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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

TOPIC:

**THE DIGITAL STORY AS A TOOL AND ITS INFLUENCE ON ENGLISH
PRONUNCIATION AT BASIC LEVEL IN ELEMENTARY EDUCATION**

Thesis prior to obtaining the Master's degree in Education

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Dedication

This research project is dedicated, first, to my mom, who has always been praying for me. Also, it is for myself, since I always persevere through challenging moments.

On the other hand, it is dedicated to my family and pets, who always support my wishes to reach higher.

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With all my heart, I thank God for always listening to my prayers and helping me persevere.

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DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

TEMA: Las narrativas digitales como herramienta y su influencia en la mejora de la pronunciación de estudiantes de primaria con nivel básico de inglés.

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Resumen Ejecutivo

El siguiente trabajo de investigación tiene como objetivo analizar el impacto de los videos de narrativas cortas en la mejora de la pronunciación del inglés en niños con nivel A1. Se utilizó un enfoque cuantitativo con un diseño cuasi-experimental. Los participantes fueron 66 estudiantes, divididos en dos grupos: control y experimental. Se aplicaron un pre-test y un pos-test enfocados a evaluar su desarrollo en la habilidad de pronunciación al nivel A1, de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER), en ambos grupos. Los instrumentos utilizados fueron validados por expertos en el área de la lengua inglesa. Después de la aplicación con el grupo experimental (10 sesiones enfocadas en el uso de narrativas y/o videos digitales cortos para mejorar la pronunciación). Los resultados mostraron una gran mejora (mayor motivación para adquirir y desarrollar habilidades productivas y mayor desarrollo en la identificación de tonos, ritmo y acento de las palabras, así como en la fluidez y claridad al hablar), algo que el grupo de control no alcanzó. Así, la propuesta didáctica fue una guía didáctica para docentes que incluye 10 sesiones de desarrollo, en las que se detalla el uso de videos, actividades y hojas de trabajo que guían a mejorar la pronunciación del inglés en jóvenes estudiantes que están empezando su inmersión en el idioma.

Palabras claves: Lengua extranjera ,pronunciación, propuesta innovadora, videos digitales cortos

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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THEME

THE DIGITAL STORY AS A TOOL AND ITS INFLUENCE ON ENGLISH PRONUNCIATION AT
BASIC LEVEL IN ELEMENTARY EDUCATION

ABSTRACT

This research aims to analyze the impact of short narrative videos on improving English pronunciation in children at the A1 level. A quantitative approach with a quasi-experimental design was utilized, involving 66 students divided into two groups: a control group and an experimental group. These groups were administered a pre-test and a post-test to evaluate their progress in pronunciation skills according to the Common European Framework of Reference for Languages (CEFR). Experts in English language education validated the assessment instruments. After implementing 10 sessions focused on the use of narratives and short digital videos to enhance pronunciation for the experimental group, the results indicated significant improvement. This group demonstrated greater motivation to develop productive skills and made notable progress in identifying word tones, rhythm, and accents, as well as enhancements in speaking fluency and clarity. In contrast, the control group did not show similar advancements. Consequently, the educational proposal includes a teaching guide for educators, featuring 10 development sessions that outline the use of videos, activities, and worksheets designed to improve English pronunciation among young students who are just beginning to learn the language.

KEYWORDS: Foreign language, innovative approach, pronunciation, short digital videos



Introduction

Importance and relevance

Nowadays, people live in a modern world in which technological globalization has transformed how information is shared. As a result, education has undergone a significant transformation, enabling people to access vast amounts of information. Thus, traditional educational methods have adapted to these new trends, since digital learning tools not only provide access to education from anywhere (online education) but also allow teachers to create innovative ways for learners to acquire knowledge (Dildorakhon, 2024). With this in mind, and since this study focuses on “Using Digital Short Stories to Enhance English Pronunciation in A1 young learners,” it is clear that integrating technology into pedagogical approaches can promote a more flexible, engaging, and personalized learning experience, balancing traditional methods with technology.

In this context, digital short stories have emerged as an innovative storytelling method. According to Nair & Yunus (2022), it is considered an extensive method that goes beyond traditional storytelling by combining text, images, sounds, and videos to convey a story. This approach enhances motivation and improves speaking skills, promoting a deeper understanding and retention, particularly in pronunciation and fluency. Additionally, Bouchrika (2021) noted that digital stories can be tailored to facilitate teachers' communication of abstract or conceptual material. This approach fosters student participation and interaction in the classroom, which allows meaningful listening experiences and the development of critical thinking skills. Finally, they can be used to clarify concepts that learners need to grasp.

These ideas align with the research line “Aprendizaje del Inglés como Lengua Extranjera” using the subline “estrategias comunicativas”. This research line investigates the process of teaching a foreign language, recognizing that it requires didactic knowledge to enable students to acquire it effectively. Therefore, the research will explore how a communicative strategy can guide developmental learning in the classroom, as it is a foreign language rather than a native one. This is why understanding the student learning process and how various methods or

strategies influence the challenges of teaching English as a foreign language should be analyzed.

On the other hand, understanding how this research relates to the laws, regulations, and norms governing it is crucial. In this way, in the article 347 of the Constitution of the Republic and according to “Ley Orgànica de Educaciòn Intercultural” (2022) it establishes that it shall be the responsibility of the State to, "Incorporate information and communication technologies in the educational process and promote the link between education and productive or social activities that enhance positive learning outcomes" (p.6). Therefore, according to the context of this research, the Competency-Based Curriculum is a vital framework to consider, as it guides our understanding of how students acquire specific competencies.

In teaching English as a foreign language at the elementary level, the emphasis is on learners developing competencies rather than focusing just on traditional content-driven learning. Instruction needs to incorporate interactive learning and real-world language use, which can be facilitated through ICT. Thus, in this study, and since the “Ministerio de Educación” (2022) emphasizes that in the curriculum based on competencies, the development of skills (communication, critical thinking, problem-solving), language competencies (speaking, listening, reading, and writing), and cultural competence (cultural awareness), the use of digital short stories will contribute to creating a more holistic language learning experience. This is particularly relevant in communication, as it will enhance pronunciation skills, allowing students to improve their overall language proficiency.

Otherwise, to understand the impact of this information, it is necessary to collect previous investigations that will support the study. In the study "Improving Middle-School Students' English Vocabulary Via Digital Storytelling," by Amani Bin in Saudi Arabia in 2020, the focus is on how digital storytelling can help students not only acquire vocabulary but also improve pronunciation, as applying this method involves speaking and pronunciation practice. The findings indicated that this method was enjoyable and memorable since it used visual images to enhance retention and comprehension. Consequently, students improved their

language proficiency, vocabulary, and grammatical understanding.

This finding suggests that the investigation is relevant to improving the population's English skills, because this method has produced significant results that can enhance students' language proficiency.

Conversely, we can observe that this topic has also gained relevance in Ecuador. The study titled "Short Stories to Improve Oral Production Among Elementary-1 Students at English Speak Up Center, Morning Session in Loja City During the 2019-2020 School Year" by Vega et al. in 2020, shows that the use of short stories in elementary students helped learners improve significantly in fluency, accuracy, and pronunciation, making learning more enjoyable and less stressful.

These investigations demonstrate effective ways to improve language skills, enabling students to learn and utilize new vocabulary while enhancing their production. Additionally, by incorporating technological tools, students can feel immersed and motivated to improve both their speaking abilities and confidence.

In this way, the study population exhibited a low level of pronunciation skills. This is because they learned English in previous years without an English teacher who had limited knowledge of the subject, and using traditional methods that focused on practicing writing as the main objective. And, this affects the students' current level. For instance, applying a strategy to address the challenges faced by the study population is important.

Problem statement

Figure N ° 1: Problem tree



Figure 1: Problem tree

Elaborated by: Mishel Bautista

Students in Ecuador's education system have been affected by global changes, as learning English has become a vital aspect of education in most schools worldwide. This is due to English being recognized as a lingua franca, which opens up better travel opportunities, the possibility of studying abroad, and a broader range of job positions. For instance, developing students' language skills is important (Bonneville, 2023).

In this regard, the research study indicates that developing speaking skills has been crucial for students in the Ecuadorian system, as it is a vital tool for communicating ideas in real-life situations. However, students often struggle to develop this skill (Nair and Yunus, 2022). Therefore, teachers who are trying to develop it notice that a poor understanding of pronunciation may be the reason they face problems with language production. According to the British Council (2021), pronunciation is a crucial aspect of spoken language, essential for students to understand what the speaker is saying. Thus, it plays a significant role in communication, comprehension, and language acquisition.

For this reason, it is crucial to note that pronunciation development can be a challenging area for elementary students, as numerous factors hinder proper production. In this case study, it was observed that the student population had not had sufficient opportunities to enhance their skills in previous years. This situation arises from limited exposure to native pronunciation in the previous year, compounded by inadequate instructional methods, leading to communication barriers in expressing ideas.

Additionally, it was detected that students developed a fear of making mistakes due to a lack of speaking practice, which resulted in low confidence, reluctance to engage in conversations, and the formation of incorrect pronunciation habits. For instance, employing new methodologies, such as using digital short stories as a tool, can help students improve their English pronunciation by guiding them in learning the proper stress, intonation patterns, and word sounds necessary for understanding the language.

Hypothesis

Young learners can improve their pronunciation skills by using digital short-story videos as an authentic pronunciation tool to promote oral practice in the English classroom.

Beneficiaries

The population considered includes the students in Fifth Grade B and C who have an A1 English level. This group consists of young learners aged 9-10 years. Each class comprises 33 students who receive instruction for 3 hours per week. Here, the students' development should align with the standards set by the “Ministerio de Educación”, indicating that by the beginning of middle education, they should have already developed A1.1 English skills in accordance with the Ecuadorian English curriculum. They are preparing to acquire knowledge at the A1.2 level in fifth grade. However, they have been facing challenges in speaking production, which affects their language comprehension. This issue arises because they were not accustomed to developing that skill; in previous years, they learned the language from a teacher who was not well-equipped to teach it effectively.

Almusharraf (2021) highlighted that young learners must practice speaking while focusing on early pronunciation acquisition. If they do not, they may develop a negative attitude toward speaking and listening at higher levels, leading to a lack of confidence in expressing themselves clearly and comfortably. For these reasons, this group was selected to analyze whether implementing new methodologies, such as digital short stories, helps them overcome the acquisition barrier. Consequently, this research aims to enrich the knowledge of teachers and students involved in population studies and to inform future research on this topic.

Research question

How can young learners of a foreign language improve their pronunciation skills through digital short story videos?

Objectives

General objective

To analyze the impact of digital short stories on improving English pronunciation in young learners at the A1 level.

Specific objectives

- To identify the baseline students' pronunciation skills before using digital short story videos.
- To design a didactic guide based on using digital short story videos as a tool that helps learners practice and improve pronunciation.
- To compare the pronunciation progress of students exposed to digital short story videos with that of those using traditional pronunciation methods.

CHAPTER 1

Theoretical Framework

The relevance of the theoretical framework and previous studies will be improved in this chapter by describing several Study-related concepts. This will enable a deeper understanding of how digital short-story videos can improve English pronunciation in young learners. The solid description will also provide a clear structure to guide interpretation of the results, offering insight into the research problem.

Previous Studies

A study by Gurung and Chinoku in 2022 demonstrates the relevance of continuing the established research. This study aimed to determine the effectiveness of digital storytelling techniques in enhancing English speaking ability and to assess students' reactions to their use. The study involved 30 beginner-level students from a lower primary school in Bhutan as participants. A mixed-methods approach was employed to conduct a paired-samples test and analyze the collected data. Consequently, a pre- and post-test were used to establish a baseline for English pronunciation, complemented by a semi-structured interview to gather students' perspectives. They found that this method significantly improved the group's speaking skills, particularly in pronunciation, vocabulary, grammar, fluency, and comprehension. Furthermore, students expressed feeling engaged and motivated due to the positive feedback they received through the digital storytelling tools.

In this aspect, these findings suggest that using technological tools can effectively enhance English speaking skills in young learners. Thus, the results indicate that incorporating this methodology can significantly improve children's English pronunciation, vocabulary, grammar, fluency, and comprehension, as it motivates active learning. Furthermore, this confirms that the population involved in this study requires intervention through a new teaching practice. In this student group, most participants face challenges in improving their pronunciation and sustaining motivation to succeed. This international study suggests that using digital stories could enhance sub-English-speaking skills, such as pronunciation,

among the selected participants.

On the other hand, the investigation conducted by Maria Rodriguez in 2020 in Ecuador presents a favorable perspective on how this methodology has emerged as a new trend for implementation in schools across the country. Thus, the objective of the study was to examine whether digital storytelling enhances English oral production in 52 students, divided into experimental and control groups. Consequently, a quasi-experimental approach was employed, with a pre-test and post-test (A1 Movers Cambridge Test oral assessment) administered before and after the intervention. The results showed that the group using digital storytelling resources demonstrated significant improvements in oral production, highlighting its potential as an effective pedagogical tool for enhancing students' oral production abilities.

This study suggests that in Ecuador, this method has gained relevance in improving English skills, particularly in pronunciation. Therefore, it is important to note that in Ecuador, this kind of practice is not a waste of time and positively impacts Ecuadorian students. Therefore, this investigation highlights the importance of continuing to investigate the impact of using technology to enhance English pronunciation skills in other places, in this case, the Amazon region, where studies were conducted to learn a foreign language in a context in which, in previous years, learning experiences were affected by low-quality teaching practice to develop pronunciation skills.

Finally, Santos, Soares, and Santana in 2022 mentioned a noteworthy investigation. The study highlighted the importance of the topic, as its objective was to present empirical evidence on the use of digital tools for teaching speaking in English within the Ecuadorian educational context from 2016 to 2021. A data collection process was employed, involving a systematic review of existing literature to determine whether digital tools are used to improve English speaking skills. They performed a literature search and created a data extraction sheet. The results indicated a lack of studies on speaking competence in basic education, particularly in specific aspects, such as improving fluency and pronunciation.

It was essential to know this because it highlights a gap in studies on the use of digital tools to enhance oral skills in basic education for young learners, with a primary focus on improving English fluency and pronunciation within the country's English education system. Therefore, as this research aims to analyze how digital short stories can enhance children's pronunciation, it is essential to acknowledge that further research in this area is needed to help close the knowledge gap regarding the use of technological tools to improve English-speaking skills.

Theoretical Framework

Learning Theory: Constructivism

The school system has undergone modifications since its beginnings. Consequently, teaching and learning have undergone significant changes in recent years, with learners' needs now being prioritized as the top outcome in the educational system. In this sense, teaching involves guiding students through practices in which they are the focus of the teaching-learning process. In this regard, it is essential to establish that the study being developed is based on a fundamental learning theory: constructivism. Srour et al. (2021) noted that constructivism differs from the conventional view, which posits that knowledge is imparted to students sitting at tables by the teacher, as the center of the classroom and of knowledge construction. However, in constructivism, it is essentially created by students themselves through an active process, in which they are positioned as the developers of both meaning and knowledge.

Considering this quote, it is essential to understand the significance of constructivism, a theory that will be vital to the success of this study. Therefore, since students are intended to incorporate digital short stories as a resource to enhance English pronunciation, they will be the center of the learning environment. Therefore, this theoretical approach encourages them to remain constantly immersed in an interactive, dynamic process.

In this way, Guo (2024) also helps to analyze and support the importance of constructivism, as this author suggests that learners actively generate

understanding through social interactions and engagement with their environment. And, considering language learning, such as English, it promotes authentic and meaningful contexts that encourage students to interact with the language actively. Additionally, it fosters critical thinking, problem-solving, and active participation—all of which are essential for functional and communicative language competency.

In this context, this perspective is particularly significant in language learning, especially in English. This is because language acquisition goes beyond learning grammar or memorizing words. Learning this language can be made more engaging by using authentic materials, interacting in real-life scenarios, and practicing in ways relevant to daily life. Therefore, adopting this theory as a baseline for the research is suggested to increase motivation and retention of English pronunciation skills among students.

English teaching and learning pronunciation skills

English pronunciation is frequently highlighted as a crucial component of second language acquisition. Therefore, correct pronunciation is essential for enhancing speaking and listening comprehension in English, as it enables learners to understand spoken language more fully and interact more effectively (Do, 2021). Therefore, it is important to understand the specific characteristics of pronunciation skills. According to Srakaew (2021), pronunciation is regarded as a subskill of English speaking skills. It involves generating and interpreting the language's sounds, stress patterns, intonation, and rhythm, enabling learners to achieve proficiency in effective communication. For instance, Riquelme et al. (2025) also mentioned that this skill has two principal levels:

- Segmental: it is about the production of individual sounds of the language, like consonants and vowels.
- Suprasegmental: here, the production of sounds is more about knowing the way of articulating stress, rhythm, and intonation

In this way, it is a fascinating fact to keep in mind that the characteristics of

pronunciation skills influence how a listener understands the ideas a speaker wants to convey in order to clearly avoid misunderstandings, mainly because there is a good chance of delivering messages through correct use of stress, rhythm, and intonation:

- **Stress:** there are two ways in which it can happen, in a word stress (which means the way in which a syllable within a word is stressed) or in a sentence, where the stress takes place on certain words in an utterance. This is very vital to understand since it helps to differentiate meaning and ensure accurate production and perception of the language (Ivanova, 2024)
- **Rhythm:** It is known as the way timing can be organized in spoken language. That means how long syllables can be produced, where we can make pauses, and where they are located (stress and unstressed syllables). Also, rhythm is about recognizing how to make vowel reduction and consonant production in a clause (perception of speech) (Algethami and Hellmuth, 2023)
- **Intonation:** It refers to how the pattern of speech rises and falls in voice pitch. That is, the tonal accents that can be produced according to the syllable or word they refer to. This is very important because it helps convey meanings and speakers' emotions or attitudes, which aids the receiver in understanding the discourse (Levis, 2024).

This information reinforces the importance of improving pronunciation, as it affects both speaking and listening comprehension, which, in turn, influences the development of productive exchanges of ideas in authentic contexts. Moreover, the fact that English pronunciation construction involves knowing, differentiating, and producing elements such as stress, intonation, and rhythm suggests that if English as a foreign language (EFL) learners can master these aspects, they will not develop a well-constructed sub-skill. This leads to an environment where exposure to proper pronunciation and understanding can put students in a position where different feelings, such as a lack of interest in learning a language, can create difficulties in interacting with others. In this way, this is a concern for EFL

teachers, as the objective is to help students develop the necessary skills to overcome the challenges of learning a foreign language.

Along these lines, Phuong and Nguyen (2020) highlighted several key characteristics of teaching English pronunciation that EFL teachers should be aware of to improve this skill effectively. Students need to develop these skills by focusing on being understood rather than on acquiring a native accent. Thus, teachers should focus on students' communication. On the other hand, teachers should be aware of the kinds of difficulties students may encounter, particularly when producing English sounds, stress patterns, and intonation. Therefore, EFL teachers should focus on these areas as a primary factor in helping learners achieve success in their overall pronunciation. Additionally, it is crucial to utilize diverse teaching methods that allow students to explicitly learn sound patterns and engage in repetition exercises, providing a range of pronunciation practice. Finally, these teaching methods should always include feedback and take into account students' contextual situations (such as age, level, and available resources) to enhance the effectiveness of pronunciation instruction.

Factors Influencing the Development of English Pronunciation

It is interesting to observe how English as a Foreign Language (EFL) learners develop different English skills, including listening, speaking, reading, and writing, through various teaching methods. However, it is also important to note that not all skills are developed with the same balance. Moreover, this is because many factors are involved in the development of each one. In the case of English-speaking skills, pronunciation (a sub-skill) is a crucial aspect influenced by several factors that can either improve or hinder its progress. According to Pourhosein et al. (2020), one of these factors is how teachers help students develop their skills. This indicates that teacher instruction significantly influences the development of pronunciation, as a structured teaching method can support students' development. However, it is not just this. Students' attitudes also influence this. In this sense, positive learners' attitudes will lead to better pronunciation outcomes. Therefore, when students feel motivated to learn, the teaching and learning process becomes more effective. Finally, teachers must

address errors on time. This is because students' pronunciation errors significantly impact their progress.

On the other hand, Cholisah et al. (2021) noted that another vital factor must be taken into account. For example, students' exposure to regular interaction with English practice can enhance pronunciation skills and play a crucial role in its production. Since a lack of listening and speaking environments from family, peers, and school negatively affects language acquisition, it is important for the education system for EFL learners to emphasize the use of different strategies to motivate students to develop the sub-skill and encourage them to learn this new language.

These results highlight the influence of certain factors on the progress of English pronunciation in EFL students. It should be noted that it can affect any student at any level. Therefore, the factors presented, such as motivational aspects, teaching practice, student regular exposure, and teacher error correction, are crucial in highlighting the relevance of this study's exploration. And, this is because it will significantly impact the population to be studied.

Evolution of Digital Storytelling

Teaching English as a foreign language assumes that improving the four skills (speaking, reading, listening, and writing) is important. However, it is also essential to recognize that a key aspect of learning English is the ability to communicate and express ideas and opinions. That is, students need to know how to use language coherently and precisely. For instance, according to Escudero et al. (2020), when students can manage their language, speaking becomes a relevant skill that teachers should focus on and practice with students, as it is essential for producing words to communicate effectively in real-life scenarios.

So, this highlights the teacher's role, where they have to know how to make it possible. In this case, different strategies should be considered. In this way, one of the strategies it will talk about is “Storytelling”. This is a strategy that a teacher can use to help students use the language and express ideas or opinions through oral or written narration of stories. It is considered a strategy that prioritizes

content through the intervention of narration to foster motivation, comprehension, engagement, and language use during students' daily practice in class (Chávez-Suárez et al., 2020), which is something useful since creativity, memory retention, and emotional connection are developed to internalize the content.

For instance, Añapa et al. (2025) noted that a traditional storytelling strategy focuses on sharing stories using physical tools to foster oral expression, tone, and imagination, thereby supporting language production. In this method, learners practice using physical tools (e.g., worksheets, flashcards) and produce the language orally, using gestures, vocal modulation, and repetition, without using technological tools. It follows a step-by-step process where, first, it is important to choose a topic for the narration. Then, it is necessary to introduce vocabulary to activate knowledge. This is followed by oral story narration, where activities such as repetition drills (guided production-choral drill), and finally, independent production are applied. In this stage, students analyze and create new stories based on the vocabulary, incorporating new characters, which helps them reflect on what they are learning.

In this context, it is evident that storytelling has been used to improve communicative skills in language teaching. However, this strategy has evolved to include digital storytelling. According to Morgado and Vesala-Varttala (2023), this strategy emerges as technology becomes a part of daily routines. It combines traditional storytelling techniques with multimedia tools such as videos, audio narration, music, and digital images, encouraging students to create and share ideas interactively. This approach enhances language-learning production and aligns with teachers' goals, such as learning by doing and meaning-making. It provides more opportunities for speaking practice, especially in pronunciation, as it allows for native phonetics drills in engaging, creative ways with auditory input.

According to Arroba and Acosta (2021), this strategy is helpful because using technology to model spoken production can blend personal stories with multimedia aids, showcasing an innovative form of practice for communicating ideas. Stories focus on specific topics, offering authentic content that empowers students. Multimedia tools help students become more engaged in learning new

vocabulary, increasing their motivation to learn a new language. Morgado and Vesala-Varttala (2023) and González, (2020) mentioned that applying this strategy should also involve a process, for example, selecting a story topic and tool (visual, multimedia), a pre-story stage (introduce relevant vocabulary), the story stage (present the multimedia resource), the post-story stage (student production—pronunciation practice, auditory drill, comparison drills, individual or pair practice emphasizing sound pattern production), and reflection (teacher guidance and students' understanding and opinions about the topic checked).

In this way, here it is highlighted how digital storytelling strategy has become a new way to help students internalize the content they will check in class, since nowadays the use of technological tools encourage learners' autonomy and increase motivation, since there is the use of technology-enhanced narratives that foster oral practice since they listen to correct pronunciation models with visual and engaging productions and instant feedback that make them feel involve in the opportunity of getting correct rhythm, stress and intonation partner. Something that can reduce anxiety in language use and pronunciation practice.

Digital Short Stories as a Tool for Teaching Pronunciation.

Since this study focuses on using digital short-story videos to enhance English pronunciation skills in young learners, it is crucial to understand the true meaning of digital short stories. According to Choo et al. (2020), they are considered products of the digital storytelling strategy. This means that digital storytelling is the process of creating and sharing multimedia narratives for language teaching, which facilitates effective learning. A digital short story video is a product or tool that uses digital media to convey a brief or complete narrative. Here, it is relevant to consider how digital short-story videos serve a digital storytelling strategy by providing real, native vocal production through funny, engaging, and contextualized visual stories that can be used to facilitate various English skills.

In this regard, considering the study context, Chandra et al. (2023) noted that this is a valuable tool for teaching pronunciation to young learners, as it can enhance pronunciation through interactive learning. This is due to the frequent use

of multimedia elements, such as visual text and sound, which help learners associate meanings, enabling meaningful learning. Furthermore, it can provide clear or authentic native pronunciation of the character or narrator, effectively modeling language production. So, it is also important to note that this can offer activities that include repetitive structures, phrases, or dialogues, thereby reinforcing pronunciation patterns and providing a variety of intonation patterns, rhythms, and stressed words, giving learners the chance to hear and practice.

For instance, this type of tool provides engaging and motivating experiences (interacting with digital videos, authentic native pronunciation, multimedia reinforcement, and interactive listening, speaking, reading and writing responses task) (Alisoy, 2025), rather than traditional methods of pronunciation instruction (reading and dictation, choral drills, reading aloud and recitation, translation, and the teacher's correction) which can be repetitive and reliant on memorization. It contextualizes practice by incorporating interactive elements that maintain students' focus (Reinoso and Heras, 2021). So, it will help produce better pronunciation outcomes. Additionally, it can provide feedback practices, such as games or quizzes, that aid in developing English pronunciation skills.

In this regard, it is noted that using digital short-story videos can be useful for improving English pronunciation skills. It means that this is particularly relevant for young learners who are at an age where language acquisition is an ongoing process, and using these kinds of tools will make them more interested in learning a new language beyond their mother tongue.

CHAPTER 2

Methodological Design

Research approach and design

This investigation's methodology is quantitative. According to Pravesti et al. (2024), numerical data are gathered and analyzed using quantitative methods to estimate effect sizes and effectiveness, make predictions, test causal relationships, summarize findings, and extend results to broader populations. Thus, this study aims to collect data and extrapolate results from a sample to multiple angles. To validate the hypothesis generated in a specific study, quantifiable data must be gathered, examined, and interpreted (Ghanad, 2023). Along these lines, this method will be helpful to the investigation because it focuses on measuring and comparing students' pronunciation progress using numerical data. Therefore, this methodology will help determine the effectiveness of digital short-story videos in improving young learners' pronunciation compared with that of learners using traditional tools. It will compare whether using digital tools leads to more improvement than the old one. This will support a data-driven conclusion about young learners' progress in pronunciation.

In this regard, a quasi-experimental design will be utilized in this research. Villegas (2022) stated that in this design, populations are grouped by shared characteristics, such as age, gender, or the number of times they have encountered a specific stimulus, to compare groups under varying conditions or treatments and identify cause-and-effect relationships. Therefore, this method will be applied to two groups (control and experimental) within the population. In this way, the data obtained before and after the application of digital short-story videos to improve English pronunciation in young learners will be important because they will provide direction on whether the hypothesis can be confirmed or produce different results.

Description of the sample and the context of the research

Since the study's control and experimental groups were two pre-existing, intact classes, the sampling strategy relied on convenience sampling. According to

Golzar et al. (2022), this explains the procedure for gathering data from a research population that is easy for the researcher to contact. This indicates that the researchers used a sample accessible to them and examined whether there is a relationship among the individuals involved in the study. Therefore, this type of sampling aligns with the participants' choice because the two groups are pre-existing ones that share a connection, as they are in the fifth grade within the same school. In this way, both groups share similar characteristics. The population for the research consists of students from fifth-grade B (control group) and C (experimental group), where each class comprises 33 students (66 in total) who receive English classes for 3 hours per week. This population consists of young learners aged 9-10, with 18 females and 15 males in the control group and 17 females and 16 males in the experimental group. All of them are beginners (A1) at the English level.

In this context, the research will be developed in an urban area. The institution is in the “Circuito C01_A, Cantón Archidona of the Distrito Educativo 15D01 Napo”. Here, the students' development should align with the standards set by the “Ministerio de Educación”, which indicates that by the end of the elementary level, they developed and got A1.1 and, to advance to the next grade, they will be acquiring knowledge at the A1.2 level to start and set the general A2 English level in sixth and seventh grade (“Ministerio de Educación”, 2019). However, they have been facing challenges with speaking production, especially with English pronunciation, which affects their language development. In the past, they learned the language from a teacher who lacked the necessary tools to teach it successfully; thus, they were not used to improving that ability. So, this group was chosen to examine whether applying creative tools, such as digital short story videos, aids in overcoming the acquisition barrier caused by these factors.

Data collection process

Techniques and Data Collection Instruments

Considering the chosen objectives, the technique to be used is the questionnaire, which, according to Petrat (2022), consists of a set of questions

designed to elicit valuable data from participants. It can include written or spoken questions, using open, closed, or a mixture of question types. In this case, the intention is to use mixed questions to assess students' English pronunciation skills before and after the teaching process in which the learners will be immersed. This means examining how the experimental and control groups changed over time using digital short-story videos to improve English pronunciation skills.

Along these lines, a pre-test and post-test will be used as the data collection instrument, according to Budert et al. (2023), to determine whether any changes occur, providing participants with the same assessment tool before and after the treatment. As tools, they will evaluate key aspects of pronunciation, such as clarity, accuracy, word stress, intonation, and fluency, among A1 learners. All test scores will be based on a detailed rubric for objectively assessing students' performance. The goal is to demonstrate the cause-and-effect link that should emerge from a participant's change during a training session. This entails assessing how well various activities are implemented.

In this sense, a pre-test will be used first in the control and experimental groups. It will help provide a basis for evaluating learners' pronunciation before using digital short-story videos. Then, over ten sessions within one unit. The experimental group (fifth-grade "C") will participate in activities using digital videos to practice pronunciation (watch-and-listen, pronunciation imitation, feedback videos, auditory input, active participation, student-centered). In contrast, the control group (fifth-grade "B") will follow traditional pronunciation methods (reading text stories, teacher correction and modeling, listen-and-repeat, teacher-centered). Finally, after the treatment, a post-test will be administered, mirroring the structure of the pre-test but with different content, to measure improvement in pronunciation skills.

Validity /Reliability

It is crucial to be conscious of the research's validity. According to Andersson et al. (2024), validity refers to how well a tool captures the information it is intended to collect. It is also essential to guarantee the accuracy and significance

of study findings. For those findings, validity also assists researchers in reaching pertinent conclusions and making rational choices, improving the results' legitimacy and relevance. In this case, the results of this investigation will be validated by instruments reviewed by experts' judgment in teaching English as a foreign language, which, according to Raeburn (2025), will provide knowledgeable perspectives. Also, it will evaluate the specifics (instruments) of quantitative research as potential resources to be used. Therefore, in this research, the findings will be accurately and reliably measured to provide credibility to the study.

Analysis of the results.

For this study, a descriptive analysis is used to ensure the validity of the results, which, according to Wolniak (2023), is a type of analysis useful for collecting, cleaning, and summarizing information; examining areas for improvement; and understanding trends and patterns. In this manner, this analysis will serve to examine the data to discover and understand the activities occurring within the population. Therefore, there are changes when comparing a control and an experimental groups before and after the treatment. The analysis results ultimately help to confirm or refute the problem statement.

Along these lines, the pronunciation test yielded results interpreted using a performance-based rubric validated by experts. This focuses on three general aspects of the analyzed skill: first, the section on word reading, which evaluates how well students can pronounce individual sounds and word stress. Second, the section aimed to gather data on whether students can read sentences with proper intonation and rhythm (pitch variation, natural reading flow), as well as pronunciation clarity and fluency (more explicit, longer reading, natural linking of words). Finally, the third section assesses if a student can speak and respond spontaneously, focusing on how they pronounce words, vocabulary, and phrases so that listeners can easily understand the message (pronunciation clarity), and also on the ability to produce a smooth and natural response with limited hesitation (fluency in responses), all without reading, check annex 1 for rubric display information.

Regarding data collection, it is important to note that all participants provided a previously signed consent form as their approval for the product application in both groups. It was necessary to guarantee truly accurate results and clear conclusions. Therefore, students took tests with three sections, each lasting approximately 30 minutes, with a set time for their responses. The intervention was applied to both the experimental and control groups before (pre-test) and after (post-test) the product intervention. It is necessary to note that the experimental group received an intervention using digital story videos to improve pronunciation skills, supported by activities such as video story shadowing, chain and digital activities, native pronunciation drills, and story reflection. The control group followed a regular curriculum and traditional methods for pronunciation production (reading, dictation, translation, teacher correction, etc.). In this context, here is the overall average across the sampling groups, evaluated according to the rubric mentioned. The average helps to understand the level or scope of students' performance.

Table N° 1 . Overall averages of the sampling groups A-B

Overall averages of the sampling groups				
	Experimental Group (A)		Control Group (B)	
	<i>Pre-test</i>	<i>Post-test</i>	<i>Pre-test</i>	<i>Post-test</i>
Excellent (9-10)	<i>1</i>	<i>6</i>	<i>2</i>	<i>5</i>
Good (8-8,9)	<i>6</i>	<i>7</i>	<i>4</i>	<i>4</i>
Developing (6-7,9)	<i>12</i>	<i>14</i>	<i>9</i>	<i>8</i>
Below 6	<i>14</i>	<i>6</i>	<i>18</i>	<i>16</i>
Number of students	33	33	33	33

Table 1: Overall averages of the sampling groups A-B

Elaborated by: Mishel Bautista

Source: Annex 8 and 9

This table shows the overall averages on the pre- and post-tests for the two groups, each with 33 students. The four scales of measurement were established to determine the scores for three sections of the pronunciation instruments: section 1 scored over 5 points, section 2 scored 3 points, and section 3 scored 2 points. Therefore, the maximum overall average is 10 points.

For instance, in the table, the pre-test showed that the experimental group had an average of 1 student in the 9-10 range, suggesting that there was not strong proficiency in pronunciation skills before the treatment. Six students were in the 8-8,99 range, indicating a low performance level in the group. Twelve students fell within the 6-7,99 range, indicating that most of them are in the process of developing the fundamentals of pronunciation skill production. Finally, 14 students are below 6, indicating a high proportion with low pronunciation production. Nevertheless, in the post-test, the average has improved, with six students demonstrating excellent pronunciation development, 7 in the good (8-8,99) range, 14 in the developing (6-7,99) stage, and six below (6) the overall average. This highlights the overall increase in proficiency within the experimental group, as many students improved from below average to higher performance levels.

On the other hand, the control group showed fewer improvements. In the pre-test, we have five students in excellent development, 4 in good (8-8,99), 9 in developing (6-7,99), and 18 below (6), which shows that the majority of the group has a low level of pronunciation skill development, indicating a significant problem for students' communication abilities. So, this group used traditional methods for pronunciation development, such as the regular curriculum, to improve pronunciation skills. Furthermore, the group did not show much progress on the post-test: 5 students in excellent, 4 in good, 8 in developing, and 16 below 6, demonstrating a lack of improvement, as the majority still scored low. This indicates that the activities they received were not enough to help the entire group improve their English pronunciation.

In this way, it is noticeable that the experimental group has better improvements than the other one since there was a change in the average score below 6, as the majority upgraded their levels, something that did not happen with

the control group, where a smaller part of the students could reach a high level of skill development.

In this context, it is also necessary to understand how the different average scores shown in Table 1 were possible. To visualize this more clearly, here is the specific variation for each question based on the rubric scores (annex 1), which determines scores over 10 for both the pre- and post-tests in each group.

EXPERIMENTAL GROUP A

Table N° 2 Section 1 -Word reading pre and post test experimental group

		SECTION 1 WORD READING		
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (4,1-5)	4	12%	12	36%
Developing (3,1-4)	15	45%	19	58%
Need improvement (0,5-3)	14	42%	2	6%
Total	33	100%	33	100%

Table 2: Section 1 -Word reading pre- and post-test experimental group

Elaborated by : Mishel Bautista

Source: Questionnaire data _ annex

Figure N° 2: Section 1_ word reading pre- and post-test experimental group

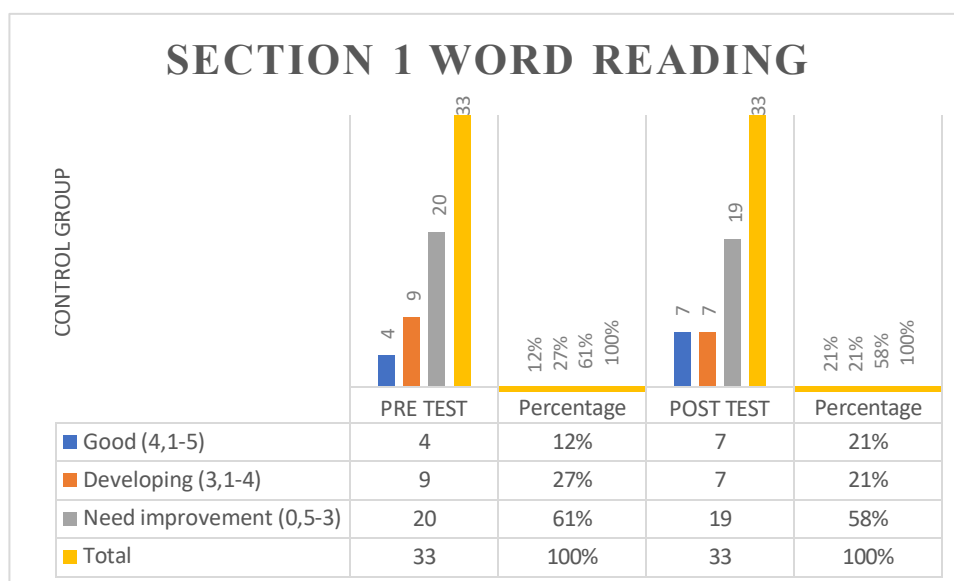


Figure 2: Section 1_ word reading pre and post test experimental group

Elaborated by: Mishel Bautista

Analysis and Interpretation

The graphic shows that, at the baseline of understanding how students develop pronunciation skills, the 'Word Reading' section evaluates how well students can pronounce individual sounds and word stress. According to the rubric (Annex 1), focusing on the pre-test dates, it highlights that among 100% (33) students, 45% (15 students) are in the developing stage, as they can pronounce most vowels and consonants correctly but sometimes mispronounce. Also, in word stress patterns, they mostly use correct stress, but some words are stressed incorrectly. The 42% (14 students) need improvement because they have problems with individual sound production, leading to frequent mispronunciations of vowels and consonants that affect listener comprehension. This also happens because some words have incorrect stress and unnatural rhythm. Finally, 12% (4 students) are in a good process, as they have clear pronunciation of individual sounds (vowels and consonants) without distortion, and they correctly stress multisyllabic words with natural emphasis.

On the other hand, after treatment in the experimental group, 100% (33) of participants showed improvement on the post-test application. 58% (19) are still in the developing stage, indicating that individual sound and word-stress production is mostly correct, but occasionally mispronunciations and misplaced emphasis occur. The 36% (12) are making good progress, reflecting a positive response to the treatment, as they can produce individual words and consonants and make word-stress patterns clear, without distortion and with natural emphasis. Finally, the 6% (2) still need improvement in the process, as they have not yet mastered producing vowel and consonant sounds individually, due to ongoing mispronunciations and incorrect stress, which can confuse the understanding of meanings.

All this information indicates that the experimental group, which presented difficulties in the word-reading section, especially with individual sounds and word stress, has overcome these difficulties in some areas after the treatment, particularly in developing and needing improvement items. It is shown that there is significant development in pronunciation, including vowel and consonant sounds and word stress, although a small group still needs some help. However, the tool really helps students develop some abilities to produce the language.

Table N° 3. Section 2 -Sentence reading pre- and post-test experimental group

	SECTION 2 SENTENCES READING			
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (2,26-3)	11	33%	16	48%
Developing (1,6-2,25)	15	45%	15	45%

Need improvement (0,5-1,5)	7	21%	2	6%
Total	33	100%	33	100%

Table 3: Section 2 -Sentence reading pre- and post-test experimental group

Elaborated by: Mishel Bautista

Source: Questionnaire data _ annex 8

Figure N° 3 Section 2_ sentence reading pre- and post-test experimental group

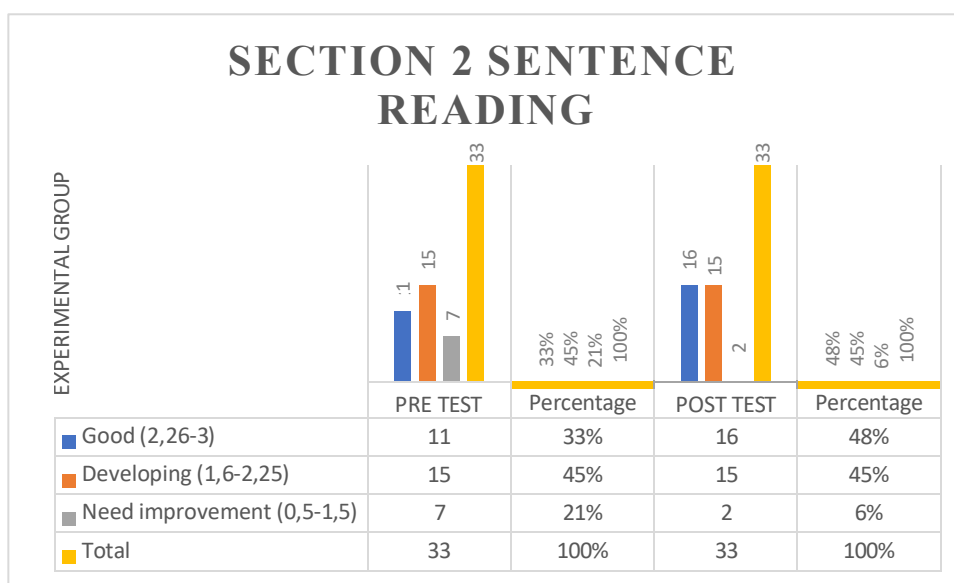


Figure 3: Section 2_ sentence reading pre- and post-test experimental group

Elaborated by: Mishel Bautista

Analysis and Interpretation

In this figure, there is a sentence-reading section that focuses on gathering data to determine whether students can read sentences and questions with proper intonation, rhythm, clarity of pronunciation, and fluency. Of the 100% (33) participants, the pre-test application indicated that 45% (15) are in the developing

stage, demonstrating some variation in pitch and natural flow in intonation and rhythm. Occasionally, pauses in speech affect the clarity and fluency of pronunciation, leading to hesitation and mispronunciations. The 33% (11) demonstrate that they are in a good process, showing appropriate pitch variation (rising and falling tones) with a natural rhythm, and reading with clear, fluent pronunciation, minimal hesitation, and connected speech. Finally, the 21% (7) showed they need improvement, as their flat intonation and rhythm contain frequent unnatural pauses that disrupt the flow, leading to hesitations and mispronunciations that break overall fluency and comprehension.

In this sense, after the treatment, participants took a post-test, which indicated that of the 100% (33) students, 16 (48%) are making good progress. This indicates that they use appropriate pitch, natural intonation, and connected speech. Also, there is clear fluency in reading, demonstrating clarity and fluency in pronunciation in both sentences and questions. The 45% (15) are in the developing stage, which means they still have variation in pitch and rhythm production, and sometimes exhibit unnatural pauses that indicate hesitation. Finally, 6% (2) still need improvement, as it is evident that there are frequent monotone deliveries with unnatural pauses and disruptions, demonstrating a high level of mispronunciation that affects comprehension.

For instance, the information shows that at the beginning, most students have difficulty reading sentences and questions because these involve aspects such as intonation, rhythm, clarity, and fluency. It indicates that these areas are still developing and need improvement stages. This means they sometimes or often have unnatural pauses, mispronunciations, low rhythm, and pitch variation. However, before treatment, the data show that students in those stages change. The majority of students show good progress and development, as they improve their intonation, rhythm, clarity, and fluency. So, they demonstrated minor unnatural pauses, pitch variation, and mispronunciations. This indicates that the treatment helps to improve pronunciation skills in reading sentences and questions.

Table N° 4. : Section 3 -Spoken response-personal question pre and post test experimental group

	SECTION 3 SPOKEN RESPONSE-PERSONAL QUESTIONS			
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (1,6-2)	5	15%	5	15%
Developing (1,1-1,5)	14	42%	22	67%
Need improvement (0,5-1)	14	42%	6	18%
Total	33	100%	33	100%

Table 4: Section 3 -Spoken response-personal question pre and post test experimental group

Elaborated by: Mishel Bautista

Source: Questionnaire data_ annex 8

Figure N° 4. Section 3_ Spoken response-personal question pre- and post-test experimental group

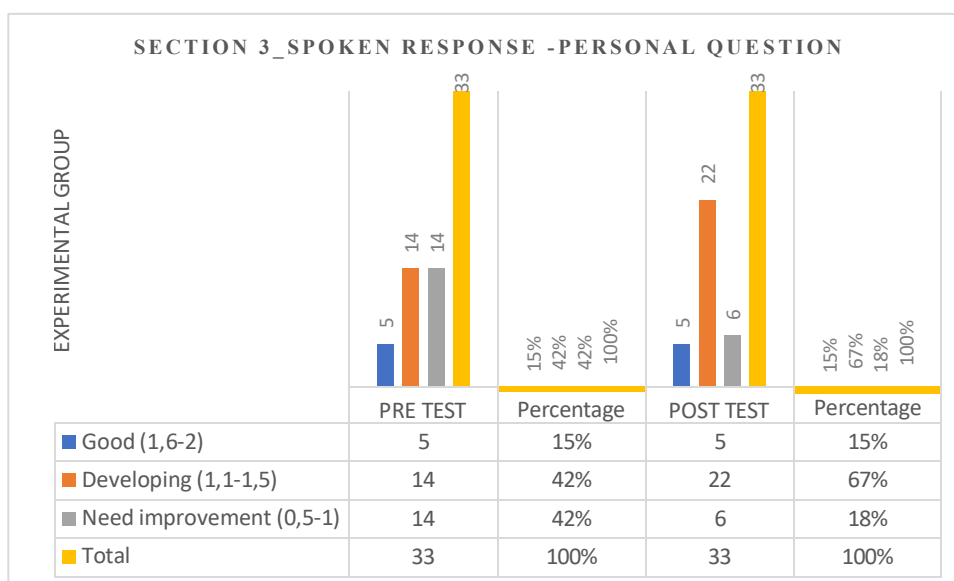


Figure 4: Section 3_ Spoken response-personal question pre- and post-test experimental group

Elaborated by: Mishel Bautista

Analysis and Interpretation

The following figure shows Section 3, called "Spoken Response about Personal Questions," which focuses on assessing whether a student can speak and respond spontaneously, as well as their pronunciation of words, vocabulary, and phrases (pronunciation clarity). It also evaluates the ability to produce smooth, natural responses with minimal hesitation (fluency). In this context, out of 100% (33) students during the pre-test application, 42% (14 students) are in the developing stage, indicating that they sometimes use mispronunciations, which can make it a little difficult for the listener to understand. However, the message remains clear enough to be received. Also, there can be some hesitation in fluency responses with long pauses, but these are not frequent. The other 42% (14) showed that these participants need improvement, with frequent, unclear pronunciation that requires repetition. Additionally, the speaker's fluency in their responses is disrupted by frequent long pauses. Finally, 15% (5) are placed in the good stage,

indicating clear pronunciation of vocabulary and common phrases, making it easier for listeners to understand. Their fluency in responses demonstrates confident speech with natural pausing and appropriate flow.

In this way, additional data were obtained after the treatment. From the post-test, it was found that out of 100% (33) participants, 67% (22) are in the developing stage, where pronunciation clarity is used most of the time appropriately, with minimal mispronunciations and unclear segments that a listener can understand with little effort. Also, there is minimal hesitation and minimal long pauses in fluency during responses. The 18% (6) were placed in a need-for-improvement stage because they exhibit frequent, unclear pronunciation and often produce long pauses that interrupt the delivery of meaning. Finally, the 15% (5) were in a good stage, with clear pronunciation, the use of vocabulary and common phrases without hesitation, making it easy for the listener to understand, and speech that was confident, with appropriate pauses and smooth responses.

To sum up, these results show that before the treatment, most students faced various pronunciation problems, such as clarity and fluency in spontaneous speech without reading. The majority were at stages such as development and needed improvement. However, after the treatment, there was a significant change, as most students reached the developing stage, with clearer responses, fewer mispronunciations, and shorter pauses, demonstrating better message delivery. It is also important to note that this group has students who continue to perform well, with clear pronunciation and high fluency in responses. All of this demonstrates that the group benefited from developing pronunciation skills.

CONTROL GROUP B

It is important to note that the data were obtained from pre- and post-tests of the control group, which did not receive a treatment to improve English pronunciation. Also, for data collection, the analysis used the rubric in Annex 1.

Table N° 5. Section 1 -Word reading pre- and post-test control group

	SECTION 1 WORD READING			
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (4,1-5)	4	12%	7	21%
Developing (3,1-4)	9	27%	7	21%
Need improvement (0,5-3)	20	61%	19	58%
Total	33	100%	33	100%

Table 5: Section 1 -Word reading pre- and post-test control group

Elaborated by : Mishel Bautista

Source: Questionnaire data-annex 9

Figure N° 5. Section 1_ word reading pre- and post-test control group

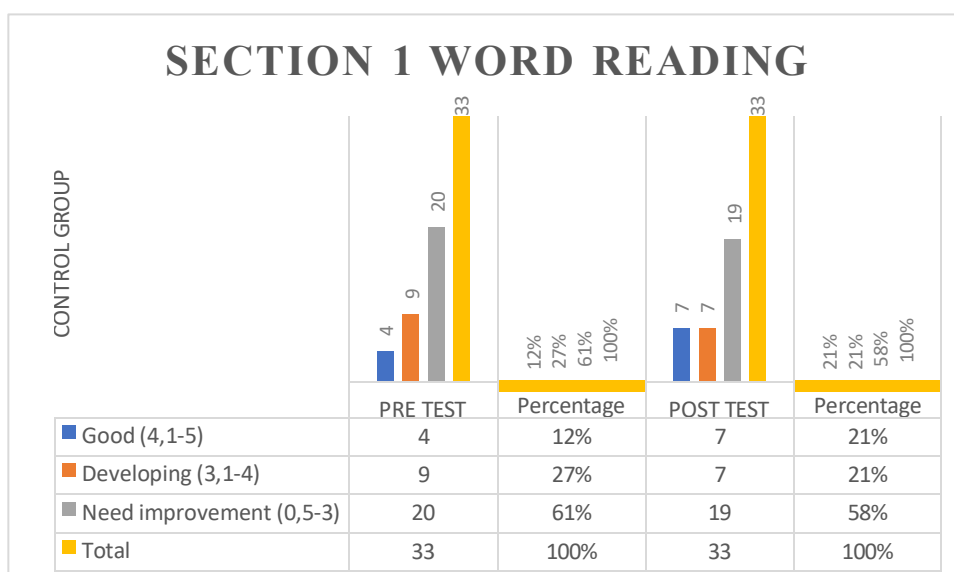


Figure 5: Section 1_ word reading pre and post test control group

Elaborated by: Mishel Bautista

Analysis and Interpretation

This graphic shows that Section 1 aims to evaluate how well students can pronounce individual sounds and word stress. In the pre-test, of 100% (33) participants, 61% (20 students) are at the stage needing improvement, indicating frequent mispronunciations of vowels and consonants, as well as incorrect word stress, affecting the natural rhythm of speech. The 27% (9 students) are at the developing stage, showing that most vowels and consonants are correctly pronounced with minimal mispronunciations and slight misplaced stress. Finally, 12% (4 students) are in a good stage, demonstrating that they pronounce all vowels and consonants clearly without distortion, and that their word stress is correct with natural emphasis

In the case of the post-test, since there was no treatment for improving pronunciation, this group used traditional methods to develop their pronunciation skills and followed the regular curriculum to develop their ability. Of the 100% (33) participants, 58% (19) needed improvement, indicating frequent vowel and consonant mispronunciations that make them hard to understand, especially given incorrect word stress patterns. The 21% (7) were at the good stage, indicating that students can pronounce individual sounds and consonants clearly and that their stress patterns are correct. Finally, 21% (7) were in the developing stage, demonstrating some vowel and consonant mispronunciations that are not frequent, and sometimes misplaced stresses.

All these indicate that, in the first place, the participants in the pre-test had difficulties with word reading, especially with individual and consonant-sound pronunciation and word stress, since the majority of students were at the need-to-improve stage. In the post-test, the results showed that although some students advanced from the need improvement stage to the developing and good stage, the majority still needed more practice, as they were still placed in the need-to-improve stage, which remains at a low advanced level. This demonstrates that the

traditional method was not enough to improve pronunciation skills.

Table N° 6 .Section 2 -Sentence reading pre- and post-test control group

	SECTION 2 SENTENCES READING			
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (2,26-3)	11	33%	8	24%
Developing (1,6-2,25)	9	27%	17	52%
Need improvement (0,5-1,5)	13	39%	8	24%
Total	33	100%	33	100%

Table 6: Section 2 -Sentence reading pre- and post-test control group

Elaborated by: Mishel Bautista

Source: Questionnaire data-annex 9

Figure N° 6. Section 2_ sentence reading pre and post test control group

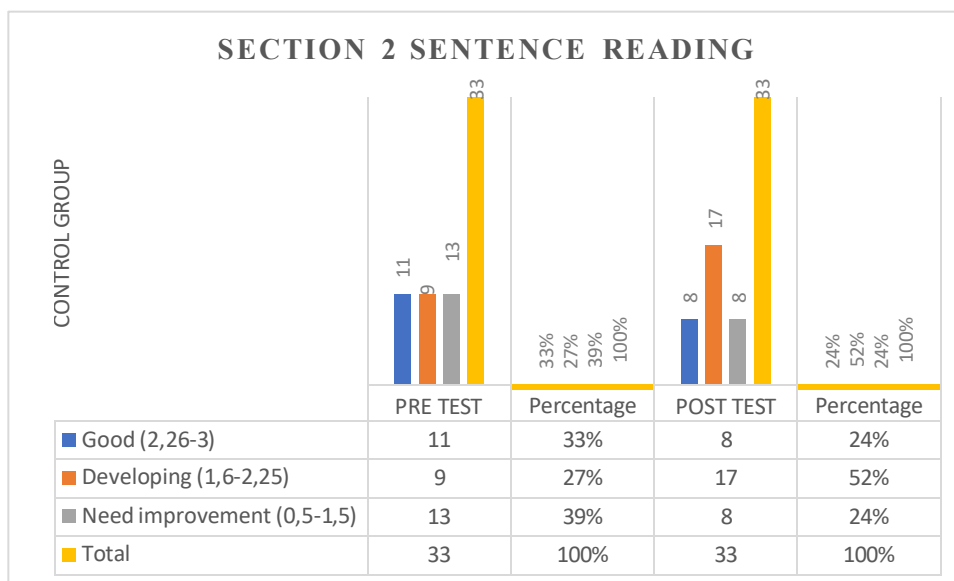


Figure 6: Section 2_ sentence reading pre and post test control group

Elaborated by: Mishel Bautista

Analysis and Interpretation

In this graphic, section 2 evaluates sentence and question reading to assess whether students can read sentences with appropriate intonation, rhythm, pronunciation clarity, and fluency. So, among the 100% (33) participants in the pre-test, 39% (13) were placed in the need-for-improvement stage. That means they show flat intonation, frequent unnatural pauses, hesitation, and mispronunciations. The 33% (11) are in the good stages, showing they can use appropriate pitch variation and natural rhythm, with clear pronunciation and no hesitation. Finally, 27% (9) demonstrated that they are in the developing stage, in which, when reading sentences and questions, there are some variations in pitch and rhythm, and they use occasional pauses with minor hesitation and mispronunciations.

On the other hand, when the post-test was taken, 52% (17) of the 100% (33) students were in the developing stage, meaning they mostly use correct pitch variation and rhythm, but with frequent unnatural pauses and minor

mispronunciations. The 24% (8) were placed in the good stage, demonstrating they can use appropriate pitch variation and natural rhythm, with few hesitations, since they use connected speech. Finally, 24% (8) are still in the need improvement stage, indicating problems with appropriate intonation: many pauses, disruptions, mispronounced words and phrases, and issues with question intonation.

These results show that students' pronunciation skills improved from the pre-test to the post-test. However, it is minimal, since the majority could not develop intonation, rhythm, and clarity and fluency in reading sentences and questions as they should be. So, even though there was an upgrade during the development stage, it is still noticeable that some areas need improvement. For instance, it will be necessary to use new methods to help students improve their pronunciation skills rather than traditional ones.

Table N° 7. Section 3 -Spoken response-personal question pre- and post-test control group

	SECTION 3 SPOKEN RESPONSE-PERSONAL QUESTIONS			
Items	PRE TEST	Percentage	POST TEST	Percentage
Good (1,6-2)	4	12%	4	12%
Developing (1,1-1,5)	9	27%	16	48%
Need improvement (0,5-1)	20	61%	13	39%

Total	33	100%	33	100%
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Table 7: Section 3 -Spoken response-personal question pre and post test control group

Elaborated by: Mishel Bautista

Source: Questionnaire data-annex 9

Figure N° 7.: Section 3_ Spoken response-personal question pre and post test control group

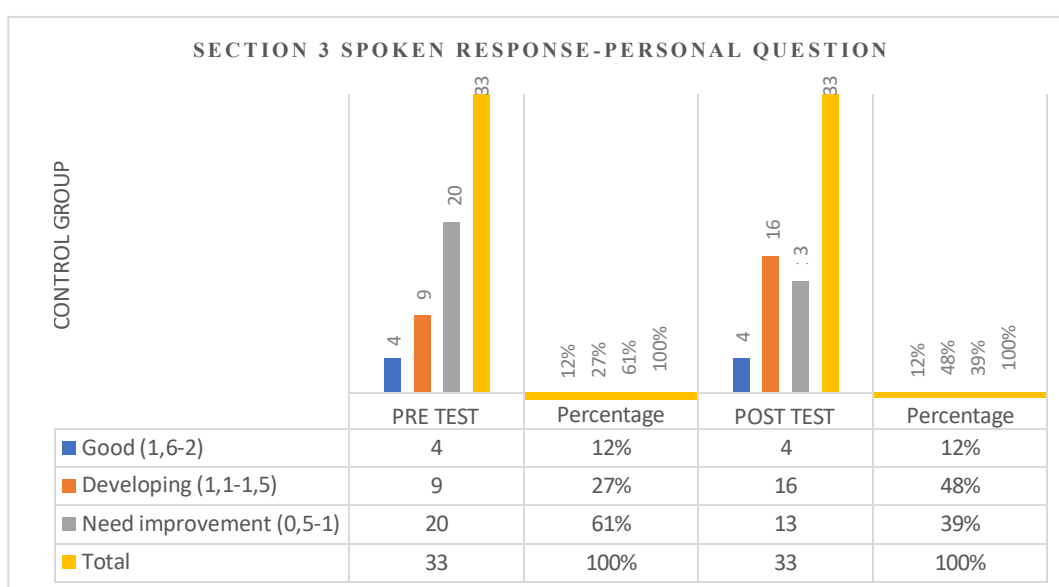


Figure 7: Section 3_ Spoken response-personal question pre and post test control group

Elaborated by: Mishel Bautista

Analysis and Interpretation

This graphic shows Section 3 development, which is about spoken responses to personal questions without having any clue to read as responses. It aims to assess how pronunciation clarity and fluency are in spontaneous responses. Therefore, in the pre-test, among the 100% (33) participants, 61% (20) were placed in the need improvement stage. This means that when speaking spontaneously, they often have long pauses that disrupt communication, and there is unclear pronunciation that requires repetition to be understood. The 27% (9) were in the developing

stage, meaning they can generally be understood but sometimes mispronounce words, and occasionally hesitate with long pauses. Finally, the 12% (4) were at a good stage, as they could speak with clear pronunciation, use appropriate vocabulary and common phrases with confidence, and make natural pauses that listeners could easily understand.

On the other hand, in the post-test they took after using the traditional methods to develop pronunciation skills, it was found that out of 100% (33) students, 48% (16) were in the developing stage, which means they have slight problems with mispronunciation in segments. There are sometimes pauses and hesitations, but the listener can understand with little effort. The 39% (13) are in the needing improvement stage, indicating they have problems producing clear pronunciation that requires clarification, and also use long pauses that make it difficult to understand the message. Finally, 12% (4) of students were placed in the good stage, which shows they can clearly produce words and phrases with good pronunciation, confident speech with natural pausing, and logical responses that help the listener understand the speaker's intentions.

In a nutshell, in this section of the tests (pre- and post), the results show an improvement in the post-test, as some students moved from the need-to-improve stage to the developing and good stages. However, a significant portion of students still face challenges speaking spontaneously, with clear pronunciation and fluent responses. Only a few students developed their abilities in a way that made them easy to understand. It appears that the students' pronunciation progress was limited, and the control group needs to adopt new methodologies to improve their abilities so they can produce the language spontaneously, with natural pauses, minor hesitations, and confident, clear pronunciation.

Analysis of the experimental and control groups' data:

According to data from both the experimental and control groups, there appears to be a gap in the development of pronunciation skills (intonation, rhythm, stress patterns, fluency in responses, and clarity of pronunciation). Through descriptive analysis, it was found that, generally, both groups had almost the same levels of

progress in sections (word reading, sentence rereading, and spoken reasoning) of the pre-test, since the results showed most students were in the need for improvement stage, indicating they had difficulties producing pronunciation skill since there was unnatural pauses, pitch variation, mispronunciations, long pauses, hesitation, incorrect stress, reflecting low pronunciation ability, as listeners had to exert effort to understand students' responses.

To address this issue in both groups, they participated in the research process, in which the experimental group used new tools (digital short-story videos and specific activities based on their use) to develop better pronunciation skills. In contrast, the control group used traditional methods (teacher feedback, physical materials, traditional drills, translation) to develop their skills.

Therefore, the results highlighted that the majority of participants in the experimental group, after the treatment, improved their knowledge and understanding of speech production, with their pronunciation skills (correct articulation of sounds) progressing from the need for improvement stage to a developing and good stage, as they demonstrated good management of pronunciation clarity, intonation, rhythm, and fluency in individual words and responses (sentences and phrases). Additionally, this group improved their final grades, with many students initially scoring above 6, but the number at that level decreased. All this indicates that the treatment (a digital storytelling video tool and related activities) positively impacted students' pronunciation skills.

Finally, in the control group using traditional methods to improve pronunciation skills, the data showed that there was minimal improvement among the participants. Even though there was a change in the level of progress (from needing improvement to developing or good), the majority still faced significant problems in intonation, rhythm, stress patterns, response fluency, and pronunciation clarity because they remained in the need-for-improvement level. The post-test data indicated that traditional methods alone are insufficient and did not enhance students' pronunciation development, and the group needs a better solution for this issue.

CHAPTER III

Product

Innovative Proposal to the Problem/Result

This chapter introduces and develops the research proposal. It will provide solutions to the problems identified after applying the diagnostic tools to the students at the selected school. The goal is to support teachers who face similar challenges (deficiencies in A1 students' pronunciation skills) by helping their students improve and practice pronunciation through digital short-story videos. In this context, the proposal is a didactic guide that will include various activities using digital short-story videos, engaging students by enhancing listening practice, encouraging repetition and sound production, and increasing the use of words and phrases in meaningful contexts with auditory input. This will be very helpful for students to gain confidence and clarity in their spoken production, since pronunciation is a key element of effective communication.

Proposal name

“Say it with a story!” A didactic guide for pronunciation.

Type of product

A didactic guide will be used as a product of the research. This was selected because, as Caiza (2025) noted, it is a resource that provides educators with clear, organized instructions that support the teaching and learning process. Acuña et al. (2022) also noted that this enhances meaningful learning by allowing students to develop their autonomy in the learning process. Additionally, this is an instrument, whether digital or physical, designed to enhance students' understanding by providing clear guidance and organizing content that facilitates their progress. Finally, Pino and Urias (2022) emphasize that a didactic guide is flexible, as it tends to facilitate the achievement, improvement, and expansion of knowledge, leading to successful outcomes. Therefore, it should incorporate various elements that affect the educational process.

In this context, since the product is more than a didactic guide, it is digital. According to Pèrez (2021), when digitalized, it serves as a valuable pedagogical resource with a clear structure for planning content, objectives, and activities.

Therefore, utilizing digital means enables us to enhance engagement and accessibility. Additionally, Navarrete (2024) noted that, as a digital tool, it will support teachers in implementing virtual didactic strategies, such as communication tools and the use of interactive media, which foster active learning and enhance learning environments.

For instance, it is observed that this didactic guide is an organized, sequential, and adaptable resource that includes components such as a title, introduction, objectives, didactic sequence, assessment, evaluation, and references, to engage students through activities that promote and reinforce learning (Acosta et al, 2022). Indeed, this is an important aspect to consider and incorporate into the proposal because it serves as a guiding idea to develop an appropriate structure for this product.

In this manner, all these concepts helped establish the proposed idea because the didactic guide offers a sequential and logical structure that uses interactive and digital tools to assist the teacher in planning various activities to engage students. Therefore, this digital resource promotes active learning, where all pronunciation improvement activities are organized clearly and adaptively, making the teaching experience for improving students' pronunciation easier.

Objective of the proposal

To improve A1-level students' English pronunciation skills by using digital short story videos as an engaging tool.

Structure of the product

This digital didactic guide will outline a sequence of topics to help teachers use it effectively. The activities in the didactic guide will be developed on a platform called "Canva". This platform is an excellent tool for creating a variety of materials. This interactive platform enables teachers to add multiple resources, including posters, images, charts, slides, and more, to guide their instruction and reinforce the learning environment.

In this way, various activities will be developed using this to support the teaching

and learning process in accordance with the established goal. This approach will motivate students to produce the language and help activate their prior knowledge. So, all activities were selected based on students' interests to catch their attention. In this way, the didactic guide created using “Canva” will have the following order:

- Cover page
- Introduction, goal
- Conceptual orientations
- Development of the sessions

10 sessions, each one will have:

Lesson Structure example:

Slide 1

Title	Discovering forest animals
Objective	Recognize and pronounce names of Amazonian animals and form simple. sentences to improve pronunciation in oral production
Skill to develop	Accuracy _ Pronunciation of initial consonant sounds Clear oral production
Methodology	Imitation- repetition Active listening Guided production Feedback
Time	60 minutes
Evaluation	Checklist observation Review worksheets
Resources	Video: <u>FOREST ANIMALS _ IN THE AMAZON</u> Flashcards: <u>Flashcards _ Animals in the forest - Presentación</u> Worksheet: <u>Worksheet 1 - Documentos de Google</u>

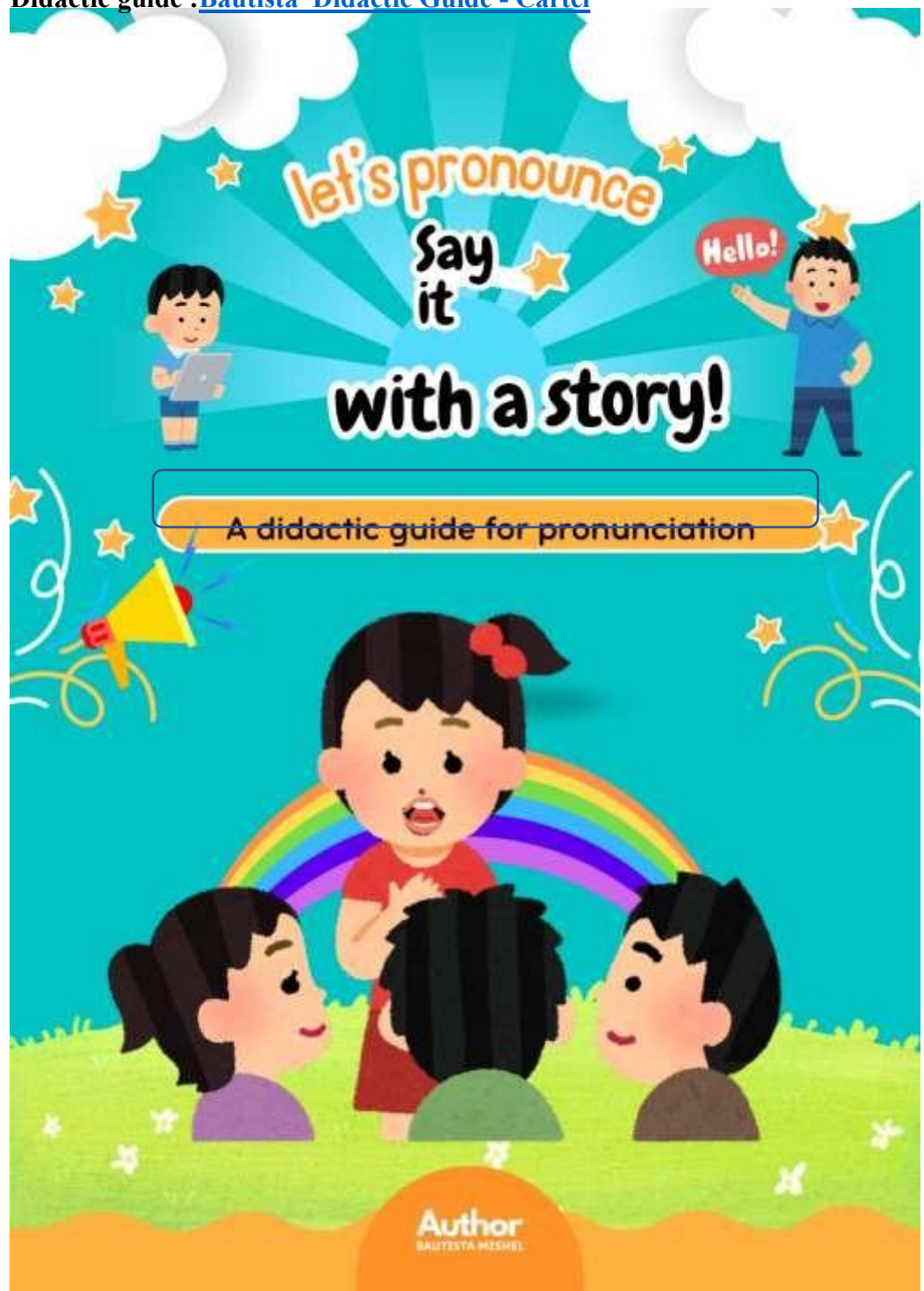
	Observation checklist sheet: observation checklist_1.docx - Documentos de Google
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Slide 2

Activities Development	
Warm up	The teacher will activate prior vocabulary knowledge by identifying the target sounds. Students will play a game called “Quick card” where the teacher will show <u>flashcards</u> with animals (sloth, snake, frog, toucan, parrot, monkey). Asking questions like “What is it?”
While-teaching Before watching: Students will get a handout <u>worksheet</u> where they will check animals heard, connect spelling with pronunciation practice, produce sentences practice pronunciation and written form, and share oral production with a peer.	Pre-listening: Teacher plays the <u>video</u> once. Students watch and listen only.
	Listening: Students will listen to the video carefully to find animal names. Then, the teacher asks questions like “Which animals did you see?” The Teacher will show flashcards asking, “Did you see a parrot?” Students can say “Yes” or “No.” Then, they check the animals heard in the listening section in the worksheet.
	Practice pronunciation: The Teacher models sentences clearly, emphasizing the sentences: “there is a snake”... Students repeat and write the complete sentences in the repeat and write section in the worksheet.
	Guided production: Students will draw their favorite animal from the video, and they will choose their favorite scene. In the section Draw and write, students will write a sentence using the structure “There is a ...”

	Then, they practice with a partner, emphasizing correct pronunciation. Note: The teacher will use an <u>observation checklist</u> for this part
Closure	Sharing: Students will show their drawings in pairs to the whole class. Then, the teacher will give positive feedback feedback and ask a final question: “ Which animal’s name did you pronounce best today? The teacher makes a chart on the board

- References



Introduction

The digital environment and technological tools are integral parts of today's educational context. In this way, teaching English as a foreign language is constantly evolving, as there is a demand for innovative methodologies to foster meaningful learning and student engagement. In this context, this didactic guide will help teachers meet this new demand, as the use of fun and interactive digital storytelling activities can combine visual elements, sound effects, and voice recordings into narratives that capture students' attention and enhance practice or production in a playful and contextualized way.

According to Castadeña et al (2024). As teachers, we must consider the development of pronunciation as an important assumption if we want our students to communicate effectively. Especially since pronunciation is designed to develop accuracy and fluency, as it is essential. Therefore, to feel motivated to do so, digital storytelling-based activities will also support the development of a real communication context.

In this sense, this didactic guide will utilize Learning and Knowledge Technologies (LKT) to enhance and promote communicative competences. Therefore, the use of digital platforms will be useful for students to receive feedback, construct linguistic structures in an engaging and autonomous way (López,2022)

Finally, this resource wants to create experiences where teachers and learners can feel engaged using interactive resources (digital shorts stories) to accelerate effective teaching and learning pronunciation in a specific educational context.

- **Goal**

This didactic guide aims to promote English pronunciation skill development in young learners through digital short stories based on meaningful and interactive contexts, thereby motivating them to encourage their autonomy, creativity, and active participation in language development.

Conceptual Orientations

This didactic guide was developed around three fundamental orientations: pronunciation as a communicative competence, digital storytelling as a pedagogical strategy, and ICT as a supporting tool in language development

1- Pronunciation as a communicative competence.

In teaching English as a foreign language, effective pronunciation is as important as developing other language skills. This is not just about accuracy development; it is also about improving fluency and confidence in oral interaction. Pronunciation plays a vital role in effective communication, which develops significantly in early ages, as correct articulation of sound, rhythm, stress, and intonation in natural speech is established during this period. Several studies have emphasized that utilizing innovative tools can facilitate this achievement, especially in today's globalized world, where the use of visual feedback can empower learners to become more autonomous and engage more actively in their learning (Pin and Tao, 2025).

2- Pedagogical strategy: Digital storytelling

Class development is very important, as learners will be significantly impacted by it. Therefore, the use of a digital storytelling approach is highly beneficial, as it enables teachers to create concise and personalized stories that incorporate audio, images, and music in a video tailored to students' specific needs. This praxis will not only support linguistic development but also help enhance creativity, motivation, and meaningful communication in our students. Moridi and Chen (2019) mentioned that the use of these digital resources has an impact on oral expression, encouraging collaborative work and making pronunciation practice more enjoyable and authentic.

3- ICT: a supporting tool in language development

Information and Communication Technology (ICT) in education is a valuable proposal to be presented. This approach will support educators in analyzing the effectiveness of digital tools. Since the teacher has the goal of helping students in their learning process, this educational progress will enable students to develop their communicative skills more effectively. Additionally, since this didactic guide focuses on developing pronunciation skills, it will also support students' autonomy in enhancing their oral communication. ICT also helps create a learning environment where students can practice what they need as much as possible, receiving visual and auditory feedback that catches their attention (Zam, 2023)

In this way, all the activities were developed based on these pillars in order to improve pronunciation skills in learners, and also help educators to incorporate technological tools in their classroom environments:

Activities Development

Activities development: [Activities Development - Presentación](#)

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Evaluation of the proposal

The impact of the proposal will be evaluated after the teaching application. This means that the scope and influence of the proposed activities will be assessed using a post-test. This will enable the researcher to analyze and identify the effects of using digital short story videos on English pronunciation skills.

Validation of the proposal

Based on the proposal, to validate it. It will utilize validation through its application in the practice of the proposal, in accordance with the Indoamerica University Thesis Manual (2020). It is a method that can be used to verify results demonstrating transformation relative to the initial diagnosis. So, it was a third method mentioned in the manual that aligns with the proposal's characteristics and will confirm its effectiveness by comparing results before and after implementation. This is very useful, as it also aims to identify changes in the application. It aligns with the research objectives to achieve concrete outcomes in a real-world context.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

Students' pronunciation skills at the A1 level have increased since the digital short story video (as a tool) affected their motivation to learn a new language. In this study, both groups (experimental and control) start with a substantial number of students in “needing improvement” criteria. But the students who received treatment showed significant improvements in pronunciation, becoming more confident in both segmental and suprasegmental aspects, making their messages easier for listeners to understand.

In this way, the pre-test showed that the baseline pronunciation skills of the experimental and control groups were not particularly good, since a high percentage of students had pronunciation difficulties with individual words, stress patterns, fluency, and clarity. Where hesitation and variation of pitch were present in sentences, questions, and paragraph reading and responses. These confirmed students have real problems with their learning, especially with pronunciation development, which helps demonstrate the average change that can be achieved.

For instance, the didactic guide, which contains innovative tools (digital lesson structure guides for teachers, fun and educational story videos with native pronunciation, worksheets, flashcards, and observation checklists), allows students to integrate: active listening, imitation, oral skills, reading, and individual and group activities. Therefore, it helps to improve clarity, fluency, intonation,

rhythm, and correct stress patterns in pronunciation.

Finally, the post-test after the treatment. The control group showed minimal progress, with most participants needing improvement and remaining at the developing level, characterized by low clarity and pronunciation, appropriate sentence stress, and hesitation, which remained the baseline of their pronunciation. In contrast, the experimental group improved across these areas, advancing from needing improvement to developing good levels of pronunciation.

For instance, digital short stories and related activities were more effective and enhanced A1-level students' skills, as motivation appeared to strengthen their pronunciation and use the language more naturally and clearly.

Recommendations:

It is recommended to use these digital short-story videos regularly to enhance pronunciation. They provide individual sounds, stress, intonation, and rhythm patterns in a natural, contextualized, and engaging way. With consistent use, students will feel motivated to develop their skills and communicate more effectively.

Also, it is necessary to conduct regular diagnostic tests to identify difficulties students have with the pronunciation of new vocabulary or topics. It will prevent future problems and guide students more effectively, making them feel more comfortable when speaking the language.

On the other hand, it is recommended to follow the complete structure of this lesson development. All resources and activities will ensure a dynamic, interactive, and effective process that captures students' attention and maximizes pronunciation development among A1-level participants.

In addition, it is appropriate to look for new ways rather than old ones to help students feel they are using the language correctly. It is recommended to seek out more interactive resources, such as story videos, native audio scripts, or multimedia activities. It will help students build confidence when communicating with others.

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Annexes

Annex 1 pre-test and post-test

Pre-test

Pronunciation skill

A1 level

Name:.....

Grade: Fifth “ B / C”

Total Score: /10 points

Objective: To identify students’ level of pronunciation skill during a controlled speaking task.

Instruction:

There 3 sections

There are 20 questions in total

You will have 30 minutes

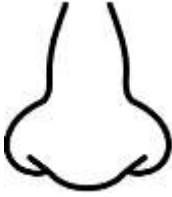
It is an oral test focusing on pronunciation skills.

Section 1: Word Reading

Objetive: To asses correct English pronunciation sounds and words stress in familiar words

10 questions

Instruction: Read these words aloud

				
1.-Nose	2.-Writing	3.-Ninety-eight	4.-Grapes	5.-Rice

				
6.-Juice	7.-Angry	8.-Spoon	9.-Recycle	10.-China

Section 2: Sentence and questions Reading

Objective: To appreciate intonation , rythm , and stress at sentence level.

5 questions

Instruction: Read the sentences and questions aloud.



1.- My name is Erik



2.- I like playing basketball



3.- Do you like ice cream?



4.- I'm from U.S.A



5.- Are you playing soccer?

Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions.

Questions
1.-What is your name?
2.-How old are you?
3.-Where are you from?
4.- How are you?
5.- Do you like reading a book?

Answers

1.- My name is

2.- I am.....

3.- I am from

4.- I am

5.-Yes/ No, I

Post-test
Pronunciation skill

A1 level

Name:.....

Grade: Fifth “ B / C ”

Total Score: /10 points

Objective: To identify students' level of pronunciation skill during a controlled speaking task.

Instruction:

There 3 sections

There are 20 questions in total

You will have 30 minutes

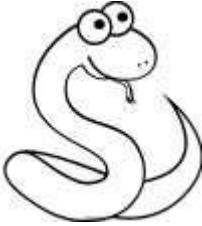
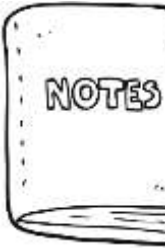
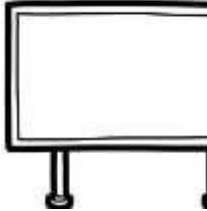
It is an oral test focusing on pronunciation skills.

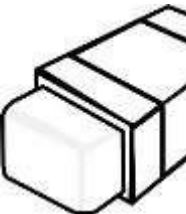
Section 1: Word Reading

Objetive: To asses correct English pronunciation sounds and words stress in familiar words

10 questions

Instruction: Read these words aloud

				
1.-Snake	2.- Notebook	3. Board	4.- Strawberry	5.-Sandwich

				
6.-One hundred twelve	7.-Lettuce	8.-Sit down	9.-Eraser	10.-Lemonade

Section 2: Sentence and questions reading

Objective: To appreciate intonation, rhythm, and stress at the sentence level.

5 questions

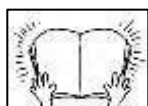
Instruction: Read the sentences aloud.



1.- There is a pencil on the desk



2.- She is my classmate



3.-Can you open your book?



4.-He is not my teacher



5.- Is this your notebook?

Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions

Questions
1. 1.-How many pencils are there in your bag?
2.- Is she your friend?
3.- What is your favorite fruit and vegetable?
4. 4.-What is your favorite animal?
5.-Are they your classmates?

Answer

1.- There are

2.-Yes/No, she

3.-My favorite

4.-My favorite.....

5.- Yes/ No , They.....

Pre-test and post-test Pronunciation Skill Rubric_ A 1 Level

Fifth Grade

Section	Criteria	Details	Good (Full points)	Details	Developing (Partial points)	Details	Need improvement (points)	TOTAL POINT-SECTION
1. Word Reading	1.1 Individual Sounds (Consonants & Vowels)	Pronounces all consonants and vowels clearly; no distortions; produces English sounds accurately (e.g., the long “i” (vowel in “rice, the nasal “n” in “nose,,) (3)	4,1 - 5	Pronounces most vowels and consonants correctly; occasional mispronunciations that do not obscure meaning (e.g., mixing vowel sounds slightly) (2,5)	3,1-4	Frequent vowel or consonant mispronunciations that make the word difficult to understand (1,75)	0,5 -3	/5
	1.2 Word Stress	Correct stress on multisyllabic words; natural emphasis aids understanding (e.g., “recycle”) (2)		Mostly correct; occasional misplaced stress, but meaning remains clear (1,5)		Incorrect stress on most words, causing confusion or unnatural rhythm (1,25)		
2. Sentences Reading	2.1 Intonation & Rhythm	Uses appropriate pitch variation (rising/falling tones), natural rhythm, and connected speech; smooth phrasing (2)	2,26 - 3	Some variation in pitch and rhythm; occasional unnatural pauses or choppiness(1,5)	1,6 - 2,25	Flat intonation, monotone delivery, frequent unnatural pauses disrupting the Flow (1)	0,5 . 1,5	/3
	2.2 Pronunciation Clarity & Fluency	Reads fluently with clear pronunciation; minimal hesitations; accurate linking of words (e.g., “I am” → “I’m”) (1)		Some hesitation or minor mispronunciations; mostly fluent (0,75)		Frequent hesitations, mispronunciations, or halting speech that disrupts comprehension (0,5)		
3. Spoken Response	3.1 Pronunciation Clarity	Clear pronunciation of vocabulary and common phrases; the listener easily understands without repetition (1)	1,6-2	Some mispronunciations or unclear segments; the listener can understand with little effort (0,75)	1,1 - 1,5	Frequent unclear pronunciation requiring repetition or clarification (0,5)	0,5 - 1	/2
	3.2 Fluency in Responses	Smooth, confident speech with natural pausing and appropriate pacing; responses flow logically (1)		Some hesitation or uneven pacing; occasional long pauses(0,75)		Frequent long pauses or stumbling that disrupt communication (0,5)		

Indicators of total score (over /10):

Excellent (9-10): Students have minimal error with clear pronunciation and strong fluency, very easy to understand (accurate pronunciation).

Good (8 -8.9): Student stress and intonation are mostly accurate, with minor pronunciation mistakes (good fluency).

Developing (6 -7.9): Some mispronunciations or stress errors affect understanding and the listener's effort to follow speech.

Below 6: There are frequent errors in pronunciation (poor stress, intonation, or fluency disrupt communication)

Annex 2 pre-test and post-test approval



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

**INSTRUMENT TO VALIDATE PRE-TEST
FOR STUDENTS OF FIFTH GRADE**

Pre-test

Pronunciation skill

A1 level

Name:

Grade: Fifth " B / C "

Total Score: /10 points

Objective: To identify students' level of pronunciation skill during a controlled speaking task.

Instruction:

There are 3 sections

There are 15 questions in total

You will have 15 minutes

It is an oral test focusing on pronunciation skills.

Section 1: Word Reading

Objective: To assess correct English pronunciation sounds and words stress in familiar words

10 questions

Instruction: Read these words aloud

				
1.-Nose	2.-Writing	3.-Ninety-eight	4.-Grapes	5.-Rice



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

				
6.-Juice	7.-Angry	8.-Spoon	9.-Recycle	10.-China

Section 2: Sentence and questions Reading

Objective: To appreciate intonation , rythm , and stress at sentence level.

5 questions

Instruction: Read the sentences and questions aloud.



1.- My name is Erik



2.- I like playing basketball



3.- Do you like ice cream?



4.- I'm from U.S.A



5.- Are you playing soccer?



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Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions.

Answers

Questions
1.-What is your name?
2.-How old are you?
3.-Where are you from?
4.- How are you?
5.- Do you like reading a book?

1.- My name is

2.- I am.....

3.- I am from

4.- I am

5.-Yes/ No, I



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

**INSTRUMENT TO VALIDATE POST-TEST
FOR STUDENTS OF FIFTH GRADE**

Post-test

Pronunciation skill

A1 level

Name:.....

Grade: Fifth " B / C "

Total Score: /10 points

Objective: To identify students' level of pronunciation skill during a controlled speaking task.

Instruction:

There are 3 sections

There are 15 questions in total

You will have 15 minutes

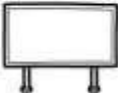
It is an oral test focusing on pronunciation skills.

Section 1: Word Reading

Objective: To assess correct English pronunciation sounds and words stress in familiar words

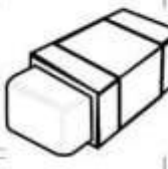
10 questions

Instruction: Read these words aloud

				
1.-Snake	2.-Notebook	3. Board	4.-Strawberry	5.-Sandwich



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

				
6.-One hundred twelve	7.-Lettuce	8.-Sit down	9.-Eraser	10.-Lemonade

Section 2: Sentence and questions reading

Objective: To appreciate intonation, rhythm, and stress at the sentence level.

5 questions

Instruction: Read the sentences aloud.



1.- There is a pencil on the desk



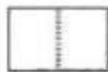
2.- She is my classmate



3.- Can you open your book?



4.- He is not my teacher



5.- Is this your notebook?



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Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions.

Questions	Answers
1. 1.-How many pencils are there in your bag?	1.- There are
2.- Is she your friend?	2.-Yes/No, she
3.- What is your favorite fruit and vegetable?	3.-My favorite
4. 4.-What is your favorite animal?	4.-My favorite.....
5.-Are they your classmates?	5.- Yes/ No , They.....



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain the information about the English reading comprehension level	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5



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INDOAMÉRICA**

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes X No _____

✓ **What items would you add or erase?**

✓

The instrument measure what is intended.

✓ **What other suggestions would you make to improve this instrument?**

✓

None

Evaluator's name: Mahly J. Martinez

Specialty: English language teaching – English Didactics.

Academic degree: PhD. In Education

Email: mahly.martinez@unae.edu.ec



Signature: _____



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INDOAMÉRICA**

Validation of the Instrument by Experts

Evaluator's name: *Katherisa Snomira Cabrera Rivadeneyra*

Specialty: Teaching English Language

Academic degree: Master of English Language

Email: *katherisa.cabrera@educacion.gob.ec*

Author:

Mishel Nohelia Bautista Yumbo

Title of the research:

THE DIGITAL STORY AS A TOOL AND ITS INFLUENCE ON ENGLISH
PRONUNCIATION AT BASIC LEVEL IN ELEMENTARY EDUCATION.

General objective:

- To analyze the impact of digital short stories on improving English pronunciation in young learners at the A1 level.

Specific objectives:

- To identify the baseline students' pronunciation skills before using digital short stories.
- To design a didactic guide based on digital short stories that help learners practice and improve pronunciation.
- To compare the pronunciation progress of students exposed to digital short stories with that of those using traditional pronunciation methods.



**UNIVERSIDAD TECNOLÓGICA
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**INSTRUMENT TO VALIDATE PRE-TEST
FOR STUDENTS OF FIFTH GRADE**

Pre-test

Pronunciation skill

A1 level

Name:.....

Grade: Fifth " B / C"

Total Score: /10 points

Objective: To identify students' level of pronunciation skill during a controlled speaking task

Instruction:

There are 3 sections

There are 15 questions in total

You will have 15 minutes

It is an oral test focusing on pronunciation skills.

Section 1: Word Reading

Objective: To assess correct English pronunciation sounds and words stress in familiar words

10 questions

Instruction: Read these words aloud

				
1.-Nose	2.-Writing	3.-Ninety-eight	4.-Grapes	5.-Rice



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

				
6.-Juice	7.-Angry	8.-Spoon	9.-Recycle	10.-China

Section 2: Sentence and questions Reading

Objetivo: To appreciate intonation , rythm , and stress at sentence level.

5 questions

Instruction: Read the sentences and questions aloud.



1.- My name is Erik



2.- I like playing basketball



3.- Do you like ice cream?



4.- I'm from U.S.A



5.- Are you playing soccer?



**UNIVERSIDAD TECNOLÓGICA
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Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions.

Questions
1.-What is your name?
2.-How old are you?
3.-Where are you from?
4.- How are you?
5.- Do you like reading a book?

Answers

- 1.- My name is
- 2.- I am.....
- 3.- I am from
- 4.- I am
- 5.-Yes/ No, I



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

**INSTRUMENT TO VALIDATE POST-TEST
FOR STUDENTS OF FIFTH GRADE**

Post-test

Pronunciation skill

A1 level

Name:

Grade: Fifth " B / C "

Total Score: /10 points

Objective: To identify students' level of pronunciation skill during a controlled speaking task

Instruction:

There are 3 sections

There are 15 questions in total

You will have 15 minutes

It is an oral test focusing on pronunciation skills.

Section 1: Word Reading

Objective: To assess correct English pronunciation sounds and words stress in familiar words

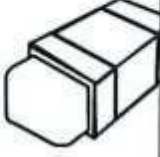
10 questions

Instruction: Read these words aloud

				
1.-Snake	2.-Notebook	3. Board	4.-Strawberry	5.-Sandwich



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

112				
6.-One hundred twelve	7.-Lettuce	8.-Sit down	9.-Eraser	10.-Lemonade

Section 2: Sentence and questions reading

Objective: To appreciate intonation, rhythm, and stress at the sentence level.

5 questions

Instruction: Read the sentences aloud.



1.- There is a pencil on the desk



2.- She is my classmate



3.-Can you open your book?



4.-He is not my teacher



5.- Is this your notebook?



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

Section 3: Personal Question

Objective: To evaluate clear pronunciation and fluent responses in familiar spoken interaction

5 questions

Instruction: Answer the questions.

Questions	Answers
1. 1.-How many pencils are there in your bag?	1.- There are
2.- Is she your friend?	2.-Yes/No, she
3.- What is your favorite fruit and vegetable?	3.-My favorite
4. 4.-What is your favorite animal?	4.-My favorite.....
5.-Are they your classmates?	5.- Yes/ No , They.....



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain the information about the English reading comprehension level	1	2	3	4	5
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The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes X No _____

- ✓ What items would you add or erase?

I think the current items are well designed and cover the key aspects needed for the research. Therefore, I wouldn't add or erase any item at this point.

- ✓ What other suggestions would you make to improve this instrument?

Overall, the instrument is clear and effective. My only small suggestion would be to keep the same structure and clarity throughout.

Evaluator's name:

Academic degree: Master of English Language

Email: katheryn.cabrera@educacion.gob.ec

Signature: _____

Annex 3 Informed Consent for Educational Study for Thesis Project

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Napo, Archidona 14 de agosto del 2025

I. DATOS INFORMATIVOS:

1.1. Apellidos y nombres:

Bautista Yumbo Mishel Nohelia

1.2. Programa de maestría

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
CON MENCIÓN EN ENSEÑANZA DE INGLÉS - EN LÍNEA - 2023 al 2028 - id malla: 277

Sor. Dorys Padilla

Rectora de la Unidad Educativa Fiscomisional "María Inmaculada"

Yo, **Mishel Nohelia Bautista Yumbo**, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa Fiscomisional "**María Inmaculada**", con el objetivo de ejecutar un estudio educativo como parte del Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, se detalla el trabajo de titulación:

Título : The Digital Story as a Tool and its Influence on English Pronunciation at Basic Level in Elementary Education (El Cuento Digital como Herramienta y su Influencia en la Pronunciación del Inglés Básico en Educación Primaria)

Objetivos:

Objetivo general:

- Analizar el impacto de los cuentos cortos digitales en la mejora de la pronunciación del inglés en los alumnos de quinto grado de la «Unidad Educativa María Inmaculada»

Objetivos específicos:

- Identificar el nivel inicial de pronunciación de los estudiantes antes de aplicar la guía didáctica basada en cuentos cortos digitales.

- Diseñar una guía didáctica sobre el uso de cuentos digitales como recursos que ayuden a los alumnos a practicar y mejorar la pronunciación.
- Comparar el progreso en pronunciación de los alumnos expuestos a cuentos digitales con el de aquellos que utilizan métodos de pronunciación tradicionales.

Metodología:

La presente investigación se enmarca dentro de una metodología cuantitativa con diseño cuasi-experimental, cuyo objetivo es analizar la influencia del uso de cuentos digitales en la mejora de la pronunciación del idioma inglés en estudiantes de quinto grado de educación primaria. La población está constituida por los grupos quinto "B" y quinto "C", donde el grupo "B" funcionará como grupo de control y el grupo "C" como grupo experimental. La propuesta metodológica contempla la implementación de una guía didáctica que establece las pautas para la utilización pedagógica de cuentos cortos digitales, elaborados por el investigador conforme al contenido progresivo que los estudiantes van adquiriendo.

Esta intervención se desarrollará a lo largo de una unidad didáctica integrada por ocho sesiones clase. Para evaluar el impacto de dicha estrategia, se aplicarán pruebas diagnósticas (pre-test) y evaluativas (post-test) que permitan medir el progreso en la pronunciación, comparando ambos grupos. La recolección de datos se realizará mediante cuestionarios y la información obtenida será sometida a análisis estadístico mediante la prueba t en el software SPSS. Los instrumentos serán validados por expertos en la enseñanza del inglés con el fin de garantizar su fiabilidad y validez. Finalmente, la investigación busca determinar si el uso de cuentos digitales como recurso didáctico representa una mejora significativa en la pronunciación del inglés en estudiantes de nivel básico.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Lic. Mishel Bautista

Autorizado,

Firma:



Sor, Dorys Padilla

Rectora

C.I.: 170505202-9

Sello de la institución:



Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Fiscomisional "María Inmaculada"

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el maestrante de la Universidad Indoamérica, de la maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés, que realiza su proyecto de investigación en la Unidad Educativa Fiscomisional "María Inmaculada", tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la Universidad Indoamérica podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la Universidad Indoamérica.

A continuación, se detalla el trabajo de titulación:

Este estudio llamado "The Digital Story as a Tool and its Influence on English Pronunciation at Basic Level in Elementary Education" (El Cuento Digital como Herramienta y su Influencia en la Pronunciación del Inglés Básico en Educación Primaria), está enfocado en el área de inglés, con el fin de analizar la influencia del uso de cuentos digitales que mejoren la pronunciación del idioma inglés en los estudiantes. Durante este tiempo, los estudiantes de quinto grado de EGB Media deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de inglés. De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión presencial.

Si está de acuerdo en permitir que el maestrante de la Universidad Indoamérica tome fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sirvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Annex 4 pre-test Application picture



Annex 5 Post-test Application picture



Annex 6 Control Group Activities Pictures



Choral repetition activity



Pronunciation drill with physical flashcards



Slow and fast reading activity

Annex 7 Experimental Group Activities Pictures



Video shadowing activity



Pronunciation Drill with Video activities



Chain and story activities

Annex 8 Result Of The Experimental Group

RESULTS OF THE PRE AND POST TEST EXPERIMENTAL GROUP

GROUP A	1. Word Reading				section 1 over 5/5		2. Paragraph Reading				section 2 over 3/3		3. Spoken Response				section 3 over 2/2			
	1.1 Individual Sounds (Consonants & Vowels) - 3		1.2 Word Stress-2		result pre	result post	2.1 Intonation & Rhythm -2		2.2 Pronunciation Clarity & Fluency -1		result pre	result post	3.1 Pronunciation Clarity -1		3.2 Fluency in Responses - 1		res ult pre	res ult pos t	final grade 10/10	
	PRE	POST	PRE	POST	PRE	POS T	PRE	POS T	PRE	POS T	PRE	POS T	PRE	POST	PRE	POST	pre	Post	PRE TES T	POS TES T
AGUIRRE SARABIA GERARD DANIEL	2	2	1,5	2,5	3,5	4,5	1	1,5	0,5	0,75	1,5	2,25	1	1	1	0,75	2	1,8	7	8,5
ALVARADO YUMBO JHOWER EDWARD	2,5	2,5	1,75	2	4,25	4,5	2	2	0,75	0,75	2,75	2,75	0,75	0,75	0,75	0,75	1,5	1,5	8,5	8,75
CAICEDO GUAMAN DYLAN FRANSHUA	2	2,5	1,5	1,75	3,5	4,25	1,5	1,5	0,75	1	2,25	2,5	0,5	1	0,5	0,5	1	1,5	6,75	8,25
CANDO MOREIRA GHERARD ISAAC	2	2,5	1,5	1,75	3,5	4,25	1,75	1,75	0,75	1	2,5	2,75	0,75	0,75	0,75	0,75	1,5	1,5	7,5	8,5
CARUAJULCA GREFA ANGELA SUSANA	2	2	1,5	1,75	3,5	3,75	1	1	0,5	0,75	1,5	1,75	0,5	0,75	0,5	0,75	1	1,5	6	7
CELI PIN THIAGO EMILIANO	2	2	1,5	1,5	3,5	3,5	1,5	1,5	0,75	0,75	2,25	2,25	0,5	0,75	0,5	0,75	1	1,5	6,75	7,25
CHALAN ALVARADO ANNIE DANIELA	2	2,5	1,5	1,5	3,5	4	1,5	1,5	0,75	1	2,25	2,5	0,75	0,75	0,75	0,75	1,5	1,5	7,25	8
CHANG MOREIRA JYAN FERNANDO	2,75	2,75	1,75	1,75	4,5	4,5	1,75	2	1	1	2,75	3	1	1	1	1	2	2	9,25	9,5
CUYACHAMIN ALBAN MILAN ANDRE	2	2	1,5	1,5	3,5	3,5	1,5	1,5	0,75	0,75	2,25	2,25	0,75	0,75	0,75	0,75	1,5	1,5	7,25	7,25
ESPINOSA ALARCON PABLO JHOSUED	2	2	1,5	1,75	3,5	3,75	1,5	1,5	0,5	0,75	2	2,25	0,5	0,5	0,5	0,5	1	1	6,5	7
GONZALEZ ZABALA AMELIE JULIETH	2	2	1,5	1,5	3,5	3,5	1,75	1,75	0,75	0,75	2,5	2,5	0,75	0,75	0,75	0,75	1,5	1,5	7,5	7,5
GREFA CERDA SASHA SLENDY	2	2	1,5	1,5	3,5	3,5	1,75	1,75	1	1	2,75	2,75	0,75	1	0,5	0,5	1,3	1,5	7,5	7,75
GREFA TAPUY MILAGROS MONSERRAT	2	3	1,5	1,5	3,5	4,5	1,75	1,75	1	1	2,75	2,75	1	1	0,75	0,75	1,8	1,8	8	9
HUATATOCA ALVARADO DOMENICA SARAHÍ	1	2	1	1,5	2	3,5	1	1	0,5	0,5	1,5	1,5	0,5	0,75	0,5	0,5	1	1,3	4,5	6,25
HURTADO GREFA JUAN DAVID	2	3	1,5	1,5	3,5	4,5	1,5	1,5	0,75	0,75	2,25	2,25	0,75	0,75	0,75	0,75	1,5	1,5	7,25	8,25
IZA BARRE DIEGO JULIAN	1,75	2	1,25	1,75	3	3,75	1,5	1,5	0,75	0,75	2,25	2,25	0,75	0,75	0,75	0,75	1,5	1,5	6,75	7,5
JIMENEZ CARRION JOHANN RAFAEL	1	2	1	1,75	2	3,75	1,5	1,75	0,75	0,75	2,25	2,5	0,75	0,75	0,75	0,75	1,5	1,5	5,75	7,75
LLAGUA CANDO SNEYDER SAID	2	3	1,5	2	3,5	5	1,75	1,75	1	1	2,75	2,75	1	1	0,75	0,75	1,8	1,8	8	9,5
MENA PRO MAIA VICTORIA	2	3	1,5	1,5	3,5	4,5	1,75	1,75	0,75	0,75	2,5	2,5	0,75	0,75	0,75	0,75	1,5	1,5	7,5	8,5

NARVAEZ TANGUILA ARLETT HEYDI	2,75	3	1,75	2	4,5	5	1,5	1,5	1	1	2,5	2,5	0,75	0,75	0,75	0,75	1,5	1,5	8,5	9
PAPA TUNAY WELINGTON DANNY	1	2	1	1,5	2	3,5	1	1,5	1	1	2	2,5	0,75	0,75	0,75	0,75	1,5	1,5	5,5	7,5
PUPIALES HUATATOCA ARELIZ MAYERLY	1	2	1	1,5	2	3,5	1	1	1	1	2	2	0,5	0,5	0,5	0,5	1	1	5	6,5
ROMERO ESPINOZA DOMENICA PAULETTE	2	3	1,5	2	3,5	5	1,75	1,75	1	1	2,75	2,75	0,75	0,75	0,75	0,75	1,5	1,5	7,75	9,25
ROSARIO MELO ISAIAS EZEQUIEL	1	2	1	1,5	2	3,5	1	1,25	1	1	2	2,25	0,5	0,5	0,5	0,5	1	1	5	6,75
SALAZAR ALVARADO KEYRA SYBEL	1	1,5	1	1,5	2	3	1	1,5	1	1	2	2,5	1	1	1	1	2	2	6	7,5
SALAZAR SALAZAR ANEM BEYGUET	2,75	3	1,75	2	4,5	5	1,75	1,75	1	1	2,75	2,75	0,75	0,75	0,75	0,75	1,5	1,5	8,75	9,25
SHIGUANGO GREFA ESTEFANY KAROLAY	1	2	1	1,5	2	3,5	1	1	0,5	0,75	1,5	1,75	0,5	0,75	0,5	0,75	1	1,5	4,5	6,75
SHIGUANGO GREFA KIARA PAULINA	1	2	1	1,5	2	3,5	1,5	1,5	0,75	0,75	2,25	2,25	0,5	0,75	0,5	0,75	1	1,5	5,25	7,25
SIQUIHUA ANDI ARIANA JAMILETH	1	2	1	1,5	2	3,5	1	1	0,5	0,75	1,5	1,75	0,5	0,75	0,5	0,75	1	1,5	4,5	6,75
TANGUILA CHUGCHILAN TAISHMARA FIORELLA	1	2,5	1	1,25	2	3,75	1,5	1,5	0,75	1	2,25	2,5	0,5	0,75	0,5	0,75	1	1,5	5,25	7,75
TERAN DELGADO SANTIAGO DANIEL	1	2	1	1,5	2	3,5	0,5	1	0,5	1	1	2	0,5	0,5	0,5	0,5	1	1	4	6,5
TOAPANTA GREFA DEIMY KATALEYA	1,25	1,75	1,25	1,5	2,5	3,25	1,5	1,5	0,75	0,75	2,25	2,25	0,5	0,5	0,5	0,5	1	1	5,75	6,5
VALLADARES CALAPUCHA EMILIANO GAELE	0,5	1,5	0,5	1	1	2,5	0,5	0,75	0,5	0,75	1	1,5	0,5	0,5	0,5	0,5	1	1	3	5

RESULTS OF THE PRE AND POST-TEST CONTROL GROUP

GROUP B		1. Word Reading				section 1 over 5/5		2. Paragraph Reading				section 2 over 3/3		3. Spoken Response				section 3 over 2/2			
		1.1 Individual Sounds (Consonants & Vowels) - 3		1.2 Word Stress-2		result pre	result post	2.1 Intonation & Rhythm -2		2.2 Pronunciation Clarity & Fluency -1		result pre	result post	3.1 Pronunciation Clarity -1		3.2 Fluency in Responses - 1		result pre	result post	final grade 10/10	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE TEST	POST TEST
ALDAS VERA THIAGO EMANUEL		2,5	3	1,75	2	4,25	5	2	2	0,75	1	2,75	3	1	1	1	1	2	2	9	10
ALVARADO SALAZAR DOMENICA ADRIANA		1,75	2	1,5	1,5	3,25	3,5	1,5	2	0,75	1	2,25	3	0,75	0,75	0,75	0,75	1,5	1,5	7	8
ALVARADO YUMBO ARIADNE PAULETH		0,5	2	0,5	1	1	3	1	1,5	0,5	0,5	1,5	2	0,75	0,75	0,5	0,5	1,25	1,25	3,75	6,25
AVILA GREFA LEONEL ANDRES		2	2,5	1,5	1,5	3,5	4	1,5	1,25	1	1	2,5	2,25	0,75	0,75	0,75	0,75	1,5	1,5	7,5	7,75
BARONA UBILLUZ MATHIAS ANDRES		1,5	1,75	1,5	1,5	3	3,25	1,75	1,5	0,75	1	2,5	2,5	0,5	0,5	0,5	0,5	1	1,25	6,5	7
BONILLA AGUIRRE DEYANEYRA BETSABETH		1,75	2	1,5	1,5	3,25	3,5	2	1,5	0,75	0,5	2,75	2	0,5	0,5	0,5	0,5	1	1	7	6,5
BORJA CALAPUCHA AITANA MONSERRATE		0,5	1,5	0,5	1	1	2,5	1,5	1,5	0,5	0,75	2	2,25	0,5	0,5	0	0,5	0,5	1	3,5	5,75
CASTRO COFRE ADONIS ELIAN		0,5	1,5	0,5	1	1	2,5	0,5	0,5	0,5	0,5	1	1	0	0,5	0,5	0,5	0,5	1	2,5	4,5
CERDA AGUINDA ELIANE AINARA		1,75	2	1,5	1,25	3,25	3,25	1,5	1	0,75	0,75	2,25	1,75	0,5	0,75	0,5	0,75	1	1,5	6,5	6,5
CHONGO TANGUILA ROUS ARLETT		0,5	1	1	1	1,5	2	1,5	1,5	0,5	0,5	2	2	0,5	0,75	0,5	0,75	1	1,5	4,5	5,5
CONTERON MORETA GENESIS ANTHONELLA		0	1	0	1	0	2	0	0,75	0,5	0,75	0,5	1,5	0,5	0,5	0,5	0,5	1	1	1,5	4,5
CORREA AVILES CARLOS GABRIEL		1	1	0,5	1	1,5	2	0,5	0,75	0,5	0,5	1	1,25	0	0,5	0,5	0,5	0,5	1	3	4,25
CRESPO VASQUEZ ANTHONY LIONEL		2,5	3	1,5	2	4	5	2	1,5	0,75	0,75	2,75	2,25	1	1	1	1	2	2	8,75	9,25
DUQUE TOAPANTA GARETH EZEKIEL		2	1,5	1,5	1,25	3,5	2,75	1,5	1,5	0,5	0,75	2	2,25	0,5	0,5	0,5	0,5	1	1	6,5	6

GONZALEZ GUTIERREZ CRISTIAN SEBASTIAN	2	3	1,5	2	3,5	5	1,75	1,5	0,75	1	2,5	2,5	1	1	1	1	2	2	8	9,5
GREFA CHIMBO JUSTIN ROBERT	1	1,5	0,5	1	1,5	2,5	0,5	0,75	0,5	0,5	1	1,25	0,5	0,5	0,5	0,5	1	1	3,5	4,75
GREFA SHIGUANGO ZAMIRA VALENTINA	1	2	1	1,5	2	3,5	1	1,5	0,75	0,75	1,75	2,25	0,5	0,5	0,5	0,5	1	1	4,75	6,75
GUACHAMIN TANGUILA ALEXA YADIRA	0,5	1	0	1	0,5	2	1	1,25	0,5	0,75	1,5	2	0,5	0,5	0,5	0,5	1	1	3	5
MACAS MAYORGA ARIANA CAROLINA	2	2,5	1	1,75	3	4,25	1,75	1,75	0,75	1	2,5	2,75	0,75	0,75	0,75	0,75	1,5	1,5	7	8,5
MONGON IGUASNIA ANGELA VICTORIA	2,75	2,75	1,75	1,5	4,5	4,25	1,75	1,75	1	1	2,75	2,75	0,75	0,75	0,75	0,75	1,5	1,5	8,75	8,5
NARVAEZ SHIGUANGO KERLY ALISSON	0,5	1	0,5	1	1	2	1	1,5	0,5	0,5	1,5	2	0	0	0,5	0,5	0,5	0,5	3	4,5
ORTUÑO GREFA DIDIER DALEXANDRO	1	1,5	1	1	2	2,5	1	1	0,5	0,75	1,5	1,75	0,5	0,5	0,5	0,5	1	1	4,5	5,25
SALAZAR RUIZ ADRIANA DE JESUS	0,5	1	0,5	1	1	2	1	1	0,5	0,5	1,5	1,5	0,5	0,75	0,5	0,75	1	1,5	3,5	5
SARAGOSIN HUARACA JORGE LEANDRO	1	1	0,5	0,5	1,5	1,5	1	1	0,5	0,5	1,5	1,5	0	0	0,5	0,5	0,5	0,5	3,5	3,5
SHIGUANGO TUNAY KATHERYN ZULLY	0,5	0,5	0,5	0,5	1	1	1,25	1,25	0,75	0,75	2	2	0	0	0,5	0,5	0,5	0,5	3,5	3,5
TANGUILA CHICHANDA HELLEN BRIANA	0,5	1	0	1	0,5	2	1,5	1,5	0,75	0,75	2,25	2,25	0,75	0,75	0,75	0,75	1,5	1,5	4,25	5,75
TANGUILA SHIGUANGO EMILY MISELA	1,75	2	1,5	1,5	3,25	3,5	1,75	1,5	0,75	0,75	2,5	2,25	0,75	0,75	0,75	0,75	1,5	1,5	7,25	7,25
ULLOA OTERO JOEL SEBASTIAN	2	2,5	1,5	1,75	3,5	4,25	2	2	0,75	0,75	2,75	2,75	0,75	0,75	0,75	0,75	1,5	1,5	7,75	8,5
VACA TENORIO DIEGO FRANCISCO	2,75	3	1,5	2	4,25	5	2	2	0,75	1	2,75	3	1	1	1	1	2	2	9	10
VALAREZO ALVARADO JEBIAN JOCIEL	0	1	0	1	0	2	0,5	0,5	0	0,5	0,5	1	0,5	0,75	0,5	0,75	1	1,5	1,5	4,5
VARGAS TORRES CHRISTOFER ISRAEL	0,5	1,5	0,5	1,5	1	3	1	1	0,5	0,75	1,5	1,75	0,5	0,75	0,5	0,75	1	1,5	3,5	6,25
YAGUACHI BRAVO SALLY SCARLETH	2,5	2,75	1,75	1,75	4,25	4,5	1,5	1,5	0,75	0,75	2,25	2,25	0,75	0,75	0,75	0,75	1,5	1,5	8	8,25
ZAMBRANO LEMA DOMINICK JOSUE	1	1,5	1	1,5	2	3	0,5	0,5	0,5	0,5	1	1	0,5	0,75	0,5	0,75	1	1,5	4	5,5