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EFL Students' and Teachers' Perceptions Towards the Use of ICTs to Enhance Pronunciation: A Case Study at Luis Roberto Bravo High School

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Autores:

Paola Joseline Padilla Matailo

Heydi Lisseth Porras Mainato

Directora:

Tammy Mercedes Fajardo Dack

ORCID:  [0000-0002-9330-4622](https://orcid.org/0000-0002-9330-4622)

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Resumen

La pronunciación es un componente importante para una comunicación efectiva en cualquier idioma. Sin embargo, la pronunciación ha sido descuidada en el proceso de enseñanza-aprendizaje en aulas de inglés como lengua extranjera (ILE). Las tecnologías de la información y comunicación (TICs) se han convertido parte de la enseñanza del Inglés para fomentar la práctica de la pronunciación. Es así que esta investigación busca analizar las TICs implementadas en aulas de ILE para la práctica de la pronunciación, las desventajas y ventajas de usar las TICs y las percepciones de estudiantes y docentes sobre el uso de las TICs para mejorar pronunciación. Considerando el contexto educativo de Latinoamérica, Luis Roberto Bravo, una institución educativa latinoamericana, fue tomada como muestra para el presente estudio. Los participantes fueron dos profesores de ILE y 78 estudiantes; adicionalmente, los instrumentos para la recolección de datos fueron encuestas, las cuales fueron entregadas a todos los participantes, y entrevistas, las cuales fueron respondidas por los docentes. Los resultados del estudio mostraron que la TIC más utilizada fue la computadora. Las ventajas de usar las TICs fueron la variedad de información que se le puede dar a los estudiantes, especialmente el oír a hablantes nativos, y la introducción de características segmentales y suprasegmentales, las cuales se consideraron relevantes para enseñar pronunciación. Por otro lado, la falta de conocimiento, la falta de capacitación, la falta de tiempo, y la infraestructura fueron los inconvenientes encontrados al implementar las TICs en la unidad educativa LRB. Finalmente, el último hallazgo mostró que docentes y estudiantes tenían percepciones positivas respecto al uso de las TIC para mejorar la pronunciación, ya que fomentaba la motivación y la práctica de la pronunciación.

Palabras clave: Pronunciación, ILE, América Latina, TICs, Percepciones



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Abstract

Pronunciation is an important component of effective communication in any language. However, pronunciation has been neglected in the teaching-learning process of English as a foreign language (EFL) classrooms. Information and communications technologies (ICTs) have become part of English instruction in order to foster the practice of pronunciation. Thus, this research aims to analyze the ICT tools implemented in EFL classrooms in order to practice pronunciation, the drawbacks and advantages of using ICTs, and teachers' and students' perceptions of the use of ICTs to enhance pronunciation. Considering the educational context of Latin America, Luis Roberto Bravo (LRB), a Latin American high school, was taken as a sample for the present study. The participants were two EFL teachers and 78 students; additionally, the data collection instruments were surveys, which were delivered to all the participants, and interviews, which were answered by the teachers. The results of the study showed that the ICT most used was the computer. The advantages of using ICTs were the variety of input that can be given to students, especially listening input of native speakers, and the introduction of segmental and suprasegmental features, which were considered relevant to teach pronunciation. On the other hand, the lack of knowledge, lack of training, lack of time, and inadequate infrastructure were the drawbacks encountered when implementing ICTs at LRB high school. Finally, the last finding showed that teachers and students had positive perceptions regarding the use of ICTs to enhance pronunciation since it encouraged motivation and the practice of pronunciation.

Keywords: Pronunciation, EFL, Latin America, ICTs, Perceptions.



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Heydi

Dedication

To Ratona and Esther, my most beloved beings on Earth who have been an essential part in motivating me to become an English teacher. This thesis is dedicated to you for always being by my side.

Paola

I want to dedicate this research project to God, who is the mentor of my life. Also, I want to dedicate it to my parents, Diana and Erwin, who have supported me during every stage of my life. Last but not least, to my grandparents, especially my granny Rosa, who is always there for me.

Heydi

Introduction

Over the years, pronunciation instruction has not been prioritized in teaching English as a foreign language because this skill has been considered part of linguistics and not a vital component of communication (Suryani et. al, 2019). However, there is a need to allocate more emphasis to this skill since it has an impact on how students communicate and comprehend pronunciation features when a communicative activity occurs (Haghighi & Rahimy, 2017). To improve pronunciation instruction, different Information and Communication Technology (ICT) tools have been implemented in the classroom because they positively impact the enhancement of pronunciation skills from the teachers' and students' views; in this case, teachers are capable of motivating learners to lose fear and practice pronunciation in a "stress-free environment" (Pourhosein & Rahimi, 2019, p.25).

ICTs seem to improve pronunciation when implemented in the foreign language classroom; nevertheless, in Latin America where most countries are in a developing status, there is an unequal distribution of technological tools which results in schools with inadequate infrastructure or poor access to ICTs. This previously mentioned situation in addition to the lack of mastery regarding the use of technology teachers and students have, impedes the proper implementation of ICTs in enhancing pronunciation skills.

The present descriptive research is divided into six chapters that show the perceptions teachers and students from Luis Roberto Bravo High School have when ICTs are implemented in the classroom to enhance English pronunciation skills. The first chapter states ideas that are relevant to understand the purpose of this study as well as a description of the research, the research questions, and the objectives to accomplish. Chapter two encompasses the theoretical framework, which refers to key concepts that aid in comprehending specific terminology used in this project, and the literature review that provides an overview of studies centered on the use of ICTs in enhancing pronunciation skills. The third chapter comprises the methodology followed by describing the approach, participants, ethical considerations, data collection instruments, and data analysis procedures. Chapter four presents and discusses the results of the interviews and surveys. The last chapter provides the conclusions that emerged from this study; additionally, recommendations for future research and for the educational community are given.

Chapter 1

Background of the Study

Pronunciation is a sub-skill of the English language which encompasses segmental and suprasegmental phonological aspects. The segmental part of pronunciation refers to the production of consonants and vowels (Burns & Claire, 2003). On the other hand, the suprasegmental part involves linking, intonation, and stress which are features that aid in having intelligible pronunciation and effective communication (Burns & Claire, 2003).

As Kannan and Munday (2018) claimed, pronunciation is part of communication; as a consequence, mastering its segmental and suprasegmental features help English speakers to be understood by others and to deliver their ideas clearly (Burns & Claire, 2003).

Certainly, being able to use language communicatively is something EFL students look for. However, teaching pronunciation in EFL classrooms has been neglected due to certain factors. One problem in teaching pronunciation is that it is considered to have ‘a challenging nature’ because there is lack of time and authentic input in EFL classrooms (Fouz-Gonzales, 2020), so it makes it difficult for teachers to foster students’ pronunciation. Another barrier in teaching pronunciation is the size of classes to which teachers are assigned; as a consequence, it is complicated for educators to provide individual assistance to students who experience more difficulties with pronunciation (Mildner & Tomic, 2007). The approaches used to teach pronunciation are also a problem since some of them do not allow enough teacher-student interaction such as the Silent Method which aims to achieve students’ independence, so teacher-speaking participation is not allowed (Richardson & Rodgers, 1986). Other methods such as the Communicative Approach aim to reach communicative activity (Hismanoglu & Hismanoglu, 2010, p. 985), yet some EFL teachers do not apply this method properly.

Due to the problems previously listed, new tools to enhance pronunciation teaching have emerged during this century. In fact, ICTs have appeared as a way to encourage oral use of the language in EFL classrooms (González, 2006 & Martínez et al., 2008, as cited in Sojos, 2021). For example, Ducate and Lomicka (2009) concluded that teaching pronunciation through the use of podcasts served to improve “comprehensibility and accentedness” (p. 76). Similarly, the use of YouTube in the research carried out by Purnamasari (2018) led to an improvement of pronunciation due to its videos that provided instructional material. Nevertheless, the use of different ICT tools in teaching pronunciation is sometimes limited by the reality of students —their context—. Additionally, there may be difficulties accessing equipment to use ICTs tools (Chafai, 2019). For that reason, the use of ICTs has to fit with the context in which students live, so learners can be part of the digitized world.

When using ICTs to enhance pronunciation, it is also worth considering how teachers and students perceive the use of this tool since some perceptions tend to be positive and others

negative. For instance, a report by the European Commission (2001) pointed out that students' attitudes towards ICTs can be negative when a traditional way of teaching is applied (as cited in Buabeng-Andoh & Yidana, 2015). Kennewell (2001) considered that the positive attitudes of students could be influenced by other factors such as classroom organization. On the contrary, teachers' perceptions about technology have been positive when they have an open mind regarding the use of technology. In other words, they have the disposition to change, and they are willing to use technology as a tool for learning (Baylor & Ritchie, 2002). Nevertheless, teachers may have negative perceptions when there is lack of knowledge of or training on the use of technology (William et al., 2000; Leaks, 2001; Samuel & Bakar, 2003; Pelgrum, 200, as cited in Silviyanti, T. M. & Yusuf, Y. Q., 2015).

ICTs have provided different resources as an attempt to cope with limitations of "time and place" (McLuhan, 2012, as cited in Sabiri, 2019, p. 186) which occur in the EFL context, so teaching pronunciation through the use of technology becomes easier and helps to reach "spoken communication" (Levis & Grant, 2003, p.19).

Statement of the Problem

Regarding teachers' and students' perceptions about the use of ICTs to enhance pronunciation, several studies in North American, Asian, and European countries have been conducted. For instance, Ducate and Lomicka (2009) and Masudul Hasan and Bee Hoon (2013) carried out different studies focused on the use of podcasts to teach pronunciation in which the data showed that students perceived the implementation of that tool in their Foreign Language classrooms positively. Furthermore, podcasts served to develop fluency, accuracy, and proficiency in pronunciation. Similarly, Purnamasari (2018) researched students' perceptions of using YouTube to improve English pronunciation. The results showed that the accessibility, usefulness, and practicality of YouTube as an ICT tool led students to perceive it as positive for achieving their pronunciation concerning segmental and suprasegmental features.

Despite the wide range of studies about teachers' and students' perceptions of the use of technology for teaching English pronunciation, the locations where the studies occurred do not allow replications in Latin America where the context involves the lack of opportunities and economic inequality (OECD, 2020). Moving further to the educational context, the insufficient preparation teachers and students receive about how to use technology within classrooms has been a problem. For instance, a study developed in Colombia by the Ministry of Information Technologies and Communications (MINTIC) showed that students were not prepared to use technology in their daily life (as cited in Aguirre, J.D., 2021). Similarly, the majority of EFL teachers in Latin America have reported the need to be trained due to the low quality of instruction that they have received regarding technology in academic situations (OECD, 2020). On the contrary, teachers from OECD countries have

not reported the requirement of receiving training on the use of ICTs since they are “digitally literate” (OECD, 2020, “A relatively high share of teachers receive training in ICT skills for teaching”, para. 3). Another problem has been the lack of access to ICTs, which deprives the teaching-learning process of achieving high-quality standards.

According to Balboni et al. (2011), a study of the Observatory for the Information Society in Latin America and the Caribbean (OSILAC) pointed out the great difference between Latin American countries and developed countries, as the level of use of ICTs tools was not at the same rate. Therefore, knowing how EFL teachers and students in Latin America perceive the use of ICTs to teach pronunciation is an aspect that still needs to be researched.

Rationale

There are different tools EFL teachers employ to teach pronunciation; one of these are ICTs. ICTs have accomplished a great part in education, mainly nowadays as more countries are becoming digitalized. Cabrol and Pombo (2022) declared that Latin American countries are increasing the use of technology; they claimed that one factor that caused an increase in the use of ICTs is the pandemic of Covid 19 since online education became an alternative for academic instruction. For that reason, education needs to be analyzed from the perspective of this digitalized world. One of the aspects that have been an academic concern is pronunciation since many students deal with problems acquiring this sub-skill.

According to Gilakjani and Ahmadi (2011), English learners are likely to have problems with pronunciation even after several years of instruction, which can disrupt communication. Moreover, many teachers do not know how to teach pronunciation due to the lack of instruction and poor confidence, which has influenced the impoverished attention to the selection of the material to teach this sub-skill of speaking, and even they restrict themselves from teaching pronunciation (Levis & Sonsaat, 2016). Additionally, Pourhosein and Banou (2016) evidenced that teachers neglect pronunciation instruction because knowledge, time, interests, and materials were scant. In the same line, Alsuheim (2017) suggested that time, number of students in the classroom, and material were barriers to teaching pronunciation. In both studies previously mentioned, accessibility to material was a restrictive factor for teaching pronunciation. That is why ICTs have been used to provide

useful material for the efficient development of academic practices, giving thoughtful attention to pronunciation. According to Hayati (2010), technology provides authentic material that is useful to improve pronunciation. ICTs work as a tool to diminish the barriers to teach pronunciation; however, before implementing technology some aspects need to be taken into account: “appropriateness, accessibility, quality and accuracy, and costs” (Yoshida, 2018, p. 196). These factors are sometimes difficult to reach in the Latin American context because there is no suitable infrastructure nor sufficient budget (Sayer & Ramirez - Romero, 2016) to accomplish the requirements of teaching English pronunciation through ICTs.

The ideas stated in this section lead to the importance of this descriptive research which will illustrate the role of ICTs in teaching pronunciation and how it is perceived by EFL teachers and students, having as a reference a Latin American city: Cuenca.

Research Questions

After conducting preliminary research, the following research questions emerged:

1. What are the perceptions that EFL teachers and students from Luis Roberto Bravo high school have towards using ICTs to teach pronunciation skills?
2. What are the effects of using ICTs to teach EFL pronunciation skills at Luis Roberto Bravo high school from the EFL teachers' perspectives?
3. What ICT tools have been used by EFL teachers at Luis Roberto Bravo high school to teach pronunciation skills?

Objectives

General Objective

1. To examine EFL teachers' and students' perceptions from Luis Roberto Bravo high school about the use of ICTs to teach pronunciation.

Specific Objectives

1. To analyze teachers' perceptions on the effects of using ICT tools to teach pronunciation skills at Luis Roberto Bravo high school.
2. To identify the ICT tools used by EFL teachers at Luis Roberto Bravo high school to teach pronunciation skills.

Chapter 2

Theoretical Framework

ICTs

ICTs is an acronym that emerged to emphasize the combination of two technologies: information and communication (McDougald, 2009). According to Blurton (1999), ICTs are defined as “a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” (p. 1). Similarly, Pratt (2019) mentioned that ICTs are tools such as programs, systems, equipment, machines, and network devices that can help people become part of the digital society. Information and communication technologies encompass “computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others” (Fu, 2013, p. 112).

ICT tools involve new and old technologies, which may be used in combination. According to Blurton (1999), new technologies are not used in an isolated way, but they are used in “combinations of hardware, software, media, and delivery systems” (p. 2); for example, computers and the Internet are used in combination to access other ICTs such as apps. In addition to this, old technologies such as the radio and television are integrated with newer ICTs (Blurton, 1999; Tinio, 2003). Furthermore, old ICTs are more commonly used than new technologies due to the high costs of the latter. For example, the use of computers and the Internet is not so common in developing countries “due to limited infrastructure and the attendant high costs of access” (Tinio, 2003, p. 4).

Digital Literacy in the Classroom

According to Villacís and Sanchez-Choez (2017), “Digital literacy, also known as ICT literacy or multimedia literacy, refers to the skill set a user needs to locate, organize, understand, evaluate, and analyze information when using digital technology” (p. 8273).

Additionally, digital literacy has to do with access to technological tools (Bandura & Méndez, 2022). Access to ICTs is required to create interconnections with people and, consequently, fill gaps in different fields of knowledge such as education, economy, and so on (Villacís & Sanchez-Choez, 2017).

People who are literate users of ICTs are competent enough for consuming and producing digital content (Medlock, Spires, & Kerkhoff, 2017). According to Spires and Bartlett (2012), digitally-literate learners go through intellectual processes that are divided into three categories: “(a) locating and consuming digital content, (b) creating digital content, and (c) communicating digital content” (p. 9). Regarding the first category, the authors stated that learners should acquire certain skills such as searching techniques, the ability to differentiate domains, and the search for reliable sites which are necessary for consuming

digital content. The second category involves the creation of digital content. The implementation of digital content facilitates students' learning and fosters students' engagement; consequently, students learn skills required for a "technological society" (p. 10) and learn to produce digital content. Additionally, it is necessary to consider students' needs in order to apply a variety of technological tools that meet those needs. Finally, the last category refers to the use of ICTs for effective communication of digital content. The author explained that communicating digital content favors communication for teachers and students, allows them to meet other people, and provides availability to other digital sources that can be used in the learning process.

ICTs in the EFL Classroom

ICT tools can help EFL learners to improve their language acquisition as well as encourage their creativity and passion for learning; additionally, the integration of ICTs can help students to develop skills, communicate with other people that are also learning a language, and understand the culture of English-speaking countries (Azmi, 2017). Besides, the use of ICTs eases the teaching-learning process since ICTs make students feel more motivated and foster autonomous learning through authentic material that can be found in technological tools (Kamilah & Anugerahwati, 2016; Gutiérrez, 2016).

Although technology is not the only source that teachers can use to teach a language, it can be a great support within the classroom (Mcdougald, 2009). Since ICT tools may be adapted based on "the pace, ability level and needs of the learners" (Sabiri, 2020, p. 180), the integration of technology may satisfy students' needs. According to Cakici (2016), the integration of ICTs demands "deciding on the use of different ICTs in each skill, the types of ICT applications to be used, planning the favourite activities, managing problems arising from the activities planned, and so on" (p. 73).

Pronunciation Teaching

Hişmanoğlu (2006) affirmed that "pronunciation teaching is of great importance for successful oral communication to take place since it is an important ingredient of communicative competence" (p. 102). According to Gilbert (2008), pronunciation is a language skill that prevents learners of the English language from struggling with communicative activity. In addition, intelligible pronunciation has nothing to do with sounding like a native English speaker; it is connected to the capacity learners have to deliver their ideas effectively so their listeners can comprehend their message without too much effort (Yoshida, 2013).

Couper (2006) stated that effective pronunciation teaching in the English classroom considers different aspects. First, it gives the learners awareness of the existing differences in pronunciation between native and non-native English speakers. Second, it provides learners with opportunities to hear and practice those differences. Third, it helps the learners

to discover patterns and rules that are useful for their pronunciation. Finally, it helps in and gives feedback and extra practice (outside the classroom) regarding the use of language. Moreover, different approaches have existed in pronunciation teaching. Calvo (2017) distinguishes two approaches used over the years to teach pronunciation: the traditional and the current approaches. The traditional approaches focus on segmental features of pronunciation which involve individual vowels and consonants that “combine one after the other to form syllables, words and utterances” (Brown, 2014, p. 6). On the other hand, the current approaches look for a balance between segmental and suprasegmental features (Calvo, 2017). The suprasegmental part of pronunciation refers to stress, intonation, rhythm, and voice quality (Lasi, 2020). Additionally, Calvo (2017) points out that since learners use a variety of technological devices on a daily basis a new approach based on ICTs to teach pronunciation is required. This new approach needs to integrate pronunciation and other language skills and to motivate and engage learners.

Pronunciation Teaching through ICTs

As new technologies emerged, new approaches such as Computer Assisted Language Teaching (CALL) and Computer Assisted Pronunciation Training (CAPT) have appeared to change the field of pronunciation teaching.

Chapelle (2009) defines CALL as applications of computer software such as “dictionaries and grammar checkers, and electronic communication in the target language through email, blogs, and wikis” (p.66) that increase language learning opportunities. CALL has a segment known as Computer Assisted Pronunciation Training (CAPT) that emphasizes teaching segmental and suprasegmental parts of pronunciation (Lan, 2021).

CAPT offers learners a wide range of software to practice their English pronunciation through realistic input, automatic feedback, and first-rate materials (AbuSeileek, 2007). In accordance with Mahdi and Al Khateeb (2019), CAPT provides foreign language learners with authentic and meaningful exposition to English, feedback about their pronunciation performance, and opportunities for producing the language.

This section has presented the definition of ICTs, the role of ICTs in the classroom, digital literacy, pronunciation in the classroom, and ICT approaches used in teaching English pronunciation which are concepts of relevance that provide an informed background for understanding this descriptive study.

Literature Review

The use of ICTs plays an important role in the English as a foreign language classroom by influencing the teaching and learning process. For instance, Alkamel and Chouthaiwale (2018) declared that different technological tools “make the second language teaching a fruitful one” (p.14). More specifically, ICTs can be part of teaching and learning English pronunciation as they provide material, practice, and motivation to students (Calvo, 2017). Parting from the idea that ICTs are used in the teaching-learning process of pronunciation, this chapter aims to evaluate three main points in order to answer our research questions and contribute to our field of knowledge within the Latin American context. These aspects include the ICTs that have been used to teach and learn pronunciation in EFL classrooms, the benefits and drawbacks of ICTs implementation in the classroom, and the perceptions of teachers and students in Latin America about the use of ICT tools for teaching and learning pronunciation.

ICT Tools Used for Teaching and Learning Pronunciation in EFL Classrooms

Several studies show the variety of ICT tools used for teaching and learning pronunciation in EFL classrooms. For instance, Pourhosein (2018) conducted a study in Iran that showed that one of the tools used for teaching pronunciation by EFL teachers was the computer. Through the analysis of data obtained from semi-structured interviews, teachers in this study revealed interest in the use of computers because they have helped them to improve their pronunciation skills and their “pronunciation instruction” (p.106). This study provides information about the usefulness of computers regarding pronunciation; however, there are other ICTs that are also used for teaching and learning pronunciation in EFL classrooms. For example, there are studies about the usefulness of the Youtube platform, which is an ICT tool that can be used via computer or cellphone. In this regard, Sasmita (2021) mentioned that there are several videos about pronunciation for students on this platform, which provides teachers with opportunities to facilitate the students' learning process. Similarly, Purnamasari (2018) stated that most students have an account on this platform, which has facilitated the exchange of information and, consequently, the teaching-learning process. Another ICT tool that has been used is Google Translate, which is a website that provides opportunities for teachers and students regarding pronunciation. A study developed by Khasanah et al. (2022) revealed that the “pronunciation tool feature” (p.53) of Google Translate has helped students to improve their pronunciation since this tool provided the correct pronunciation of the words translated. Considering this aspect, Google Translate seems to provide the possibility for practicing pronunciation as many times as the user requires. Another tool that contains features that help students to develop their pronunciation is Lyrics Training. Although the main objective of this app is to help people to

develop their listening skill, students have the opportunity to “hear different accents, sound patterns, and pronunciations” (Femenía, 2019, p.35) that appear in real-life situations; consequently, it encourages students to develop oral skills after receiving a variety of input. From the studies mentioned before, it could be assumed that ICTs encompass different technologies such as devices, platforms, and websites that allow teachers and students to get opportunities to practice pronunciation since each ICT tool provides different features that increase the exercise of this speaking sub-skill.

Advantages and Disadvantages of Using ICTs to Teach Pronunciation in EFL Classrooms

As the use of ICTs has increased during the 21st century in teaching the different skills of the English language (Fajri et al., 2020), it has also influenced how pronunciation has been taught, presenting advantages and disadvantages.

To illustrate, “pronunciation practice, instant feedback provided, and motivation (...)” (Culcay & Torres, 2021, p.49) are some of the noticeable advantages when using ICTs in teaching pronunciation. When referring to pronunciation practice and instant feedback, Isisag (2012) claimed that the internet offers the opportunity to get immersed “in an English speaking milieu” (p.2) and to notice, highlight, and correct students’ mistakes rapidly. With regard to the aspect of motivation, Silviyanti and Yusuf (2015), Pourhosein (2018), Khalilavi (2022), and Masudul Hasan and Bee Hoon (2013) conducted studies related to the use of ICTs, computer technology, and podcasting respectively; the results share something in common which is motivation in teachers and students. The researchers’ conclusions showed that motivation increased as the members involved in the teaching-learning process were able to access a variety of materials and have greater interaction in the classroom thanks to the use of ICTs. Another advantage of ICTs is that “the appropriate use of technological tools is potential to encourage learning activities” (Atsari, 2020, p. 23). In that regard, Atsari (2020) mentioned that the ICTs employed in the classroom should consider students’ learning styles to foster the acquirement of knowledge. Similarly, Carranza-Marchena (2019) stated that providing students with input focused on their learning style helps them to gain communicative competence.

Despite the evidence that shows that there are multiple advantages of using ICTs in pronunciation teaching and learning, disadvantages also exist. To further explain, Benmeddah (2017) claimed that the disadvantages include lack of training on how to use technology, the off-task behavior that students may have, and the expensiveness of technological materials. For Gilakjani et al. (2016), teachers who have received inadequate training for teaching with technology will have problems in case they are required to teach pronunciation features to students through ICTs. Similarly, Rosa

(2016) suggested that insufficient training resulted in teachers avoiding or not implementing technology correctly for teaching pronunciation. In addition, Solano et al. (2017) pointed out that teachers “avoid applying technological tools because they consider them difficult to use” (p.83) which inhibits the correct implementation of technology in English classes. Additionally, Johnson et al. (2016) mentioned that the implementation of ICTs may be time-consuming since teachers need to be trained before using ICTs and training requires time. Also, he stated that another problem can be the limited time to access ICTs which hinders the implementation of technology in the teaching-learning process. Another disadvantage is related to the off-task behavior that students may present when using ICTs since task-off behavior may influence negatively on students' performance (Gobel, 2008). For instance, in a study in a CALL class, Gobel (2008) observed that students were immersed in activities different from the ones they were supposed to do such as surfing the internet, checking the current status of the software, chatting, or clicking randomly on boxes to select quick answers. Finally, costs of technology also become a disadvantage when there are no policies to equally distribute ICTs in schools or when the costs are extremely high (Aguirre, 2021).

This section has discussed the advantages and disadvantages of using technology in the EFL classroom; however, the studies listed above do not show what is the reality of Latin American countries regarding the use of ICTs in teaching pronunciation in EFL classrooms.

Experiences in Latin America when Implementing ICTs for Teaching and Learning Pronunciation in the EFL Classroom

Latin American countries do not share the same conditions as technologically developed countries (OECD, 2020); consequently, teachers' and students' experiences vary when compared to those of European, Asian, and North American countries. One of the Latin American conditions that differ from that of other countries has to do with the use of technology in the educational field. To illustrate, Silva-Perdomo et al. (2022) mentioned that one university in Colombia called Universidad Surcolombiana does not support the use of technology since it is not a requirement; as a consequence, only a few English instructors implement technology in the classroom. On the other hand, Thi Thu Ha and Hao (2021) mentioned that the use of ICTs is considered an essential means for teaching a language in

Vietnam. That is the case of Hanoi University of Industry, in which “educational leaders” (p.1) encourage the use of ICT tools in all subjects.

Another aspect to consider is the differences regarding digital literacy that exist between Latin and non-Latin American countries. On the one hand, a study that was conducted to analyze the levels of digital literacy in countries that are part of ASEAN (The Association of Southeast Asian Nations) concluded that those countries are highly digital literate (Kusumastuti & Nuryani, 2020). The results indicated that there was not a great difference among ASEAN countries in terms of levels of digital literacy since the countries that were highly digital literate continued with policies and programs to maintain their levels and other countries that had a lower level decided to implement better policies and programs that were meant to improve digital literacy. Kusumastuti and Nuryani (2020) mentioned that one of the indicators that show the high digital literacy of ASEAN countries is the capacity they have to use technology by adapting it and discovering which tools are appropriate for specific situations in the educational field. On the other hand, Latin American countries seem to not be at the same level as other non-Latin American countries since there is a gap in digital literacy (Sharma & Lucini, 2016). According to Bandura and Méndez (2022), “this gap is further pronounced in developing countries” (p.3) such as Chile, Ecuador, Mexico, and Peru. A study developed in these countries that analyzed the teachers’ digital skills concluded that around 40 % were able to perform basic tasks through technology, and only 13 % were able to do more complex tasks (Bandura & Méndez, 2022). Additionally, another problem that Latin America faces is income inequality, which makes it difficult to get access to ICTs (Sharma & Lucini, 2016); consequently, digital literacy is affected in terms of lack of technological equipment (Villacis & Sanchez-Choez, 2017).

In addition to the conditions of digital literacy, Latin American countries have their own context regarding the use of technology for the practice of pronunciation in EFL classrooms. In Ecuador, for example, Aulestia Vallejo and Monteros (2018) conducted a study to show if Online Language Learning Communities (OLLC) are useful for improving pronunciation in EFL classrooms. Through the analysis of the data, it was concluded that these “virtual spaces” (p. 13), which are ICT tools, helped students to improve their pronunciation by distinguishing certain pronunciation features such as “syllable stress, sentence stress, vowel and consonant sounds, intonation, and rhythm” (p.23). Even though this study is a clear example of the effectiveness of ICT tools for improving pronunciation in a Latin American context, it is worth mentioning that studies focusing on teachers’ and students’ perceptions about the use of ICTs in Latin America are scarce.

Additionally, comparing perceptions of teachers and students from “relatively delayed”

(Vergara et al., 2011, p.5) countries with those perceptions of teachers and students from countries with advanced knowledge in and access to ICTs does not result in a proper comparison. For that reason, considering how teachers and students from the Latin American context perceive the implementation of ICTs in EFL classrooms when teaching and learning pronunciation skills is relevant to the aims of the present study.

To cite an instance, a qualitative study developed in Colombia showed that students perceived that traditional methodologies that involve the use of video tapes and books do not produce any interest, but the use of ICTs encouraged them to practice autonomously (Silva- Perdomo et al., 2022). Similarly, in a study conducted in Colombia, students showed positive attitudes towards the implementation of CALL in the classroom since it was introduced through the use of Voki and other ICT tools to enhance pronunciation skills. The study showed that Voki helped students to improve in recognizing minimal pairs, identifying simple diphthongs, engaging with features of connected speech, and becoming autonomous (Bellés-Fortuño & Bellés-Calvera, 2018). Likewise, Benitez-Correa et al. (2020) carried out a study in Universidad Tecnica Particular de Loja which demonstrated that students had positive perceptions towards employing CAPT through the use of the software tool Audacity because it allowed students “to produce better utterances regarding the past tense of regular verbs” (p. 14). On the other hand, a study conducted by Encalada and Sarmiento (2019) pointed out that students' perceptions were not so positive when they were required to video record themselves because learners have not been given “enough activities with technological assistance to practice English speaking” (p.64); as a result, they still needed to be taught more vocabulary and how to pronounce certain words.

Considering teachers' perceptions, they favor using technology in pronunciation teaching since it “helps teachers to create conditions that increase students' motivation as well as authenticity to their classes while exposing students to real English situations” (Fabre-Merchán et al., 2017, p.86). To exemplify, Solano et al. (2017) conducted a study in the south of Ecuador and the results showed that teachers had perceived technology positively as it means leading students to improve their language skills. On the contrary, in a study conducted by Ruiz-Ortega (2020) in Mexico, teachers claimed that they need training, more opportunities, adequate infrastructure, and appropriate planning for implementing ICTs in the EFL classroom effectively; otherwise, their use will fail.

This section has analyzed teachers' and students' experiences and perceptions in Latin America regarding the use of ICTs in pronunciation teaching, demonstrating that further research needs to be conducted in order to better understand how ICTs implementation has worked in countries of Latin America, more specifically, in Ecuador.

Chapter 3

Methodology

Research Approach and Design

According to Nassaji (2015), descriptive research helps to report what is happening regarding a specific phenomenon. In this study, the particular situation to be described was the use of ICTs as a tool to teach pronunciation; for that reason, a descriptive design was feasible to report what was taking place at Luis Roberto Bravo high school in terms of teachers' and students' perceptions on the use of ICTs to teach pronunciation.

Moreover, this study followed a mixed-method approach in which qualitative and quantitative data were collected and analyzed (Pardede, 2018). According to Abowitz and Toole (2010), this approach involves the use of “two or more data collection methods whose validity and reliability problems counterbalance each other, and it helps to “triangulate in on” a veracious outcome (p. 10). Thus, the use of a mixed method design helped to understand the situation deeply since the application of a qualitative and a quantitative method was triangulated to give a better interpretation of the results.

Participants and Context

The study was conducted at Luis Roberto Bravo (LRB) High School, which is a public institution in Cuenca, Ecuador. LRB has only one computer lab, which was one of the sources used to access other ICT tools.

The number of participants was 80, being 2 EFL teachers and 78 students. The students were from eighth grade of junior high to third grade of high school majoring in Basic Sciences, which is acquired in senior high school (Bachillerato General Unificado - BGU). Both teachers and students answered survey questions directed to the purpose of the study. Besides the survey, the teachers also participated in an interview.

Ethical Considerations

In this research project, an informed consent process occurred before applying the survey to the participants. This aspect took place since, according to what has been stated by Abujarad et. al (2021), the informed consent process is an ethical part of research that tells the people who are likely to participate what the project will be about and how it will affect them. In order to precisely communicate the information needed and to have a list of all the participants, a three-step process was considered; it involved sharing information with the high school leaders and with students, presenting clear information to reach understanding, and participants accepting or rejecting free involvement (Bhutta, 2004). In the first step, the participants received a paper-based format of the informed consent (it was previously revised by the principal of the High School); all the information presented was carefully explained. Regarding the second step, when parents asked questions related to the

duration, content, and difficulty of the survey, the researchers clarified any doubt through phone calls. After receiving the signed consent, only 78 out of the 125 students chosen initially agreed to freely participate in the survey.

Data Collection Instruments

To collect quantitative and qualitative data in this research, surveys, and semi-structured interviews were used. Both instruments were validated with the assistance of three university teachers who analyzed the questions and sections and provided suggestions to improve specific parts related to the form and content of the surveys and interviews. After making the suggested changes, the final version of the instruments emerged and was ready to be applied to the target participants. The surveys aided in gathering data regarding teachers' and students' perceptions of the use of ICTs. The first instrument, as Mathers et al. (2013) mentioned, is a quantitative tool used in descriptive research to gather information related to the incidence of certain conditions, attitudes, and behaviors of a particular group. Likewise, Mills (2021) proposed that surveys help researchers to understand in depth the perspectives of a specific population on a determined topic. Therefore, delivering the survey to teachers and students from Luis Roberto Bravo High School helped to show what are their perceptions about the use of ICTs in enhancing pronunciation skills.

Semi-structured interviews were used as instruments for collecting qualitative data in this descriptive research. The semi-structured interviews were designed for and conducted only with EFL teachers since for the present study they were considered key informants. The answers provided by the teachers served to analyze their perceptions about the effects ICTs have had on the teaching of pronunciation and to identify the different ICT tools they use at Luis Roberto Bravo high school. We carried out semi-structured interviews because they are an instrument that allows the participants to freely talk by using their knowledge and their terms (Barclay, 2018). Additionally, interviews were audio recorded and transcribed to ease their analysis.

Data analysis

Concerning the analysis of quantitative data, we employed descriptive statistics as they provide a general description of the dataset by including the size, characteristics, and descriptions of the participants or variables involved in answering the questions of a project (Sheard, 2018). Later, data from the survey was shown in tables and charts to illustrate the results obtained regarding the perceptions EFL teachers and students have about using ICT tools in LRB to teach pronunciation skills. The use of tables and charts was considered since their "self-explanatory" nature allowed researchers to describe quantitative data gathered with no difficulties (Duquia et al, 2014, p.284).

For the qualitative part of the study, the transcriptions of the interviews were translated to

English since they were carried out in the mother tongue of the participants (Spanish). In addition, the information obtained was analyzed following a thematic analysis which eased “identifying and describing both implicit and explicit ideas within the data, that is, themes” (Guest et al, 2011, p.10). The use of thematic analysis allowed looking for similarities and differences in data to increase accuracy and intricacy to have greater reliability and validity in qualitative information (Alhojailan, 2012).

Chapter 4

Results and Discussion

The quantitative and qualitative data were analyzed through descriptive statistics and thematic analysis respectively. Descriptive statistics are presented through the use of charts as visual aids to support the analysis of the information provided by teachers and students. The thematic analysis followed a coding system of qualitative data which resulted in three main topics of discussion.

Quantitative Data

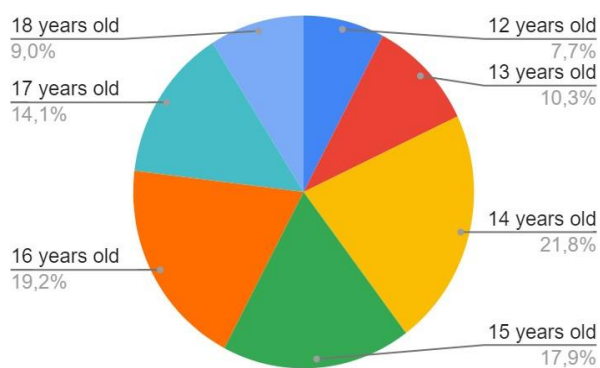
Demographic Information: Students

The first section of the survey provided an overall description of the students by including their ages and gender.

The range of ages of the 78 students (from eighth grade of junior high to third grade of high school majoring in Basic Sciences) varied from 12 to 18 years old (Figure 1).

Figure 1

Age of Participants (Students)

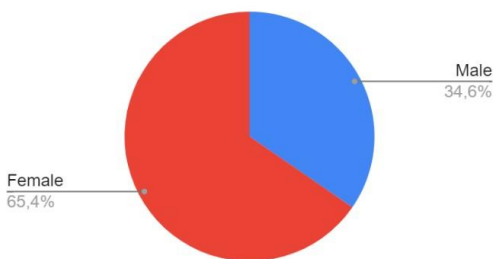


With concern to the gender of participants, there were more female than male students. The female population (51 students) represents more than half of the participants. In contrast, the male population (27 students) makes up less than 40% of the participants (Figure 2).

Figure 2

Gender of Students

Gender



Student Survey

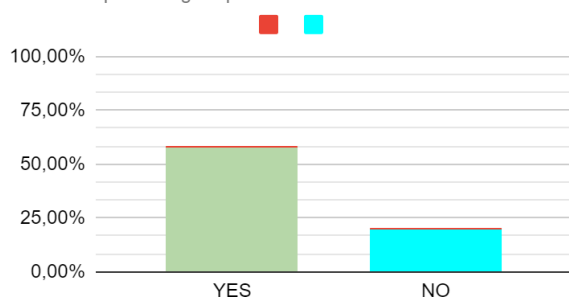
The second part of the survey delivered to the students from Luis Roberto Bravo High School provided data about the ICT tools used by teachers in the classroom to enhance pronunciation, the application given to those ICTs, the possible problems encountered, and the perceptions students had about the use of ICTs in learning or improving English pronunciation skills.

To start the survey, participants responded to question 1. This question helped to know if teachers were using ICTs in their classrooms to teach pronunciation or not, according to the students. Depending on the answer provided to question 1, students had to answer Format A or Format B for the remaining questions of the survey (Figure 3).

Figure 3

Question 1 (Students)

Question 1: Does your English teacher use ICTs in the classroom to teach/improve English pronunciation skills?



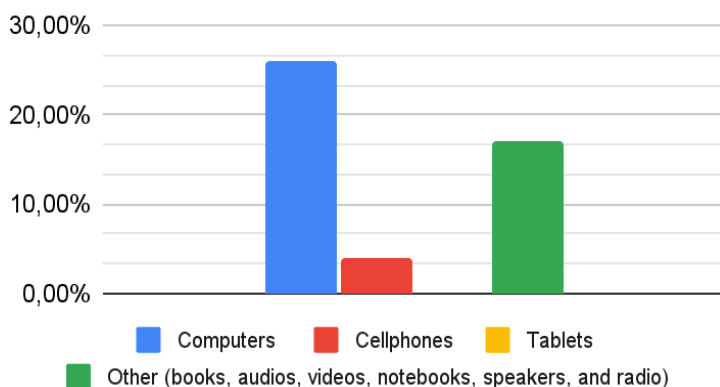
Survey Format A

In question 2 (multiple-choice) of format A, participants were restricted to select only one option; additionally, they had to explain their answers when they chose the option *other*. According to the information obtained, students considered that the ICTs their teachers implement in the classroom are computers, cell phones, books, audio, videos, notebooks, speakers, and radios (Figure 4).

Figure 4

Question 2 (Format A)

Question 2A: What have been the ICTs implemented by your English teacher to teach/improve the pronunciation skills of the English language?

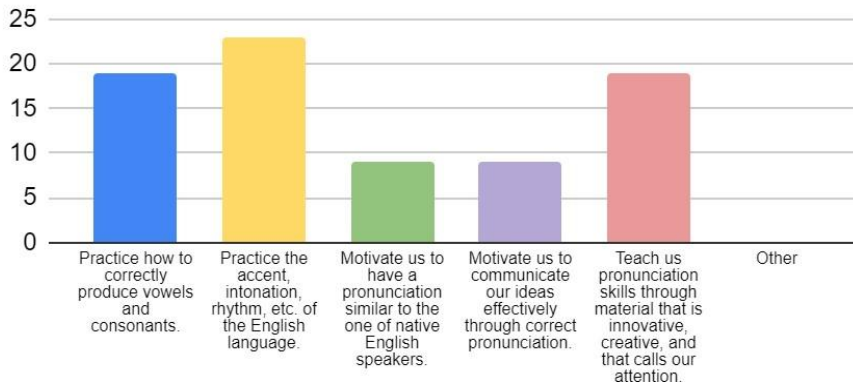


To identify the use that the English teachers at LRB give to the ICTs for teaching or improving pronunciation skills, students were presented with question 3 (multiple-choice). The data provided by students revealed that ICTs are mainly used to practice accent, intonation, rhythm, etc. of the English language. Students also informed that the other uses given to ICTs include practicing pronunciation of segmental features, teaching pronunciation skills through innovative and creative material that calls students' attention, pronouncing like native speakers, and communicating their ideas effectively through correct pronunciation (Figure 5)

Figure 5

Question 3 (Format A)

Question 3A: What is the use given by your teacher to the ICTs used in the classroom for teaching/improving the pronunciation skills of the English language?

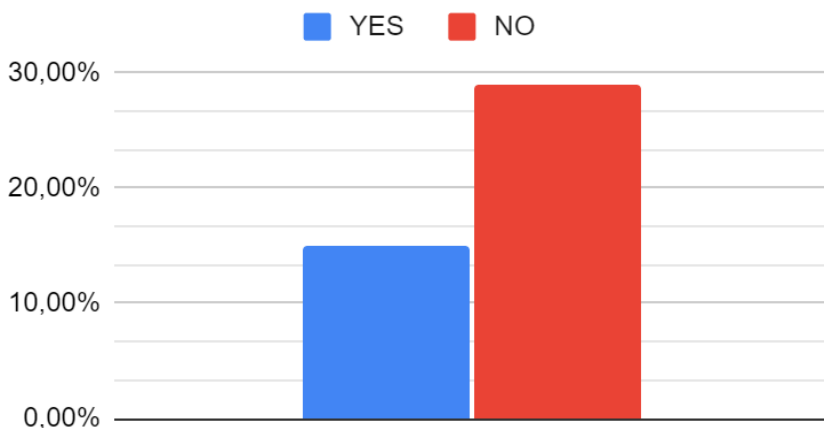


In question 4, the participants were asked if they experienced any difficulty when using the ICTs implemented by their English teachers. Most of the students (29) stated that they did not have problems while fewer students (15) declared that they faced difficulties using ICTs. This question was structured in a Yes/No format; on account of that, students who selected the option *Yes* continued the survey in its chronological order, but the students whose answer was *No* moved to question 6 (Figure 6).

Figure 6

Question 4 (Format A)

Question 4A: Have you had difficulties using the ICTs implemented by your teacher to teach you pronunciation skills?

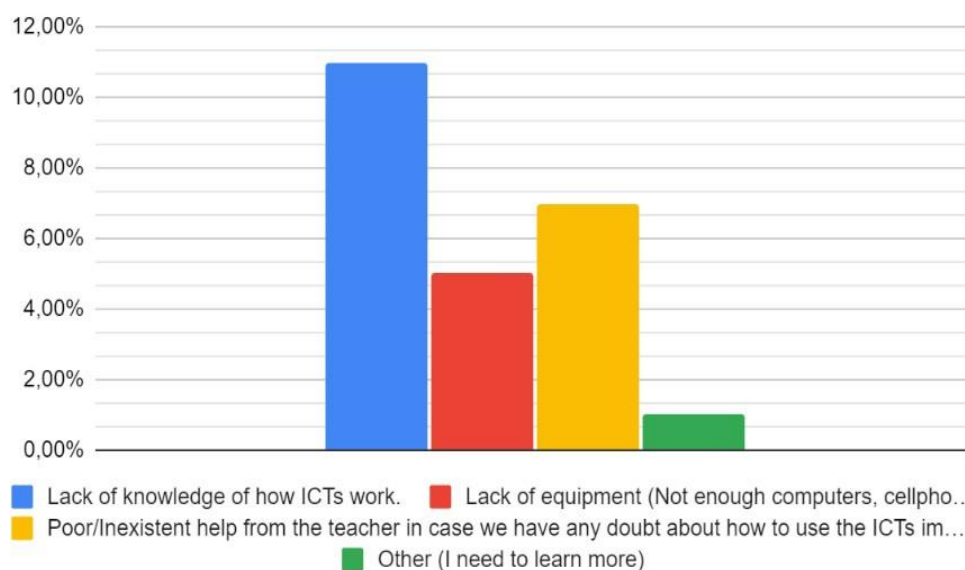


Data gathered from question 5 (multiple-choice) refers to the difficulties learners experienced while using ICTs in the classroom to learn English pronunciation skills. In accordance with students' responses, the problems relate to a lack of knowledge on how ICTs work, lack of equipment, and poor or inexistent help from the teacher whenever doubts emerge. It is relevant to mention that in question 5, participants were allowed to select more than one option (Figure 7).

Figure 7

Question 5 (Format A)

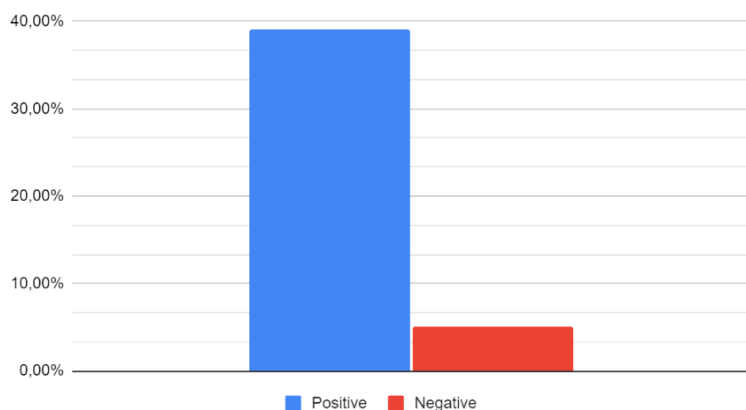
Question 5A: What have been the difficulties you have had when using the ICTs implemented by your teacher to teach you pronunciation skills?



Regarding question 6, participants were asked if their experience using ICTs to learn pronunciation skills was positive or negative. Concerning this question, participants had to explain whether their answers were *positive* or *negative*. According to the answers collected, most students (39) perceived their experience as positive (Figure 8).

Figure 8*Question 6 (Format A)*

Question 6A: How would you describe your experience towards the ICTs your teacher has employed to teach/improve pronunciation skills in the English language?



In question 6 from Format A, the students provided a short explanation justifying their reasons for selecting the *Positive* or *Negative* experience they had. Among the data obtained, 39 students claimed that their experience was positive as the ICTs used by their English teachers helped to improve three aspects: the teacher's performance, students' pronunciation skills, and the learning experience. In contrast, five students marked their experience as negative because they considered that ICTs could be employed to teach more challenging topics, or because they felt that their English teacher was not using a suitable approach to teach the subject by using ICT tools.

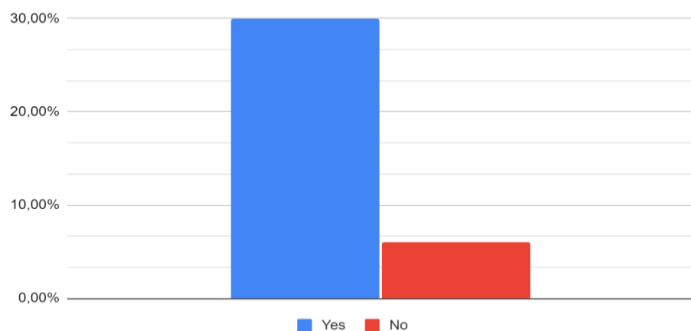
Survey Format B

From the 36 participants who answered Format B, 30 agreed with the idea that their English teachers should implement technological tools to teach pronunciation, and six students did not agree with the statement. In this question, the participants who selected the option *Yes* continued with the survey, but the ones who answered *No*, finished the survey (Figure 9).

Figure 9

Question 2 (Format B)

Question 2B: Do you think your teacher should implement technological tools to teach English pronunciation? (If your answer is NO, finish the questionnaire)

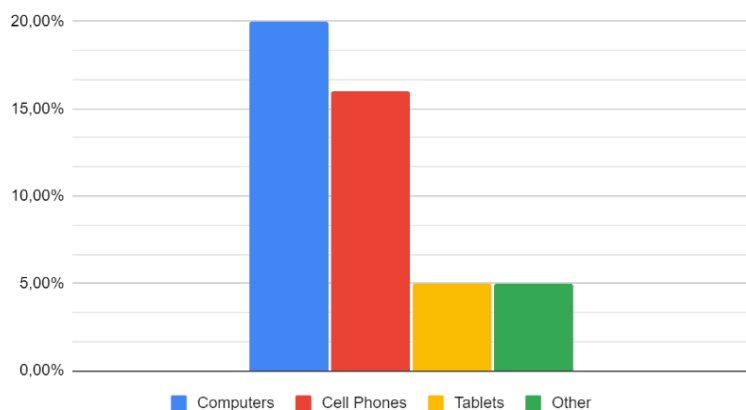


After some of the participants agreed that ICTs should be implemented in the classroom to teach pronunciation, they moved to question 3 to refer to the technological tools they think should be employed by their English teachers. Based on the results obtained, more students would prefer to use computers and cell phones and others would like the implementation of tablets, Google translate, speakers, and recorders (Figure 10).

Figure 10

Question 3 (Format B)

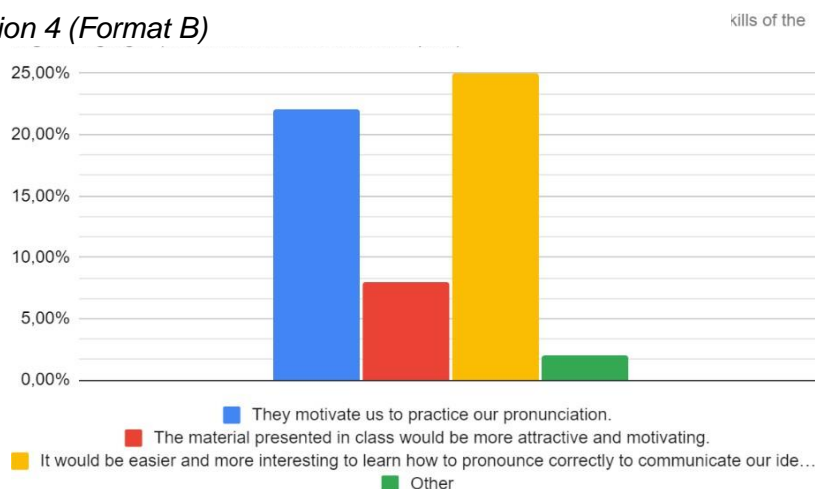
Question 3B: What technological tools should be implemented/used by your teacher to teach pronunciation? (You can choose more than one option)



The last question in Format B requested the students to choose the reasons for declaring that their English teacher should employ ICTs to teach pronunciation skills. According to the information collected, the main reason students have for sustaining their idea of the need for ICTs implementation is that technological tools would help them to learn how to communicate their ideas effectively. Besides that, participants supported their thought by selecting the options related to the possibility of motivating students and presenting attractive material to practice pronunciation (Figure 11).

Figure 11

Question 4 (Format B)



Demographic Information: Teachers

The first section of the teacher survey was created to collect demographic information: age and gender about the teachers who participated in the teacher survey and the interview. The total number of teachers that were part of the data collection process were two. Both participants were female, but there was a difference in age. Participant 1 was 44 years old, and participant 2 was 35 years old.

Teacher Survey

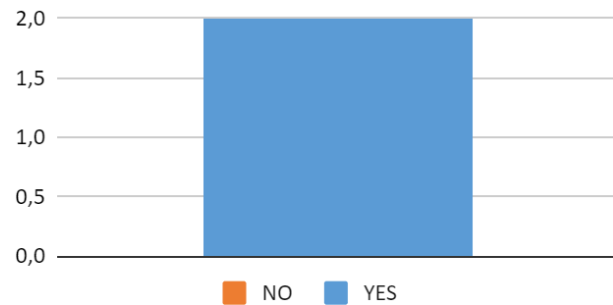
Section two of the teacher survey was created to collect information about teachers' perceptions regarding the use of technology to teach pronunciation. The first question of this section was the following: *Have you used ICTs for teaching English pronunciation skills in your classroom?* After answering *yes* or *no* to this question, the participants had to answer other questions that were in two different formats: format A, which was answered when the participants said *yes* to question 1, or format B, when they said *no* to this question.

Since none of the participants, who answered the teacher survey, selected *no* in the first question of section 2, format B was not required to be answered (Figure 12).

Figure 12

Question 1 (Teachers)

Q1: Have you used ICTs for teaching English pronunciation skills in your classroom?

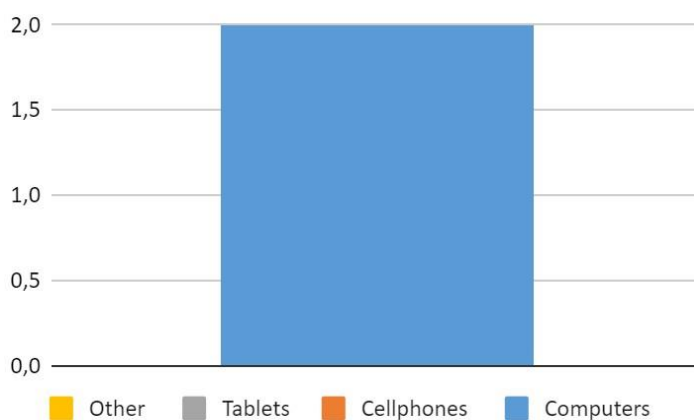


In the first question of the format A (question 2 of section 2), participants were asked to select the ICTs that they use the most during the process of teaching English pronunciation. For that reason, teachers were allowed to choose just one option. In the case that teachers did not find the technological tool among these options, they had the opportunity to select *other*, and later specify their answer (Figure 13).

Figure 13

Question 2 (Format A)

Question 2A: What have been the ICTs used in your classroom in the teaching-learning process of English pronunciation?

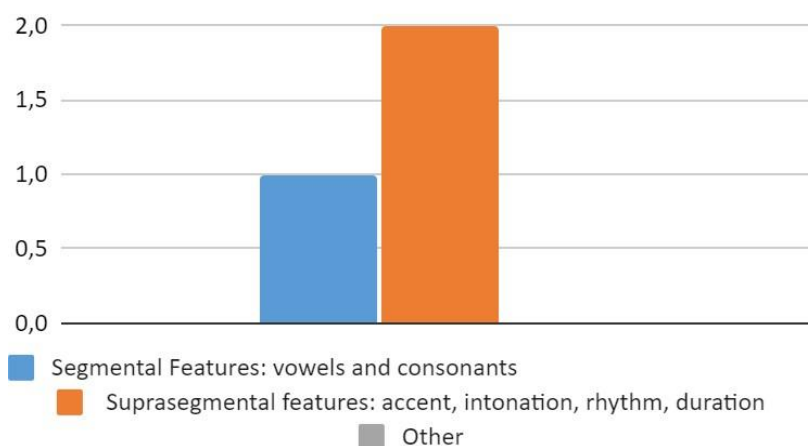


In order to collect data about the characteristics of English that teachers consider they teach, the participants had to answer the second question of format A. In this question, the participants had the opportunity to select one or more than one option and to specify their answers if they selected the option *other*. According to the teachers' answers, suprasegmental features are the most taught regarding English pronunciation (both teachers selected this option) whereas segmental features are the least taught (Figure 14).

Figure 14

Question 3 (Format A)

Question 3A: What characteristics of English pronunciation have you taught to your students through the use of ICTs?

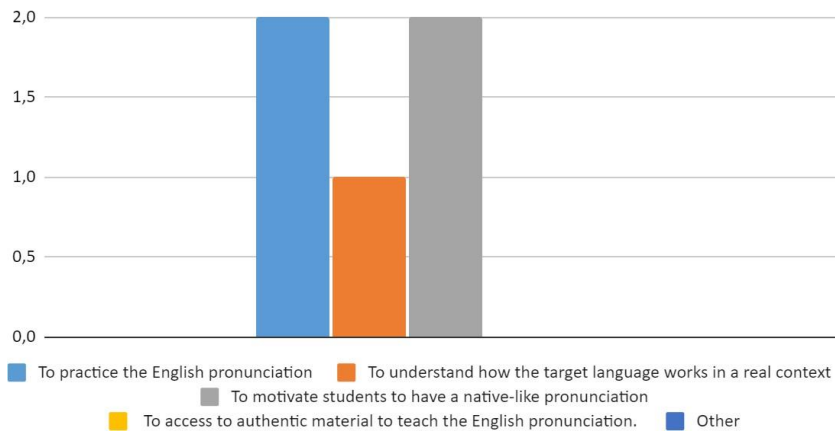


Another aspect that was considered during the data collection was the reasons why the participants used technology during the teaching process to improve English pronunciation skills in their classrooms. Thus, participants were required to answer question 4 of format A, which had four options about the probable reasons for using technology to teach pronunciation. In this question, participants could choose more than one option and could provide more reasons if their answers were *others*. The most popular options for using technology were *to practice English pronunciation* and *to motivate students to have a native-like pronunciation* (Figure 15).

Figure 15

Question 4 (Format A)

Question 4A: How have you used ICTs in the educational field to improve the pronunciation skills of the English language in your classroom?

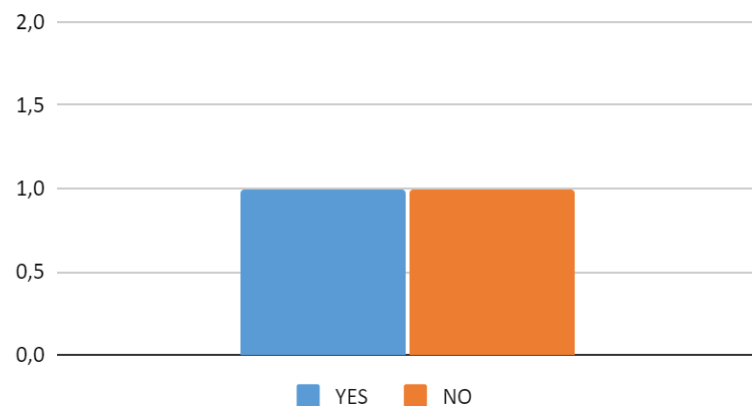


In order to collect information about the possible drawbacks when implementing technology to teach pronunciation, the participants had to answer a yes-no question. In this question, one of the participants indicated that she has experienced drawbacks whereas the other participant indicated that she has not (Figure 16).

Figure 16

Question 5 (Format A)

Question 5A: Have you experienced drawbacks when using ICTs for teaching English pronunciation?



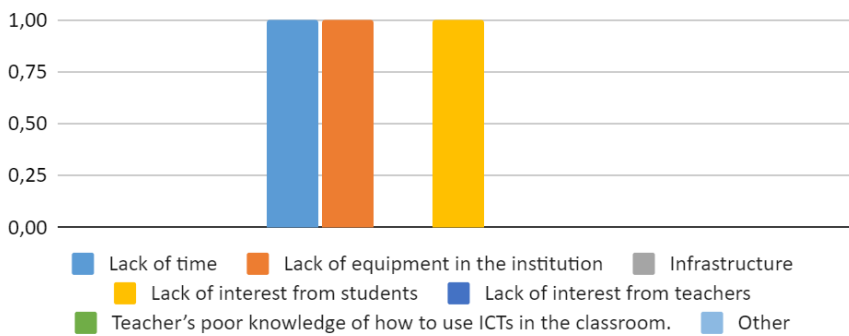
After answering the previous yes-no question, the participants were required to answer question 6 (format A) if they indicated that they have experienced drawbacks. Otherwise, they could skip question 6 and move on to the next question. Since just one of the two participants selected yes in the previous question, just one participant answered this question. In question 6, the participant had to select the drawbacks that she has experienced when implementing ICTs. The participant had the opportunity to choose one or more options. Thus, the participant

selected three options: lack of time, lack of equipment, and lack of interest from students (Figure 17).

Figure 17

Question 6 (Format A)

Question 6A: What have been the drawbacks you have experienced when implementing ICTs in the teaching-learning process of English pronunciation?

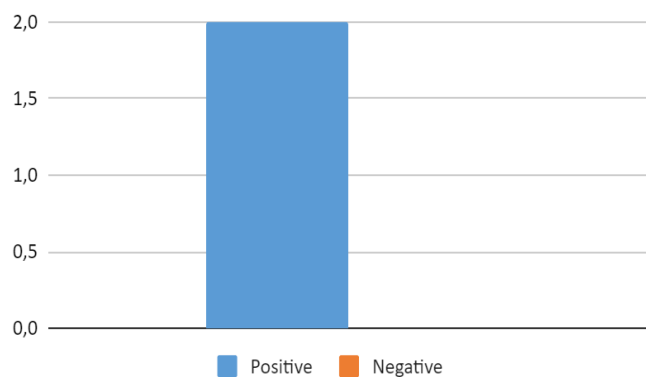


Finally, the last question of the format A was asked with the purpose of identifying how the participants perceived their experience when using technology to teach pronunciation. After choosing one of the two options of this question (positive or negative), participants had to explain their reasons for their choice. Participant 1, who answered the teacher survey, mentioned, "Listening to native speakers is always attractive to students and helps them to get familiar with the language," and Participant 2 said, "Positive because it helps students to improve listening and speaking skills and to know how to pronounce as native speakers." In other words, both participants indicated that their experiences were positive (Figure 18).

Figure 18

Question 7 (Format A)

Question 7A: How would you describe your experience implementing ICTs in your classroom to teach English pronunciation?



Qualitative Data

After conducting, transcribing, translating, and analyzing the interviews according to codes and themes, three topics related to implementing ICTs in teaching pronunciation in the classroom emerged. The first topic refers to the different materials teachers and students can access through the use of technological tools. The second topic connects to the aspects that are part of the teaching practice. Finally, the third topic relates to the limitations during the teaching-learning process according to teachers' perceptions.

Variety of Material. The teachers who were interviewed recognized that ICTs allowed them to teach English pronunciation skills through diverse materials. However, the ICTs materials used by teachers are limited to audio, videos, songs, computers, speakers, and presentations. In this line, participant 2 suggested that "The use of technology has its advantages; for example, the student can learn a topic differently through videos, audios... the student can improve his/her English pronunciation." Similarly, participant 1 mentioned that "Well, what I use is the computer. I have folders with audios there, and I have a speaker."

Additionally, the participants highlighted that ICTs eased having material that shows native speakers pronounce in the classroom. Following that statement, participant 1 claimed that "listening to recordings, audios of native speakers of the language. It is good because students are already related with the pronunciation; they improve, practice their speaking skills, their oral expression." Based on teachers' answers, it was noted that the participants had limited knowledge regarding technological tools and the wide variety of materials (hardware and software) they offer. Nonetheless, the interviewees showed a considerable desire to implement the ICTs they have heard about in their English classes.

The Teaching Practice. When interviewed, the participants recognized that the teaching practice regarding pronunciation instruction through ICTs requires the teacher to consider different angles. The first angle to keep into account, as said by the participants, is being aware of students' learning styles to help learners reach communicative competence and the ability to engage in conversation with native speakers. In that vein, when participant 1 was asked about the goal of teaching pronunciation in her classroom (native-like pronunciation or being competent regarding communication matters), she suggested that "The capacity to communicate or clearly understand a message will allow the students to maintain a conversation with a native speaker." The participants also mentioned that it is evident that learners have different ways of learning; therefore, teachers must take advantage of that and use all the resources available to develop pronunciation skills.

In accordance with the interviewees, the second angle to reflect on is understanding that there is a difference in pronunciation between native and non-native English speakers which may motivate or not students during the process of learning pronunciation. Following that

idea, the teachers suggested that through the use of technological tools, they could show students engaging material related to how native speakers sound in order to familiarize students with different types of pronunciation. Additionally, the teachers mentioned that having access to audio material of native speakers motivates students to practice their pronunciation. In that claim, participant 1 pointed out that:

I think that sometimes the fact of being just listening to the teacher may be tedious for the students, but when they listen to other people that are owners of the language, it is something attractive, showy for them, and so they learn to train the ear...because you also have to take into account that the only space students have to practice English is here, within the classroom because students usually go out and forget it...I mean, actually, they hardly practice it in their environment.

Likewise, participant 2 declared:

As I previously mentioned, one advantage is that the student can directly listen to the pronunciation of a native speaker. One disadvantage that I have seen here is that the students are not familiar with this type of pronunciation and it demotivates them.

As stated by the participants, the third angle to think about is including the different features of pronunciation skills (segmental and suprasegmental features) in their instruction because English and Spanish are different languages. In this regard, participant 2 suggested that "What we can improve is, for example, the pronunciation of regular verbs, the -ed ending. Similarly, we can teach the sounds of vowels." Following the participants' ideas, it seems that they know about the challenges of teaching pronunciation; for that reason, they try to implement ICTs in their work to have a better teaching-learning experience.

Limitations to teachers. During the interview, the participants mentioned three main limitations when implementing ICTs in the teaching-learning process. One problem related with the use of ICTs was the difficulty when monitoring large classrooms. Considering this drawback, participant 2 said, "in large classrooms, it is not possible to have control over what students are checking on their devices at the moment." Another limitation was time.

According to the teachers, there is limited time to give classes; consequently, implementing technology in the classroom may be time-consuming since installing any electronic device or getting ready with any technological material requires time, especially due to the limited access to technology that they have in the classroom. Thus, they need to find alternatives to bring technology when they are in the classroom. In connection with the previous limitation, poor infrastructure at L.R.B. High school regarding technology is another issue. For example, participant 2 explained her problems encountered when trying to use technology in the classroom:

In my English classes, I use audio because the school does not have technological resources. It has a computer laboratory, but sometimes it is not available, or the internet

connection is poor, so what I have to do is work with different audio materials.

Participant 1 also shared her experience: “what we usually do is to bring all the things to the classroom...because actually, sometimes not all the classrooms are equipped with the necessary.”

In view of this problem that teachers have had to confront, they suggested that the infrastructure of the place should be improved when they were asked about the aspects that could be enhanced to have an effective use of ICTs to teach pronunciation. To illustrate, participant 1 mentioned, “what we need here is to have all the equipment in the classroom because what we usually do is to bring all the things to the classroom...” Moreover, participant 2 suggested, “... the computer lab needs to be improved. It is also necessary to provide the institution with a good internet connection and good equipment that the teachers and students have access to...” Considering teachers' perspectives about the limitations when implementing ICTs in the classroom, it seems that most of the problems can be solved with the necessary equipment and good accessibility to technology.

Discussion

Regarding the quantitative data, the purpose of the surveys delivered to teachers and students was to collect information about the ICTs that are used in the EFL classroom, to notice the drawbacks (if any) participants had, and to know the experiences teachers and students faced when ICTs were implemented to teach pronunciation skills. Concerning the qualitative data, the aim of the interviews delivered to teachers was to gather information in detail about the ICTs teachers use (if they do) for teaching pronunciation and the reasons why they use those tools, the teaching-learning process when implementing ICTs, and the limitations (if any) when using technology.

According to the information provided by the participants through the survey, the most popular ICT tool implemented at Luis Roberto Bravo High School is the computer. This information was later confirmed by teachers in the interview, who claimed that they implement computers since this tool allows them to access other technological material, especially audios and videos. In connection with this idea, Pourhosein (2018) found a similar result in Iran where computers were useful tools when it came to pronunciation instruction. Focusing specifically on the teachers' answers, which were delivered in the interviews, the

reason why they use those technological tools is because they exhibit how native speakers pronounce the language, which helps students to acquire a native-like pronunciation. This point of view differs from Yoshida's perspective (2016), who consider that an understandable pronunciation does not necessarily mean to sound like a native speaker, but to make listeners understand the message. In addition, other uses given to technological tools are related to teaching segmental and suprasegmental features of pronunciation; this result ties well with previous studies conducted by Bellés-Fortuño and Bellés-Calvera (2018) and Benitez-Correa et al. (2020) wherein teachers involved employed ICTs for teaching the production of vowels and consonants, stress, intonation, and other aspects of pronunciation. During the interviews, participants highlighted that considering the segmental and suprasegmental pronunciation features of English is important since there are aspects in pronunciation that exhibit differences between English and Spanish. Comparing this perspective, Couper (2006) also considers that there are differences regarding pronunciation between speakers of different languages. Thus, learning to identify those differences will help students to be aware of patterns and rules about the pronunciation of their target language (Couper, 2006). Another reason why the teachers from LRB High School use technology is because it provides students with a variety of listening input. Moreover, as pointed out by the teachers, the variety of listening input related to native speakers' pronunciation attracts learners more than just listening to the teacher in the classroom; on that account, students become better at training their ears. Likewise, Femenía (2019) stated that ICTs such as LyricsTraining can be helpful tools used to encourage students' motivation while learning to train their ears. According to Femenía (2019), this app allows the user to listen to different pronunciations from foreign countries. which will help students to boost their listening skill. Another aspect that the teachers considered relevant is to understand the students' learning styles in order to help them develop communicative competence to speak with a native speaker through the use of the necessary resources based on their needs. In a similar vein, Carranza-Marchena (2019) mentioned that in order to help students acquire communicative competence, the input given to them should be based on their learning styles.

Regarding the drawbacks, most students did not face problems, but some of them indicated that the biggest difficulties encountered were knowledge of how to use technological tools and poor teachers' assistance when doubts about the technological resources used in the classroom emerged. Likewise, Gilakjani (2017) explained that teachers who lack correct training for working with ICTs have complications when asked to employ technological tools in class; as a consequence, students have scarce knowledge on utilizing technological tools for reaching their pronunciation goals. Comparably, teachers informed that the drawbacks they faced were mainly connected to the lack of time and lack of equipment in their

educational setting. Technology can be time-consuming for teachers since getting ready with any technological tool takes time, and they do not have enough time to teach an English class. Similarly, Johnson et al. (2016) mentioned time is a barrier when trying to implement technology in the classroom since its implementation requires preparation before implementing it. Moreover, he mentioned that when the time to access a technological tool is limited or inconsistent, teachers face difficulties when trying to apply technology in their classes. This aspect is linked with the poor infrastructure that exists at Luis Roberto Bravo high school regarding technology. According to the teachers, the computer laboratory sometimes is not available, there is a poor internet connection, and the classrooms are not equipped with the necessary tools. For that reason, they consider that all those aspects should change to have a better teaching-learning experience. Similar drawbacks were pointed out by Ruiz-Ortega (2020), Rosa (2016), and Aguirre (2021) in the sense that the researchers revealed that the use of ICTs in teaching becomes a problem due to the poor training teachers receive and the high costs of technological tools and its unequal distribution. The elevated costs of ICTs tend to result in lack of equipment which also affects digital literacy (Villacis & Sanchez-Choez, 2017). The last drawback is the impossibility for the teachers to monitor large classrooms. As reported by the participants, it is difficult to monitor large classes when implementing ICTs because it is not an easy task to see what all their students are doing on their electronic devices. In other words, it seems that teachers are aware of the on-task and off-task behavior that students may present while using ICTs which may influence their learning process. Similarly, Gobel (2008) discovered that students may present those kinds of behaviors while implementing ICTs.

The last finding connects to the experiences both groups had. The results helped to notice that most of the participants (including teachers and students) had positive perceptions as for them ICTs helped in increasing motivation, assisting teachers' work, practicing pronunciation to sound like native English speakers, and familiarizing learners with the target language. This is consistent with what has been previously stated by Culcay and Torres (2021), Isisag (2012), and Khalilavi (2022) who referred to practice and motivation as factors that are positively affected by ICTs since they ensure environments for immersion in the target language -English- and variety of material to foster interaction and motivation in the classroom.

Chapter 5

Conclusions and Recommendations

Conclusions

This research aimed to analyze the ICT tools used by EFL teachers from LRB High School, the effects of using those technologies, and the perceptions of teachers and students about the use of ICTs to teach pronunciation. After collecting quantitative and qualitative data for this study, it could be concluded that ICTs can be useful tools during the teaching-learning process in an EFL classroom since through the use of technology, students develop the ability to communicate with people (Azmi, 2017). However, it is worth mentioning that drawbacks regarding the implementation of those resources were also found, especially related to the poor infrastructure (Tinio 2003).

Through the results obtained in the study, it was possible to identify the most popular ICT tools at LRB High School, being the most used, the computer. This new technology, as mentioned in the theoretical part, was mainly preferred by teachers because it was used in combination with other tools (Blurton, 1999), especially audio and videos. One reason for ICTS implementation comes from teachers' ideas that these tools can help students have a native-like pronunciation since they are exposed to a variety of input, especially listening input of native speakers, which can be attractive to students, as mentioned by the participant teachers. Similarly, Kamilah and Anugerahwati (2016) and Gutiérrez (2016) mentioned that the use of authentic material that can be given through the use of ICTs can be motivating for students. Another advantage is that segmental features, which are part of traditional approaches, and suprasegmental features, which are part of current approaches in pronunciation, can be taught in the EFL classroom (Calvo, 2017). As stated by the teachers, who participated in this study, these pronunciation features will help students to identify the pronunciation differences that exist between English and Spanish since learning to identify those differences will help students to be aware of patterns and rules about the pronunciation of their target language (Couper, 2006). One recommendation that the participant teachers provided is that it is important to consider the students' learning styles since considering how they learn will help them to reach communicative competence to maintain conversations. To help students develop this ability, teachers should be able to look for resources that facilitate their learning process and satisfy their needs (Medlock, Spires, & Kerkhoff, 2017).

The drawbacks encountered by the participants in this study suggested that lack of knowledge, lack of training, lack of time, and inadequate infrastructure were factors inhibiting or preventing the implementation of ICTs in the EFL classroom when it came to

pronunciation instruction. As a consequence of the drawbacks previously mentioned, the participants were not in the line of being digital literate as they failed at any stage of the intellectual process of locating and consuming, creating, and communicating digital content (Spires & Bartlett 2012). This failure may have appeared since LRB still needs to work on the distribution of ICTs (Bandura & Méndez, 2022). That is, providing a better internet connection and an adequate computer laboratory for English teachers and students.

The last conclusion in this study pointed out that the perceptions teachers and students from LRB had towards the implementation of ICTs in teaching and learning English pronunciation were positive because ICTs enabled the participants to practice, stay motivated, and get immersed in the target language. This idea can be corroborated by Chapelle (2009) and Mahdi and Al Khateeb (2019) who stated that CALL and CAPT provide foreign language users with meaningful exposure to English and language learning opportunities meaning that ICTs can impact positively the teaching-learning process (Mcdougald, 2009).

This project concludes by arguing that ICTs implementation for enhancing English pronunciation at Luis Roberto Bravo High School evidenced positive perceptions from the participants as they got immersed in the use of English. Based on that, the use of computers as technology motivated students to learn the segmental and suprasegmental characteristics of pronunciation to sound like native speakers and provided authentic material. Lastly, the limitations experienced by the participants showed that teachers and students from LRB need to work on becoming competent digital users to get as much as they can from the technological tools available to them in this century.

Recommendations

Due to the limited technological resources in developing countries, the implementation of ICTs has become a challenge in many parts of Latin America. As this study indicates, Ecuador is not the exception since public high schools such as LRB High School lack technologies that can be useful to teach pronunciation. Another problem encountered in this study is related to the distribution of time for each subject. In Ecuador, English is a subject that is not taken as seriously as other ones. Thus, EFL teachers do not have enough teaching time. Considering these aspects, the government should invest in ICTs to ease the teaching-learning process in public schools and should pay special attention to the distribution of hours in order to create a proper balance among all the subjects included in the curriculum.

Regarding the practical implications, teachers must receive special training to use technology and help students to use it when encountering problems since the lack of knowledge about how to use technology can disrupt the pronunciation teaching-learning process. Additionally, teachers must consider features of pronunciation such as

segmental and suprasegmental features to maintain a conversation understandably. Regarding EFL teachers from LRB High School, teachers should focus on helping students develop communicative competence to engage in conversations rather than focusing on making students develop native-like pronunciation.

Even though this descriptive research demonstrated that ICTs implementation in enhancing English pronunciation can be perceived positively, it did not show a focus on the perceptions towards the employment of any specific software (e.g. *Audacity*, *Voki*) to teach pronunciation. Therefore, further research could be conducted on technological software teachers use (or not) at different educational levels in Ecuador for teaching pronunciation features, and how those technological tools are perceived by the educational community.

The last point to consider is that future research should explore different aspects (*i.e.* teaching approach, materials, teachers' preparation) that diminish or increase the drawbacks related to ICTs implementation in pronunciation instruction because, as stated in the results section, limitations for teachers and students impact on how they teach and learn English pronunciation.

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Annexes**Annex A: Proposed Questions for the English Teacher's Interview (Semi-structured interview)**

1. What is your opinion about the use of technology for academic purposes?
2. What are the advantages and disadvantages of using technology in the classroom?
3. Do you think technology can be used for teaching pronunciation? Why?
4. What are the advantages and disadvantages of using ICTs for teaching pronunciation?
5. Do you use technological tools for teaching pronunciation? If you do, what technological tools do you use for teaching pronunciation? If you do not, what is the reason?
6. Do you think these technological tools are useful in the teaching-learning process? why? (consecutive question to the question five if the answer is "yes").
7. Has the use of ICTs had a positive or negative impact on the pronunciation teaching process? why? (alternative question if the interviewed mentions that he/she has used technological tools to teach pronunciation).
8. What have been the effects of teaching pronunciation through the use of ICTs? (alternative question if the interviewed mentions that he/she has used technological tools to teach pronunciation).

Anexo A: Preguntas Propuestas para la Entrevista Hacia El Docente en el Área de Inglés (Entrevista Semi-estructurada)

1. ¿Cuál es su opinión acerca del uso de la tecnología con propósitos académicos?
2. ¿Cuáles son las ventajas y desventajas de usar tecnología en el aula de clase?
3. ¿Piensa que la tecnología puede ser usada para enseñar pronunciación? ¿Por qué?
4. ¿Cuáles son las ventajas y desventajas de usar las TICs para enseñar pronunciación?
5. ¿Utiliza recursos tecnológicos para enseñar pronunciación? Si lo hace, ¿qué recursos tecnológicos usa para enseñar pronunciación? Si no lo hace, ¿a que se debe el motivo?
6. ¿Considera que esos recursos tecnológicos son útiles en el proceso de enseñanza-aprendizaje? ¿Por qué? (Pregunta consecutiva a la pregunta cinco si es que la respuesta es "sí")
7. ¿El uso de las TICs han tenido un impacto positivo o negativo en el proceso de la enseñanza de pronunciación? ¿Por qué? (Pregunta alterna si es que el entrevistado menciona que ha utilizado recursos tecnológicos para enseñar pronunciación)
8. ¿Cuáles han sido los efectos de enseñar pronunciación por medio del uso de las TICs? (Pregunta alterna si es que el entrevistado menciona que ha utilizado recursos tecnológicos para enseñar pronunciación).

Annex B: Survey Teachers

SURVEY FOR RESEARCH PROJECT
Perceptions of teachers from Unidad Educativa Luis Roberto Bravo towards using ICTs (Information and Communication Technologies) for improving English pronunciation skills.
SECTION 1: GENERAL INFORMATION
Name:
Gender: <ul style="list-style-type: none">• Male• Female• Other
Age:
SECTION 2: QUESTIONS
Instructions: <ul style="list-style-type: none">• Read the questions carefully.• Use a pen to answer.• The term ICTs refers to <i>Information and Communication Technologies</i>.
1. Have you used ICTs for teaching English pronunciation skills in your classroom? (If your answer is YES, answer format A. If your answer is NO, answer format B) <ul style="list-style-type: none">• Yes• No
FORMAT A
2. What have been the ICTs used in your classroom in the teaching-learning process of English pronunciation? (Choose one option) <ul style="list-style-type: none">• Computers• Cell Phones• Tablets

- Other
Specify:

3. What characteristics of English pronunciation have you taught to your students through the use of ICTs?

(Choose more than one option)

- Segmental features: vowels and consonants.
- Suprasegmental features: accent, intonation, rhythm, duration. entales: acento, entonación, ritmo, duración
- Other:
Specify:

4. How have you used ICTs in the educational field to improve the pronunciation skills of the English language in your classroom?

(Choose more than one option)

- To practice English pronunciation.
- To understand how English works in a real context.
- To motivate students to have native-like English pronunciation.
- To access to authentic material to teach English pronunciation.
- Other
Specify:

5. Have you experienced drawbacks when using ICTs for teaching English pronunciation?

(If your answer is NO, move to question 7)

- Yes
- No

6. What have been the drawbacks you have experienced when implementing ICTs in the teaching-learning process of English pronunciation?

(Choose more than one option)

- Lack of time
- Lack of equipment in the institution
- Infrastructure
- Lack of interest from students
- Lack of interest from teachers
- Teacher’s poor knowledge of how to use ICTs in the classroom.
- Other

Specify:

7. How would you describe your experience implementing ICTs in your classroom to teach English pronunciation?

- Positive
Why?

- Negative
Why?

FORMAT B

2. Why have you not implemented ICTs in your classroom to teach English pronunciation?

- Lack of equipment in the institution
- Teacher’s lack of knowledge and preparation on how to work with ICTs in the classroom.
- Lack of interest from students
- Lack of interest from teachers
- Lack of time
- Other:

Specify:

Anexo B: Cuestionario Docentes

ENCUESTA PARA PROYECTO DE TITULACIÓN:

Percepciones de **docentes** de la Unidad Educativa Luis Roberto Bravo con respecto al uso de las TICs (Tecnologías de la Información y Comunicación) para el mejoramiento de las habilidades de la pronunciación del idioma Inglés.

SECCIÓN 1: INFORMACIÓN GENERAL

Nombre:

Género:

- Masculino
- Femenino
- Otro

Edad:

SECCIÓN 2: PREGUNTAS**Instrucciones:**

- Lea detenidamente las preguntas
- Utilice esfera para seleccionar su respuesta
- El término TICs hace referencia a *Tecnologías de la Información y Comunicación*.

1. ¿Ha utilizado o utiliza las TICs para la enseñanza de la habilidad de la pronunciación del idioma Inglés en su aula de clase?

(Si su respuesta es SÍ, responda el formato A de la encuesta. Si su respuesta es NO, responda el formato B de la encuesta)

- Sí
- No

FORMATO A**2. ¿Cuáles han sido las TICs usadas en su aula de clase para la enseñanza-aprendizaje de la pronunciación del idioma Inglés?**

(Seleccione solo una opción)

- Computadoras
- Celulares
- Tablets
- Otro

Especifique:

3. ¿Qué características de la pronunciación del idioma Ingles ha enseñado a sus estudiantes mediante el uso de las TICs?

(Puede seleccionar más de una opción)

- Caracteristicas segmentales: vocales y consonantes.
- Caracteristicas suprasegmentales: acento, entonación, ritmo, duración
- Otra:

Especifique:

4. ¿Cómo ha utilizado las TICs en el ámbito educativo para el mejoramiento de las habilidades de pronunciación del idioma inglés en el aula de clase?

(Puede seleccionar más de una opción)

- Practicar la pronunciación del idioma Inglés.
- Entender cómo funciona el idioma inglés en un contexto real.
- Motivar a los estudiantes a tener una pronunciacion semejante a la de hablantes nativos del idioma Inglés.
- Conseguir material auténtico para la enseñanza de la pronunciación del idioma inglés.
- Otro

Especifique:

5. ¿Ha experimentado inconvenientes al usar las TICs para la enseñanza de la pronunciación del idioma Inglés?

(Si su respuesta es NO, pase a la pregunta 6)

- Sí
- No

6. ¿Cuáles son algunos de los problemas que ha experimentado en relación a la implementación de las TICs en la enseñanza-aprendizaje de la pronunciación del idioma inglés?

(Puede seleccionar más de una opción)

- Falta de tiempo
- Falta de equipamiento en la unidad educativa.
- Infraestructura
- Falta de interés por parte de los estudiantes
- Falta de interés por parte del docente
- Poco conocimiento del docente sobre como utilizar las TICs en el aula de clase
- Otro

Especifique:

7. ¿Cómo catalogaría su experiencia implementado las TICs en su aula de clase para la enseñanza de la pronunciación del idioma Inglés?

- Positiva

¿Por qué?

- Negativa

¿Por qué?

FORMATO B

2. ¿Por qué no ha implementado las TICs en su aula de clase para la enseñanza de la pronunciación del idioma Inglés?

- Falta de equipamiento en la unidad educativa.
- Falta de conocimiento y preparación del docente sobre cómo trabajar con las TICs en el aula de clase.

- Falta de interés por parte de los estudiantes.
- Falta de interés por parte de los docentes.
- Falta de tiempo.
- Otro:

Especifique:

Annex C: Survey Students

SURVEY FOR RESEARCH PROJECT Perceptions of students from Unidad Educativa Luis Roberto Bravo towards using ICTs (Information and Communication Technologies) for improving English pronunciation skills
SECTION 1: GENERAL INFORMATION
Name:
Gender: <ul style="list-style-type: none">• Masculine• Feminine• Other
Age:
SECTION 2: QUESTIONS
Instructions: <ul style="list-style-type: none">• Read the questions carefully.• Use a pen to answer.• The term ICTs refers to <i>Information and Communication Technologies</i>.
1. Does your English teacher use ICTs in the classroom to teach/improve English pronunciation skills? (If your answer is YES, answer format A. If your answer is NO, answer format B) <ul style="list-style-type: none">• Yes• No
FORMAT A
2. What have been the ICTs implemented by your English teacher to teach/improve the pronunciation skills of the English language? (Choose one option) <ul style="list-style-type: none">• Computers• Cell Phones• Tablets

- Other
Specify:

3. What is the use given by your teacher to the ICTs used in the classroom for teaching/improving the pronunciation skills of the English language?

(You can choose more than one option)

- Practice how to correctly produce vowels and consonants.
- Practice the accent, intonation, rhythm, etc. of the English language.
- Motivate us to have a pronunciation similar to the one of native English speakers.
- Motivate us to communicate our ideas effectively through correct pronunciation.
- Teach us pronunciation skills through material that is innovative, creative, and that calls our attention.
- Other
Specify:

4. Have you had difficulties using the ICTs implemented by your teacher to teach you pronunciation skills?

(If your answer is NO, move to question 6)

- Yes
- No

5. What have been the difficulties you have had when using the ICTs implemented by your teacher to teach you pronunciation skills?

(You can choose more than one option)

- Lack of knowledge of how ICTs work.
- Lack of equipment (Not enough computers, cellphones, etc., for all the students)
- Poor/Inexistent help from the teacher in case we have any doubt about how to use the ICTs implemented in class.

- Other
Specify:

6. How would you describe your experience towards the ICTs your teacher has employed to teach/improve pronunciation skills in the English language?

- Positive
Why?

- Negative
Why?

FORMAT B

2. Do you think your teacher should implement technological tools to teach English pronunciation?

(If your answer is NO, finish the questionnaire)

- Yes
- No

3. What technological tools should be implemented/used by your teacher to teach pronunciation?

(You can choose more than one option)

- Computers
- Cell Phones
- Tablets
- Other

Specify:

4. Why should your teacher implement technological tools to teach pronunciation skills of the English language?

(You can choose more than one option)

- They motivate us to practice our pronunciation.
- The material presented in class would be more attractive and motivating.
- It would be easier and more interesting to learn how to pronounce correctly to communicate our ideas effectively.
- Other

Specify:

Anexo C: Cuestionario Estudiantes

ENCUESTA PARA PROYECTO DE TITULACIÓN:

Percepciones de **estudiantes** de la Unidad Educativa Luis Roberto Bravo con respecto al uso de las TICs (Tecnologías de la Información y Comunicación) para el mejoramiento de las habilidades de la pronunciación del idioma inglés.

SECCIÓN 1: INFORMACIÓN GENERAL

Nombre:

Género:

- Masculino
- Femenino
- Otro

Edad:

SECCIÓN 2: PREGUNTAS

Instrucciones:

- Lea detenidamente las preguntas
- Utilice esfera para seleccionar su respuesta
- El término TICs hace referencia a *Tecnologías de la Información y Comunicación*.

1. ¿Su docente de Inglés utiliza las TICs en el aula de clase para enseñar/mejorar las habilidades de la pronunciación del idioma Inglés?

(Si su respuesta es Sí, responda el formato A. Si su respuesta es NO, responda el formato B)

- Sí
- No

FORMATO A

2. ¿Cuáles han sido las TICs implementadas por su docente para enseñar/mejorar las habilidades de la pronunciación del idioma Inglés?

Seleccione solo una opción)

- Computadoras
- Celulares
- Tablets
- Otro

Especifique:

3. ¿Cuál es el uso dado por su docente a las TICs empleadas en el aula de clase para enseñar/mejorar las habilidades de la pronunciación del idioma Inglés?

(Puede seleccionar más de una opción)

- Practicar cómo producir vocales y consonantes correctamente.
- Practicar el acento, entonación, ritmo, etc., del idioma Inglés.
- Motivarnos a tener una pronunciación semejante a la de hablantes nativos del idioma Inglés.
- Motivarnos a comunicar nuestras ideas efectivamente por medio de una correcta pronunciación.
- Enseñarnos las habilidades de la pronunciación mediante material innovador, creativo y que llama nuestra atención.
- Otro

Especifique:

4. ¿Ha tenido dificultades utilizando las TICs implementadas por su docente para enseñarle las habilidades de la pronunciación?

(Si su respuesta es NO, pase a la pregunta 6)

- Sí
- No

5. ¿Cuáles han sido las dificultades que ha tenido con respecto a las TICs implementadas por su docente para enseñarle las habilidades de la pronunciación?

(Puede seleccionar más de una opción)

- Falta de conocimiento sobre el funcionamiento de las TICs.

- Falta de equipamiento (no suficientes computadores, celulares, etc., para los estudiantes)
- Escasa/Inexistente ayuda por parte del docente en caso de tener dudas sobre cómo usar las TICs que se emplean en el aula de clase.
- Otra
Especifique:

6. ¿Cómo catalogaría su experiencia con respecto a las TICs que ha empleado su docente para enseñar/mejorar las habilidades de la pronunciación del idioma Inglés?

- Positiva
¿Por qué?

- Negativa
¿Por qué?

FORMATO B

2. ¿Cree que su docente de Inglés debería implementar herramientas tecnológicas para enseñar habilidades de pronunciación del idioma Inglés?

(Si su respuesta es NO, finalice el cuestionario)

- Sí
- No

3. ¿Qué herramientas tecnológicas deberían ser implementadas/usadas por su docente para la enseñanza de pronunciación?

(Seleccione más de una opción)

- Computadoras
- Celulares
- Tablets

- Otro

Especifique:

4. ¿Por qué su docente debería implementar herramientas tecnológicas para enseñar habilidades de pronunciación del idioma Inglés?

(Puede seleccionar más de una opción)

- Motivarnos a practicar nuestra pronunciación.
- El material presentado en clase sería más llamativo y motivador.
- Sería más sencillo e interesante aprender a pronunciar correctamente para comunicar nuestras ideas efectivamente.
- Otro

Especifique:

UCUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Cuenca, 09 de febrero de 2023

Estimado representante legal y/o padre de familia:

Reciba un atento saludo,

La presente tiene como finalidad solicitar el permiso de su representado para participar en la resolución de una encuesta que tiene como objetivo recolectar información que servirá de apoyo en un proyecto de titulación de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros titulado "Percepciones de Estudiantes y docentes de ILE [Inglés como lengua Extranjera] sobre el uso de las TICs [Tecnologías de la Información y Comunicación] para mejorar la pronunciación: Caso de estudio en la Unidad Educativa Luis Roberto Bravo"

Por tal motivo, pedimos comedidamente brinde su consentimiento informado a su representado para que pueda participar en este cuestionario en el mes de febrero.

Por la favorable acogida que sepa brindar a la presente, anticipamos nuestros agradecimientos.

Atentamente:

Heydi Porras & Paola Padilla

Estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad de Cuenca.

En caso de dudas, llamar a
0990736729 ó 0983892961

CONSENTIMIENTO INFORMADO

Yo _____ con número de cédula
_____ representante legal del/la estudiante
_____ con número de cedula _____

autorizo / no autorizo la participación de mi representado en la resolución de la encuesta para la investigación titulada ***“Percepciones de Estudiantes y docentes de ILE sobre el uso de las TICs para mejorar la pronunciación: Caso de estudio en la Unidad Educativa Luis Roberto Bravo”***

Firma del representante legal

Fecha:

UCUENCA**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN****CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Cuenca, 27 de febrero de 2023

Estimado/a docente:

Reciba un atento saludo,

La presente tiene como finalidad solicitar su permiso para participar en la resolución de una encuesta y una entrevista que tienen como objetivo recolectar información que servirá de apoyo en un proyecto de titulación de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros titulado “Percepciones de Estudiantes y docentes de ILE [Inglés como lengua Extranjera] sobre el uso de las TICs [Tecnologías de la Información y Comunicación] para mejorar la pronunciación: Caso de estudio en la Unidad Educativa Luis Roberto Bravo”

Por tal motivo, pedimos comedidamente que brinde su consentimiento informado para que pueda participar en este cuestionario y encuesta en el mes de febrero.

Por la favorable acogida que sepa brindar a la presente, anticipamos nuestros agradecimientos.

Atentamente:

Heydi Porrás & Paola Padilla

Estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad de Cuenca.

En caso de dudas, llamar a
0990736729 ó 0983892961

CONSENTIMIENTO INFORMADO

Yo _____ con número de cédula
_____ **autorizo / no autorizo** mi participación en la resolución de una encuesta y una entrevista (misma que será grabada a manera de audio) para la investigación titulada ***“Percepciones de Estudiantes y docentes de ILE sobre el uso de las TICs para mejorar la pronunciación: Caso de estudio en la Unidad Educativa Luis Roberto Bravo”***

Firma de el/la docente

Fecha: