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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

“AUDIO RECORDING AS A TECHNIQUE TO
IMPROVE VOCABULARY AND
PRONUNCIATION”

RESEARCH PROJECT

As a prerequisite to obtaining a:

BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES

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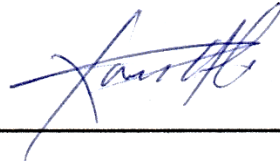
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**AUDIO-RECORDING TO IMPROVE VOCABULARY AND PRONUNCIATION**” prepared by **HELEN IVETH MEREJILDO YUNDA** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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,



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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA
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A handwritten signature in blue ink, appearing to be 'H. Yunda', is positioned above a horizontal line.

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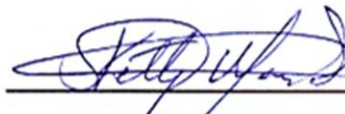
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DEDICATION

I want to dedicate it to my family for always being there and supporting me in any adversity. They are not only part of my achievements helping me, but they also are my motivation and inspiration to accomplish them.

With love, Helen.

ABSTRACT

As vocabulary and pronunciation are two of the most important tools to defend a language orally, was born this study with the goal of determining if the Audio-recording as a technique contributes to improve the vocabulary and pronunciation of English as a second language' students. It is a phenomenological research study, and the research method applied is qualitative with data collection. It was taken into account the previous experience of some undergraduate students of Biology 8-1 from Universidad Estatal Peninsula de Santa Elena, participants who had been in the same group of the English Module V at the beginning of the period 2022- 1. In such a way, a focus group was planned in which, through a meeting with 9 participants as a sample, they answered questions sharing their personal points of view. Some of the findings that it was possible to discover through this research, was the progress that the students noticed since they started using the technique and afterwards, when they could see some improvements not only in vocabulary and pronunciation, but also the development of other oral skills.

KEY WORDS: Audio-recording, vocabulary, pronunciation, improvements, university students, oral skills

RESUMEN

Al ser la pronunciación y el vocabulario dos de las herramientas más importantes para defender un idioma de forma oral, nace este estudio con el propósito de determinar si la técnica de Audio-recording como técnica contribuye a mejorar el vocabulario y la pronunciación de estudiantes de inglés como una segunda lengua. Es una investigación de estudios fenomenológicos y el método de investigación es de carácter cualitativo con recopilación de datos. Se tomó en cuenta la experiencia previa de algunos estudiantes universitarios de la carrera de Biología 8-1 de la Universidad Estatal Península de Santa Elena, participantes que habían estado en el mismo grupo del Módulo V al inicio del período 2022- 1. De tal forma, se planificó un grupo focal en el que, a través de una reunión con 9 participantes como muestra, respondieron a preguntas compartiendo sus puntos de vista personales. Algunos de los hallazgos que fue posible descubrir a través de esta investigación, fue el progreso que los estudiantes notaron desde que comenzaron a usar la técnica y después, cuando pudieron ver algunas mejoras no solo en el vocabulario y la pronunciación, sino también su desarrollo de otras destrezas orales.

PALABRAS CLAVES: Audio-grabación, vocabulario, pronunciación, mejoras, estudiantes universitarios, destreza oral

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INTRODUCTION

English is the most used language in communication worldwide, owing to its use carried out in various contexts such as political, economic, social, scientific, and cultural. For this reason, is the official language of various international organizations. According to Ethnologue (2022), English is the most spoken language at the global level with 1.5 billion in the ranking of the 200 most spoken languages worldwide, in the Second place, is Mandarin Chinese Language with 1.1 billion, in the third place, Hindi Language with 602.2 million, in the fourth place, is the Spanish language with 548.3 million and in the fifth place is French with 274.1 million.

The importance of learning English falls in not only how it allowed the language proficiency, but also that allows higher opportunities at a personal, labor and professional level, in the way the person might be able to get a better development through new learnings that were unlikely if is only taken in consideration the mother tongue proficiency.

One of the essential basis to learn English is the practice of vocabulary and pronunciation. As the pronunciation is different from the written form of words, therefore is important the practice; since the more you practice, the better will be the results acquired. Despite there are various ways to learn vocabulary and then pronounce the words, not each of them works adequately, and that is precisely why this investigation will be focused on the learning and development of speaking through audio-recording technique to improve vocabulary and pronunciation. It is worth mentioning that exists a close relationship between vocabulary and pronunciation due to; only knowing the words

is not enough to reach the English-speaking skill and comprehend the spoken language, but rather with pronunciation is possible to achieve fluency and proficiency of the skill.

According to Uluwi (2019), the pronunciation is fundamental to learn any language, due to how directly affects the communicative capacity of a person as well as his performance. Whether the person has a good pronunciation, this allows them to achieve confidence in themselves to express and share their ideas, nonetheless, if the pronunciation is not good this may provoke the person to be limited in social interactions owing to fear, insecurity, and shame to speak an unknown language.

Le (2018) found in his study that students with more than 7 years of learning had not accomplished communicating the English language adequately and therefore they could not establish conversations, this is due to students do not have the opportunity to practice their skills outside of the classroom, and the reason why the author considered audio-recording is a favorable tool that allows students to practice the language out of classes, and thus achieved the proficiency language through the complexity, fluently and precision.-recording is a favorable tool that allows students to practice the language out of classes, and thus achieved the proficiency language through the complexity, fluently and precision.

Nesrallah & Zangana (2020) express that with the passing of the years, importance has been given to vocabulary and to the role it has in learning, due to this is the central axis for the development of any language. In addition, they expose that without an extensive vocabulary and the correct strategies to acquire it, students develop a lower amount of their potential. Likewise, the lack of vocabulary needed is used to be

one of the most common problems, owing to how makes it difficult the communication sharing any idea or thought

This research is focused on the low English level college students have and which effects are low academic performance, lack of communicative skills, fears, shame, and insecurity. For this fundamental reason, analyze how it could be developed the acquisition of vocabulary and pronunciation through the Audio-recording technique in the students of the Biology major 8-1 at Universidad Estatal Peninsula de Santa Elena.

CHAPTER I

THE PROBLEM

1.1. Topic

Didactic Resources and Vocabulary learning.

1.2. Title

Audio-recording as a technique to improve vocabulary and pronunciation.

1.3. Problem Statement

At the Latin American level, diverse efforts had been implemented to enhance the learning of the English language, but the results obtained showed that the level is still low, due to, the educative systems of some countries of this region being of poor quality according to the English language approach, and therefore why students do not have an adequate command of the language.

In Ecuador, the situation is not different from the last mentioned, as Rodas and Rodas (2021) said, the country is on the list of countries with a very low percentage of English language proficiency, thus taking up the rank 81 of 100 countries, this based on the English language proficiency index, in the same way in Latin America region has the lowest level with a score of 46,57.

Despite the efforts done by the government to enhance education, but that in a general way has proven with no significant results, since exists factors that have not been improved, proof of that, is that teachers continue using the old strategies which preclude the development of English competences, as well as the communicative skills (writing, reading, listening and speaking)

To Bon & Pini (2019) in Ecuador, the teaching of the English language is managed traditionally, with an approach in grammar and translation, leaving in the past the communicative practice. Another aspect to take into consideration is that in Ecuadorian society, English is not widely spoken, owing to its limited use in the classroom and the learning provided by teachers.

The problem of this investigation is the low level of English college students have, due to the fear to express themselves, insecurity and shame, as essential products of that education are still managed under the traditional scheme focused on the learning of grammar and not the communicative skills, generating the low academic proficiency to the knowledge about the proper pronunciations of the words and for the lack of strategies to develop the vocabulary and pronunciation skills.

1.4. Problem formulation

1.4.1. Main Question

How does the Audio-recording technique contribute to improve the pronunciation and vocabulary of the students of the Biology major 8-1 of the Universidad Estatal Península de Santa Elena?

1.4.2. Specific Questions

- How can the acquisition of pronunciation and vocabulary be improved by means of the Audio-recording technique in students of the Biology major 8-1 of the Santa Elena Peninsula State University?
- What is the experience that the students of the Biology major 8-1 of the Universidad Estatal Península de Santa Elena have had with the use of the audio recording technique?

- How effective is the audio recording technique in students of the Biology major 8-1 courses at the Universidad Estatal Península de Santa Elena?

1.5. Objectives

1.5.1. Main Objective

To determine how the Audio-recording technique contributes to improve the pronunciation and vocabulary of the students of the of the Biology major 8-1 of the Universidad Estatal Península de Santa Elena.

1.5.2. Specific Objectives

- To identify how the acquisition of pronunciation and vocabulary can be improved by means of the Audio-recording technique in students of the of the Biology major 8-1 of the Universidad Estatal Península de Santa Elena.
- To analyze the experience that the students of the of the Biology major 8-1 of the Universidad Estatal Península de Santa Elena have had with the use of the audio recording technique.
- To evaluate the effectiveness of the audio recording technique in students of the Biology major 8-1 at the Universidad Estatal Península de Santa Elena.

1.6. Justification

The importance of this work is based on demonstrating that through Audio-recordings it is possible to significantly improve the learning of the vocabulary and pronunciation of the English language. Therefore, it allows students through continuous practice to acquire new knowledge, the proper pronunciation of words, oral skills, self-confidence, loss of fear, and correctly communicate their ideas, among others.

The need to carry out the research is that students require new practices focused on the use of new Information and Communication Technologies (ICT). As our smartphones allow the use of multiple applications, including audio-recorders, which allow the person to record what they say. In this way, as the audio is recorded and listened to, you can gradually improve your vocabulary and pronunciation, in this way develop greater fluency and precision when communicating with others when speaking English, since you will be able to gain self-confidence and acquire new knowledge,

CHAPTER II

THEORETICAL FRAMEWORK

Background

Audio recording to learn new languages is nothing new, however, over the years it has become much easier thanks to the new technologies that exist and the greater access that we have today. Both teachers and students require new methods to significantly learn the English language and one of them is audio-recording, as this is of great value because it allows students to improve their pronunciation and vocabulary. Next, several international and national studies will be presented in relation to the subject of study.

In a study carried out by Castro (2021) in Ecuador (Balzar) to 10 students and 6 teachers from the Manuelita Saenz school. The author expresses that in the country a low quality has been reported in the production and in the teaching of the English language, which generates that the pronunciation of the students is not adequate, for which it is necessary that they adopt strategies that allow adequate teaching to enhance skills in the acquisition of the English language.

Also, in a study conducted by Crespo (2021) in Ecuador (Santa Elena) to 19 students from the Fundación Amor y Verdad. It was found that the challenge of learning a new language lies in the understanding of the students and the facility to use the new words they learn, since it would be worthless if they know all the grammatical rules and have an insufficient vocabulary, because of their communicative process, in this case, would be deficient. One of the realities in the country is that old teaching methodologies continue to be used, with this it is not meant that this is not important, but rather that the

capacities and abilities of the students can be exploited through more fun and interactive methods. that promote the acquisition of the English language.

Similarly, in a study by Merejildo (2017) in Ecuador (Santa Elena) to authorities, teachers and students of the San Marcos Educational Unit located in the Colonche Parish, a total of 47 people. It was possible to determine that the application of ICT in the teaching and learning process was highly motivating for students, thus developing their skills and generating them to make use of other types of multimedia resources that allow them to improve their ability to learn English language.

According to a study carried out by Ponce (2017) in Ecuador (Libertad) to 16 students from the Rosendo Felix Mejillón School, it was determined that vocabulary is essential to learning the English language. Therefore, teachers must use different strategies and resources, such as technological tools that today allow students to feel motivated and to practice the language anywhere and anytime.

As in a study by Orrala (2022) in Ecuador (Libertad) to 41 students from the Carmen Montenegro de Obregon Educational Unit. It was determined that learning pronunciation and vocabulary are fundamental for students to be able to speak the English language correctly, for which use of technological tools should be made, since these have a positive impact on teaching, because students nowadays are more related to these, in such a way that their knowledge, skills and competences are increased.

According to Kathirvel & Hashim (2020) in a study carried out in Malaysia to determine the use of audiovisual materials as strategies to improve oral skills in ESL students, it states that there are four skills within the English language, these are knowing, speaking, reading and writing, these are considered essential since they allow

students to communicate with others effectively. Currently, teachers seek to use ICT as a strategy to improve their learning. Through the study they carried out, they were able to determine that the use of audiovisual materials helps teachers and students to improve language learning, especially speaking skills, more than anything in this time when teaching forms have turned towards online education.

On the other hand, Yeşilbağ & Korkmaz (2021) in a study carried out in Turkey on 59 high school students, to evaluate the effect of using the Voki application to improve the academic results and attitude of the students. It was obtained as a result that education that includes the needs that the students present and that makes adequate use of the technological opportunities can contribute positively to the teaching and learning process, as well as improve the success rate. A teaching method combined with technology increases the motivation of students so that they can learn at their own pace and individually, as well as improve their academic results and their attitude to learn. It was obtained as a result that an education that includes the needs that students present and that makes an adequate use of technological opportunities can contribute positively to the teaching and learning process, as well as improve the success rate.

Citing Yanju, Yan & Mohamed (2017) in the study carried out in Malaysia to 60 undergraduate university students in order to evaluate the effectiveness of audio recording activities to improve students' oral fluency. These show that the “digital audio recording is a useful tool in foreign language classrooms where a primary goal is for students to practice speaking the target language, hear how they sound, and improve their speaking proficiency” (p.57). Smartphones provide a useful tool that is easy and free to use that allows students the opportunity to record and listen to their own speech.

Therefore, you can assess your accent, intonation, fluency and grammar. In addition to that, students can save these recordings and review them to determine their progress, as well as send them to their teacher or friends to receive constructive criticism that allows them to improve their pronunciation.

For Siregar (2021), in his study conducted in Indonesia with 28 university students about learning the English language through audio recording. He determined that this serves as a teaching method that can be used to improve pronunciation skills in students. Unlike before recorders were used today with technological advances there are several ways to do the same and in a much easier way, one of them is through smartphones that allow the recording of sounds. Consequently, when using these devices, audios can be recorded allowing language and students to practice and improve their speaking skills more effectively.

Taking into account Lancini (2019) his work was carried out in Brazil in relation to the use of audio tools to develop the skills to learn English. Where it states that the audio recording tool must be aligned with the pedagogical and educational objectives, as well as the level of skills of each of the students. It also suggests that according to studies by various authors, students can listen to and edit audio files as they develop their learning in English.

2.1. Teaching Speaking

Wisnu (2018) states that “speaking English is neither an easy nor a fast process to learn. The facilitator should have a technique to increase students' speaking skills. Teaching speaking is not merely asking the student to speak up” (p.76). Students must

not only learn about grammar, pronunciation, and vocabulary, but it also requires them to understand the proper way to produce the language.

In this regard, Pakula (2019) indicates that "teaching foreign language oral skills in the classroom has traditionally been informed by the cognitive psycholinguistic tradition with a focus on individual learning processes" (p.97). Processes that are psycholinguistic such as explicit and implicit learning, procedural and declarative knowledge, as well as automation and proceduralization are directly related to the fluid production of language.

2.2. Vocabulary and Pronunciation

Based in Astina, Nurhamdah & Amzah (2020) "pronunciation is a very important part of mastering any foreign language, including the English language. It is related to speaking, listening, and reading. Bad pronunciation can make a bad effect on those skills" (p.1). Through good pronunciation, students can have good communication with others, and express their ideas, thoughts, purposes and so that they can understand them.

About vocabulary Dakhi & Nur (2019) state that this is the basis of communication as it is the main communication too, since it contributes significantly to the good performance of linguistic skills (reading, writing, speaking, and listening).

In the opinion of Septy & Munir (2018), the ability to speak must be supported by several components, among them, the most important are vocabulary and pronunciation, without a good command of vocabulary and proper pronunciation, what is transmitted may be misunderstood and generate serious problems. Both elements are essential for students to be able to speak coherently and express themselves, in such a way that it can

be said that they complement each other, since, without vocabulary, nothing could be expressed and without good pronunciation, the vocabulary learned would not make any sense. The most important are vocabulary and pronunciation, without a good command of vocabulary and proper pronunciation, what is transmitted may be misunderstood and generate serious problems. Both elements are essential for students to be able to speak coherently and express themselves, in such a way that it can be said that they complement each other, since, without vocabulary, nothing could be expressed and without good pronunciation, the vocabulary learned would not make any sense.

2.3. Teaching ESL Methods

According to Eripuddin & Kasyulita (2019) when referring to the audio-lingual method, he maintains that with this method “(.) the students are expected to use the language based on grammar construction and the students must be aware to the basic knowledge of the phonological, grammatical and lexical subsystem of language, as well as the ability to use actual communication” (p.433). Through this method, it is sought that students become more skillful in composing sentences in practice, that students have excellent pronunciation, and that students do not remain silent, but continue and respond to questions from teachers. Sidabutar (2021) on the subject indicates the following:

2.4.1. The Audio-Lingual Method

The Audio-Lingual Method in teaching speaking is more congruent with learning and talking teaching practices. It is more like the real and able to provide the correct response directly. The Audio-Lingual Method is like the direct method that is also an oral-based approach. However, it is very different in that rather than

emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and physiology. (p.57)

2.4.2. The Direct Method

According to Thalib & Zainurrahman (2022) “the direct method, in its simplest meaning, is a foreign language teaching and learning process where both the teacher and the students don’t use the native language” (p.21). The objective of this method is to promote the acquisition of foreign languages by students, especially oral communication skills and, in certain cases, reading and writing. On the other hand, Sitorus & Silitonga (2018) point out the following about the direct method:

The Direct Method is a method designed where the educator uses the target language (English) in the classroom. If some students do not know the meaning of the words spoken by the educator, the educator may not translate but use visual aids or through demonstrations to illustrate the meaning of the words. (p.80)

2.4.3. Communicative Language Teaching

In the words of Arini (2020) “as the name, Communicative Approach regards language learning as a whole learning using various contexts to make the students be able to communicate well” (p.18). Communicative competence can be divided into four dimensions: grammatical competence, discursive competence, strategic competence and socio-linguistic competence.

From the point of view of Richards (cited by Oviedo & Mena, 2021) “communicative language teaching (CLT) is the whole of principles and objectives to allow learning language using the classroom activities that best facilitate the development of the communicative competence” (p.10). The principles of this method are to produce communication according to the real context, tolerance for student errors, provide opportunities for the development of precision and fluency, ensure that the four basic skills are learned integrally and simultaneously and that the student is able to acquire the grammatical rules.

2.5. Legal Basis

To address the legal bases in relation to education, the Constitución de la República del Ecuador (2021) will be in the first place, in which the following is mentioned:

Article 26.- Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process.

Article 27.- Education will focus on the human being and will guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture,

individual and community initiative, and the development of skills and abilities to create and work.

Article 28.- Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation will be guaranteed without any discrimination and compulsory at the initial, basic and high school level or its equivalent.

Article 29.- The State shall guarantee freedom of education, academic freedom in higher education, and the right of people to learn in their own language and cultural environment.

Article 351.- The higher education system will be linked to the national education system and the National Development Plan; The law will establish the coordination mechanisms of the higher education system with the Executive Function. This system will be governed by the principles of responsible autonomy, co-government, equal opportunities, quality, relevance, comprehensiveness, self-determination for the production of thought and knowledge, within the framework of the dialogue of knowledge, universal thought and global scientific and technological production.

Article 57, number 14.- Develop, strengthen and promote the bilingual intercultural education system, with quality criteria, from early stimulation to the higher level, in accordance with cultural diversity, for the care and preservation of identities in accordance with their teaching and learning methodologies.

Article 347, number 9.- Guarantee the bilingual intercultural education system, in which the language of the respective nationality will be used as the main language of education and Spanish as the language of intercultural relations, under the stewardship of

the public policies of the State and with full respect for the rights of communities, peoples and nationalities.

Also, in the Organic Law of Higher Education (2018), which refers to the following:

Article 2.- - This Law aims to define its principles, guarantee the right to quality higher education that tends to intercultural excellence, universal access, permanence, mobility and graduation without any discrimination and free of charge in the public sphere until the third level.

Article 3.- - Higher education of a humanistic, intercultural and scientific nature constitutes a right of the people and a social public good that, in accordance with the Constitution of the Republic, will respond to the public interest and will not be at the service of individual interests and corporate.

Article 4.- The right to higher education consists in the effective exercise of equal opportunities, based on the respective merits, in order to access academic and professional training with the production of pertinent and excellent knowledge.

Article 8, item k.- Develop, strengthen and enhance the intercultural bilingual higher education system, with quality criteria and in accordance with cultural diversity.

Article 115.4.- Higher Pedagogical Institutes and Bilingual Intercultural Pedagogical Institutes. -Public higher education institutes and duly accredited public bilingual intercultural pedagogical institutes are higher education institutions dedicated to teacher training and applied research. They will be academically articulated to the National University of Education "UNAE", and to those institutions of higher education

with academic offer related to this field of knowledge, as determined by the Regulations to this Law.

As well as in the Common European Framework of Reference for Languages (2021), it mentions the international standard that helps define the linguistic competences of people. This is grouped into three categories that are the basic user (A1 and A2), independent users (B1 and B2) and competent user (C1 and C2).

According to the Ministerio de Educación (2022), the study plan according to the current foreign language curriculum in the country is based on the levels and learning processes that are internationally recognized, in this case in CEFR.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Methodology

The research method to be used in this work is qualitative. In accordance with Williams (2020) “Is a method of inquiry that develops understanding on human and social sciences, to find the way people think and feel” (p.34). It also expresses that it is a research method that is not structured that allows the study of phenomena that are complex and that are difficult to elucidate with quantitative research. This type of research is used to understand the behavior of people, their experiences, their intentions, their attitudes and their motivations.

3.2. Type Research

3.2.1. Description of Type of Research

The phenomenological study will be used as a type of research. Creswell (cited by Larsen & Adu, 2022) defines this type of study as a research method through which one seeks to understand the experiences lived by a person or by a group of people about a concept or phenomenon.

3.2.2. Data Collection Techniques

For data collection, the Focus Group technique will be used. As stated by Ñaupas, Valdivia, Palacios & Romero (2019) it is a qualitative research technique whose function is to analyze the opinions of the participants and their behavior on a specific topic. This is carried out with a group of between 6 to 10 participants where they answer several

questions in a natural way. This technique usually lasts between 30 minutes to an hour and a half, it all depends on the scope of this investigation. It must be carried out by a moderator who will be in charge of leading the exchange of ideas.

3.2.3. Instruments

As a research instrument, the Focus Group has been selected, in order to gather the opinion, perception and ideas that the participants have in relation to the proposed topic. This will be carried out through the Zoom application, since, through it, the session can be recorded and later reviewed and analyzed each of the opinions expressed by the participants. The moderator of this Focus Group will be the author of this work. Likewise, the necessary materials to apply this instrument will be a laptop and internet access.

3.3. Data Collection Processing and Resources

Based on what is mentioned in the previous points, a one-on-one interview will be carried out through a questionnaire with open questions to the students of the of the Biology major 8-1 of the Universidad Peninsula de Santa Elena. This research will be carried out during the month of July, in order to determine how the audio recording technique contributes to the improvement of students' pronunciation and vocabulary. The questions to ask are the following:

1. Did you find it easy to speak in English before the implementation of the audio recording technique?

2. What is the experience you have had using the audio recording technique? Was this pleasant or unpleasant? Please give a reason for your answer.
3. How has the use of this technique contributed to improve your pronunciation and vocabulary?
4. Do you consider that by using this technique you have felt motivated and confident to speak freely in English and be more participative in class? Justify your answer.
5. What are the advantages and disadvantages for you from your point of view?
6. What would you have liked to have done differently or added in classes in relation to the technique in question so that they better acquire pronunciation and vocabulary?
7. How do you think pronunciation and vocabulary could be improved using this technique?

3.4. Population and sample

The population of this study includes the students of the Biology major 8-1 with 14 students who had been into Module V in the first group of virtual English Modules from Universidad Estatal Peninsula de Santa Elena, period 2022-1. The students were considered in this investigation due to they have experimented the usage of the Audio-recording technique during Module V. Therefore, to carry out the Focus Group, it have been considered that the sample is 9 participants of this course.

Table 1*Population*

Description	Quantity	Percentage
Biology major students	9	100%
Total	9	100%

Source: Biology major student from Universidad Estatal Peninsula de Santa Elena

Author: Helen Iveth Merejildo Yunda

4.1. Results of the focus group

Question 1.- Did you find it easy to speak in English before the implementation of the audio recording technique?

All the participants indicated that before using this technique it was very difficult for them to speak English easily, despite having notions of the language it was not easy for them to acquire an adequate pronunciation, in the same way as acquiring new vocabulary. Well, the classes focused more on learning grammar and writing, unlike the use of this technique that focuses more on being able to speak the language fluently.

Question 2.- What experience have you had using the audio recording technique? Was it pleasant or unpleasant? Please provide a reason for your answer.

For most of the participants at the beginning, the use of this technique was complicated, overwhelming and stressful, since not being familiar with the English language made it difficult for them to pronounce the words when recording the audio. It should be noted that this is because they had a low speech level, however as they used the audio-recording technique it became much easier for them to learn the language. Because as they recorded their audio they practiced, without fear of making mistakes, and if they did, they could repeat it over and over again until they got it right. In short, all the participants had an excellent experience with the use of the technique, because its use is fun, makes the class dynamic and generates results in a short time. It should be noted that for the level of English they were at, the progress was significant.

Question 3.- How has the use of this technique contributed to improve your pronunciation and vocabulary?

The contribution of this technique to improve pronunciation and vocabulary was amazing, because some of the participants at the beginning could not pronounce the words well, much less understood what they were saying. With the use of this technique and the practice of it, they managed to have a more fluid speech by practicing the intonation of the words; understand what they said; increase their vocabulary, because when they repeat new words, they stay in their minds; that what they spoke be understood; and his academic grades improved. It should be noted that the participants mentioned that the more time and dedication given to the practice of audio-recording, the better the results obtained.

Question 4.- Do you consider that by using this technique you have felt motivated and confident to speak freely in English and be more participative in class? Justify your answer.

All the participants stated that when using this technique, they felt motivated because it was something new, something novel for them. Since usually in other English classes the teacher only focuses on teaching grammar and writing, which means that class participation is limited by the time he has to teach the class. With the use of this technique, instructions can be given and students can practice in their free time and when it is the day of classes they can participate, thus reducing the number of corrections when someone makes a mistake, but rather the teacher indicating if it was right. what has been practiced and progress achieved in practice. In addition to listening to their other

classmates they can learn new words and add them to their vocabulary. For the participants with the use of this technique, they no longer only have to repeat what the teacher teaches them in class, but through practice they are able to understand what they say, correct their own pronunciation over and over again. until it is optimal.

As for the confidence for some of the participants, it did give confidence to others, but not completely, because perhaps it took a little more time to use this technique, but unlike how they started, they did improve their participation. in classes because his confidence increased even a little.

The interviewees also indicated that through this technique, learning can focus on pronunciation and vocabulary without neglecting grammar and writing, and thus students can have a better command of the English language.

Question 5.- What are the advantages and disadvantages for you from your point of view?

According to the participants, the only disadvantage of this technique is when it must be done in a group or as a couple, because it depends on the time of each one and this is usually very difficult because some work or have occupations. For their part, when referring to the advantages, they mentioned that these are that they improve pronunciation, vocabulary, the ability to make sentences and phrases, the ability to speak English more fluently, the understanding of what is said and what others say in English, confidence, motivation and academic performance.

Question 6.- What would you done differently or added in classes in relation to the technique in question so that they better acquire pronunciation and vocabulary?

For some of the participants, the technique should be applied both in virtual or face-to-face classes and in free time, so that in this way some at the beginning could better understand how to do it. Just as new units are developed, examples are made of how the practice can be done better. Another aspect to consider is that the number of audio recording materials per study unit should be increased, so that they can better familiarize themselves with the technique and thus have greater participation in classes. As well as for students to propose topics of interest so that audio recordings are developed around them, as well as free topics, where the student can express their own ideas and talk about what they want.

Question 7.- How do you think pronunciation and vocabulary could be improved using this technique?

For all those surveyed, to improve pronunciation and vocabulary, more practice should be practiced, not only what the teacher requires but also individually in relation to contexts of interest that may serve them in the future depending on the area in which they work.

In addition, the needs that each student presents must be taken into account, because all of them, when starting a new study module, present certain deficiencies, as well as require knowledge according to the chosen majors and that they are going to exercise, then the technique should be based on this and so that the student can

understand more easily. It could also be combined with other techniques that are dynamic, these can be multimedia.

4.2. Discussion

In the country, the teaching of the language is based mainly on the teaching of grammar and writing at all levels, for which the level of pronunciation and speech of the students is not correct. This is worrying because when they finish their degrees, they do not dominate the English language and are not able to use it in the different areas where they develop. In classes it is very difficult for all students to practice their speeches, most of the time is spent teaching grammar and writing. The little time dedicated to pronunciation is not well directed, because they only make the students repeat the phrases or sentences without understanding what they say. Nor do they cause them to learn new vocabularies or improve their pronunciation and understand what they say, therefore they do not communicate their ideas well nor are they capable of forming sentences on their own.

Proof of this is that students of the Biology major 8-1 before using the audio recording technique found it very difficult to learn pronunciation and acquire new vocabulary. Consequently, their level of learning was low and the academic results in the same way, if some manage to pass the classes they do so with a poor level of pronunciation and vocabulary, making it much more difficult for them to continue with the higher modules. This agrees with what was mentioned in the study by Castro (2021), where he mentioned that there is a low level of production and teaching of the English language in the country.

At the Universidad Península de Santa Elena, old methodologies continue to be used, which do not go hand in hand with ICT, being similar to what Crespo (2021) states. The use of methodologies that are new are a great advantage for students, although at first these may be difficult, since they are new and go hand in hand with ICT, it generates that student see the opportunity to improve their pronunciation and the acquisition of new vocabulary.

Audio recording is a fun and interactive technique that significantly promotes English language teaching, unlike outdated methodologies or techniques that are based on old teaching models. In this way, it was possible to identify that despite the fact that the students in the classes are taught grammar and writing, they do not manage to have a good command of the language. Because despite knowing the grammatical rules, it is very difficult for them to speak the language and express it, because they do not know how to pronounce the words and their vocabulary is limited.

At present, the available resources should be taken advantage of, as expressed by Merejildo (2017), as in this case are ICTs, so that students who are more related to them and who spend a lot of time using them use them to learn the language that they learn. It will serve in the development of their careers on a professional and personal level. Well, in the study carried out, it was found that in some situations the students continue to use the technique after having finished the study module. Because they considered that it was very useful and that it contributed to improve the acquisition of pronunciation, vocabulary and their speech.

Likewise, students feel highly motivated, as Ponce (2017) points out when using this technique as it is novel. Since it has more advantages than disadvantages and because

they can use it at any time and place through a mobile device (cell phone, tablet or laptop). On the other hand, because they realize that they obtain results in a short period of time, despite the fact that at first it may be difficult for them. But this is because their level of English is below the module they are currently studying.

As in the study by Orrala (2022), through the use of this technique the students have managed to significantly improve their pronunciation, their speech and have expanded their vocabulary, they have also managed to lose their fear and become more participatory in class. In short, the use of this technique contributes to improving their skills, abilities and knowledge.

The use of this technique can not only contribute to students, but also to teachers, as stated by Kathirvel and Hashim (2020), since in this study it was established that they can have more dynamic and participatory classes. As well as they can make better use of time, since students can practice on their own when necessary and complement in class with those doubts they have had and that the teachers can help them solve.

In the same way as in the study by Yeşilbağ and Korkmaz (2021), it was possible to determine that students learn through this technique better individually and at their own pace. In this case, the students repeated as many times as they considered necessary without the teacher ordering the number of repetitions, but rather it was their own motivation to improve their pronunciation and to have what they said clearly understood.

What ended up having an impact that his academic grades improved after the use of the technique. In addition, from the point of view of the students, it should be taken into account that the needs of each student at the beginning of each module are different.

Since they are from different majors and have certain shortcomings that precede them, this is very important for them because this way they would deal with topics of interest to them and more in line with what they will need in the future.

In addition, in accordance with the study carried out by Yanju, Yan & Mohamed (2017) and Lancini (2019), the students evaluated used the audio recordings to evaluate their pronunciation, intonation and fluency. In such a way that as they practiced, they obtained better results. And not only that, but they have the opportunity to re-record themselves as many times as they deem necessary. In some cases, they realized better ways to make use of the technique in order to learn faster and better.

It is important to mention that the results obtained are based on the sample that was considered necessary, and that the results obtained by the students with the use of the technique were excellent, but these are based on how they were at the beginning of the module. Since the majority presented deficiencies in pronunciation, vocabulary and speech. And that after using the technique their abilities and their motivation to learn the language improved.

However, it is very difficult to consider that the result was the same for everyone, because each student has different needs and these were not considered. In addition to considering that the mere fact that the technique has been used in a study model will not completely change the acquisition of pronunciation and vocabulary. It is required that the technique be applied from the beginning and at all levels, in such a way that the deficiencies that they present at the beginning of each module can be reduced and that it is much easier for them to continue learning the language. It is also necessary to take into account the use of other methodologies leveraged in ICT that contribute to the

development of the skills and abilities of the students, because although it is true the audio recording technique is novel and dynamic for them. As well as other types of complementary activities are necessary to ensure that classes do not become monotonous and repetitive.

The central idea of this work was to determine how this technique contributed to the acquisition of pronunciation and vocabulary, for which it is concluded that it does so significantly. Not only because it offers more advantages than disadvantages, but the results can be seen in a short time with perseverance, dedication and practice on the part of the students and with the guidance of the teacher.

CHAPTER V

REFLEXIONS OF THE STUDY

Answering the questions that were raised at the beginning of this investigation, it can be concluded in relation to the experience they had with the use of this technique, that at first was very difficult. Because they had language learning deficiencies and did not know how to use it properly. However, it seemed dynamic and innovative to them, and as they used it, their experience was totally positive, because they learned to pronounce words better, improving their intonation, their fluency, and expanding their vocabulary. This generated an increase in their motivation to learn the English language and in certain cases to be more participatory in class.

Based on how effective this technique was, it can be stated that it is very effective due to the results obtained from the students, in some cases they were not participatory, they did not understand what they said, their vocabulary was limited and they did not understand what they were saying. As they used the technique they improved their skills, being more participatory and getting more involved with the classes. In such a way that they managed to understand what they said and others understood them, they had a greater commitment to learning the language, their vocabulary increased and, in some cases, they developed their own phrases and sentences on their own to continue learning.

According to how the acquisition of pronunciation and vocabulary could be improved, it can be indicated that the needs and deficiencies of the students should be taken into consideration; application of the technique in face-to-face and virtual classes,

as well as in the students' free time; increase in audio recording materials in each study unit; propose topics of interest according to the students' majors and free topics; require more practice on the part of the student either in class or in free time from it; and combine the technique with others that are also multimedia.

Some other important reflections to consider about this study are:

It is very difficult to assume that only the use of this technique will completely improve the deficiency presented by the students, this must go hand in hand with the pedagogy of the university and the needs they present. Although the results obtained were positive, it should be considered that this technique is used at all levels to reduce learning gaps at the beginning of each new module. In this way, it would be possible to completely solve the existing deficiency that they have, and thus manage to master the English language.

The experience of carrying out this research was extremely positive, because it had the predisposition of the participants, the topic is very interesting because it offers a possible solution to learning the language. And therefore, it would be necessary to carry out a subsequent study on a larger population and within a longer study period, and thus verify what is mentioned in this study.

The premise on the subject could be verified, and this is that it really contributes to the acquisition of pronunciation and vocabulary. Therefore, there was no change in the idea that was already held, on the contrary, the results offered interesting information that

had not been taken into account. This allows us to understand that there are many things to do in relation to the use of this technique in classes, whether face-to-face or virtual, and that students are willing to use new techniques to learn the English language.

The contribution of this work for future research is that although the study was not extensive, it can be seen that the results are amazing. Since, students who presented great deficiencies in learning English, it was very difficult for them, because previously there were no practice recording audios in which they were graded according to their pronunciation, the use of vocabulary in context and fluency.

Even if at the beginning was hard to adapt themselves to recording audios, after using this technique they felt motivated and realized that they could do it by practicing several times as possible, recognizing the mistakes they made to improve their recordings. Future research can take this work as a basis to carry out studies that have a greater scope and that verify what has been proposed in this work such as the student's development using this technique during classes hours moderated with open questions that made them easier answering a simpler question for a limited time.

As Students considered that using this technique have more profits, for them as is a novel but not well-known technique, it could be nicer to apply it more than twice per unit of study. This way, they could also acquire the practice to do it faster the next times in other speeches.

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ANNEXES

Annex 1: Approved Research Title Memorandum



Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-041-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Helen Iveth Merejildo Yunda
CC: Xavier Almeida Briones, MSc.

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Audio recording as a technique to improve vocabulary and pronunciation"; siendo designado como tutor el docente:

DOCENTE	CORREO	TELÉFONO
MSc. Xavier Almeida Briones	xalmeida@upse.edu.ec	0993018430

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



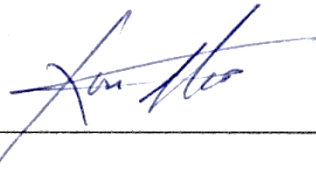
Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “**AUDIO-RECORDING TO IMPROVE VOCABULARY AND PRONUNCIATION**” elaborado por la estudiante **HELEN IVETH MEREJILDO YUNDA**, 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 URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Ing. Xavier Almeida Briones. MSc
TUTOR

Annex 2: Anti-plagiarism report



Document Information

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Sources included in the report

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CHAPTER I THE PROBLEM 1.1. Topic Didactic Resources and Vocabulary learning. 1.2. Title Audio-recording to improve vocabulary and pronunciation. 1.3. Problem Statement At the Latin American level, diverse efforts had been implemented to enhance the learning of the English language, but the results obtained showed that the level is still low, due to, the educative systems of some countries of this region being of poor quality according to the English language approach, and therefore why students do not have an adequate command of the language. In Ecuador, the situation is not different from the last mentioned, as Rodas and Rodas (2021) said, the country is on the list of countries with a very low percentage of English language proficiency, thus taking up the rank 81 of 100 countries, this based on the English language proficiency index, in the same way in Latin America region has the lowest level with a score of 46,57. Despite the efforts done by the government to enhance education, but that in a general way has proven with no significant results, since exists factors that have not been improved, proof of that, is that teachers continue using the old strategies which preclude the development of English competences, as well as the communicative skills (writing, reading, listening and speaking) (Torres, G. (2019)). Besides the teaching of the English language is processed traditionally with an approach in grammar and translation. Learning is the most the

Annex 3: Focus Group Questionnaire and Transcription

Introducción

Con la finalidad de analizar cómo se podría desarrollar la adquisición de vocabulario y pronunciación por medio de la técnica de grabación de audio se procedió a realizar un **Focus Group**.

Se busca conocer de primera mano la opinión, pensamientos, expectativas y sugerencias de los participantes con relación al tema que se va a desarrollar.

Fecha

Se realizarán dos focus group, uno para cada grupo de estudio seleccionado, cada focus group con una duración máxima de 1 hora y que se llevará a cabo el día 1 julio de 2022.

Medio

Se llevará a cabo por medio de la aplicación Zoom, puesto que, a través de esta se puede grabar la sesión y posteriormente revisar la información y analizar cada una de las opiniones vertidas.

Facilitadores

En este caso será la autora de esta investigación quien se encargará de controlar a cada grupo de participantes y que hará las preguntas y registro de los participantes.

Materiales

Los materiales necesarios son una Laptop y acceso a internet.

Guion

Mi nombre es Helen Merejildo Yunda, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Me encuentro realizando mi trabajo de titulación denominado “Audio-recording to improve vocabulary and pronunciation”. Los datos que

proporcionen son netamente para fines académicos y por lo cual les quedo muy agradecida. Quiero que se sientan libres de expresar lo que piensan y que aporten constructivamente al tema que se les planteará.

Para comenzar quiero que todos los participantes se presenten uno por uno, deben indicarme su nombre, edad y de qué sector es.

Las preguntas son las siguientes:

1. ¿Antes de la implementación de la técnica de la grabación de audio, a ustedes se les hacía fácil hablar en inglés?
2. ¿Cuál es la experiencia que han tenido al usar la técnica de la grabación de audio? ¿Esta fue agradable o desagradable? Argumente su respuesta.
3. ¿Cómo ha contribuido el uso de esta técnica a mejorar su pronunciación y vocabulario?
4. ¿Consideran que al hacer uso de esta técnica ustedes se han sentido motivados y con confianza para hablar libremente en inglés y ser más participativos en las clases? Argumente su respuesta
5. ¿Cuáles son las ventajas y desventajas para ustedes desde su punto de vista?
6. ¿Qué les hubiese gustado que se haga diferente o que se agregue en clases con relación a la técnica en mención para que adquieran de mejor manera la pronunciación y el vocabulario?
7. ¿Cómo consideran que se podría mejorar la pronunciación y el vocabulario haciendo uso de esta técnica?

Question 1.- Did you find it easy to speak in English before the implementation of the audio recording technique?

- Para mí la experiencia que tuve gracias a la manera en la cual usted dio las clases, la verdad, a mí sí me sirvió bastante el poder realizar este tipo de metodología. ya que esto ayuda a poder tener un mejor vocabulario el momento que va es hablar y al momento que bajó unos es agravar primero. Lo analizas bien y vas practicando hasta que te sale ya bien el audio. En el caso mío y con mi compañera. Con la cual hacemos las actividades y como mínimo unas 6 repetidas.
- En base a la técnica si sirve, porque aparte de los conocimientos que adquirimos en el módulo en clase de, en este caso virtuales. Practicaba bastante en la grabación de los vídeos porque no era como que una tarea para. No se acabó un compañero, no pase o algo, sino que el vídeo teníamos que grabarlo nosotros mismos. Y pues ahí practicamos bastante el inglés. En este caso yo no me he tomado tanto tiempo en la grabación, pero si no quedaba la primera, igual repetía un par de veces más hasta que se pueda ver que la. Que la conversación era fluida.
- Bueno, en mi caso en mi caso este a mí, se me hace mucho más fácil cuando practico. En cambio, si no hubiera hecho, digamos un vídeo así trata de practicarla el SPD, en este caso. Se me hace un poco difícil hablarlo, en mi caso. Pero me di cuenta de que al rato de grabar los vídeos. Sí, se me hizo mucho, mucho más fácil la fluidez. Puede practicar 3 veces al menos, pero pese a eso me ayudó bastante. En el transcurso del módulo y al final yo me di cuenta de que sí se me hizo mucho más fácil a mí la fluidez, el momento de hablar se me hizo más sencillo tratar de

comunicarme. Porque al principio, si antes se me hacía muy difícil el hablar. Pero en este caso sí, la técnica a mí me sirvió demasiado bastante al grabar.

- Antes de implementar esta técnica, hablar en una segunda lengua, os sea, a mi parecer era un poco difícil porque, bueno, no estoy muy muy acostumbrado a hablar este otro idioma y mucho menos inglés. Se me hizo un poco difícil porque bueno, sinceramente podría decir que me pongo nervioso cuando no entiendo algo, y mucho menos el inglés. Pero antes sí se me hizo difícil, pero como yo soy, se podría decir un poquito responsable este... si me esforzaba para salir adelante y sobre todo pasar el módulo.
- La enseñanza me parece muy estricta en el speaking. Entonces sí se podría hacer muy complicado para aquellas personas que, bueno, no les gusta. Para las personas que no les gusta el inglés la complicación es muchísimo más elevada.

Question 2.- What experience have you had using the audio recording technique?

Was it pleasant or unpleasant? Please provide a reason for your answer.

- Yo creo que como tal en una primera instancia puede ser algo, no sé si decirlo como que estresante para las personas que no están familiarizadas con lo que es el idioma. Sin embargo, es una metodología que cuando uno ya asimila lo que está escuchando, repitiendo, va a ser más fácil. Poder elaborar incluso otro tipo, digamos como que de frases o cuestiones por el estilo que a la larga van a servir mucho.
- En el caso mío, la verdad al inicio no se me hizo placentero así de grabar cosas. Pero. Ya viendo y uno mismo realizando que va a decir, no voy a presentar algo

así, mal hecho o algo así, no más rápido y todo porque me estoy jugando mi nota. Entonces, eh, le dedicas más tiempo. Si te confundes, pues no pasa nada, todo vuelve a repetir, repetir hasta que te sale bien y poco a poco, pues le vas agarrando cariño, pero a mí al inicio, si no me fue placentero.

- En mi caso, en mi caso, Eh... Sí, fue bueno... al inicio no tan placentero, pero ya luego como que le coge cariño. Porque me di cuenta de que sí me ayudó al final, aunque sí se me hacía un poquito difícil porque no entendía lo que hablaba yo misma. No entendía, pero ya después. Y eso de no entender, como que me estresaba y no entendía, y era como estaba, pero ya después, como que iba repitiendo y repitiendo como que se me iban quedando las palabras, aunque sean difíciles. Entonces ya la final, como que ya se me fue más como que más bonito, en esto de que la metodología si me ayudó en mi caso, me ayudó bastante, la verdad, jaja. En mi caso sí que me he dado cuenta de eso.
- En mi caso, para grabar los vídeos, considero yo que era este... un poco divertido. Como que sentía un poco de miedo porque estar a lado de una Cámara, y como le dije anteriormente, hablar en un idioma es algo que yo no sé, si me confundía a veces y teníamos que repetir una y otra vez con mi compañera. Y entonces, en ese sentido. Como que por ahí no me gustó, pero. Sí, reconozco que se aprendía bastante.

Question 3.- How has the use of this technique contributed to improve your pronunciation and vocabulary?

- Mejorar la pronunciación en eso ha contribuido. En las conversaciones. Ajá. Y también que las conversaciones sean fluidas porque, por ejemplo, si grabamos el vídeo y una persona no hacía bien, pero el otro se equivocaba en la conversación, pues no había como una conexión entre las 2 personas que estaban grabando y había que volver a repetir. Entonces, lo que aportó bastante en lo que es la fluidez y la pronunciación de las palabras.
- Al hacer la conversación, uno tenía que saber lo que iba a grabar, pues no, no podía cómo hacer una conversación que no sabíamos de lo que trataba. O sea. Al preparar el material también tenía que ver algo con la gramática. Ajá. Se aplicaban varias áreas del inglés para realizar un speaking.
- Reconocer mejor el habla en inglés
- Mejorando la fluidez al hablar inglés
- En el caso mío. Sí, también ayudó bastante en el vocabulario. Yo no conocía algunas palabras. Y al momento de hacer los vídeos y de expresarme. O sea, OK, esto se dice así, de tal manera, de tal tonalidad de voz, de entonación. Y sí, ayuda a mejorar la pronunciación.
- Bueno, eso sí es verdad lo que acaban de decir. Lo de la Pronunciación es algo muy importante porque al rato de uno de uno, estar este hablando puede tranquilamente pronunciar mal las palabras, pero en este caso en mi caso a mí se me hace difícil al principio porque no entendía lo que decía, pero luego voy a poco a poco como que le fui entendiendo, pero se me hace difícil a la pronunciación. Porque gracias por ser tan malas palabras, pero tiene que ser de otra manera, pero ya como que después, poco a poco, como que ya fui como que

me modelando mi voz. En este caso ya ando bien, un poco mejor para para lo que hablaba antes. Y me entendía. Y me ayudó mucho, me ayudó mucho en mi vocabulario, porque también faltaba mucho vocabulario bastante. Y también en la fluidez.

- Este para mí también fue algo este, digamos interesante, porque yo sé que mi pronunciación no es tan buena ni fluida, pero sin embargo como mi vocabulario también, claro que no es no es que me sepa mucha, muchas palabras, y si me topé con palabras, nuevita que incluso no sabía cómo pronunciar que eran larguitas. Entonces, si me tocaba como escucharlas, debía escucharla en algo para saber cómo se pronuncia y pronunciar bien.
- ¿Más o menos cuántas veces se podría decir que usted escuchaba esa palabra para que le saliera algo?
- Más de 10 veces miss, de verdad, más de 10 veces. Si, porque a veces las palabras eran un poquito complicadas, e incluso yo mismo al hacer la conversación, al reproducirlo entonces decíamos, ¿no lo vamos a quitar?
- Osea, ¿Ustedes mismos iban escuchando lo que iban grabando y de pronto, cuando hacían esa revisión, volvían a grabar después de eso?
- Sí, sí se podría decir que volvíamos a grabar de nuevo porque incluso éste no se entendía bien cómo pronunciamos o nos olvidamos justo la pronunciación de aquella palabra.
- Pero ¿se daban cuenta de eso una vez que ya habían grabado o durante el proceso de grabación?
- Mientras estábamos grabando.
- ¿Alguien más que lo haya hecho de una forma diferente?

- En el caso mío. Bueno, fue idea de Vero. Prácticamente era la palabra cómo se escribe y escribir cómo se pronuncia. Acá. Eso sí, para qué, lo hacemos en una hojita y todo.
- Antes de eso, lógicamente buscaban cómo era la pronunciación correcta, me imagino y ahí escribían.
- Exactamente. ¿Asimismo, les pregunto a ustedes, cuántas veces tenían que escuchar la palabra para poder así identificar cuál era el sonido de estas pronunciaciones? Unas más de 5 veces. De verdad, algunas porque no tenía que escuchar bastante, pero como que para entenderla bien.
- Si mal no recuerdo cada que yo les mandaba esta tarea, o sea, ustedes. Durante la clase hacíamos la práctica de lo que la pronunciación.
- Eso sí, pero a veces, cuando en las lecciones que teníamos le decíamos, miss puede repetir otra vez y todo, porque como que unas 3 veces escuchar una palabra como que no se la llega a captar bien, pero ya un poquito más. Ahí sí, ya uno ok. Si no es así. ¿Puede ser así? Pero hay que escuchar, escuchar un poquito más. Entonces ya puede ser esto.

Question 4.- Do you consider that by using this technique you have felt motivated and confident to speak freely in English and be more participative in class? Justify your answer.

- Siento que sí porque a la vez este, grabar, fue algo muy interesante a la vez, también para mí porque uno como que se motiva a aprenderse lo que vamos a decir y aprenderse bien la pronunciación para poder hacer algo bien.

- En el caso mío, la verdad, sí. Me ha motivado a seguir practicando más para mejorar el speaking. O sea, pero cómo participativo, o sea, como que estar a cada rato pues no. ¿Voy a hacerlo a cada momento? trato de mantenerme neutral, o sea participar sí, pero, o sea, no muy seguido porque todavía me falta bastante.
- Tomando en cuenta que también, o sea al menos aquí la habilidad del speaking no es como que muy desarrollada se enfocan más en lo que es gramática, se enfoca más en lo que es este writings. Y bueno en Reading Comprehension pero de ahí, o sea, digamos que speaking desarrollarla en unas como que ahí se enfoque así, más, más serio, más profundo ya. En eso. Si por lo general se enfocan en lo que es gramática apréndete, esto, gramaticalmente es así así así, así y murió la flor que hay del speaking, los suelen dejar a un lado. De pronto también se debe a que no hay tanto tiempo dentro de lo que es las mallas curriculares. Como para. Dedicarle el tiempo que merece, pero pues si tengo algo que decir, el speaking no es tan tomado en serio.
- Sí, sí, sí, le interrumpo un ratito miss. Si tiene que ver esto de que algunas personas hemos visto tanto los módulos en manera presencial y en manera virtual. Que en manera presencial es más ver lo que dice el profesor y lo que dice en los libros y ya, o sea, si participas, pero no tanto como en en modalidad virtual. Yo siento que en modalidad virtual sí o sí, o sea practica uno a uno. Y tú no te salvas aunque no sepas esto, lo otro, o sea, prácticas, hablas, es sí o sí. En cambio, de manera presencial, como que también influye bastante lo del tiempo y eso hace que no sea tan dinámica la clase y tan selectiva con los estudiantes para el momento de participar eso es de un punto muy, muy muy interesante.

- ¿Eso es verdad? Sí, porque sea al menos en experiencia. Yo en una clase presencial, el tiempo se me va volando. El control del tiempo en ese momento porque se supone que tienes que estar dando el material y estar súper enfocado en cómo está, no sólo un estudiante sino la clase completa y ver cómo la controlas. Si una estudiante está distraída, buscas captar la atención entonces es muy cierto, me había olvidado de ese temita presencial y virtual son cosas muy diferentes. Claro, pero quienes también están al pendiente de la clase porque hay muchas personas que por ser virtual. Se ausentan al cien por cien.
- Miss, también tiene algo que ver la enseñanza que da el docente en este caso porque he visto experiencias de otros docentes que, simplemente se dedican a no sé, a mostrar diapositivas o algo así. Y no explica, y no hacen participar a los estudiantes, entonces en este caso, pues con usted, nos hacía participar todo el tiempo durante la clase. Entonces también tiene que ver la enseñanza del del docente en este caso. Las técnicas.
- Creo que es importante hablar de los salones con bastantes estudiantes y con pocos estudiantes. En este caso éramos un grupo bastante pequeño, por lo cual. Como indicó Javier, la dinámica era mucho más interactiva, o sea, yo sabía el nombre de todos y veía quien estaba con la cámara encendida y quién estaba prácticamente ausente durante la clase. Creo que eso también influye. El hecho del tamaño de la clase.
- Pero bueno, eso sí es verdad, lo que acaban de decir y es verdad, hay algunos profesores que se enfrasan más en el writing pero no tanto en el speaking. Me he dado cuenta mucho eso y en cambio en mi caso, yo trato de, digamos en este caso,

practicar inglés aparte en YouTube así digamos. Yo busco así, pero tampoco hay tanto como de speaking. Yo busco eso porque siento que, si uno práctica desde el writing las cosas hablan como mecánicamente, pero yo busco hablar fluidamente. En varias de clases así otros profesores no se enfrasan mucho en el speaking, sólo en los demás, en libros y todo, y como que en mi caso me confunde mucho eso. Pero ahora digamos, en la clase que hemos tenido, como que sí, yo me he ayudado mucho en eso la verdad, en el speaking. Eso, pero digamos yo, a mí sí me gusta el inglés, pero se me hace difícil, y me estresa cuando no lo entiendo. Pero trato de aprender.

- Ya les dije, o sea, no se presta mucha atención a esta a esta habilidad, por factores como el tiempo, que de pronto no permiten que se desarrolle esta estabilidad como debería, pero es muy importante, como una herramienta más, con la cual se pueden defender en el ámbito laboral o cualquier otro.

Question 5.- What are the advantages and disadvantages for you from your point of view?

- En una ocasión que me pasó fue el tiempo. Y el poder organizarme con mi compañero para grabar los vídeos, por ejemplo, en una ocasión, en mi caso, mi compañero pasaba trabajando. Y tenía que cómo organizarme bien para un horario que él pueda y que yo también pueda, ejemplo. Un fin de semana, no recuerdo muy bien. Yo tuve que salir de viaje y mi compañero estaba trabajando. Entonces se fue una desventaja de que había que grabarlo, pero teníamos que buscar el tiempo adecuado que los 2 teníamos que poder. Esa podría ser una

desventaja. Que la organización del tiempo. Pero en este caso, en este caso sería de una pareja que tiene que grabar el vídeo o el audio. Claro, en el caso de una sola persona, pues eso ya es cuestión de organización de cada una. Y bueno, las ventajas hay muchas de cómo aprender a mejorar la pronunciación, poner en práctica lo que es la gramática.

- O sea, ya lo que dice la organización en cuanto a pareja, sí es bastante complicado, sobre todo si estamos hablando de personas universitarias que muchas de ellas trabajan y estudian, o sea
- En el caso mío, concuerdo con lo que dice Kelvin, respecto a lo que mencionó del tiempo. A algunos se les dificulta poder pronunciar bien. Al momento de empezar a grabar puede ser una desventaja, pero de ahí yo le veo más ventajas, pues mejora tu vocabulario, mejora tu capacidad para elaborar este tipo de trabajos porque no es algo fácil. Te sirve bastante para poder seguir practicando este idioma. O sea, yo por mi lado veo que hay más ventajas que desventajas.
- Desventajas hay, pero no tanto, como que no, más hay ventajas al aprenderlo y poder utilizarlo en la vida diaria. De ahí, ventajas con esta técnica si nos pudiera ayudar a defendernos no solo en el ámbito laboral si no diario.
- Ventaja sería tener acceso a poder escuchar el diálogo las veces que quiera y como desventaja, suelen ser tener el diálogo muy rápido y se hace complejo entender.
- Una ventaja podría ser que ayuda notablemente a mejorar la pronunciación y fluidez a hablar en inglés y una desventaja podría ser el poco tiempo que a veces disponemos los estudiantes.

Question 6.- What would you done differently or added in classes in relation to the technique in question so that they better acquire pronunciation and vocabulary?

- Algo diferente hubiera sido unirnos de manera presencial y grabar así hacer la actividad de manera presencial.
- Todo estuvo bien.
- Nada, la manera en que aplicó la técnica estuvo correcta, para mí parecer.
- En cuestión de vocabulario este. Considero que está bien, porque todo en el mismo tiempo todos participamos. Y en cuestión de la técnica, así como lo había dicho este, tendría que ser un poco más, más entretenido porque formal a veces hasta la mayoría se va o se ocupa y casi no presta mucha atención.
- Hubiera mejorado, sí hubiésemos grabado bien los audios y vídeos de manera presencial y no tanto virtual. O también este que selló en clases presenciales nos dan como que en la misma clase de tiempo para grabar el vídeo ahí sin estar tanto editando los videos o no sé, o sea, como tan preparado, algo, sino que salga como como en ese momento hemos recibido la clase y hemos tenido conocimiento de la gramática y del tema específico que tendríamos que hablar, entonces eso también. O sea, la virtualidad estuvo bien, pero creo yo que hubiese sido un poco más interesante si lo hubiéramos hecho de manera presencial.
- Yo creo que se hubiera aumentado un poco más de juegos y también se puede. Se aprende mucho escuchando canciones. Eso también es de mucha ayuda. Yo creo que, si terminamos aumentado un poco más lejos de decirle, pero si en realidad se perdió.

- Para mí la técnica, sí, funcionó. Si hubiera habido más tiempo se hubiese podido aprovechar más. Nos tocaba hacer solo un vídeo por unidad, y creo con, a lo mucho unos 3 vídeos y todo... hubiese sido más participativo. También nos pudo ayudar a adaptarnos a esta nueva técnica de estudio. O sea, no, no va a hacer un vídeo por unidad, si no mínimo unos 3 vídeos por unidad. Pero si fuera de manera presencial o en este caso virtual, pero en más tiempo y no en un curso corto e intensivamente.

Question 7.- How do you think pronunciation and vocabulary could be improved using this technique?

- Practicando más creería yo.
- Practicando más, utilizando también para ayudar aprender speaking a través de canciones.
- Escuchar, escribir y practicar el idioma lo más seguido posible.