. In this way, e-learning tools offer new opportunities to address these deficiencies by providing flexible and personalized access to digital resources. In the Ecuadorian context, where English proficiency still faces significant challenges, the use of educational technologies takes on special relevance.

Previous studies, such as those conducted by Santistevan (2024), highlight that many English students in the country have difficulties speaking fluently and pronouncing correctly, limiting their academic progress and professional opportunities. This research aims to evaluate how the use of digital learning platforms influences the development of fluency and pronunciation in English through a qualitative approach, the aim is to understand how teachers and students use these tools, as well as to analyze their perceptions of their effectiveness. This study will not only contribute to improving pedagogical practices but also offer recommendations for more strategically integrating educational technologies into the teaching-learning process.

Chapter I

The Problem

Research Topic

Fluency and pronunciation

Title of Project

E-learning on fluency and pronunciation for EFL students

Problem Statement

Learning English has become a vital skill in an increasingly modern and interconnected world that is constantly in flux and change. In an age where globalization brings us closer to all kinds of information and allows us to reach distant places in a matter of seconds, English has become a vital tool not only to facilitate interaction between people from all over the world.

According to Ilyosovna (2020) language acts as the main medium for communication and the exchange of ideas and thoughts. In a globalized context, the importance of English is undeniable as it has become the most widely spoken language. She points out that English has become one of the most widely spoken languages in the world because many people, even outside powerhouses such as the United States and the United Kingdom, can speak and understand it. The ability of many individuals in non-English-speaking countries to speak and comprehend English is evidence of the language's pivotal role in global communication.

For Sevy-Biloon et al. (2020) in Ecuador, those responsible for formulating educational policy regard the English language as a valuable instrument for facilitating

progress in the global arena, irrespective of the circumstances and contexts in which this may occur. Proficiency in English represents a crucial instrument, the acquisition of which has become a pressing necessity for any individual. In fact, James (2023) mentions that a greater variety of educational materials, such as research papers, textbooks, and online courses, are available to students who are fluent in English. This access enables students to remain informed of the most recent developments and findings within their respective fields of study.

García (2024) posits that information and communication technologies (ICT) are of paramount importance in the context of contemporary educational practice. Digital educational platforms facilitate access to online resources, language practice and personalized feedback in a timely manner. This not only enhances the quality of learning, but also equips students with the requisite skills to navigate an increasingly digitalized world.

On another hand, speaking is a fundamental skill when learning a second language, it allows us to convey a message, ideas, options with others, opening the way to a better coupling with the surrounding environment. In the educational field, it is vital because it encourages the active participation of students in the classroom, likewise the development of this skill also has a significant impact on personal growth and professional future, so it is essential to enhance this skill to create more solid and lasting connections.

Often, students and the education system tend to simplify the learning of English by focusing on grammar and vocabulary. Nevertheless, to attain genuine proficiency in the language, it is vital to cultivate fluency and pronunciation. Speech fluency enables more natural and effective communication, whereas correct pronunciation guarantees that

speakers are clearly understood, preventing misunderstandings, and enhancing interaction in real-life contexts.

Swain (1985) argues that for second language learners to develop linguistic competence, it is imperative that they engage in active language production, rather than merely receiving input through listening and reading. According to the Output Hypothesis: The hypothesis suggests that the process of having language output allows learners processing function by making errors, practicing new patterns and lexical items to be more automatic in their use of a language. When someone produces language, they can be given feedback on their pronunciation and then revise it accordingly.

From the Education First Report (2023) EF English Proficiency Index indicates that Ecuador ranked 80th out of 113 countries analyzed with regards to English proficiency. The score indicates the in-depth of English proficiency at large-scale in the country and calls for immediate attention on enhancing outputs. While some strides have been made over the last few years, much work still needs to be done in order to bridge this gap.

More recently in a research study from Santa Elena, Santistevan (2024) mentions the common problem that students do not know how to speak English properly making them incapable of exposing themselves in fluent conversation and understanding what they hear in English. This deficiency in speaking skills can impede academic advancement and restrict opportunities in professional contexts.

In the province of Santa Elena, at the Universidad Estatal Península de Santa Elena, PINE 4th semester students face significant challenges in English pronunciation and fluency. Many of these students arrive at this level with pronunciation errors carried over from their previous studies. These errors, which were ingrained during elementary and

secondary school, hinder their ability to communicate effectively in English. The lack of additional practice and the consolidation of incorrect habits make it even more difficult to correct these errors.

It is imperative to address this issue in order to optimize these fundamental skills for effective communication. Consequently, it is necessary to evaluate the influence of the use of digital platforms on the development of fluency and pronunciation in English. This research project seeks to gain a deeper understanding of the ways in which digital platforms can influence and facilitate more meaningful and effective English language learning in the university setting.

Justification

In such era of globalization and development of new technologies, proficiency in English has become an essential skill for academic and professional success. Fluency and pronunciation are essential principles that accompany learning language, which will later affect in the process of understanding or carrying out an oral communication. However, traditional teaching approaches are not necessarily equally suited to all of these dimensions, and as a result, oral fluency may stagnate or pronunciation may remain uncorrected to the required level.

It is critical understand how E-learning tools might assist students overcome this and establish the work culture that the global industry expects of them. To address this difficulty, E-learning has been introduced, which uses digital technologies that allow for greater flexibility and customization. Through E-learning, learners can access interactive applications and other multimedia assets to give them with a larger range of interactive learning experiences based on their own capabilities.

The relevance of this study is emphasized due to prevailing digital technology integration in the current educational environment. It may help educators utilize better technology resources available to enhance fluency and pronunciation skills of their students. This leads to an efficient and personalized language learning practice for the learners that help to improve their skills and their ability to explore more in the globalized world.

Problem question

How E-learning influences on fluency and pronunciation of PINE 4th semester students?

Specific questions

- How do teachers use E-learning tools and strategies in the teaching process to improve students' pronunciation and fluency?
- How do PINE 4th semester students use E-learning to enhance pronunciation?
- How do students perceive the use of digital platforms for fluency and pronunciation?

General Objective

To evaluate E-learning on fluency and pronunciation during the teaching and learning process of PINE 4th semester.

Specific objectives

- To examine how teachers use E-learning tools and strategies in the teaching process to improve students' pronunciation and fluency.
- To investigate how PINE 4th semester students use E-learning to enhance pronunciation.

- To explore students' perception of use of digital platforms for fluency and pronunciation.

Chapter II

Theoretical Framework

Background

The E-learning integrated in the English teaching has brought revolutionary changes to language learning methodologies, but it is not certain about how far it really assists in language acquisition. It is important to know how E-learning affects the fluency and pronunciation of students within a new academic environment. Therefore, in this chapter the theoretical framework will explore research from Ecuador and other parts of the world in order to understand how various online tools influence the improvement of the aforementioned skills.

International Background

In a study for the School of Foreign Languages, Changchun Institute of Technology entitled “The impact of automatic speech recognition technology on second language pronunciation and speaking skills of EFL learners: a mixed methods investigation” by Sun (2023), it highlighted how ASR technology can better the pronunciation and speaking of EFL learners. Results based upon pronunciation and speaking skill data showed that learners who had utilized this technology performed better than students in a classroom which had traditional instruction. This study shows the influence of technology in present day education and provides a powerful case for the implementation of technology in every language class to strengthen learning effects.

On the other hand, Jonas (2020) investigates the effectiveness of the English File Pronunciation (EFP) application to help foreign language students improve their pronunciation skills in the study titled “Using Apps for Pronunciation Training: An

Empirical Evaluation of the English File Pronunciation App”. With the primary goal of assess which way this resource helps to upgrade the pronunciation of the students, gathering valuable information from the experiences and points of view when applying them. Based on the results obtained, it is evident that the students achieve a great progress in their skills and consequently their experience is perceived favorably, foreground the positive aspects of the same as various dynamic activities and directly response.

Similarly, the study titled “The use of YouTube in developing the speaking skills of Jordanian EFL university students” Saed et al. (2021) investigates the potential of YouTube as a teaching tool for enhancing EFL learners speaking skills in Jordan. The research was conducted on an upper-intermediate English reading and writing course including students who had the habit of using YouTube to improve their learning skills. The findings indicated that using YouTube to enhance the speaking skill of Jordanian EFL learners is effective. The authors propose that educators should include this platform in their approach for more engaging and successful academic learning.

Another study conducted in China “The Impact of Software Instruction on Phonological Skills which is more specifically a study concerning how software instruction can change the phonological skills of EFL learners” by Ou (2022), it emphasizes about the way technology is used in teaching English. The usage of this educational software can provide students with more interactive and easier ways to learn the basics, thus presenting E-learning as a beneficial device for developing language skills.

Furthermore, Sotomayor et al. (2023) in their work “Using Online Tools in Teaching English as a Foreign Language” present a review of the literature on the use of online tools in teaching English as a foreign language (EFL). The study results suggest that in addition to learning how to become better skilled, online tools make students more

motivated by helping the learner for a wider access to authentic and interesting content. This includes videos, interactive activities and language learning platforms that promote oral and written practice. Moreover, it challenges EFL teachers to a broader view envisaging the potential advantages and disadvantages of online tools in delivering English language education.

National Background

In Ecuador, Benitez-Correa et al. (2020) in their thesis “Improving Past Tense Pronunciation of Regular Verbs through the Use of Audacity: A Case Study of EFL Undergraduate Students in Ecuador” focus on improving the pronunciation of the past tense of regular verbs in EFL undergraduate students through the use of Audacity, a tool for recording and editing audio. The research showed that Audacity benefits regular past tense pronunciation in countable ways, but it also promotes better self-study motivation for students. Critical for their growth as speakers of English and which demonstrates the capability of e-learning in general and digital tools more specifically in language teaching.

The research work “Effectiveness of the use of technological tools in learning English as a second language” by Noroña Altamirano and Vayas Haro (2022) investigates how various technological tools can improve the learning experience and the effectiveness of English language acquisition among the students of the fifth semester of the Pedagogy of National and Foreign Languages Major at the Universidad Técnica de Cotopaxi. While emphasizing the growing use of technology, especially in language teaching and learning and benefits thereof, authors also listed a few challenges. Foremost among these challenges is the limited access to devices or internet connectivity. Additionally, the varying levels of digital literacy among students further impeded their ability to reliably utilize the available

technology tools. In this case, the authors argue that educators must include these tools to further engage their students and improve linguistic fluency. So, the effective use of technological tools can make a significant difference in learning English for non-native speakers, provided that some constraints due to technology are overcome and proper management is provided.

According to Oye and Salvador (2022) in their study “Improving Oral Communication Skills of English Learners with Voice Messages and Short Videos”, explore the use of WhatsApp to improve oral communication skills among university students in Ecuador. It is concluded that the use of voice messages and short videos significantly improves grammar, pronunciation, and general fluency. This demonstrates how mobile technology can offer an accessible and flexible practice environment, allowing students to participate more actively and receive immediate feedback.

Finally, De La A (2023) performed a study in Santa Elena titled “The Influence of Virtual Environments in English Language Learning Processes with PINE Major Students”, where he concluded that the incorporation of virtual environments as part of teaching process, it would have positive impacts for both, speaking and making practices more difficult for students belonging to PINE. One of the findings is related to initiatives that utilize technology in classrooms where students present vastly more motivating factors for participating in speaking activities when such interactive environment is available. Based on this, the adoption of virtual environments does not only increase student interaction, but also promotes a change in traditional English

Fluency

According to Ibáñez (2022) in the research of use WhatsApp to develop oral skills, pointed out fluency is necessary for students to have a more natural communication, without having to stop and think about what they want to say. This is particularly useful when a language course demands the students to interact with native speakers. Not only does it minimize the speaker's nervousness, but it also serves to enhance overall perception of communicative competence in contexts where articulation and speed are crucial.

Then fluency, as Houn and Em (2022) describe it, is the ability to engage in conversation fluidly enabling students to articulate seamlessly. This means being able to talk with minimal pausing and without too much hesitation for a long time. This skill is central to effective and persuasive communication which must transmit ideas in a coherent way so that your audience continues listening.

Importance of Fluency

Initially, an article from the Laboratorio de Innovación Educativa para la Educación Superior Co-Lab (2020) highlights the importance of fluency as a key element that transcends the simple ability to speak continuously. By enabling better listening comprehension, fluency facilitates a more dynamic and effective interaction, as both the speaker and listener can focus on the content of the message instead of worrying about interruptions.

Second, Masuram and Sripada (2020) argue fluency is an essential part of communicating in another language. It also involves the speed with which you utter words and sentences and the coherence in expressing your thoughts so people could understand.

Pronunciation

Da Silva (2022) describes pronunciation as the way sounds are spoken. It is important to know that pronunciation plays a quintessential role in the whole communication process between speakers, it affects intelligibility and understanding, as he underlines.

Pennington (2021) insists that this aspect is not just concerned about the proper articulation of sounds but also with intonation patterns and rhythms which are fundamental for effective communication. Pronunciation therefore affects the intelligibility not the comprehension of this message. Especially the correct pronunciation avoids misunderstandings and helps a clearer communication so you can think faster.

Importance of Pronunciation

According to Let's Go Academy (2020) clear pronunciation is the major factor in speaking fluently. Good pronunciation lets the speakers communicate well with others and can be understood by others. Practice and listening to native speakers is key for pronunciation as well as fluency.

Furthermore, Luchini (2021) writes pronunciation are a vital element as well for communication in the second language. As the world is turning to become a global village where it called for intelligibility in pronunciation to be highly promoted when teaching English so that speakers can rely on message more easily and get understood by other.

E-learning

According to Naidu (2006) in his book about E-learning established that “While such learning designs are suited for any learning and teaching context or media, their effectiveness and efficiency can be somewhat constrained by the fixed time, space and pace

limitations of learning and teaching in conventional campus-based classroom settings.”

(p.6)

By using e-learning in the teaching and learning process, it allows the absorption of more information, which, unlike the traditional method, provides the opportunity to enhance the range of resources, interpret them to build new knowledge.

Cervantes-López et al. (2020) investigated the use of technology in the educational growth of medical students at the University of Tamaulipas in Mexico. Meanwhile, researchers point out that to effectively integrate technology into teaching and learning, both teachers and students must be trained and involved. This research demonstrates a prevalent occurrence in educational environments where technology, despite its inherent advantages, frequently faces opposition in practice because of a lack of readiness or an unwillingness to adjust.

E-Learning for Fluency and Pronunciation

Classroom time for a subject is limited and must be strategically distributed, or teachers choose to teach writing or grammar. However, speaking skills is the most affected by this factor, since they do not have the opportunity to practice properly and timely feedback is not achieved, causing them to lose interest in participating in class, expressing their opinions and ideas on a topic, among other factors.

For this reason, the application of innovative technologies is gaining more strength, becoming a powerful material for different areas such as education, since its function stimulates student learning, achieving autonomy, exploration, and interaction. In the case of fluency and pronunciation, some studies have demonstrated the usefulness of these tools.

Platforms and applications

Rosetta Stone

Rosetta Stone is a language learning platform that uses a full immersion approach. It focuses on assisting students to acquire knowledge through active practice and contextual use of the language, avoiding the need for translations. Their method emphasizes pronunciation and fluency using voice recognition technology.

Muñoz and Molina (2024) highlighted that Rosetta Stone has developed into a learning aid that may be applied in several ways to enhance English speaking abilities in various educational environments. He emphasizes that this software has proven to be a useful resource in different educational environments to enhance the communicative abilities of students, thus promoting teaching methods that are more adjusted to current demands.

EnglishCentral

EnglishCentral is a language learning platform focused on improving English speaking. It uses interactive videos as the main teaching tool, offering a dynamic and engaging learning experience. This tool has an extensive collection of videos covering a variety of topics, from everyday dialogues to TED talks and documentaries. This allows students to choose content that fits their interests and skill levels.

Vocaroo

A simple voice recording tool that allows us to share these voice clips with other users or on different platforms, useful for recording interviews, podcasts, among others, making it a popular tool in the educational area, encouraging active participation and collaborative work.

ELSA Speak

A suitable resource for students that try to improve pronunciation, this speech recognition application with a variety of activities available such as pronunciation games, lessons designed with the purpose of improving your performance by learning phrases from everyday life, the programmers responsible for this technological tool are native educators from the United States. It also provides effective feedback

Pedagogical basis

Constructivism

Development of learning is associated with how one learns, and one of the relevant contributions regarding language learning is Lev Vygotsky constructivist theory. This theory emphasizes that learning is not a passive reception but an active process through experimentation and interaction with the environment, additionally designing ideal spaces for building knowledge of each student's learning based on their previous experience, by constructivism in the classroom teachers are a guide to help students gain new knowledge through assignments and activities by asking questions, encouraging reflection, conflict resolution, and interaction with others.

Connectivism

Moreover, Connectivism by Siemens (2004), it encompasses the need for an innovative approach with the onset of the digital age, technology helps create a learning management system that allows people to reduce communication barriers and reach out to connect across the globe, through the interaction is stimulated, being an influential factor during the teaching and learning process of acquiring a second language such as English. By implementing technological tools in the classroom, teachers enable students to gain

multidimensional experience. It is important to establish broader connections in the educational environment, as it enables access to an endless amount of information, collaborative work, and building the so-called personal learning environment, developing autonomy, decision-making, and being an active participant in activities that help enhance their skills.

Blended Learning

Blended Learning is the combination of face-to-face and online teaching that positively affects the education of students due to its multiple advantages. Learnupon (2022) highlights the use of technology in the educational environment will allow students to have a preparation for professional life, emphasizes the importance of helping them to adapt, by teaching in the classroom and the implementation of technology can combine both tools can enjoy more their learning process.

Theoretical basis

Communicative Language Teaching Approach

Communicative teaching (CLT) focuses on interaction and the development of linguistic competence in real contexts as well as the use of self-teaching materials, modifying activities according to the needs of each student. According to Savignon (2002) highlights eight principles of CLT. According to the author, the foundation of language instruction is its use as a communication instrument, where the variety and relevance of the learner's competency are essential components. It is acknowledged that culture has an impact on the development of communicative competence, but no one language variety or approach is required. Students must actively employ language for a range of goals throughout the learning process because language serves ideational, interpersonal, and

textual functions. This theory is aligned with our research because one of the bases is the development of oral proficiency, helps fluency and critical thinking, also provides greater comfort to students in group activities promoting integration.

Legal basis

Constitución de la República Del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución de la República del Ecuador, 2008).

Art. 27.- “ La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional” (Constitución de la República del Ecuador, 2008).

Art. 347, Numeral 8.- “Será responsabilidad del Estado: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la

enseñanza con las actividades productivas o sociales” (Constitución de la República del Ecuador, 2008).

The above article from the Ecuadorian Constitution properly sets the context of this research article. The articles discuss the need for equitable, language inclusive, education quality for all learners to be realized by the state. They also have a direct impact on the freedom of different information technologies to be used as instruments for teaching and learning, which is very crucial for the present study. The Constitution recognizes that E Learning can contribute significantly to a more integral and diversified development of English language skills through fluency and pronunciation in learning English via acknowledging technology support in education.

Chapter III

Methodological Framework

In order to examine the efficacy of E-learning resources in the improvement of fluency and pronunciation in English as a foreign language, this study employed a qualitative research approach. The utilization of a qualitative method facilitates a profound comprehension of the viewpoints, and encounters of educators and learners concerning the application of said resources in language acquisition.

Method

Qualitative Methodology

There is a wide variety of research methods, so it is necessary to use a qualitative approach to conduct a meaningful analysis, providing an appropriate context to the research topic. This approach allows us to explore students' experiences and perceptions in depth, offering a deeper and more detailed view of their interaction with digital platforms in the development of fluency and pronunciation in English.

Nassaji (2020) describes qualitative research as a naturalistic methodology focused on the study of non-numerical data, which means that it aims to understand phenomena in their real context instead of manipulating or regular variables as quantitative research would do. This method is particularly useful in areas such as second language learning, where individual experiences, social interactions and the cultural environment play a fundamental role in the learning process.

The book titled “Qualitative Research for Education: An Introduction to Theory and Methods” by Bogdan and Biklen (1997) addresses qualitative research in the educational context, focusing on its theoretical and methodological foundations. It is a comprehensive

guide that not only presents the theoretical and methodological foundations of qualitative research, but also offers a solid theoretical foundation that highlights the interpretive nature of qualitative research. This means that researchers must be attentive to the experiences and meanings that educators and students attribute to their environment.

Qualitative research is characterized by a descriptive approach that collects data through the words and experiences of participants to understand their realities; It is inductive, developing theories from data rather than testing preconceived hypotheses, and it offers methodological flexibility, allowing adjustments to questions and methods as new ideas emerge. It also emphasizes contextualization, considering the social and cultural environment for a correct interpretation of the data, and uses a variety of methods such as in-depth interviews, focus groups and participant observation, which allows exploring different dimensions of the phenomena studied.

Type of Research

Phenomenological Studies

According to McLeod (2024) phenomenological research allows to analyze and understand the experiences of the subject of study in a more natural way, sharing their perspective, beliefs, and opinions on a specific topic, this allows the researcher to know these thoughts in a deeper way in a more comfortable environment. This is aligned with our research topic since the instrument to be used is the one-on-one interview thus collecting the necessary information that will help to achieve the objectives set out in this work.

Data Collection Techniques

One-on-one interview

Taherdoost (2022) defines interviewing as the method of asking questions to obtain both qualitative and quantitative data. Although there are different methods for collecting qualitative data, such as text or document review, diaries, and participant observation, interviews are the most used techniques for data collection as they provide a natural and comfortable atmosphere for participants.

Interviews will be conducted in person with teachers English and students of the 4th semester of the Pedagogy of National and Foreign Languages Major to obtain direct and detailed perspectives on how E-learning has impacted fluency and pronunciation. Face-to-face interaction fosters an environment of trust, where participants can share experiences and will be particularly useful for the research.

Instruments

Questionnaire

The main instrument to be used in this research is a questionnaire that helps in the collection of data by means of already elaborated questions. In agreement with Bhandari (2021) indicated that the questionnaire allows to know, analyze and understand the different ideas and opinions of the participants. The type of questions to be used are open-ended questions because it facilitates the collection of information in a deeper way of the different perspectives of teachers and students.

Open-ended questions

Hansen and Świdarska (2023) argue in their research that open questions give participants the opportunity to express their ideas freely, thus generating more complete

data compared to closed questions. Responses that are limited to pre-established choices may overlook complicated points of view, but this approach captures them.

It is very helpful to use open-ended inquiries when examining intricate, multifaceted subjects. Participants are given the chance to consider various viewpoints on the subject instead of being forced to choose just one. This might reveal patterns that would not have been apparent otherwise. Participants may give quite different answers to these kinds of questions, which could enhance the analysis. This variability makes it possible for researchers to detect trends and differences in experiences. Which is favorable for a more complete understanding of the phenomenon being investigated.

For the research, eight open questions will be asked aimed at teachers and students, with the aim of analyzing perceptions about the use of E-learning tools in relation to English fluency and pronunciation. This approach will allow participants to express their thoughts and feelings freely. Through open questions, the necessary information is expected to support the investigation. In this way, the data collected will provide a clear and detailed view on the use of digital platforms in the educational field, focusing on the participants' ability to communicate in English.

Data Collection Processing and Resources

Basic Questions	Explanation
What?	To obtain the data
Where?	At Universidad Estatal Península de Santa Elena, La Libertad – Santa Elena Province
When?	2024
How?	One-on-one interview, questionnaire

What for?	Explore the perception of English teachers and students of the efficiency of using digital platforms for fluency and pronunciation.
-----------	---

Population and sample

A population refers to the total group of people, elements or units that have certain characteristics relevant to the analysis and from which data is sought to be collected. The population of this study is made up of English teachers and students of the 4th semester of the Pedagogy of National and Foreign Languages Major at the Universidad Estatal Península de Santa Elena. This specific group of people will provide key information for the study.

As for the sample, it is focused on five English teachers who use E-learning tools and strategies in their teaching process, with the aim of improving the students' fluency and pronunciation. And five students who use digital platforms to enhance these abilities. Because the time of the research process is short, the participants were chosen randomly. Participants will give their points of view on E learning and the effectiveness of these tools in the learning process.

Chapter IV

Analysis of Findings

This chapter provides a thorough examination of the data obtained from one-on-one interviews with English as a foreign language teachers and students. These interviews were conducted in order to investigate how both groups perceived the usefulness of E-learning resources for improving English pronunciation and fluency. Each participant was free to express their experiences during the sessions thanks to a series of open-ended questions that encouraged sincere and thorough answers.

The interviews manage showed the different opinions with look on to the integration of digital resources in English language learning. The responses provided made it possible to examine perspectives on the implementation of different resources in the classroom with a focus on fluency and pronunciation development. These different perspectives provide insight into how learners and teachers perceive the influence of e-learning on second language learning

Interpretation of data from the interviewees

Interview of Teachers

Question 1. How do you think the use of E-learning tools influences students' learning of pronunciation and fluency in a foreign language?

Table 1

Opinions on the Influence of E-learning on Pronunciation and Fluency

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
E-learning allows them to improve	Allows individualize	E-learning is one of the	The influence is part of the	Tools like AI, platforms and

Question 1	pronunciation, fluency and listening comprehension on their own schedule.	d feedback focused on pronunciation and fluency, improving speaking skills	best methodologie s, complemente d with specific techniques.	student's autonomy and dedication.	applications improve students' pronunciation and fluency.
-------------------	---	--	--	------------------------------------	---

Note: The data reflects opinions on how the use of e-learning tools influences the learning of pronunciation and fluency in English as a foreign language.

Teachers suggest that e-learning resources significantly and favorably affect foreign language learners' acquisition of pronunciation and fluency, but their efficacy depends on several key factors. They highlight that e-learning makes it possible to offer individualized and timely feedback, especially valuable in the development of pronunciation skills.

However, they point out that an appropriate pedagogical methodology is essential to maximize these benefits, since the simple implementation of technology does not guarantee results if it is not adapted to the learning objectives. The accessibility and flexibility provided by these tools allows students to practice continuously, adapting to their schedules and spaces, which encourages more constant and deeper learning in oral skills.

Question 2. What has been your overall experience with using these tools in teaching English as a foreign language?

Table 2

Teacher Experience with E-learning Tools in Teaching English

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
The Critical Reader is a tool that helps	Enhanced students' engagement	The best techniques include	These tools should be selected	Tools like dictionaries and apps like

Question 2	improve students' pronunciation, vocabulary, reading and comprehension	and also participation and fluency and pronunciation	recording itself and knowing vowel and consonant sounds to improve pronunciation.	according to what students really need.	Elsa and Aithor help improve pronunciation . Autonomous learning is emphasized
-------------------	--	--	---	---	--

Note: This table summarizes teachers' responses about the use of e-learning tools in teaching pronunciation and fluency.

E-learning resources are helpful and advantageous when teaching English, particularly when it comes to improving fluency and pronunciation. By promoting independent learning, these resources enable students to hone their skills outside of the classroom. Nevertheless, some educators point out that students' readiness and technological proficiency are crucial to the effectiveness of these technologies; if this element is undervalued, implementation may be difficult.

In addition, it emphasizes the importance of choosing apps that meet the unique needs of each student, such as those that encourage self-assessment through recordings and familiar voices. Teachers appreciate these tools because they promote self-directed learning and increase student engagement and participation. To maximize the advantages of these applications in the classroom, it is crucial to choose the right tools while taking into account each student's unique needs and technological proficiency.

Question 3. How can E-learning influence the improvement of pronunciation and fluency compared to traditional teaching practices?

Table 3

E-learning vs. Traditional Methods

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	Nowadays students are more used to practice English in the internet.	These tools bring several advantages over traditional practices, especially in terms of accessibility and also personalized learning.	Continuous practice with movies, podcasts, interviews and other productive resources	Recognize if the pronunciation is well done. If you need extra repetition so it is very effective	Students have the autonomy to learn by themselves

Note: This table compares perceptions about the impact of E-learning and traditional methods on improving students' pronunciation and fluency in learning English.

According to the five teachers, E-learning has several essential benefits over classical practices to enhance English pronunciation and fluency as it provides more independence and flexibility for students; thus, enabling them to learn whenever they want and wherever they wish without having the teacher around all the time. Due to the automatic feedback and voice recognition that e-learning tools have, they are better suited for repetition and correcting mistakes than in-person classes.

Moreover, several audiovisual resources like videos, podcasts and audios allow sounds to be trained in real contexts, giving a broader learning experience than traditional repetition. They enable more individualized learning, increase readiness to speak and help adjust lessons for the current preferences of students. Finally, others teachers recognize that E-learning helps balance traditional methodologies with technology, better responding to the expectations of modern students and promoting continuous and accessible learning.

Question 4. What are some examples of how the use of E-learning tools has impacted your students' academic performance?

Table 4***Examples of E-learning Tools in Student Academic Performance***

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	Critical reader, when they start practicing this app they practice grammar, vocabulary, general English as a whole.	An app called Practical. It is with artificial intelligence and it was a good tool.	Listening about real situations related with important situations that students promote inside the class	Vocaroo is very useful because at the moment that you record these voices and then you listen to yourself.	They practice with applications when talking about topics or ideas. They even practice using Google.

Note: This table collects specific examples provided by teachers on how the use of e-learning tools has influenced the academic performance of students.

Several key aspects are revealed in this question. Apps like The Critical Reader have improved not only students' grammar and vocabulary skills, but also their understanding of how to correctly answer general English questions, as each answer is accompanied by a detailed explanation that reinforces learning.

E-learning tools help reduce fear and anxiety when speaking in English, especially by using artificial intelligence that fosters confidence in a safe environment. Another aspect mentioned is the importance of real and interesting topics in the development of listening comprehension and vocabulary, which allows students to connect with practical and relevant situations for them, improving their retention and application of vocabulary.

Tools such as Vocaroo, which allows students to record and listen to themselves, have been effective in increasing achievement by offering opportunities for continuous self-

assessment, although teachers note that student motivation is key to achieving satisfactory results. The use of conversation practice exercises, such as brief descriptions and role-playing on topics in each unit, has shown that students show up to classes more prepared when they have used apps to improve their pronunciation and fluency. However, teachers note that access to these tools can vary, limiting practice in some cases, although the pressure of preparing for in-class lessons encourages more focused and consistent learning for those who do have access.

Question 5. What do you consider to be the main barriers that students face in developing their pronunciation and fluency in learning a foreign language?

Table 5

Main Barriers in the Development of Pronunciation and Fluency in Foreign Language Learning

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	Practice. Students need to practice English every single day.	Fear and anxiety because students feel ashamed to talk	Students can confuse the meaning of our words at the same time the meaning about our class	Student's lack of self-regulation or self-motivation to have autonomy.	The way we think. Students are afraid of speaking. Not everyone has the possibility to have to access these technological tools.

Note: This table presents teachers' perceptions of the main obstacles that students face.

Fear and anxiety represent a common obstacle, where students feel nervous or embarrassed when speaking, limiting their progress. This emotional barrier is related to the

perception of making mistakes as something negative, when in reality it is a fundamental part of the learning process.

A different challenge is lack of technology and E-learning tools access that is due to connectivity problems or lack of devices, specifically in rural areas students who need proper resources. This closes off outside-practice opportunities and cuts access to key equipment. Additionally, a few students stand out as being at the mercy of their own motivation and independence when it comes to practicing alone or taking responsibility for improving their pronunciation when they have access to resources online.

Along with that feature, teachers also think about the impact of native language as a phonetic barrier because most students read and pronounce English by rules of their mother tongue and hence do not make an accuracy in pronunciation. They identify that the biggest obstacle is that students do not keep practicing; Although students are motivated to practice in class, there are few who carry out methodology at home, which makes it difficult for them to achieve fluency and pronunciation in the long term.

Question 6. Which specific E-learning platforms do you recommend for enhancing your students' pronunciation and fluency?

Table 6

Recommended E-learning Platforms to Improve Pronunciation and Fluency The

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Cambridge is free for practice not only the vocabulary	ELSA, Rosetta Stone, Duolingo, HelloTalk.	TED Talk, Grammarly, Oxford, Cambridge	Vocaroo, chat GPT, Reading Coach	Elsa, Cambridge, Learn English,

and
pronunciation

British
Council

Note: The data shows the e-learning platforms suggested by teachers to help students develop their pronunciation and fluency skills

Teachers recommend diverse E-learning platforms based on the study. One platform is free apps where students can practice vocabulary, pronunciation and reading like Cambridge. It also has a feature that allows you to record yourself reading then listen back to improve your pronunciation, fluency and of course learn independently.

ELSA, Rosetta Stone and Duolingo turned up as notable platforms known for their gamified approach or using AI to refine pronunciation. Also, HelloTalk is an interactive platform in which you can practice the language with native speakers right away. On the other hand, applications such as TED Talks and Grammarly were recommended by other teachers, focusing on speaking practice in real contexts and automatic correction of linguistic errors.

Other useful resources include Vocaroo, which allows pronunciation recording and feedback, and Microsoft's Reading Coach, which assesses pronunciation as the student reads, providing immediate feedback. Finally, platforms such as Test English and Learn English with British Council are cited for their ability to offer varied practice in different language skills, including reading, listening, and speaking, even in their free version.

Question 7. What is your vision for the future of E -learning in language teaching and its impact on the development of students' speaking skills?

Table 7

Future Vision of E-learning in Language Teaching and its Impact on Speaking Skills

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	E-learning is here and is going to stay here. It all depends on how the student and the teacher uses also listening and reading	An immersive experience, now we have the opportunity to simulate that we are in a real conversation brings benefits.	Teachers must bring the specific strategies, the specific methodology	Teaching of speaking skills is going to be self-taught. It's going to be part of each individual.	E-learning is going to be the key for learning like through technology

Note: This table captures teachers' perspectives on the future of e-learning in language teaching, highlighting its potential to improve students' oral expression skills

Many teachers interviewed believe that E-learning will play a key role in students' independent learning, especially the development of speaking skills. In the future, learning these skills will become more autonomous, with students using AI-powered platforms and tools to improve their pronunciation and fluency without the need for a teacher to be present during every lesson. The role of the teacher changes to that of a mentor or mentor who guides learning but does not become the center of learning.

The use of technology will allow students to learn in a more interactive and immersive way, simulating real-life conversations and having access to unlimited resources, promoting more direct and effective learning. Furthermore, E-learning is expected to promote global interaction and the learning of different languages, increasing the need to learn English and other foreign languages in order to communicate in an increasingly globalized world.

Question 8. What strategies would you suggest to educators for effectively integrating E-learning tools to improve pronunciation and fluency in their classrooms?

Table 8

Strategies to Integrate E-learning Tools

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 8	Use mirroring in the classroom in face-to-face activities.	Take advantage of these tools to enhance and improve. Boost this enhancement for our students' fluency and pronunciation.	Say yes to the student, pay attention to listening above all. check vocabulary that may, perhaps, be meaningless, or may be very difficult for the student.	Work in class, explain, present, make students practice, and this interaction with e-learning tools will be at home	Integrating platforms in the teaching activity where using the books. Use more tools in a way to help students to like to practice their pronunciation

Note: This table presents the strategies recommended by teachers to effectively integrate e-learning tools in the classroom

Teachers offered a range of tactics that could be applied both within and outside of the classroom, stressing the value of striking a balance between the use of digital tools and in-person engagement as well as self-directed learning. Outside of the classroom, some advice practicing pronunciation with specialized platforms or AI technologies like ChatGPT. With the help of these resources, students may hear and practice proper pronunciation, allowing them to advance at their own speed.

The mirroring strategy is also considered an excellent way to combine face-to-face interaction with the use of E-learning tools. This approach promotes fluency and critical thinking, complemented using digital platforms. The pronunciation and fluency should not rely solely on the teacher but should be the student's own efforts. Teachers must provide students with the tools they need, but they must also encourage students to take charge of their own progress. Teachers may track progress and offer more help when necessary, and students can develop their abilities outside of the classroom by skillfully integrating various resources. Students' pronunciation and fluency are enhanced, and deeper and longer-term learning is encouraged.

Table 9

Teachers' perceptions of E-learning for fluency and pronunciation

Questions	What has been your overall experience with using these tools in teaching English as a foreign language?	How can E-learning influence the improvement of pronunciation and fluency compared to traditional teaching practices?	What do you consider to be the main barriers that students face in developing their pronunciation and fluency in learning a foreign language?	What strategies would you suggest to educators for effectively integrating E-learning tools to improve pronunciation and fluency in their classrooms?
------------------	--	--	--	--

Answers	Sometimes teachers assume that there are some specific e-learning tools that can be applied for every single class. However, they must select these tools according to what the students really need.	E-learning tools have a giving student the autonomy to learn by themselves, because they can use these tools anytime. If students have internet connection, if they have access to these tools, then they can practice whenever they can anytime.	If a student does not practice, the English is going to be very hard to improve or to enhance their pronunciation. Every time that the students come to the classroom, we must make them practice because that as soon as they leave the classroom students, they do not practice	Technology plays an important role, take advantage of these tools to enhance and improve, and boost enhancement for our students' fluency and pronunciation.
Author	It is important to choose an e-learning tool not only based on its functionality, but also taking into account the specific needs of the students and the qualifications of the teacher, which are extremely important to maximize the positive role in the learning process. (Cervantes-	Connectivism has revolutionized the way of learning and even teaching, becoming part of everyone's life in some way in which it facilitates access to content and tools, with these tools students can develop their autonomy and it has helped the adaptability of changes in different areas. (Siemens, 2005)	Low practice and consistency are influential factors when it comes to pronunciation, practice helps to maintain fluency, develop ideas and express them more naturally. (Hosain, 2021)	Using online tools not only improves language skills but also motivates students by providing access to authentic and interactive content. (Sotomayor et al., 2023)

López et al.,
2020)

Note: Most relevant questions and answers supported by authors

Interview of Students

Question 1. What E-learning tools or platforms have you used to improve your fluency and pronunciation in the language?

Table 10

E-learning Tools Used by Students to Improve Fluency and Pronunciation

Question	Interviewee	Interviewee	Interviewee	Interviewee	Interviewee
10	1	2	3	4	5
	Duolingo, Memrise, HelloTalk	Duolingo.	Drops, Cambly	Duolingo	Duolingo, Elsa speak

Note: This table shows the e-learning tools and platforms used by students to improve their fluency and pronunciation when learning the foreign language

Some platforms stand out when students' replies are examined. Due to its user-friendliness and ability to improve vocabulary and refine pronunciation through interactive lessons, Duolingo is quickly becoming the most popular and extensively utilized

application. Some students brought up YouTube, where they may locate videos that cover particular pronunciation difficulties and other language-related themes, enabling them to get better in a variety of situations. Additional tools include Cambly, which facilitates direct interaction with speakers for more realistic conversation practice, and Elsa Speak, an AI app that focuses on pronunciation.

For instance, some students utilize applications like Drops and Memrise to consolidate words and phrases and improve their vocabulary. Hellotalk's social method is well regarded since it gives students the opportunity to engage and practice with native speakers, resulting in an immersive and culturally stimulating educational experience. These e learning tools enable students to develop specific pronunciation and fluency skills autonomously in an accessible format, giving them the flexibility to practice anywhere. Make progress and provide additional guidance when needed. This not only improves students' pronunciation and fluency, but also encourages deeper, more sustainable learning.

Question 2. What type of content have you found most useful in improving your fluency and pronunciation? Why?

Table 11

Useful Content to Improve Students' Fluency and Pronunciation

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 11	Music and series because I really enjoy to watch movies	Duolingo for practice several conversational aspects and pronunciation during exercises.	Inglés conversacional. El inglés que se usa comúnmente	Videojuegos, discord, música, para desarrollar el inglés, y practico con	Podcasts on YouTube in different real or family contexts

YouTube, that includes real-life situations such as the pronunciation and accents.	Karaoke principalmente
--	---------------------------

Note: This table explains the types of content that students find most effective in improving their fluency and pronunciation

Students choose content that is authentic and relevant to entertainment or daily life. This approach allows students to practice language skills in a relaxed and natural environment, helping them speak more fluently in real-life situations. They enjoy simple conversational content in English because it teaches them language and structures that they can apply in their daily lives. An important component of improving verbal fluency is developing the ability to connect concepts and words, focusing on spoken expressions and common speech patterns. Additionally, by listening to and repeating these speech patterns, students develop more authentic pronunciation.

Another popular tool is podcasts and YouTube videos that present real situations and familiar contexts. Students highlight that this type of content not only allows them to improve pronunciation by imitating the sounds and rhythm of speech, but also helps them understand the use of the language in various cultural and family contexts. Series, movies, and music are resources that students prefer because they combine entertainment with learning, maintaining their interest and motivation. This type of content is accessible and attractive and allows them to become familiar with different accents and cultural expressions, aspects that enrich their listening comprehension and oral production capacity.

In addition, video games and interactive platforms such as Discord are also mentioned as useful content for practicing English in real time with other users. This type of content combines learning with pleasure, facilitating constant practice and helping students overcome barriers of anxiety or lack of confidence when using English in real situations.

Question 3. What are the main challenges have you faced when using E-learning to improve your pronunciation and fluency?

Table 12

Main Challenges in Using E-learning to Improve Pronunciation and Fluency

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 12	Lack of fluency and problems understanding listening content	Lacks of personalized feedback	No hay un guía	Falta de tiempo para mantener constancia	The voices are often incomprehensible.

Note: The data presents the main challenges that students face when using e-learning tools to improve their pronunciation and fluency

Several usual challenges were identified related to personalization, listening comprehension, and study consistency. Students highlight the lack of personalization in learning tools. Some express that these applications do not offer content tailored to their specific needs, which limits their progress in areas where they require greater support or knowledge.

A second obstacle mentioned is the quality of pre-recorded or automated voices that make listening comprehension difficult, especially in relation to certain accents or voice tones in applications. Some find it problematic to understand certain pronunciations, such as the British accent, which hinders their progress in fluency.

Another aspect is lack of time and consistency are significant factors that affect progress. Continuous practice is essential for improving pronunciation and fluency, but many students mention that they find it difficult to dedicate enough time consistently, which leads to interruptions in their learning. These pauses require students to rejoin and readjust, which creates a feeling of regression and causes them to lose their pace of progress. These factors influence students' learning and can delay their progress in mastering English fluency and pronunciation.

Question 4. How often do you use E-learning tools to practice your pronunciation and fluency?

Table 13

Frequency of Using E-learning Tools to Practice Pronunciation and Fluency

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 13	Frequently but right now I don't have too much time to do it.	Almost practice daily	No tan seguido	Cuando hay tiempo, casi todo el día.	Regularly

Note: This table shows the frequency with which students use e-learning tools to practice their pronunciation and fluency in learning a foreign language

The frequency with which students use e-learning tools to improve their pronunciation, and fluency varies from high to sporadic. Some students report a high frequency of use, even spending hours a day on tools like Duolingo and Grammarly. When their schedule allows, some students report using apps like Duolingo and Grammarly frequently, even spending hours each day on them. These students usually take advantage of their free time and when they cannot maintain the pace of study, they try to compensate by dedicating themselves intensely to studying for weeks. Although these technologies are used frequently, the time available for them is scarce, demonstrating how school and personal tasks can affect our online language learning.

Although they once used these tools regularly, they now barely manage to dedicate time to them, reflecting how personal and academic commitments can affect continuity in language learning through e-learning. Although they value access to applications, they also point out that the lack of personalized feedback reduces their effectiveness and, consequently, their interest in using them regularly.

Question 5. What are some examples of how E-learning has helped you improve your speaking skills?

Table 14

Examples of How E-learning Has Improved Students' Oral Skills

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Practice with my best friend. And	Helped me develop confidence	El uso de las aplicaciones de	Open English es una herramienta	I use podcasts regularly

Question 14	also listening to music.	when speaking English and learned how to pronounce certain challenging words.	reconocimien to de voz, en Google, en Word.	que te ofrece profesores a tiempo real que son extranjeros, y puedes hablar a tiempo real con ellos
------------------------	--------------------------	---	---	---

Note: This table compiles examples from students on how e-learning tools have contributed to improving their oral skills.

Some students highlight using voice recognition apps, such as Google and Word, to check their pronunciation. These types of tools allow them to receive immediate feedback on their pronunciation, by comparing their speech with the application's recognition. By “dictating” through these platforms, students can identify areas of improvement in their pronunciation, which encourages more accurate, autonomous learning.

Tools like Open English are valued for offering real-time interactions with foreign teachers. According to some students, this experience has been key to maintaining and improving their fluency, as speaking with native speakers in a controlled, learning-oriented environment allows them to apply the language practically. This type of direct interaction not only strengthens fluency, but also improves confidence in speaking English in real situations.

Regular exposure to podcasts has been helpful for some students, who report improving their confidence and pronunciation through listening to English conversations. Other students take advantage of the opportunity to speak English with friends who are fluent in the language to practice in natural and informal contexts. All of this facilitates

continuous practice of the language and not only allows them to improve technical aspects of pronunciation, but also gain confidence and fluency in their oral expression.

Question 6. What significant improvements have you noticed in your fluency and pronunciation in the long term since you started using E-learning?

Table 15

Improvements in Fluency and Pronunciation with the Use of E-learning Thi

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 15	Now I think I can talk a little more without getting lost.	Improvement in the pronunciation even in tricky zones and tricky words and even expressions.	El conocimiento de pronunciación y fonética ha ayudado a que sea mucho mejor la pronunciación y la fluidez de las palabras	Mejora el habla nativa y ayuda en la pronunciación al momento de hablar con extranjeros.	The improvements are significant regardless of the age gaps or if you are starting almost from zero level.

Note: This table presents the improvements that students have noticed in their fluency and pronunciation since they began using e-learning tools

In the responses, students mention that at first, they could only speak a few words in English, but over time they gained the confidence and skills necessary to maintain longer and more coherent conversations. Their increased ability to express themselves indicates that their confidence in language use and communication abilities have improved as a result of their ongoing use of e-learning opportunities.

Gaining a deeper understanding of English phonics is among the most significant advantages. In terms of learning more intricate and natural language patterns, some students reported that they could now employ expressions and phrases that are typical of native speakers, which was a major advancement. According to the answers, e-learning resources significantly influence the growth of long-term pronunciation and fluency abilities.

Question 7. How effective do you find E-learning tools in providing feedback on your pronunciation and fluency?

Table 16

Effectiveness of E-learning Tools in Feedback on Pronunciation and Fluency

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 16	The feedback helps you to understand what kind of mistakes you have.	In certain apps is very limited in about pronunciation because you don't have feedback	No todas las apps y plataformas dan retroalimentación, sin embargo, hay algunas que sí lo hacen.	Si la pronunciación es olvidada se puede recordar simplemente volviendo, practicando y repitiendo una y otra vez.	The consistency of the application depends on each person.

Note: The data presents students' perception of the effectiveness of e-learning tools in providing feedback regarding their pronunciation and fluency in language learning.

For students to recognize pronunciation mistakes and advance their language proficiency, accurate feedback through the use of e-learning tools and techniques is essential. By serving as a mirror, this feedback enables individuals to enhance their

communication abilities and rectify their pronunciation. However, some students claim they receive little feedback on specific pronunciation details, which makes individualized instruction challenging, even using widely used and user-friendly technologies.

However, some students focus attention to enhancements in artificial intelligence (AI)-based applications and the importance of the remarks since they offer a customized and engaging experience. By providing real-time answers to specific pronunciation queries and doubt-clarification, these systems can mimic the dynamics of in-person training more closely.

Despite technological advances, other students believe that the main advantage of e-learning tools is the consistency they offer. For daily practice. However, they recognize that the results achieved depend largely on the individual effort and discipline of the student.

Question 8. How has your perception of language learning changed since you started using digital platforms?

Table 17

Change in Perception of Language Learning with the Use of Digital Platforms

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 17	You can learn vocabulary and stuff like that.	Language learning is more flexible and accessible for each type of person.	Un idioma no es difícil de aprender, simplemente no se encuentra las verdaderas herramientas para poder aprenderlo	El E-learning ayuda a tener y usar expresiones nativas. Así como a mantener un inglés como el que se puede	Digital tools facilitate language learning.

impartir en
clases

Note: This table reflects how students' perceptions of language learning have changed since they began using digital platforms.

For many students, language learning is now perceived as easier and more accessible thanks to digital platforms. Learning a language is not inherently difficult but depends on finding the right tools. Digital applications and platforms provide interactive and accessible methods, eliminating traditional barriers to access and reducing the perception that learning a language is an arduous process. They recognize that digital platforms allow learning that adapts to different styles and schedules, making it more accessible for people with different needs.

Although digital platforms do not completely replace a teacher, they do provide guidelines and resources to make learning more autonomous. This aspect highlights how digital tools allow students to adjust their learning at their own pace and style, which was more complicated in traditional language teaching models. This shows a shift towards a perception of language learning as a process in which the student is the main agent and can adapt the digital tools to their own needs.

Table 18

Students' perceptions of E-learning for fluency and pronunciation

Questions	What E-learning tools or platforms have you used to improve your fluency and pronunciation in the language?	What are the main challenges have you faced when using E-learning to improve your pronunciation and fluency?	What significant improvements have you noticed in your fluency and pronunciation in the long term since you started using E-learning?	How has your perception of language learning changed since you started using digital platforms?
Answers	Duolingo is easy to use; YouTube offers pronunciation resources, and there are apps like Elsa Speak, Cambly, Drops, Memrise and Hellotalk also support offline learning. Additionally, students mentioned the use of music and videos as additional tools to improve listening comprehension, pronunciation, and rhythm.	Poor time, not knowing how to use an application or website, no personalized feedback.	Enrich vocabulary, increase flexibility, confidence, develop self-learning	There are different tools on the web that help complement the learning process and it has been advantageous that adapt to each person.

Author	The integration of digital platforms such as YouTube improves EFL students' speaking skills and increases engagement, enables authentic language use, reduces anxiety and improves quality of learning. (Saed et al., 2021)	Importance of self-regulation, learning pace, organization, time and practice with the tools offered by the Web. (Bylieva et al., 2021)	E-learning helps to expand knowledge, monitor their progress, and builds self-confidence in communicating. (Su et al., 2021)	Personalization is key to effective learning, as it allows each person to advance at their own pace and learning style. (Cervantes-López et al., 2020)
---------------	---	---	--	--

Note: Most relevant questions and answers supported by authors

Chapter V

Conclusions and recommendations

The general objective of this study is to evaluate the impact of e-learning on fluency and pronunciation during the teaching and learning process of PINE 4th semester students. The information acquired together with the research that has been conducted enables one to determine the findings and write some relevant conclusions meant to enhance the comprehension of the strengths as well as the weaknesses of E-learning considering the particular academic environment in question. The following results have enabled the formulation of recommendations and conclusions which would enhance the effects of the technologies identified in the EFL.

Conclusions

Teachers use E-learning tools such as Rosetta Stone, Elsa Speak, Vocaroo, and English Central, among others, and strategies in various ways that allow students to practice autonomously, which is essential for continuous improvement. However, implementing these tools depends largely on your technological familiarity and resource access.

Based on the research carried out, it has been proven that PINE 4th semester students make use of Duolingo, Cambly, Hello Talk, and other platforms to improve their pronunciation and fluency in the language where they find key support to improve their fluency and pronunciation in English, especially through accessible and varied platforms. These resources allow them to improve their fluency through constant activities, although some students face technological barriers or lack of time to practice regularly.

Research has revealed that students positively perceive using E-learning tools to improve their fluency and pronunciation in English, especially valuing accessibility, schedule flexibility, and the possibility of continuous practice. However, some perceive a limitation in the quality of feedback, preferring to combine it with in-person classes to obtain better results.

Recommendations

Teachers are advised to more carefully incorporate the usage of digital platforms into their lesson plans in order to guarantee that the right tools are chosen for providing contextualized practice and individualized feedback. The selection and combination of E-learning platforms promote students' independent practice of fluency and pronunciation. For example, teachers could assign tasks where students watch authentic videos of native speakers on YouTube, and then use ELSA Speak to practice and compare their pronunciation.

Students are encouraged to realize a systematic selection of appropriate feedback platforms to enhance their pronunciation and fluency through the potential of E-learning. Additionally, it would be helpful to guide students toward tools that provide personalized feedback to address specific areas of improvement in their pronunciation and fluency and that encourage constant practice, thus complementing autonomous learning with supervision that brings results closer to the individual needs of each student. For example, if a student identifies that they have problems with speaking fluency, they can use tools such as English Central which offers interactive videos where they can practice repeating themselves. In addition, they could supplement this with Vocaroo, recording themselves

while practicing sentences or short speeches and listening to their own recordings to detect areas for improvement.

The research has revealed that students perceive the combination of E-learning with in-person classes as valuable, it is suggested that the hybrid approach be enhanced by incorporating in-person sessions specifically designed to address the area of their pronunciation and fluency that cannot be fully covered by E-learning tools. For example, teachers could organize tutorias to address specific problems that cannot be fully corrected through automated feedback. During these classes, teachers could offer personalized feedback on specific sounds or intonation patterns that students have not yet mastered. In this way, an effective balance is created between the use of digitals and in- person classes.

References

- Benitez-Correa, C., Cabrera-Solano, P., Solano, L., & Espinoza-Celi, V. (2020). Improving Past Tense Pronunciation of Regular Verbs through the Use of Audacity: A Case Study of EFL Undergraduate Students in Ecuador. *Teaching English With Technology*, 20. Obtenido de <https://eric.ed.gov/?id=EJ1242660>
- Bhandari, P. (15 de July de 2021). *Questionnaire Design | Methods, Question Types & Examples*. Obtenido de Scribbr: <https://www.scribbr.com/methodology/questionnaire/>
- Bogdan, R. C., & Knopp Biklen, S. (1997). *Qualitative Research for Education: An Introduction to Theory and Methods*. United States of America. Obtenido de <https://ci.nii.ac.jp/ncid/BA78480112>
- Cervantes-López, M. J., Peña-Maldonado, A. A., & Ramos-Sánchez, A. (2020). Uso de las tecnologías de la información y comunicación como herramienta de apoyo en el aprendizaje de los estudiantes de medicina. *CienciaUAT*, 162-171. doi: <https://doi.org/10.29059/cienciauat.v15i1.1380>
- Constitución de la República del Ecuador. (2008). Artículo 26 [Titulo II]. Ministerio de Defensa Nacional del Ecuador. https://www.defensa.gob.ec/wpcontent/uploads/downloads/2021/02/ConstitucionC-de-la-Republica-del-Ecuador_act_ene2021.pdf
- Da Silva Júnior, J. M. (2022). *La enseñanza de la pronunciación en el aula de ELE: un aspecto teórico-práctico*. Jaén: Universidad de Jaén. Filología Española. Obtenido de <https://hdl.handle.net/10953.1/17387>

De La A Rivas, J. R. (2023). *The Influence of the Virtual Environments in the Teaching Process of the English Language to PINE Major Students*. La Libertad: Universidad Estatal Península de Santa Elena. Obtenido de <https://repositorio.upse.edu.ec/handle/46000/10407>

doi: <https://oasis.col.org/server/api/core/bitstreams/a121636d-a52c-4584-9526-9e8c233d30c1/content>

First, E. (2023). *EF English Proficiency Index: Global report 2023*. Education First. Obtenido de <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2023/ef-epi-2023-english.pdf>

García-Sampedro, M., Rodríguez Olay, L., & Peña-Suárez, E. (2024). Implementation of ICT tools in post-pandemic schools in Spain. Language teachers' perceptions. *Revista de Investigación Educativa*, 42(1), 223–239. doi: <https://doi.org/10.6018/rie.561621>

Hansen, K., & Świdarska, A. (2023). Integrating open- and closed-ended questions on attitudes towards outgroups with different methods of text analysis. *Behavior Research Methods*, 56, 4802–4822. doi: <https://doi.org/10.3758/s13428-023-02218-x>

Houn, T., & Em, S. (2022). Common factors affecting grade-12 students' speaking fluency: a survey of cambodian high school students. *Jurnal As-Salam*, 14. doi:10.37249/assalam.v6i1.360

- Ibáñez Apolo, M. F. (2022). *Using whatsapp to enhance students' speaking skills*. Santa Elena: Universidad Estatal Península De Santa Elena. Obtenido de <https://repositorio.upse.edu.ec/handle/46000/6874>
- Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies*, 2, 22-24. Obtenido de <https://journals.researchparks.org/index.php/IJOT/article/view/478>
- James. (14 de December de 2023). *The Importance of English: The Key to Global Integration*. Obtenido de RSIS International: <https://rsisinternational.org/blogs/the-importance-of-english-the-key-to-global-integration/>
- Jonas, F.-G. (2020). *Using apps for pronunciation training: An empirical*. Murcia: Language Learning & Technology. Obtenido de https://www.researchgate.net/publication/333295662_Using_apps_for_pronunciation_training_An_empirical_evaluation_of_the_English_File_Pronunciation_app
- Julia Sevy-Biloon, U. R. (22 de 4 de 2020). Factors Affecting English Language Teaching in Public Schools in Ecuador. *International Journal of Learning, Teaching and Educational Research*, 19(3), 276-294. doi: <https://doi.org/10.26803/ijlter.19.3.15>
- Luchini, P. L. (2021). Mediciones de ritmo, grado de acento extranjero y fluidez discursiva: un estudio evaluativo con estudiantes argentinos de LE. *Cadernos de Linguística*, 21. doi: <https://doi.org/10.25189/2675-4916.2021.v2.n1.id332>
- Masuram, J., & Sripada, P. N. (2020). Developing Spoken Fluency Through Task-Based Teaching. *Procedia Computer Science*, 623-630. doi: <https://doi.org/10.1016/j.procs.2020.05.080>

- McLeod, S. (2024). Phenomenology In Qualitative Research. *ResearchGate*, 1-15.
doi:10.13140/RG.2.2.25457.90725
- Muñoz Zambrano, J. F., & Molina García, P. F. (2024). The use of Rosetta Stone as learning media to improve students' speaking. *Revista Científica de Innovación Educativa y Sociedad Actual "ALCON"*, Pág 115-126. doi:
<https://doi.org/10.62305/alcon.v4i2.127>
- Naidu, S. (2006). E-Learning: A Guidebook of Principles, Procedures and Practices. Commonwealth Educational Media Centre for Asia (CEMCA).
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 427-431. doi:
<https://doi.org/10.1177/1362168820941288>
- Noroña Altamirano, N. M., & Vayas Haro, M. P. (2022). *Effectiveness of the use of technological tools in learning English as a second language*. Pujilí: UTC.
Obtenido de <http://repositorio.utc.edu.ec/handle/27000/9375>
- Ou, J. C. (2022). *The Effect of Software Instruction on EFL Students Pronunciation Skills*. Taiwan: International Journal for Innovation Education and Research. doi:
<http://dx.doi.org/10.31686/ijier.vol10.iss9.3907>
- Oye, R. P., & Salvador Cisneros, K. (2022). Improving Oral Communication Skills of English Learners with Voice Messages and Short Videos. *Revista Tecnológica - ESPOL*, 154-163. doi: <http://dx.doi.org/10.37815/rte.v34n2.888>
- Pennington, M. C. (2021). Teaching Pronunciation: *RELC Journal*, 19. doi:
<https://doi.org/10.1177/00336882211002283>

- Powell, R. A., Single, H. M., & Lloyd, K. R. (1996). Focus Groups in Mental Health Research: Enhancing the Validity of User and Provider Questionnaires. *International Journal Of Social Psychiatry*, 193-206.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). *The use of YouTube in developing the speaking skills of Jordanian EFL university students*. Amman: Heliyon. doi: <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Santistevan, A. D. (2024). *Uso de herramientas tecnológicas para el desarrollo de la habilidad "speaking" en el área de inglés en estudiantes de séptimo grado de educación básica de la Escuela de Educación Básica Virgilio Drouet Fuentes*. La Libertad: Universidad Estatal Península de Santa Elena. Obtenido de <https://repositorio.upse.edu.ec/handle/46000/12175>
- Savignon, S. (2002b). Communicative language teaching: Linguistic theory and classroom practice. In S., Savignon (Ed.), *Interpreting communicative language teaching: Contexts and concerns in teacher education* (pp. 1-27). New Haven: Yale University Press.
- Siemens, G. (2005). *Connectivism: A Learning Theory for the Digital Age*. https://jotamac.typepad.com/jotamacs_weblog/files/Connectivism.pdf
- Sotomayor Cantos, K. F., Baños Coello, M. B., & Córdova Pintado, J. J. (2023). *Using Online Tools in Teaching English as a Foreign Language*. Quevedo: Ciencia Latina Revista Científica Multidisciplinar. doi: https://doi.org/10.37811/cl_rcm.v7i5.8176

- Sun, W. (2023). The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation. *Frontiers In Psychology*, 14. doi: <https://doi.org/10.3389/fpsyg.2023.1210187>
- Swain, M. (1985). *Communicative competence: Some roles of comprehensible*. New York: Newbury House.
- Taherdoost, H. (2022). How to Conduct an Effective Interview; A Guide to Interview Design in Research Study Authors. *International Journal of Academic Research in Management (IJARM)*, 39-51. Obtenido de <https://hal.science/hal-03741838>
- Valera Yataco, P., Torres Castro, M. Y., Vásquez Valdivia, M. I., & Lescano López, G. S. (2023). Aprendizaje del idioma inglés a través de herramientas digitales en educación superior: revisión sistemática. *Horizontes Revista de Investigación En Ciencias de la Educación*, 27.

Annexes

Annex A: Copilatio Certification

La Libertad, 27 de Noviembre de 2024

En calidad de tutor del trabajo de Integración Curricular denominado “E-LEARNING ON FLUENCY AND PRONUNCIATION FOR EFL STIUDENTS” elaborado por las estudiantes González Tomalá Ruth Ariana y Muñoz Carvajal Geovanna Zuley de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

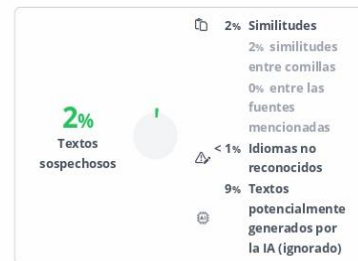
Atentamente,



Párraga Solórzano Rudy Jonathan, MSc.

TUTOR

Research Project E-learning on Fluency and Pronunciation for EFL Students. (1)



Nombre del documento: Research Project E-learning on Fluency and Pronunciation for EFL Students. (1).docx
 ID del documento: f463e9fa33cf746db2846ecde3c029ed34642842
 Tamaño del documento original: 2.78 MB
 Autores: []


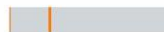













Depositante: RUDYJONATHAN PARRAGA SOLORZANO
 Fecha de depósito: 25/11/2024
 Tipo de carga: interface
 fecha de fin de análisis: 25/11/2024

Número de palabras: 16.169
 Número de caracteres: 103.777





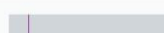


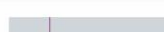







Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Research Project-Christopher Mendoza (1).docx Research Project-Christ... #c76cb7 El documento proviene de mi grupo 14 fuentes similares	1%		 Palabras idénticas: 1% (205 palabras)
2	 www.gob.ec https://www.gob.ec/sites/default/files/regulations/2020-06/CONSTITUCION 2008.pdf 14 fuentes similares	1%		 Palabras idénticas: 1% (197 palabras)
3	 RESEARCH PROJECT - Qualitative 2024-1.docx RESEARCH PROJECT - Quali... #28da46 El documento proviene de mi grupo 10 fuentes similares	1%		 Palabras idénticas: 1% (174 palabras)
4	 RESEARCH ORRALA TOMALÁ YULIANA MERCEDES.docx RESEARCH ORRA... #01ad9d El documento proviene de mi grupo 26 fuentes similares	< 1%		 Palabras idénticas: < 1% (150 palabras)
5	 educacion.gob.ec https://educacion.gob.ec/wp-content/uploads/downloads/2021/08/MINEDUC-MINEDUC-2021-00...	< 1%		 Palabras idénticas: < 1% (91 palabras)

Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #5434bf El documento proviene de otro grupo	< 1%		 Palabras idénticas: < 1% (34 palabras)
2	 tewtjournal.org 2. IMPROVING PAST TENSE PRONUNCIATION OF REGULAR VERBS ... https://tewtjournal.org/download/2-improving-past-tense-pronunciation-of-regular-verbs-throug...	< 1%		 Palabras idénticas: < 1% (19 palabras)
3	 Zamora.docx Zamora #f9d712 El documento proviene de mi grupo	< 1%		 Palabras idénticas: < 1% (20 palabras)
4	 language-testing.springeropen.com Exploring the relationships between ASS I... https://language-testing.springeropen.com/articles/10.1186/s40468-024-00306-z	< 1%		 Palabras idénticas: < 1% (12 palabras)
5	 www.academia.edu (PDF) The use of YouTube in developing the speaking skills of... https://www.academia.edu/92539787/The_use_of_YouTube_in_developing_the_speaking_skills_of...	< 1%		 Palabras idénticas: < 1% (13 palabras)

Anexxe B. Interview model

Interview of teachers



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic: E-learning on fluency and pronunciation for EFL students

- 1. How do you think the use of E-learning tools influences students' learning of pronunciation and fluency in a foreign language?**
- 2. What has been your overall experience with using these tools in teaching English as a foreign language?**
- 3. How can E-learning influence the improvement of pronunciation and fluency compared to traditional teaching practices?**
- 4. What are some examples of how the use of e-learning tools has impacted your students' academic performance?**
- 5. What do you consider to be the main barriers that students face in developing their pronunciation and fluency in learning a foreign language?**
- 6. Which specific E-learning platforms do you recommend for enhancing your students' pronunciation and fluency?**
- 7. What is your vision for the future of E-learning in language teaching and its impact on the development of students' speaking skills?**
- 8. What strategies would you suggest to educators for effectively integrating E-learning tools to improve pronunciation and fluency in their classrooms?**

Interview of Students



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic: E-learning on fluency and pronunciation for EFL students

- 1. What E-learning tools or platforms have you used to improve your fluency and pronunciation in the language?**
- 2. What type of content have you found most useful in improving your fluency and pronunciation? Why?**
- 3. What are the main challenges have you faced when using E-learning to improve your pronunciation and fluency?**
- 4. How often do you use E-learning tools to practice your pronunciation and fluency?**
- 5. What are some examples of how E-learning has helped you improve your speaking skills?**
- 6. What significant improvements have you noticed in your fluency and pronunciation in the long term since you started using E-learning?**
- 7. How effective do you find E-learning tools in providing feedback on your pronunciation and fluency?**
- 8. How has your perception of language learning changed since you started using digital platforms?**

Anexxe C. Interviews transcribed

Interview of teachers

Interview 1

1.- A very interesting question. Nowadays students are very used to use technology. They have technology. They're here at Upse or at home in their own schedule. Therefore, e-learning is a tool that they need to use in order to improve not only that production and fluency, but also their listening.

2.- I have many experiences about using e-learning in. E-learning is a group of applications that we as teachers have to use in order to improve our teaching methodologies. One of the applications that are normally used is called The Critical Reader. The critical reader is a reading questions that the web sends us or send the students every single day. Here students, they can practice not only pronunciation and vocabulary, but also, they practice reading, reading, and comprehension. So, to answer your questions, I do use E-learning in applications very often in my in my classes.

3.-Well, it's a question that it depends of what or how the teacher is about. For example, I am from the old school. So, it seems I am from the old school. I usually use the traditional methodologies open books, writing a lot of sentences on the whiteboard or just providing material for the students to read. However, nowadays students are more used to practice English in in the in the internet. This is what is called E-learning. So, we as teachers need to compromise the time and go side by side with the learning abilities that the students have. So, we do use a lot of E-learning material.

4.- Great question. One of the applications that I use the most are that the students loved it from the very beginning is the critical reader, the critical reader, when they start practicing

this app in this application, they not only practice grammar, they not only practice vocabulary, they only practice general English as a whole. They also practice how to answer each particular question, because at the end of the exercise, it explained each answer. And how would it help? Each answer is correct or incorrect. So, I use this on a lot of my students. They use them or not as well

5.- Well, one of the main barriers that students face as far as practicing pronunciation is, like I said before, practice. If a student does not practice, the English is going to be very hard to improve or to enhance their pronunciation. Every time that the students come to the classroom, we as teachers try or we have to make them practice because we know that as soon as they leave the classroom students, they do not practice. So that is one of the main barriers. To answer your question is practice. Students need to practice English every single day.

6.- Oh wow, there are many. There are many a out there. For example, a Cambridge there has a very nice application which is free that in which they can not only practice their vocabulary and pronunciation. They can also practice the reading. Cambridge has a page in which they can read. Students can read a paragraph or a story aloud are also in recordings, whatever they are reading, and then they can push a button in order to listen to the way that they read the paragraph. This way they practice their listening, they practice their vocabulary, and also, they practice their fluency. And this application is free is in the web. And they can do it every single day at any time.

7.- Well, the vision that not only we as teachers have it is very advantageous for students. For example, in Ecuador we use the constructivism methodology and the constructivism also comes as they come together with something that they call the connectivity the

connectivism. And they both have to improve the teaching and learning abilities. The vision for to answer your question is that e-learning is here and is going to stay here. It all depends on how the student and the teacher uses in order to prove the only pronunciation, the only vocabulary, but also listening and reading.

8.- Wow, nice question. There are many strategies. Uh, one of the strategies that I use the most is what we call conversation in a conversation. One student normally asks a question and the other students normally tries to answer the questions, and then we go around the classroom. Doing this conversation is called mirroring. Mirroring is when somebody says something and somebody is trying to answer the question. And in the in the answer in question is not just answering what is short response. Normally in my classes, they have to provide the response with a lot of details. They expand the answer this way. We are using the strategy, we are using e-learning, and also, we are using this learning in the classroom in a in face-to-face activities.

Interview 2

1.- I consider E-learning tools a good and also transformative tools for language learning. Right, so we as teachers we take advantage of e-learning to provide students' good feedback. Even we can say individualized feedback and also focused on pronunciation and fluency. Alright, so these tools facilitate students' speech, recognition and also pronunciation. These types of apps allow students to enhance when they are practicing their speaking skills. So, it is an excellent tool.

2.- Well, I can say that my experience has been positive, okay, using different apps that we can find on the web. It has enhanced students' engagement and also participation and fluency and pronunciation as well.

3.- Well, I can say that these tools bring several advantages over traditional practices, especially in terms of accessibility and also personalized learning. So, we can help our students recommend in different apps so you know that it is part of personalized learning what are examples of how they use e-learning tools has impact your student academic performance well many students have demonstrated okay they have shown a improvement in their fluency and also in their pronunciation and also we can say that it's speaking confidence. So, you know that there are some apps. A month ago, I recommended an app which is called practical.

4.- Well, many students have demonstrated. Okay, they have shown improvement in their fluency and also in their pronunciation. And also, we can say that speaking confidence. So, you know that there are some apps. A month ago, I recommended to them an app called Practical. So, it is with artificial intelligence. And it was a good tool, of course. And we know that we have to pay for it. But the free version is good and we can take advantages of this free version of this.

5.- I can say that fear and anxiety because they feel ashamed to talk, you know, but these types of tools offer students, well they can build this confidence and they need this type of tools with artificial intelligence, okay, reduce the fear and anxiety that they feel when they are speaking.

6.- Well, we can find different apps. I mentioned Practical, but also, we can say that ELSA that is another tool, Rosetta Stone is another one. I suppose that you also mentioned in your study this type of app. Yes. Okay Duolingo that is gamified now. So, I remember Duolingo in its beginning was different than now. So, it is a gamified app, okay and it is also

interesting for students. So, we also have HelloTalk. You can find different stuff now with artificial intelligence. It can enhance this fluency and pronunciation.

7.- Well, it is definitely integrated in the process of education nowadays, okay, and also allows learning in a more interactive way allows a learning in a more interactive way. So, we talk about an immersive experience because you know that with this type of ear, we now have the opportunity to simulate that we are in a real conversation with another person so it brings benefits.

8.-Well, we can say that it can supplement this face-to-face interaction, face-to-face interaction and also that foster and promote this engagement. So, as educators, we should recommend and we should use in our classes' different types of tools, as you mentioned, that improve pronunciation and also fluency. So, technology plays an important role. So, my recommendation and suggestion are that we take advantage of these tools to enhance and improve, and also boost this enhancement for our students' fluency and pronunciation.

Interview 3

1.- Okay. First of all, teachers must establish what methodology needs to apply according with these activities related with pronunciation. For me, yes, I think that is the best methodology. And also, apart from that, techniques.

2.- Okay, thank you. Yes, for example, yes, I consider, I have suggested that the best techniques for a student, first of all, is to apply the recording itself. That is one. And another one is to know the different sounds, consonant sounds and vowel sounds about pronunciation. I consider two important aspects. Students must know how function sounds about vowels and consonants. Yes, that is.

3.- Okay, traditional processes sometimes is related with traditional methodology, but I consider that teachers must provide, for example, other, maybe kind of video, other kind of audio, especially to train and practice the training of the sound according to that. But, previous to that, it is necessary to apply the reading connected with the special listening. And every day try to practice the different sounds, but remember this is necessary to know. The students must know the international phonetic sounds at the same time with phonetic sounds. Remember that. That is necessary. If the students don't know phonetic sounds, that can be a big problem. For that reason, it is necessary to continue practicing with movies, with podcasts, with interviews, and other productive resources that are necessary.

4.- Yes, very good. For me, I always say how the use, for example, the listening, listening about real situations topics related with important situations that students promote inside the class. For example, for you, topics related with education, topics about common situations like obesity, like stress, something like that, to practice the listening. But remember, at the same time, it's necessary to use information in reading to check vocabulary if people or if a student don't know vocabulary how to pronounce it all those vocabularies check the information and repeat again for me it is play recording this or recording self-necessary.

5.- I consider necessary that the teacher must establish all important parameters about pronunciation. Why? Because it's the main aspect of our communication skills. Remember, our pronunciation is connected with speaking. Pronunciation is connected with listening. At the same time, the student needs to know the meaning about the words. And remember, according to pronunciation, students or people can confuse the meaning of our words at the same time the meaning about our class. And I consider necessary in every moment or

suggest to all students to practice especially listening. But remember, to practice the listening, it is in order to realize inside the class all students can practice just with sound. Not listen normal, in every moment, in every moment.

6.- Yes, I recommend something special for me, that is, TED Talk for kids or TED Talk for all people. And another one is Grammarly, yes, that is, yeah, okay. And also, Oxford, with side pages or maybe Cambridge that bring special information about English language based on the real instructions according with the language. Yes, I recommend that.

7.- I consider that nowadays the use of our technology is really important just inside the teaching learning process. But teachers must bring the specific strategies, the specific methodology about how to develop their listening skills, but the other student needs to establish different parameters about pronunciation. First of all, I recommend.

8.- Yes, okay. I always have to say yes to the student, pay attention to the listening first of all. After that, the second one, to read again with the listening. And also, finally, to check vocabulary that can be, maybe this is, without meaning, or can be very difficult for the student. For that reason, three steps that for me are really important. Take note of the last one. Take note about the meaning, about what is the pronunciation, the synonyms, about the spelling, all of them. Check phonetic sounds about each word.

I recommend that. And everyone can speak in English. Check that. Phonetic sounds are connected with pronunciation

Interview 4

1.- Well, I think that E-learning tools have been wonderful for helping students learn pronunciation and fluency, especially in a foreign language.

However, I think that these tools are very influential only if the students are really dedicated to them. So, it's not only the tools, it is part of the student's autonomy to start looking for them.

2.- Well in my experience I've had different situations. I've had successes but also failures and I think that it's because sometimes teachers, we assume that there are some specific e-learning tools that can be applied for every single class. However, we must select these tools according to what the students really need, okay, and how they are going to apply in their real world. And also, very importantly, if they already know how to use them.

Because one common mistake is that we assume, as teachers that the students know everything about technology and we just select the tool and start implementing them with the students. In the case that they have this experience it has been very successful but in the case that the student does not have all of this interaction or experience using these tools this might be a little complicated and a failure.

3.- Okay so for example one traditional teaching practice is repetition okay when you repeat and repeat you try to best pronounce the second and third time however it is kind of exhausting for the teacher or the moderator to start doing it so in this case the influence of these tools help pronunciation because it's automatic and they have even the power now to recognize if the pronunciation is well done or if you need extra repetition so it is very effective okay however we must not forget that a part of the traditional exercises or real face-to-face interactions are going to be useful at the moment of developing fluency. In the past, in the past, sorry, we used to have some songs, for example, English songs, practice pronunciation, and now all the students have the access for that, so it's not new. That is one part. If you continue doing music or sounds with music in pronunciation, that is not new.

You have to look for other sources, other tools that are actually very original and different for the students, so you can captivate your students' motivation and then they start practicing the practice.

4.- Well, for example, Vocaroo is one very interesting, it's not new, it is more than 10 years that I've using Vocaroo but still is very useful for me because at the moment that you record these voices and then you listen to yourself there's not a machine that sometimes can be like not precise but in this case is something in which you can say repeat and the machine is going to do some feedback for you. Those are very interesting but, in my case, I have used Vocaroo and I think that the performance of the students has increased not only because I used something different but because the student really dedicated to that. As I said at the beginning of the interview, it's not the tool, it's actually the student's motivation.

5.- I think that the barriers are the need that is there is a need that the students need to understand that it's up to them to improve pronunciation because now we have actually everything. There's no excuse. We have unlimited access to learn how to pronounce these things. But in my personal opinion, I think that the main barrier is the student's lack of self-regulation or self-motivation to have autonomy on developing his or her own fluency and problem.

6.- Well, nowadays I'm not using e-learning platforms but I still recommend Vocaroo okay also I understand that now chat GPT you can activate the teacher mode and then you just send a prompt and say from now on you're going to be my English teacher so you have to pronounce or say some things that I need to practice so it is like a self-practice with all of AI platforms that can help you that also I've heard about a reading and pronunciation platform that comes from Windows that is the reader companion reader navigator,

something like that. Okay, it's from Windows, Reading Coach. And then at the same moment that you are reading, you are also speaking, and they are going to evaluate the level, how you pronounce that, and that is something very helpful.

7.- Well, I think that in the future, the teaching of speaking skills is going to be self-taught. It's going to be part of each individual. The teacher is going to be a help, a guide, tutor. It's not going to be the person that you will need in every single class because you will have artificial teachers, you will have platforms, you will have resources, unlimited resources. And I think that the students need to understand that in the future, you don't need another person to learn another language for speaking. And it's a globalized world in which you don't need to only learn English. You will need to learn other cultures for example Portuguese, French, German, Chinese, Japanese, Korean all of these big languages that are part of our world so it's going to be impossible to attend all of these Chinese course, Brazilian course, Japanese course because you don't have the time for that but you do have the resources online so you won't need an actual teacher to be in front of you for learning and speaking another language. You will have resources in which, as a student, you need to organize and learn by yourself, and then choose the guide of a help. In this case, it will be a teacher.

8.-Well, in the strategies for educators, I think that it will be important to work in class, explain, present, make them practice, and this interaction with e-learning tools will be at home, okay, because each student will have their own time, they will have their own pace, and they will have to develop this extensively outside the class. And then also include part of these exercises or these practices in class just to monitor them.

So, I really think that these tools should be more autonomous, but the students should understand the importance of actually working with them autonomously. So, it's not going to be the teacher's fault in the case that they fail. When I say pronunciation and fluency, it will be the student's responsibility to look for a better pronunciation, a better fluency with all the tools that the teacher is going to give them.

Interview 5

1.- Well, I think more that influencing, I think E-learning are a must use for teachers because, nowadays is the like the tool that we can apply with our students with, in our classes. And of course it can have a big influence in the pronunciation, improving pronunciation and fluency of students. Like the tools that we are now using. AI like, E-learning, platforms or using different applications or websites are really a big help in developing pronunciation with students.

2.- They are useful. Yeah, they are useful. In my classes, I use different tools for especially for like for pronunciation. And sometimes I put more emphasis on providing some of the information to students so they can apply this while they are also studying by themselves in autonomous learning. So, what I do is I provide them websites or applications that they can practice. And in this case that will go more for autonomous learning that I will like tell them you have to practice on this or practice on that. first thing, for example dictionaries. Yeah. I tell students, okay, to learn the pronunciation of this vocabulary. This word like this is and you, you will always get the pronunciation in the dictionaries. Then there are other applications that students can use to like to record or to practice pronunciation like Elsa. Now Aithor is an artificial intelligence that I see. It is um, well, it is not new, relatively, but it is useful for pronunciation.

3.- I think it gives the student more autonomy on their own learning because like compared to the traditional way of teaching pronunciation, um, you will always need the teacher close to the student so that we can help and control their progress in pronunciation. With E-learning tools, students' have like students don't necessarily, um, like don't need the teacher to be with them in order to improve or practice their pronunciation. They can do it independently. At in the classroom, they can do it at home, they can do at different spaces, different areas. They can do maybe while they are going in the in the bus, or they are moving from one place to another. If they are using earphones, they can just start practicing. So, E-learning Tools have a is giving students the autonomy to learn by themselves, because they can use these tools anytime. If students have internet connection, if they have access to these tools, then they can practice whenever, whenever they can anytime and without limitations. That is one of the advantages.

4.- Uh, what I usually do is I try to enhance students speaking skills. So for each topic in my classes, for each topic, I will tell students speaking, speaking topics or ideas that they can make a short description or they can do a roleplay are for according to the topics that we are studying. Yeah. So, each unit, they will have topics to speak about. So, they have to come. And it is like a kind of a lesson, two-minute conversation, a two-minute description of a topic. So, what they do is they, they practice with applications, like they practice with, um, they even use Google. They text, um, the description and they will listen, play the icon for the speaker and they will listen pronunciation on that. So, they will practice and practice and they come to the class, uh, most of them, of course, ready for them for their speaking lesson. However, uh, it doesn't happen to everyone. There are students whom it might be because not all of them have access to these. These types of tools, but, um, I see that it is

useful because students are, like, more pressed to practice. They know they have to practice because they have a lesson. So yeah, that is one of the strategies that I use with my students.

5.- Okay. The first thing, the first thing of the first barrier is the way we think. Yeah, the way we think. Because sometimes I see students are afraid of speaking. Yeah, they are nervous. They are very nervous. They sometimes they can become anxious about speaking. But it is like, okay, I am learning a language. This is a process. So first it is to understand that it is okay to make mistakes.

First, I, I need to practice. I need to understand. And then, of course, if I make a mistake after practicing, okay, it is fine. So that is the first barrier. Another barrier is the access to technology. Not all students have like, even though nowadays we can access to different tools, different applications, not everyone has the possibility to, um, to have to access these, these technological tools. So that is another barrier. I will not say this is lacking 100%, but it has some. It influences in some way, like internet connection or students living in long distances where there is they don't get, um, like internet signal or even a landline or phone cell phone service. So that is, that is one of the like another barrier. And I would say also another barrier is sometimes the language that, um, the native language, because what we want to do or what happens in the classroom is that we want to read the way it is. It is written, but in English we know that we don't do that in English. We write one way and we pronounce in a different way. So that is also like a I would say a phonemic barrier or limitation with phonetics, because sometimes even in Spanish we do not pronounce some words correctly. So that influences also the pronunciation in English.

6.- Okay. So, the application Elsa. Yeah, the application Elsa that is one that, It. I recommend my students. Um, also, I use a lot. Cambridge. I use a lot, like Learn English. Learn English with British Council. Cambridge. There is also another platform that tests English that has lots of information, like all of these websites or platforms that I'm telling you have free access and also, they have a premium account. But if a student is using the free account, they can practice a lot, a lot of things. So, Cambridge test English they are using or they have um, like the different skills and categories. They will have grammar for A1 until B2 or C1, they will have practice for reading A1 like different skills. Reading, listening, speaking. It is a bit difficult on the platforms, but they will still provide examples for speaking and they will ask the student, okay like do your or produce your own synthesis or your description of this topic. Follow these examples. So, with that example students can enhance. And yeah so, I think those are the most useful tools that students can get.

7.- Well, because of globalization, because we know that now it is a reality that we can have access to, like, anywhere from one place. So being in Ecuador, I can have access to information in many, many different countries around the globe. So, in this case, I think, E-learning, of course, this is going to be the key for learning like through technology. It is going to be the key. I think according to pronunciation and speaking, it will be really helpful because students will get to the idea that the world is out there and they will see the necessity of talking. I need to communicate to this person who is also speaking English. But this is this person is French. If I have a network or social media is really useful for this because in social media we can contact different groups, different networks of students who are learning English. Students who are doing this or any topic of interest. And, they will just go and look for information. If you want to communicate with this person, you will see

the need of speaking more, speaking another language, and usually it is English. English is like the lingua franca, the common language that people will use to communicate. So, that is one of the things that, maybe like some people do not understand yet or do not see yet, is the necessity of using English in our context. So, if we use e-learning and, and students realize our students are in environments where they can, they are related to other people speaking other languages. Yeah. We will see that, um, that necessity. So, yeah.

8.- Well, in this case, I would say because of the advances that we have had during this time, we are already integrating AI tools. We are already integrating platforms in our teaching activity where using the books, you know, English books come with platforms that come with platforms. So that is also a good way to integrate that use. I would say use more tools in a way to help students to like to practice their pronunciation. If in class, okay, students are doing an interview with their classmates and then, they can report, but before for reporting. They can practice with um, with I, for example, maybe either or even ChatGPT. Just put the text and ask the AI to read. So, you listen to the pronunciation and then you repeat and you repeat and you're listening again. And that is the use of technology. So, you are asking AI to read the text. So, you, you start planning like pronouncing or repeating this and until you practice in practice. And it's also a good one. Usually, websites that are for English teaching, for teaching English, for pronunciation, specifically using also AI is one of the ideas I would say that will improve your student's pronunciation.

Interview of students

Interview 1

1.- Well, I have used Duolingo, Memrise, and one that is called HelloTalk that is my favorite.

2.- Music and series because I really enjoy to watch movies, series because it's funny and I am interested in this content because I enjoy Hollywood stuff and that's the reason.

3.- I think when I'm speaking, I'm not really fluent and also when I am listening, I barely can understand, especially when I'm listening in British accent.

4.- I used to do it more frequently but right now I barely practice because I don't have too much time to do it.

5.-Some examples, maybe practice with my best friend. He's from Netherlands and speaks English. So, I talk with him and practice my English. And also listening to music

6.- I think it is going well because when I started, I barely speak, I mean just a few words and I was like losing myself but now I think I can take a little bit more.

7.- I think it is very important, because sometimes you think you are saying something well but you really are not, and the feedback helps you to understand what kind of mistakes you have.

8.- I find it more interesting and actually I think these tools help you to prepare for the real life. You can learn vocabulary and stuff like that.

Interview 2

1.- I usually apply some applications such as YouTube videos and Duolingo.

2.- Well, for me, using Duolingo. I practice several conversational aspects and pronunciation during exercises. Using YouTube, that includes real-life situations such as the pronunciation and accents.

3.- Well, Duolingo is very useful and YouTube channels also, but there are many lacks of personalized feedback

- 4.- I almost practice daily with e-learning tools as I mentioned that these two tools.
- 5.- Well, E-learning helped me develop confidence when speaking English. For instance, I learned how to pronounce certain things challenging words for me
- 6.- Over all that time I've noticed some improvement in my pronunciation even in tricky zones and tricky words and even expressions that use native speakers.
- 7.- The feedback from Duolingo, for example is very limited in about pronunciation because you know you don't have that feedback, this personal feedback to improve your pronunciation skills and communication.
- 8.- Well, using digital platforms has changed my perspective on language learning, making it more flexible and accessible for each type of persons.

Interview 3

- 1.- Bueno, yo uso Drops que es similar a Duolingo, uso Cambly, que es para hablar con nativos y bueno me ayudo de ciertas aplicaciones, YouTube donde también hay videos en los cuales te ayudan con la pronunciación o algún tema en específico.
- 2.- El contenido acerca de inglés conversacional, el inglés que se usa comúnmente, me siento cómoda, ayuda más para lo que es la fluidez, dado que te ayuda a unir las palabras o unir las oraciones que tengas, las ideas.

Entonces, con ello, cualquier idea o nueva palabra que tengas, puedes unir las y de ello puedes mejorar lo que es el vocabulario, el léxico y así mismo la pronunciación y las habilidades de speaking.
- 3.- Bueno, como obstáculos tal vez, no tenemos una enseñanza personalizada como que no tenemos ciertos temas que nos hagan falta, tenemos que hacer una investigación, no

tenemos una guía, de lo que tenemos que aprender más. Yo tengo un conocimiento mejor en tal tema y el otro no, entonces esa es la cuestión, quizás no puedo buscar la información específica de qué es lo que tenemos que aprender.

4.- No tan seguido, sin embargo, me gusta practicarlo de vez en cuando, dado que, bueno, en caso de usar Cambly, que es el hablar con nativos, es casi rara vez que lo uso porque, bueno, como es una aplicación de paga, es imposible como que estar, siempre estar detrás de esa aplicación. siempre estaré detrás de esa aplicación. Igualmente sé las aplicaciones como Drops que te ayudan con la pronunciación, nadie te puede como estar detrás de eso, no está bien o está mal la pronunciación como lo hiciste, pero sí los uso regularmente.

5.- Como un ejemplo podría ser, el uso de las aplicaciones de reconocimiento de voz, en Google, en Word, para poder h diferentes idiomas, y hacer como un dictado, solamente se prende el micrófono y de esta manera puedes verificar si tu pronunciación está bien o no está bien.

6.- Hubieron muchas mejoras, desde el hecho de la pronunciación, la fonética dado que al principio uno no sabe específicamente cuales son las partes de la fonética para hablar mejor inglés, por ello todo este conocimiento ha ayudado a que sea mucho mejor la pronunciación y la fluidez de las palabras, tanto en la parte de writing como de speaking.

7.- Bueno, eso depende de que aplicación o que herramienta de E-learning se esté usando porque bueno no todas dan retroalimentación sin embargo hay algunas que sí lo hacen, por ejemplo, creo que incluso hay aplicaciones con IA que hablas con ellos y ellos también te dan su respuesta, su retroalimentación, pero así mismo si tu les preguntas si te puede decir si está bien la pronunciación, o si te puede ayudar, genera mejorías en lo que es la pronunciación.

8.-Desde el hecho de que es mucho más fácil aprender un idioma digitalmente sea con cualquiera aplicación o plataforma, mi percepción con respecto a las diferentes herramientas es que un idioma no es difícil de aprender, simplemente no encontramos verdaderas las herramientas para poder aprenderlo entonces no es complicado, se puede hacer todo más que nada ahora que tenemos el área digital.

Interview 4

1.- Bueno, usualmente yo uso la herramienta más común que es Duolingo para mejorar mi pronunciación y diversificar las palabras para tener un vocabulario más extenso, es la herramienta que más uso para practicar y demostrar mi inglés

2.- El contenido es que más uso es videojuegos, principalmente, consumo también contenido de discord, comparto lo que juego, a veces lo hablo también, y música, uso música para desarrollar mi inglés, soy vocalista de una banda y casi todo me piden que lo hable en inglés así que practico y practico con Karaoke principalmente.

3.- Quizás el tiempo porque se trata de tener una constancia, tener tiempo en el día y no todos los días tengo el tiempo necesario para dedicarme a eso, entonces simplemente ya después de dos o tres meses vuelvo, entonces para mí, en lo personal el mayor reto es el tiempo, y muchas veces después de mucho tiempo que pasa tengo que reincorporarme y adaptarme otra vez a eso.

4.- Cuando tengo tiempo, casi todo el día, usando plataformas como Duolingo, Grammarly que al menos le dedico un par de horas al día, y cuando ya pierdo ritmo trato de tener una semana intensa de práctica.

5.-Duolingo, Grammarly, bueno y bueno yo lo recomiendo mucho pero no todo el mundo lo utiliza y es Open English, definitivamente Open English es muy bueno, lo mejor que

tiene Open English es la pronunciación, porque te ofrece profesores a tiempo real que son extranjeros, y puedes hablar a tiempo real con ellos entonces eso me ha ayudado a mantener una fluidez al momento de hablar.

6.- En la mejora del habla nativa porque una cosa es hablar pausado y lo que tu entiendes y otra cosa es usar expresiones, palabras o frases nativas, entonces me ha ayudado en mi pronunciación al momento de hablar con extranjeros.

7.- En lo que más me ha ayudado es que si me olvido de algo en la pronunciación o de alguna palabra, puedo recordarlo simplemente volviendo, practicando y repitiendo una y otra vez.

8.- El E-learning ayuda a mantener un inglés como el que se puede impartir en clases, por ejemplo el profesor te indica y te da las pautas pero tu verdadero desarrollo está en ti, al momento como tú te expresas, como tu hablas, mediante el uso de herramientas por ejemplo, en open English cuando yo hablaba con un profesor extranjero me decía que podría pausar o usar ciertas expresiones para mejorar mi inglés y que suene mucho más fluido, lo más nativo posible, la meta de aprender inglés es entenderlo y en este caso particular como en Open English hablar lo más nativo posible, como herramienta principal de E-learning me ha ayudado, a la importancia de tener y usar expresiones nativas.

Interview 5

1.- Well I use Duolingo and Elsa speak

2.- I find it more useful to listen to podcasts on YouTube in different real or family contexts which have given me better results.

- 3.- What catch my attention is the creators of this application use excellent voice which are often incomprehensible.
- 4.- I regularly use e-learning tools to practice my pronunciation and fluency.
- 5.-I use podcasts regularly.
- 6.- The improvements have been quite significant considering that I come from a student gap of 20 years that is I started from practically zero level.
- 7.- They help a lot because of the consistency they apply but the training depends on each person. I give them a 7 out of 10.
- 8.- My perception has changed because there are increasingly digital tools that facilitate language learning. that modernity meets your expectation in terms of the benefit you can get from each one.