



**UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA  
DIRECCIÓN DE POSGRADO**

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

**THEME:**

---

**DIDACTIC VIDEOS AND THEIR INFLUENCE ON THE DEVELOPMENT  
OF ENGLISH PRONUNCIATION IN ELEMENTARY LEVEL SCHOOL**

---

Research project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

**Author:**

Lcda. Papa Paredes Angela Lizeth

**Tutor:**

Mg. Granja Peñaherrera Diego Isaias

AMBATO-ECUADOR

2026

**AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA,  
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN  
ELECTRÓNICA DEL TRABAJO DE TÍTULACIÓN**

Yo, Angela Lizeth Papa Paredes declaro ser autor del Trabajo de Investigación con el nombre “Didactic Videos and their Influence on the Development of English Pronunciation in Elementary Level School”, como requisito para optar al grado de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza De Inglés y autorizo al Sistema de Bibliotecas de la Universidad Tecnológica Indoamérica, para que con fines netamente académicos divulgue esta obra a través del Repositorio Digital Institucional (RDI-UTI).

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo.

Del mismo modo, acepto que los Derechos de Autor, Morales y Patrimoniales, sobre esta obra, serán compartidos entre mi persona y la Universidad Tecnológica Indoamérica, y que no tramitaré la publicación de esta obra en ningún otro medio, sin autorización expresa de la misma. En caso de que exista el potencial de generación de beneficios económicos o patentes, producto de este trabajo, acepto que se deberán firmar convenios específicos adicionales, donde se acuerden los términos de adjudicación de dichos beneficios.

Para constancia de esta autorización, en la ciudad de Puyo, a los 25 días del mes de febrero de 2026, firmo conforme:

Autor: Angela Lizeth Papa Paredes

Firma:

Número de Cédula: 1600557704

Dirección: Pastaza, Puyo, Fátima, El Chofer.

Correo Electrónico: fernandaparedes40@gmail.com

Teléfono: 0979336952

### **TUTOR'S APPROVAL**

In my capacity as Tutor of the Thesis “DIDACTIC VIDEOS AND THEIR INFLUENCE ON THE DEVELOPMENT OF ENGLISH PRONUNCIATION IN ELEMENTARY LEVEL SCHOOL” presented by Angela Lizeth Papa Paredes to opt for the Title of “Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés”.

### **I CERTIFY**

The research work has been reviewed in all its parts, and I consider that it meets the requirements and sufficient merits to be submitted to the public presentation and evaluation by the designated Examining Board.

Ambato, 20 de febrero, 2026

---

Mg. Diego Isaías Granja Peñaherrera

### **STATEMENT OF AUTHENTICITY**

I, the undersigned, declare that the contents and results obtained in this research work, as a prerequisite for obtaining the title of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés, are absolutely original, authentic and personal and the exclusive legal and academic responsibility of the author.

Ambato, 25 de febrero del 2026

---

Lcda. Angela Lizeth Papa Paredes

160055770-4

## **COURT APPROVAL**

The thesis has been reviewed, approved and authorized for printing and binding, on the topic: “DIDACTIC VIDEOS AND THEIR INFLUENCE ON THE DEVELOPMENT OF ENGLISH PRONUNCIATION IN ELEMENTARY LEVEL SCHOOL” prior to obtaining the title “Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés” meets the substantive and formal requirements for the students to be able to present her thesis.

Ambato, 25 de febrero del 2026

.....

Mg. Cristina Belen Crison Chavez

PRESIDENT

.....

Mg. Ortega Andrade Dolores Del Rocio

EXAMINATOR

.....

Mg. Granja Peñaherrera Diego Isaias

DIRECTOR

## **DEDICATION**

I dedicate this thesis to my mother, my father, my brother, and my partner.

To my mother, for her unconditional love, strength, and endless encouragement.

To my father, for his guidance, wisdom, and the values that have shaped who I am.

To my brother, of whom I am deeply proud; may this achievement inspire you to pursue your dreams with confidence and determination.

And to my beloved partner, for his patience, support, and constant belief in me.

Each of you has inspired me in your own way, and this accomplishment is as much yours as it is mine.

Angela

## **ACKNOWLEDGEMENT**

First and foremost, I thank God for His guidance, strength, and blessings throughout this journey. Without His grace, none of this would have been possible.

I extend my sincere gratitude to my professors and mentors, whose knowledge, dedication, and support have profoundly shaped my academic growth.

I also wish to express my heartfelt thanks to my coworkers, whose motivation, encouragement, and example inspired me to complete my master's degree. Their support reminded me of the value of perseverance and dedication.

My deepest appreciation goes to my family, whose love and constant support have sustained me through every challenge.

Finally, I express my heartfelt thanks to everyone who, in big or small ways, contributed to the completion of this thesis.

Angela

## TABLE OF CONTENT

|                                                                |           |
|----------------------------------------------------------------|-----------|
| <b>COVER PAGE .....</b>                                        | <b>i</b>  |
| <b>AUTORIZACIÓN PARA EL REPOSITORIO DIGITAL.....</b>           | <b>2</b>  |
| <b>TUTOR’S APPROVAL.....</b>                                   | <b>3</b>  |
| <b>STATEMENT OF AUTHENTICITY.....</b>                          | <b>4</b>  |
| <b>COURT APPROVAL .....</b>                                    | <b>5</b>  |
| <b>DEDICATION.....</b>                                         | <b>6</b>  |
| <b>ACKNOWLEDGEMENT.....</b>                                    | <b>7</b>  |
| <b>RESUMEN EJECUTIVO .....</b>                                 | <b>11</b> |
| <b>ABSTRACT .....</b>                                          | <b>12</b> |
| <b>INTRODUCTION.....</b>                                       | <b>13</b> |
| Importance and relevance.....                                  | 13        |
| Problem statement .....                                        | 22        |
| Research question.....                                         | 23        |
| Hypothesis .....                                               | 23        |
| Null hypothesis.....                                           | 24        |
| Problem tree.....                                              | 24        |
| Beneficiaries .....                                            | 24        |
| Objectives .....                                               | 25        |
| General objective.....                                         | 25        |
| Specific objectives.....                                       | 25        |
| <b>CHAPTER I.....</b>                                          | <b>26</b> |
| <b>THEORETICAL FRAMEWORK.....</b>                              | <b>26</b> |
| Previous studies .....                                         | 26        |
| Theoretical Framework .....                                    | 32        |
| Connectivism in an EFL classroom.....                          | 32        |
| Development of the Independent Variable - Didactic Videos..... | 33        |
| ICT tools in education .....                                   | 33        |
| Interactive Learning.....                                      | 34        |
| Video-based learning.....                                      | 34        |
| Multimedia Tools .....                                         | 35        |
| Authentic materials.....                                       | 36        |
| Didactic Videos .....                                          | 37        |
| Advantages of using didactic videos .....                      | 37        |
| Disadvantages of using didactic videos.....                    | 38        |
| Development of the Dependent Variable - Pronunciation .....    | 39        |

|                                                                 |           |
|-----------------------------------------------------------------|-----------|
| Second language acquisition .....                               | 39        |
| English Language Skills .....                                   | 40        |
| Receptive and Productive Skills .....                           | 41        |
| Speaking Skill.....                                             | 41        |
| Pronunciation.....                                              | 42        |
| Pronunciation activities in an EFL classroom .....              | 44        |
| <b>CHAPTER II .....</b>                                         | <b>47</b> |
| <b>METHODOLOGICAL DESIGN .....</b>                              | <b>47</b> |
| Research approach and design.....                               | 47        |
| Description of the sample and the context of the research ..... | 48        |
| Data collection.....                                            | 49        |
| Operationalization chart with variables.....                    | 49        |
| Validity /reliability .....                                     | 52        |
| <b>CHAPTER III .....</b>                                        | <b>60</b> |
| <b>PRODUCT .....</b>                                            | <b>60</b> |
| Innovative Proposal to the Problem .....                        | 60        |
| Proposal name .....                                             | 60        |
| Type of product .....                                           | 60        |
| Objective of the proposal.....                                  | 61        |
| Structure of the Proposal .....                                 | 61        |
| The complete proposal .....                                     | 68        |
| Evaluation of the Innovative Proposal .....                     | 69        |
| Validation of the Proposal .....                                | 69        |
| <b>CONCLUSIONS AND RECOMMENDATIONS.....</b>                     | <b>70</b> |
| Conclusions .....                                               | 70        |
| Recommendations .....                                           | 71        |
| <b>REFERENCES.....</b>                                          | <b>73</b> |
| <b>ANNEXES.....</b>                                             | <b>87</b> |
| Annex 1: Pre-test .....                                         | 87        |
| Annex 2: Post-test .....                                        | 89        |
| Annex 3: Mahly Martinez Validation.....                         | 93        |
| Annex 4: Hazel Acosta Validation .....                          | 95        |
| Annex 5: Matts Janine Marie Validation.....                     | 97        |
| Annex 6: Authorization of the Educational Institution .....     | 99        |
| Annex 7: Consent from the participants' representatives .....   | 101       |
| Annex 8: Participants' Pre-test.....                            | 103       |

|                                        |     |
|----------------------------------------|-----|
| Annex 9: Participants' Post-test ..... | 107 |
|----------------------------------------|-----|

### INDEX OF TABLES

|                                                                                                                      |    |
|----------------------------------------------------------------------------------------------------------------------|----|
| <b>Table N° 1.</b> Operationalization chart with variables .....                                                     | 49 |
| <b>Table N° 2.</b> Minimal Pair Listening Discrimination .....                                                       | 54 |
| <b>Table N° 3.</b> Production of English Sounds When Repeating.....                                                  | 55 |
| <b>Table N° 4.</b> Pronunciation Through Word Recall from Images.....                                                | 56 |
| <b>Table N° 5.</b> Sentence Reading.....                                                                             | 57 |
| <b>Table N° 6.</b> Results of the comparative analysis of the pre-test and post-test:<br>mean, median, and mode..... | 58 |
| <b>Table N° 7.</b> Lesson Plan Structure Sample .....                                                                | 64 |
| <b>Table N° 8.</b> Pronunciation Rubric-A1 level .....                                                               | 68 |

### INDEX OF FIGURES

|                                                                                                                     |    |
|---------------------------------------------------------------------------------------------------------------------|----|
| <b>Figure N° 1</b> Problem Tree .....                                                                               | 24 |
| <b>Figure N° 2</b> Minimal Pair Listening Discrimination.....                                                       | 55 |
| <b>Figure N° 3</b> Production of English Sounds When Repeating .....                                                | 56 |
| <b>Figure N° 4</b> Pronunciation Through Word Recall from Images .....                                              | 57 |
| <b>Figure N° 5</b> Sentence Reading .....                                                                           | 58 |
| <b>Figure N° 6</b> Results of the comparative analysis of the pre-test and post-test,<br>mean, median and mode..... | 59 |

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS**

**TEMA: DIDACTIC VIDEOS AND THEIR INFLUENCE ON THE  
DEVELOPMENT OF ENGLISH PRONUNCIATION IN ELEMENTARY  
LEVEL SCHOOL**

**AUTOR:**

Lcda. Angela Lizeth Papa Paredes

**TUTOR:**

Mg. Diego Isaías Granja Peñaherrera

**RESUMEN EJECUTIVO**

El presente trabajo analiza la influencia de los videos didácticos en el desarrollo de la pronunciación en inglés de estudiantes de nivel elemental, partiendo de la problemática evidenciada en las aulas, donde los niños presentan dificultades para producir sonidos del inglés con claridad y fluidez. La investigación plantea que la integración de videos didácticos mejora significativamente la pronunciación de los estudiantes, hipótesis que se contrasta mediante un enfoque cuantitativo y un diseño preexperimental aplicado a un grupo de 23 alumnos de tercer grado de la Escuela Pío Jaramillo Alvarado, ubicada en un contexto rural. El instrumento para la recolección de datos consistió en un pre-test y un post-test aplicados antes y después de la intervención. A través de actividades basadas en videos, diseñadas para fortalecer la entonación, el acento, la claridad y la fluidez en la producción oral, se recopilieron y analizaron datos que evidenciaron cambios notables en el desempeño de los estudiantes respecto a su nivel inicial, establecido conforme al marco PRE-A1 del CEFR. Los resultados muestran mejoras significativas en la pronunciación luego de las intervenciones, lo que permitió aceptar la hipótesis de investigación y rechazar la hipótesis nula, confirmando la efectividad del uso de videos como material didáctico auténtico y motivador. Asimismo, se determinó que la implementación de actividades estructuradas con apoyo audiovisual facilita la labor docente, al ofrecer modelos de pronunciación auténticos y precisos, especialmente valiosos en zonas rurales donde los estudiantes tienen poca exposición al inglés. En conclusión, el estudio demuestra que los videos didácticos constituyen una herramienta innovadora y eficaz para potenciar la pronunciación en estudiantes de nivel elemental, mejorando su desempeño oral y promoviendo un aprendizaje más significativo y participativo.

**Descriptores:** contexto rural, educación básica, pronunciación del inglés, videos didácticos.

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**AUTHOR:** PAPA PAREDES ANGELA LIZETH

**TUTOR:** LIC. GRANJA PEÑAHERRERA DIEGO ISAIAS

**THEME**

DIDACTIC VIDEOS AND THEIR INFLUENCE ON THE DEVELOPMENT OF ENGLISH  
PRONUNCIATION IN ELEMENTARY SCHOOL

**ABSTRACT**

This study investigates the effect of didactic videos on the development of English pronunciation among elementary-level students, drawing on classroom evidence that suggests children struggle to produce English sounds with clarity and fluency. The research proposes that the integration of didactic videos significantly improves students' pronunciation, a hypothesis tested through a quantitative approach and a pre-experimental design applied to a group of 23 third-grade students from Pío Jaramillo Alvarado School, located in a rural area. The data collection instruments consisted of a pre-test and a post-test, applied before and after the intervention. Through video-based activities designed to strengthen intonation, stress, clarity, and fluency in oral production, data were gathered and analyzed, revealing notable improvements in students' performance compared to their initial level, established according to the CEFR Pre-A1 framework. The results show significant improvements in pronunciation following the interventions, leading to the acceptance of the research hypothesis and the rejection of the null hypothesis, thus confirming the effectiveness of videos as authentic and motivating teaching materials. Furthermore, it was determined that the implementation of structured audiovisual activities facilitates teaching practice by providing authentic and accurate pronunciation models, which are particularly valuable in rural areas where students have limited exposure to the English language. In conclusion, the study demonstrates that didactic videos constitute an innovative and effective tool for enhancing pronunciation among elementary-level students, improving their oral performance, and promoting more meaningful and participatory learning.

**KEYWORDS:** didactic videos, elementary education, English pronunciation, rural area.



## **INTRODUCTION**

The introduction of a research paper plays a critical role in establishing the author's credibility and setting the scholarly tone, while guiding the reader from a general overview of the topic toward a well-defined research question or hypothesis, from broad to specific (Ammon, 2023). This highlights the importance of developing a clear and structured introduction to guide readers in understanding the research objectives.

### **Importance and relevance**

The importance of this research is to determine whether using didactic videos with young learners from a rural school enhances their English pronunciation. This study explores how audiovisual content featuring native speakers can positively impact students' pronunciation. Alisoy (2025) established that by using authentic video materials, students can experience significant improvements in their pronunciation, including improved articulation of sounds and improved intonation, accent, and rhythm.

Additionally, incorporating didactic videos serves as a motivational tool, making the learning process more enjoyable and interactive. They also provide visual and auditory support that helps reinforce key concepts and improve retention. The students felt motivated throughout the classes and improved their performance in their oral presentations in English, as most improved their pronunciation (Tobar et al., 2021).

This research is relevant to society due to the growing impact of the English language in today's globalized world. "The worldwide spread of English, its predominant use in diverse international economic and cultural arenas, and the dramatic expansion of electronic communication have allowed the language to achieve the status of an international language or a global lingua franca" (Marlina & Xu, 2018, p. 1). English helps people from other countries to communicate, provides greater opportunities in education, business, and professional fields.

According to the Ministerio de Educación del Ecuador (2016) the required proficiency level for 3rd-grade students is PRE-A1 of the CEFR. As a result, it highlights the importance of using authentic materials, such as didactic videos, during the learning process to foster pronunciation skills so that students can practice individual English sounds, as this will increase their motivation. It will also provide them with different models of spoken English to improve their pronunciation, rhythm, and intonation.

In the research lines of the postgraduate program of the Faculty of Educational Sciences, its line number 3 is aligned with language learning and teaching (Jadán Guerrero & Ayala Chauvin, 2023). This area of research examines how both native and foreign languages are taught and learned. It explores effective teaching methods and strategies for language instruction. The focus includes the enhancement of students' communicative and linguistic abilities and it considers how language learning is assessed. The type of research applied is quantitative and pre-experimental. It will contribute to a more engaging way of teaching English pronunciation to help overcome challenges faced by rural schools, such as limited

access to native speakers and authentic English language exposure.

Sasmita (2022) conducted a study which aims to investigate teachers' and students' perceptions of using didactic videos to facilitate English pronunciation at SMP Muhammadiyah 2 Taman Sidoarjo. It was clearly stated that positive perceptions were found, benefiting both teachers and students. The teacher successfully helped students remember more vocabulary and created an engaging learning environment. On the other hand, students were able to improve their pronunciation. Nevertheless, some challenges will be considered in this study, including a lack of internet connection, disruptive ads, lengthy videos, and the time-consuming process of finding the perfect video that aligns with the topic.

Another investigation was developed by Sulistiyaningsih (2024), where he examined the improvement of English pronunciation skills through didactic videos as a learning medium in the classroom. The research findings indicated the effectiveness of using didactic videos to improve students' pronunciation skills. This is because the videos featured native speakers with American accents, providing students with a more realistic model for learning. Thus, didactic videos can serve as an effective medium for learning English pronunciation. Furthermore, there was an increase in students' pronunciation scores, greater enthusiasm, and more active participation during classroom activities.

Although teachers have a wide variety of technological tools like didactic videos to use when teaching the language, it is crucial to adapt those resources according to the age and linguistic needs of each group of students. Furthermore, teachers must ensure that these resources are aligned with the objectives of the lesson and, above all, promote inclusive and meaningful learning experiences to support

student-centered methodologies. “There is an urgent need to develop technology-based infrastructure, including digital learning tools and internet accessibility, to support a modernized education system” (Badriyah et al., 2025, p. 2).

Furthermore, Chen et al. (2025) made a research project based on artificial intelligence for the assessment and correction of English pronunciation. Through accurate assessment and targeted correction, students can better understand spoken English pronunciation. The results of this project can compensate for the shortcomings of previous studies and have great theoretical relevance and practical value for the teaching of English phonetics. As a result, it shows how artificial intelligence can provide more accurate and personalized support for English pronunciation learning and it helps overcome the limitations of traditional methods and improves phonetic instruction, which will be developed in this study.

As stated by Pham and Pham (2025) clear and accurate pronunciation is essential for effective communication and significantly influences students' English proficiency. To this end, a study was conducted on ELSA Speak to understand its benefits for improving pronunciation. The study evaluated English learners' satisfaction with using ELSA Speak to improve their pronunciation and explored the key factors that contributed to a positive user experience. The results showed a high level of satisfaction among participants. This study demonstrates that tools like those can effectively help students improve their pronunciation, and that satisfaction provides new insights into how digital tools improve both learning outcomes and motivation.

Research proposes the use of didactic videos as an audiovisual medium to teach regular elementary school students how to create scientific short films. The results

showed that 98% of the scientific short films were accurate in terms of intellectual value, 34% in terms of functional value, and 70% in terms of emotional value. It is concluded that building student knowledge involves knowing how to plan, create, and evaluate the process of their activities, developing critical thinking for decision-making (Flores-Silva et al., 2022). This study demonstrates how didactic videos can foster creativity, critical thinking, and meaningful learning. It is related to this research, as both emphasize the use of innovative resources to engage young students in knowledge construction through interactive and motivating activities.

Makhlouf & Iñigo (2022) established that the objective of their research was to analyze how and why the application of Visual Language standards in didactic videos optimizes and contributes positively to their understanding and to their function as a teaching and learning tool. It was concluded that teachers must receive professional training and contribute to creating didactic tools, such as videos, that are clear and visually appealing, to facilitate the teaching and learning process for students. It connects with this investigation because clear and visually structured didactic videos enhance comprehension and make learning more effective to support student engagement and understanding in the classroom.

According to Velarde-Camaqui and Delgado-Fabián (2025) their study compares the effectiveness of two tools used in the flipped classroom methodology: educational videos and ChatGPT. The Mann-Whitney U test revealed significant differences in note-taking and preparation for class exercises, with the video group being superior to the ChatGPT group. These findings suggest the importance of carefully integrating new technologies into education. This study supports this project because while AI tools like ChatGPT are promising, well-structured

educational videos remain more effective at promoting readiness and active learning.

More et al. (2023) point out that the inclusion of video in the educational process not only presents concepts in an engaging way, but also encourages active student participation and contributes to knowledge construction. It was concluded that the versatility of videos enriches understanding by combining visual and auditory elements, which promotes better information retention. This research reinforces the idea that using didactic videos improves understanding and motivation, promotes collaborative learning, and active participation by combining visual and auditory elements.

The main objective of the research of Vidal et al. (2024) is to use innovative technology to develop a free mobile and web application tailored to the needs of Argentine children and adults learning English pronunciation. They placed special emphasis on assessing pronunciation at the segmental level because it is the most effective. Ultimately, it was demonstrated that CAPT systems can help second language learners improve their pronunciation skills. These systems are particularly useful when they provide feedback at the phonetic or syllabic level. By focusing on detailed segmented feedback, the study confirms that technology can significantly improve accuracy and confidence in second language pronunciation.

On the other hand, another study evaluated transversal skills, project-based socio-formative practices, learning strategies, and the relevance of online activities, where students expressed satisfaction with the complementary online activities, preferring interactive didactic short of less than 4 minutes, so it was concluded that the integration of online activities into face-to-face programs, based on the socio-

formative pedagogical model, can enhance the development of transversal skills and improve academic performance (Guerra-Macías & Tobón, 2025). This study highlights the importance of interactive resources in helping students strengthen skills and improve performance, combining online activities with face-to-face learning, as it makes lessons more engaging and effective.

A research conducted by López Minotta et al. (2025) examines how an AI-based application can improve primary school students' English-speaking skills using the Design-Based Research methodology. The results showed a significant increase in student engagement and motivation, notable improvements in pronunciation, fluency, and conversational skills, adaptability to individual student needs, and gradual progress in achievement scores. The study highlights the transformative potential of AI in education, offering a personalized and effective learning experience and findings confirm that AI applications can effectively enhance young learners' pronunciation, fluency, and confidence while sustaining motivation and steady progress.

Finally, this study analyzes the impact of using speech recognition software (SRS) as a complementary tool for teaching pronunciation in English as a foreign language at the primary level in Colombia. Among the findings, it was discovered that SRS feedback contributes to improving students' pronunciation, motivates their engagement in learning, and promotes their autonomy (Sánchez Salgado et al., 2024). This reinforces the role of technology in boosting motivation and improving pronunciation in EFL contexts.

Beltrán-Flandoli et al. (2023) seeks to determine research positions on the uses of YouTube as a pedagogical tool in Ibero-American higher education through

a critical review of the literature. The use of YouTube as an innovative tool requires overcoming self-perceptions and critically considering its potential, the necessary literacy, teacher training, and aspects related to the gap in teaching skills. The value of this platform as a methodological tool for innovation is evident, as is the path forward for universities and educators to increase its effectiveness and relevance in developing and encouraging innovative practices. This aligns with the investigation because the YouTube platform will be used as a tool to apply didactic videos in the classroom, and it is clear that its use is effective in an educational context.

In a different study, Piedra and Reascos (2024) evaluated the acceptance of audiovisual materials as teaching aids among eighth-grade students. The findings revealed that most students responded positively, considering the videos effective in improving their understanding of mathematical concepts and increasing their motivation to learn. This study highlights the potential of audiovisual materials as effective tools for addressing educational challenges and fostering student engagement in mathematics. This information is relevant to the present investigation as it demonstrates that didactic videos can enhance various areas of teaching and serve as a motivating factor for students to engage in learning, regardless of the level of difficulty.

Gonzalez-Torres and Solano (2024) aimed to evaluate the effectiveness of listening journals through videos in improving listening comprehension in EFL among students at a university in Loja. The results revealed that the use of journals through videos was beneficial, as students reported that it helped them identify their listening strengths and weaknesses, learn new phrases and words, become aware of pronunciation errors, and have more opportunities to practice listening

comprehension. This study is related to this research since both emphasize the use of didactic videos as engaging resources that improve learning outcomes and it can significantly improve language skills by fostering self-awareness and practice.

Previous studies have demonstrated that the self-assessment technique, applied to English language learners, can improve their speaking skills and confidence. The "Reverse Design" helped students focus on the goal of having an informal conversation in pairs about everyday topics. It was concluded that they improved their confidence in speaking English, as they obtained higher scores on the posttest and showed less fear of public speaking and were more motivated to learn and speak English (Moncayo Mendoza & Ramirez Avila, 2022). These findings demonstrated that by emphasizing real-life communication objectives, students became more motivated, showed less anxiety, and were better prepared to use English in authentic contexts, which is the objective of this study.

Padilla et al. (2024) presented a study aimed to improve the oral expression of students with limited oral proficiency. An educational methodology was developed and applied based on the design and implementation of an app adapted to the CEFR to improve language performance. The results showed an improvement in oral proficiency in areas such as grammar and vocabulary, discourse management, pronunciation, and interactive communication, with a confidence level of approximately 95%. It is related to this research because both highlight the effectiveness of innovative technological resources, such as apps or didactic videos, in strengthening pronunciation and motivating students.

Finally, in a related study, Infante (2025) explored the impact of motivational games on university students' oral proficiency. The results and studies conducted

allow us to confidently affirm the influence of motivational games on the development of students' oral expression, addressing challenges such as pronunciation and fostering speaking confidence. Motivational games allow students to develop cooperation, critical thinking, decision-making, and healthy competition. Support this research because both emphasize innovative strategies that encourage student engagement and support the development of English communication skills, especially pronunciation.

### **Problem statement**

How do didactic videos influence the development of English pronunciation in elementary level school?

Learning English as a foreign language is challenging for Ecuadorian students, especially when they come from difficult environments. This is the case of these 3rd grade learners from a rural school called “Pio Jaramillo Alvarado” in Fátima, Pastaza, who are struggling considerably with English pronunciation. One of the causes is that teachers do not focus enough on pronunciation skills and it leads students to think English pronunciation is not important. Most of the schools focus more their attention on grammar than other skills, they teach in a traditional way and only strictly follow a textbook (Pachina, 2020).

Sulistiyaningsih (2024) shows that using YouTube videos is very effective in improving students' pronunciation. Since they come from native speakers with British and American accents, YouTube videos can be an effective medium for learning English pronunciation. For this reason, the use of the YouTube platform, which is easily accessible to teachers, represents an effective resource for enhancing children's pronunciation. Didactic videos available on the platform not only support

language development but also help maintain students' engagement throughout the learning process.

Griffiths (2004) states that pronunciation activities help students to develop oral fluency and work on accuracy through feedback. Students do not know how to pronounce the new words correctly because of the lack of pronunciation activities in the classroom. In addition, the lack of better strategies to practice pupils' pronunciation results in students getting bored with the same kind of audio activities that the books provided. As Coşkun (2023) said in their investigation teachers established that students got bored when the audio activities from their text books were too fast or difficult to understand.

Finally, Ecuadorian teachers do not have the correct American accent at the moment of teaching, so students pick up the language as they hear from their tutor, so students cannot pronounce the vocabulary appropriately. Ecuadorian teachers don't have the same level of English pronunciation as native speakers, and this is passed on to their students. Therefore, when students listen to native speakers in audio recordings, videos, or even in real life, they have difficulty understanding them because they are accustomed to Ecuadorian pronunciation (Pachina, 2020).

### **Research question**

How can students in elementary level school improve their pronunciation skills using didactic videos?

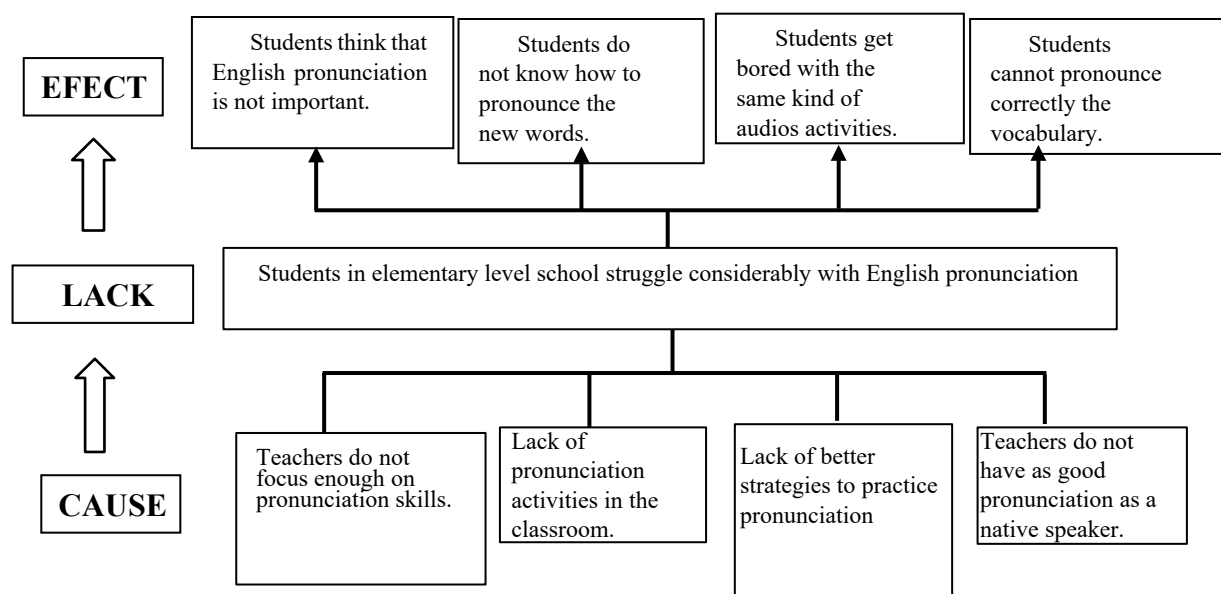
### **Hypothesis**

The integration of didactic videos into the learning process of elementary school students improves their English pronunciation.

## Null hypothesis

The integration of didactic videos into the learning process of elementary school students improves their English pronunciation.

## Problem tree



**Figure N° 1 Problem Tree**

**Elaborated by:** Lic. Angela Papa

**Source:** Created by the author.

## Beneficiaries

The study will be conducted with a group of 24 third-grade students at Pío Jaramillo Alvarado Rural School, located in Fátima, Pastaza, Ecuador. Since all 24 students will be included, the research uses a census approach, which means that 100% of the population is considered as the sample. The children have not had an English teacher for two years; as a result, they are not familiar with English, they are currently at the PRE-A1 level according to the CEFR.

Also, children come from a challenging environment with limited resources and little support from their parents. Participants in the study will directly benefit from the implementation of didactic videos as authentic materials to improve their

pronunciation skills. English teachers will gain valuable insights into the impact of videos in motivating students to practice and enhance their pronunciation. The research results will contribute to pedagogical strategies, enabling educators to adjust and enhance their teaching techniques to address various topics more effectively, engagingly, and enjoyably while adapting to students' needs.

## **Objectives**

### **General objective**

To analyze the impact of didactic videos on the development of English pronunciation in elementary level school.

### **Specific objectives**

- To identify the pronunciation skills of students in elementary level school.
- To design a set of didactic video-based activities to support the pronunciation development of students in elementary level school.
- To evaluate the effectiveness of didactic videos on the pronunciation improvement of students in elementary level school.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

According to Varpio et al. (2020) the theoretical framework is a structured and coherent set of ideas and assumptions, derived from one or more theories, that serves as the basis for research and demonstrates how a theory is applied in a specific study. In developing this framework, the researcher identifies the key concepts and theories that underpin the research, establishes logical connections between them, and links these elements directly to the research being conducted.

For this study, extensive research was conducted, yielding a variety of documents, including theses, doctoral dissertations, journals, books, and academic articles from both national and international sources. Digital research tools such as Scopus, ResearchGate, and Google Scholar were used to find the information. These documents will lay the theoretical foundation and ensure the research is supported by reliable information. Furthermore, diverse perspectives from various authors will be incorporated, enriching the analysis of each concept.

#### **Previous studies**

Muslem, et al., (2022) examined improvements in students' speaking skills, specifically in fluency, vocabulary, grammar, pronunciation, and accuracy, through the use of English YouTube videos. The study aimed to analyze the impact on the speaking skills of students from both public and non-public servant backgrounds in a rural school. This study was conducted at Junior High School 1 Kutacane in Aceh, Indonesia, where a quantitative method with an experimental design was used.

Descriptive tests, along with pre- and post-tests, were administered to assess their oral performance. The results showed an increase in scores after the interventions, particularly in pronunciation accuracy.

Thus, it was concluded that pronunciation accuracy can be improved if students listen to videos of native speakers. Therefore, it is recommended that teachers implement this teaching strategy in their classes to help students enhance their English-speaking skills. This research provides crucial results for my study, as it can be seen an improvement in pronunciation after exposing students to YouTube videos. When they listen and interact with native speakers, they have an engaging environment to learn English. Moreover, it should be taken into account that the environment in which they live may not be a major impediment to improving pronunciation skills. If effective strategies like this are applied, teachers can help their students make significant improvements.

Li (2023) developed a study whose objective was to explore the use of video as an audiovisual material in language teaching and learning and review its applicability to English teaching in Japan. A quantitative method was used, surveying 39 first-year university students majoring in Business Administration and International Relations. The results showed that using YouTube to study pronunciation has a positive impact, as it is more entertaining, relevant, and understandable. It was concluded that teachers should use videos as supplementary material to improve learning outcomes for English as a foreign language.

This article is very useful for this research because it demonstrates the effectiveness of watching YouTube videos in class for learning English pronunciation. Additionally, using them as supplementary material in lessons gives

students a positive perspective, as this strategy makes classes more engaging and, most importantly, educational.

Sinyashinam (2023) carried out research about the effectiveness of didactic YouTube videos for the teaching and learning of the English consonant and semi-consonant phonemes. It was conducted with first-year students of the Bachelor of English Studies during six practical classes of the English Pronunciation course. It was quasi-experimental with a pretest-posttest design and a control group. Results indicated that the use of didactic YouTube videos positively influenced students' learning outcomes, improving pronunciation accuracy and recognition of phonemes since learners showed greater motivation and engagement with audiovisual content compared to traditional methods.

It supports this project because it is clear that YouTube didactic videos can be an effective complementary resource for teaching English pronunciation. Its visual and auditory reinforcement supports better understanding, motivates students, and contributes to more dynamic and interactive learning experiences. Therefore, their integration into lessons enhances the effectiveness of traditional teaching methods.

Juma (2021) led a study about the relevance and feasibility of using animated or dynamic graphics and YouTube videos for teaching English pronunciation to Iraqi-Arabic learners of English as a foreign language. The two groups of subjects participating in this case study received instruction using two different methods, with and without multimedia. Unlike the control group, the subjects in the experimental group performed significantly better on the posttest. This article could support this research by providing empirical evidence that multimedia resources, such as YouTube videos, enhance English pronunciation learning. It also

demonstrates the effectiveness of integrating dynamic visual tools into instruction, reinforcing the value of innovative methods in language teaching.

Rachmawati and Cahyani (2020) implemented an investigation to determine whether the use of YouTube videos influences the improvement of pronunciation among students from non-English departments. The research design used in this study was a pretest-posttest control group design. The results showed that the use of YouTube videos may be one of the most influential means for learning English pronunciation among students from non-English departments. This study supports this research by demonstrating that YouTube videos can significantly improve pronunciation skills, even for students not participating in specialized language programs. Its methodology and findings can serve as a model for designing a research framework and validating the effectiveness of multimedia tools.

On the other hand, Reinoso and Heras Urgiles (2021) conducted a study aimed at examining the extent to which high school students could improve their pronunciation through educational videos and their perceptions of this technique. The study involved 65 ninth-grade students from a public school in Cuenca, divided into an intervention group (33 students) and a control group (32 students). A mixed-method approach was used, incorporating both quantitative and qualitative data. The students took a pre- and post-test based on a reading-aloud activity to assess their pronunciation level. The treatment lasted 10 weeks, with one group watching educational videos while the other did not.

At the end of the intervention, students completed an open-ended questionnaire about their opinions on using videos in class. They reported that the videos were highly beneficial for improving pronunciation, as they allowed them to observe

facial expressions and achieve greater accuracy in pronunciation. This study is very useful for my research because it was conducted in an Ecuadorian context, where it can be seen that listening to authentic material such as educational videos, which are spoken by native speakers, helps students have a better learning experience and hear an improved version of how to pronounce English words correctly.

Llanos Encalada and Criollo Quimí (2022) explained how the use of technological tools influences the development of English language skills in students of basic general education in a rural fiscal institution in Ecuador. A descriptive and an explanatory study was conducted. They used a mixed-method approach: the qualitative component included interviews with experts, and the quantitative component included data collection through a pilot program with students. A diagnostic test was also administered, followed by a posttest. The results showed an increase in skill development, with scores ranging from 7 to 10. This highlighted the positive effects of the correct use of educational technology tools on students to level up their basic knowledge of the English language.

This research helps support this study because it demonstrates a positive impact of using different digital resources for learning English in a rural school, where students felt motivated during the classes and that it is essential to be creative and innovative with young learners. It also provides various up-to-date sources that can be used in this investigation.

An analysis of the use of educational videos to improve pronunciation among eighth-grade students was developed by Narváez Vilema and Cepeda Naula (2021) to achieve this objective, the interpretive research paradigm and the qualitative approach were adopted. For the data collection process, interviews were conducted

with students and English teachers. The results revealed two notable facts: first, participants are aware of the benefits derived from the use of academic videos, not only for pronunciation or speaking, but also for listening comprehension, grammar, and vocabulary expansion. It is concluded that videos are useful resources for pronunciation-focused activities and offer innovative opportunities for formal and non-formal education.

These findings are consistent with this project by reinforcing the potential of multimedia resources to enhance English pronunciation learning. It demonstrates that didactic videos help students improve their pronunciation by providing authentic exposure to the language, fostering fluency, accuracy, and general language skills, including listening comprehension, grammar, and vocabulary.

The previous studies analyzed provide valuable evidence that directly supports the objectives of this research on the use of didactic videos to improve English pronunciation at the elementary level. Muslem et al. (2022), Li (2023), and Sinyashinam (2023) demonstrated through experimental and quasi-experimental designs that audiovisual input, particularly YouTube videos, enhances learners' pronunciation accuracy, phoneme recognition, and overall motivation. Similarly, Juma (2021) and Rachmawati & Cahyani (2020) confirmed the effectiveness of multimedia and dynamic audiovisual resources in reinforcing pronunciation learning compared to traditional approaches.

In the Ecuadorian context, Reinoso & Heras Urgiles (2021), as well as Llanos Encalada & Criollo Quimí (2022), provided local evidence that didactic videos and digital tools foster active participation and pronunciation improvement among students in both urban and rural schools. Finally, Narváez Vilema & Cepeda Naula

(2021) highlighted the broader benefits of videos for language learning, such as vocabulary and listening comprehension development. Taken together, these findings validate the relevance of designing and applying didactic video-based activities for elementary students, as they offer authentic input, improve accuracy, and create engaging learning environments aligned with the goals of this study.

## **Theoretical Framework**

### **Connectivism in an EFL classroom**

With the advent of new technologies, connectivism has seen increased recognition in the 21<sup>st</sup> century. Mukhlis et al. (2024) affirms that connectivism has profoundly influenced learning process and teaching methodologies and it offers a framework for understanding it, emphasizing the importance of networks, interactions, and the diversity of knowledge sources.

Thus, teachers can apply this theoretical concept to help students acquire knowledge through various digital networks. “The practical implications of connectivism in education include the need for educators to adopt new pedagogical strategies that support the development of networked learning environments, facilitate student-centered instruction, and promote lifelong learning” (Alam, 2023, p.1).

It is important for teachers to find innovative ways to teach classes so that students do not get bored during classes. Mohammedeen (2023) claims that “students are more motivated to seek information with quick access to extensive knowledge databases” (p.104). With all the information readily available, it’s difficult for students to find what can truly benefit their learning.

Therefore, teachers must carefully select the strategies and resources they will

use in the classroom, as they must be according to the needs of the students. It is crucial to discern information. “When researching a particular topic, the internet provides a wide variety of answers. Through technological strategies, we can develop skills to select the appropriate information and exclude that which is not” (Baque et al., 2020, p.3).

## **Development of the Independent Variable - Didactic Videos**

### **ICT tools in education**

The use of Information and Communication Technologies has become universal, and is therefore found in various fields, especially in education, through various educational platforms, thus creating different teaching methods (Kaur, 2023). Today, ICTs play a crucial role in the learning process, allowing teachers to deliver knowledge in a more dynamic and interactive way. Furthermore, students tend to feel more motivated, perform better, and gain greater learning opportunities. These tools also foster creativity and collaboration, encouraging students to actively participate in their own educational process. Furthermore, ICTs help bridge the gap between traditional methods and modern approaches, making education more accessible and meaningful.

In the same way, Samoylenko et al. (2022) emphasize that ICT tools are used to increase student productivity and allow teachers to focus on providing feedback and mentoring to students. ICTs are used to establish various forms of communication and interaction, developing students' linguistic and professional skills. The integration of ICTs supports the development of English pronunciation activities, offering rural students more dynamic and effective opportunities to improve their oral skills.

## **Interactive Learning**

According to Muhammad et al. (2021) in an interactive learning environment, learners serve as mutual resources by engaging in dialogue, observing peers' work, exchanging perspectives, and participating in joint decision-making. This process emphasizes that interactivity plays a crucial role in fostering active collaboration and sustained learner engagement. By engaging in activities like discussions, peer feedback, and shared tasks, learners strengthen pronunciation and communication in meaningful contexts. Thus, interactive strategies provide the foundation for implementing didactic videos as effective tools in English language learning.

Research indicates that student achievement, particularly improved test scores, is often linked to the application of active learning strategies. Instructors frequently employed interactive tools like Nearpod™, Padlet™, online polls, and breakout room discussions to foster active participation (Koh & Daniel, 2022). Interactive tools create an engaging environment where students become active participants rather than mere listeners. In this research, YouTube will serve as an interactive strategy that offers students opportunities to listen, repeat, and practice pronunciation. By using authentic audiovisual content, students can imitate sounds, compare with their peers, and receive feedback. This makes YouTube a powerful resource for fostering active learning and foster pronunciation.

## **Video-based learning**

Video-based learning is when video materials are used to acquire knowledge or different skills (Navarrete et al., 2025). This method is currently used in schools to capture students' attention, as they are accustomed to watching videos online, even though many of these are not educational. Therefore, by combining a leisure

activity with meaningful learning, it is possible to engage students and promote the improvement of their knowledge.

In a study developed by Nadeak and Naibaho (2020), the results showed that video-based learning in an anatomy class has a positive impact as they improve students' academic performance. Hence, teachers are advised to use videos in their classes, but to adapt them to the needs of the students to obtain better results. This method can be applied in any area of knowledge, and in all of them it guarantees improved information retention, due to the interest it generates in students.

### **Multimedia Tools**

Kumar et al. (2021) affirm that multimedia tools such as videos, movies, or songs as a computer-based learning methodology are easily accessible, so incorporating them into the lessons and assessments increases the effectiveness of teaching. Therefore, teachers can use technology to teach English in countries where there are no native speakers. As the author mentions, these resources not only help motivate students to learn the new language, but also keep them actively engaged during class. Most importantly, they promote interactive learning experiences that reinforce students' knowledge. Furthermore, multimedia tools expose students to native speakers, allowing them to hear the language in authentic and natural contexts.

The use of multimedia tools in the classroom has increased thanks to the implementation of ICTs, which offer a variety of teaching and learning materials, such as videos, audio recordings, animations, and digital platforms. As a result, "multimedia classrooms" have emerged, equipped with projectors, laptops, internet modems, and speakers, in addition to various materials currently provided to

schools by the government (Huda, 2024, p. 436). The integration of multimedia tools makes English learning more dynamic, accessible, and effective. Also, it represents an advance in modern education, as it allows teachers to diversify their teaching methods. Finally, multimedia classrooms expose students to authentic linguistic input, which directly supports the development of English oral skills.

### **Authentic materials**

As Ismatova (2024) mentioned authentic materials are those created by native speakers for a real purpose, other than language learning and teaching. However, most teachers use them effectively in their classes, and students simply enjoy seeing them. Those can enhance a learner's pronunciation because they can listen to the correct pronunciation and intonation of a real native speaker.

Even so, these can include idiomatic expressions, idioms, proverbs and sayings, and abbreviations in an informal context. Therefore, before presenting them, teachers should point out their peculiarities and explain them, especially at the beginning, choosing shorter authentic materials, such as songs, films, and short videos. So, they do not become overwhelmed with a lot of unnecessary information that they cannot understand.

Benali (2022) explains that authentic materials are those that have not been modified, expose students to the real language, and create meaningful communication. Incorporating authentic materials into the classroom motivates students by adding a real-life element to their learning experience. As the author mentions, authentic materials can greatly help students develop different skills and make the English acquisition process more engaging. “Providing authentic examples requires consideration of contexts close to learners’ lives, where learner-

centered contexts in teaching/learning can connect to authentic activities” (Kim et al., 2025, p. 2). As a result, the video activities must be selected according to the students’ needs and interests.

### **Didactic Videos**

Lijo et al. (2024) supports that didactic videos are a combination of audiovisual information that, when used as a teaching aid in the classroom, enable students to achieve deeper learning because they can associate the vocabulary they hear with the images they see. These kinds of videos can be useful when teaching, as they capture students’ attention and allow teachers to develop updated strategies to enhance how students learn. Moreover, it becomes easier for students to retain information due to the multiple colors, gestures, and audio elements that these videos provide.

Chorna et al. (2023) found that didactic videos allow for the creation of open learning and educational environments, leveraging the potential of YouTube’s alternative resources and using them to develop pronunciation and increase students’ motivation to learn. Since students are increasingly familiar with technology, teachers can take advantage of entertainment apps by promoting their use as educational tools to enhance learning outcomes. Integrating these apps into the classroom can also help bridge the gap between students’ everyday digital habits and academic learning, making the educational experience more relatable.

### **Advantages of using didactic videos**

Long et al. (2023) concluded that didactic videos offer several benefits, including increased participation, knowledge, comprehension, and motivation, as well as the ability to retain information for longer periods and students themselves

have expressed positive feedback about the use of videos in class. For that reason, teachers face the challenge of selecting the right didactic video to enhance the learning process, since choosing the wrong one can have the opposite effect on students and even bore them. Thus, this resource should be used as a supplement to lessons and not as the primary source of instruction.

Kohler and Dietrich (2021) mentioned that versatility is one of the advantages of online videos, as they have adopted diverse styles, formats, and genres. Therefore, didactic videos can be considered a powerful tool for expanding people's knowledge, especially through YouTube, with its accessibility and ease of access, which functions as a transmitter of knowledge. These didactic videos can be used not only in the classroom but also at home, as they are easily accessible and can help consolidate learning with a simple link.

### **Disadvantages of using didactic videos**

There may be disadvantages and limitations that can negatively affect student participation and learning, such as the excessive use of didactic videos that can overwhelm them, a lack of immediate feedback, students who learn better by writing or reading, misunderstandings, lack of internet connectivity, and videos that are inappropriate for the students' subject matter or age (Long et al. 2023). These disadvantages can arise from poor video selection, misinformation about the method, or inadequate planning. When implementing didactic videos in the classroom, the teacher should consider each student's needs, the specific topic to be covered, time, and also have the video downloaded beforehand on the computer in case of internet failure. This way, it's possible to anticipate any unforeseen problems and ensure the activity runs smoothly.

In the same way, another investigation Citriadin (2022) found that the main problem is the internet connection, as some YouTube videos can be difficult to view due to network limitations. Furthermore, students often become passive recipients with low levels of concentration. Then, it is important for the teacher to select short, concise videos that highlight the most relevant aspects of the topic and to continue interacting with students during playback by asking questions or repeating key information.

These disadvantages can be overcome over time, as research on didactic videos in the classroom evolves. When the full potential of the use of didactic videos in the classroom is realized, its beneficial functions will be widely used in various fields of education, and the efficiency of teaching and learning will be improved. Moreover, continuous teacher training and proper methodological guidance will ensure their effective and meaningful integration into the learning process.

### **Development of the Dependent Variable - Pronunciation**

#### **Second language acquisition**

Rohmah (2024) defined Second Language Acquisition (SLA) as the process through which people learn a language other than their native one. This learning can occur naturally and informally or in formal classroom settings after individuals have already acquired their first language. Learning English as a second language can be challenging, especially for children from rural areas who have limited exposure to the language. As a result, pronunciation often becomes one of the most difficult skills to develop.

In a different study, Liu and Wang (2025) state that Second Language Acquisition (SLA) became an important field of study in the late 1960s. It examines

how individuals learn a second language within their social environment, building on their prior mastery of their native language. A deep understanding of SLA is essential for designing more effective teaching methods that support students' learning processes. Furthermore, SLA emphasizes the active role of the learner and the importance of considering individual factors such as motivation and engagement during lessons, as these significantly influence second language learning and, above all, help students become more familiar with English as a second language.

### **English Language Skills**

According to Dash (2022) language skills are defined as an individual's capacity to use language proficiently in both oral and written forms across different contexts, activities and purposes. There are important language skills that all users should acquire: listening, speaking, reading, and writing. Therefore, developing these four skills from an early age fosters confidence and lifelong communicative competence in students. They not only allow learners to interact, share ideas, and understand others effectively, but also promote personal and academic growth.

A key point was mentioned by Richards and Renandya (2002, as cited in Alahmadi, 2020) that students' achievement in the language skills of listening, speaking, reading, and writing depends on their vocabulary knowledge. For that reason, to strengthen the four fundamental English skills, it is essential to start with a solid vocabulary foundation. Through various classroom activities, students can consolidate their learning, retain information more effectively, and gradually develop their mastery of listening, speaking, reading, and writing.

## **Receptive and Productive Skills**

English consists of four skills, which are divided into two categories. Receptive skills involve acquiring the language through listening to conversations, music, and videos, as well as reading newspapers, poems, books, and other texts for comprehension. The next stage is productive skills, where students use the language to express their thoughts through speaking and writing. At this stage, students articulate words, communicate, and write to produce the language (Atadjanova, 2023, p. 15). Understanding the difference between receptive and productive skills is ideal for designing balanced English classes, creating opportunities for both receiving information and actively producing the language.

Additionally, Bachiri and Oifaa (2020) demonstrated that improving receptive and productive skills requires the use of interactive whiteboards, computers, data projectors, speakers, and other resources to transfer information and knowledge effectively. However, they also pointed out that teaching skills through videos depends on stable network performance, since an unstable internet connection can cause distractions and reduce students' concentration. To strengthen productive and receptive skills, the use of technological tools is crucial to engage students. However, their effectiveness depends on reliable internet access to avoid interruptions

## **Speaking Skill**

Speaking can be defined as the ability to express and share ideas fluently by using verbal and nonverbal language in real time. It requires not only knowledge of linguistic features but also the capacity to process information quickly, build meaning, and communicate effectively across different contexts (Pratiwi & Ayu,

2020). Therefore, speaking is about expressing ideas with clarity and confidence. Fluency and the ability to process language in real time are essential for meaningful communication. Clear pronunciation is a foundation of fluent speech. With didactic videos students can listen, imitate, and practice authentic pronunciation models. Strengthening pronunciation in this way supports their overall speaking ability and helps them communicate effectively in English.

In the same way, Halawa et al. (2022) describe speaking as the ability to convey information verbally in a context-appropriate manner and as a fundamental skill in learning English. It is a productive skill closely linked to listening, vocabulary, and the ability to construct meaningful sentences. Effective speaking also involves interaction between speakers and listeners, ensuring that messages are clearly communicated in everyday conversations. As a result, To enhance speaking skills, it is essential to emphasize the correct pronunciation of key vocabulary, providing students with a solid foundation in basic words. This foundation enables them to progress to using phrases accurately while reducing common errors resulting from interference from their first language (L1).

### **Pronunciation**

Brown (2021) argues that, because pronunciation is a physical skill involving the coordinated movement of the lungs, vocal cords, mouth, and nose, teachers should focus on activities that require students to speak out loud to help them learn to pronounce words correctly. Pronunciation refers to the way words are spoken, including the correct sounds, stress, and intonation. It helps listeners understand spoken language clearly and accurately.

The aspects of pronunciation that influence intelligibility encompass word-level

elements such as segmental sounds and stress, discourse-level features like rhythm and intonation, as well as additional factors including fluency, speech rate, voice quality, and loudness, all of which shape the meaning and interpretation of spoken language. (Levis, 2018, as cited in Pennington, 2021, p.15). Similarly, Sharma (2021) identifies that there are segmental features which embrace consonant and vowel sounds or phonemes, and suprasegmental features that include stress, pitch, intonation, length, juncture, etc. I agree that both segmental and suprasegmental elements play a crucial role in communication. Understanding and teaching these characteristics is essential for developing clear and meaningful spoken language.

This study will consider both segmental and suprasegmental pronunciation features, particularly vowel and consonant sounds, intonation, and word stress. When working with young children, the focus should remain on these specific areas to help prevent difficulties in future learning. It is also important for teachers to consistently correct the pronunciation of new words, in order to avoid the persistence of small errors over time.

To support this, teachers can work hand-in-hand with didactic videos, using them as complementary tools to expose students to authentic pronunciation models. Lessons may begin with explicit instruction and controlled practice on the mechanics and perception of specific segmental or suprasegmental features of pronunciation, which students will be encouraged to attend to during later meaningful communicative activities. Instruction on articulation, when given as a preparatory activity and combined with corrective feedback during communicative practice, can improve both segmental and suprasegmental pronunciation (Pennington, 2021).

### **Pronunciation activities in an EFL classroom**

Cerda-Oñate and Urtubia-Vergara (2025) reflect on the importance of teaching pronunciation through various interactive activities in the L2 classroom. Interactive activities, give learners meaningful opportunities to practice pronunciation in context and build learners' confidence in using the language spontaneously. Moreover, incorporating audiovisual activities can expose students to authentic pronunciation models, including rhythm, intonation, and connected speech; these will allow learners to be more active and involved in the classroom.

Alvarez, Tamayo, and dos Santos (2024) comments that it is necessary to implement more focused pronunciation instruction and strategies to minimize L1 interference because students often mispronounce English words due to transferring their L1 pronunciation, as they pronounce words based on Spanish reading habits. Due to the complexity of the interference of their native language, teachers should consider integrating pronunciation work with other English exercises and activities, such as when learning new grammar or vocabulary. Therefore, the best way to improve pronunciation is to practice and learn from mistakes and shortcomings through various activities that help learners progress.

Some strategies to improve pronunciation include minimal pairs. According to Ezz (2023), minimal pairs can help address pronunciation difficulties and help second language learners distinguish differences in sounds and meanings by practicing words that vary by only one sound in the same position. Minimal pair activities are especially effective in the classroom because they foster students' phonological awareness and allow them to clearly perceive subtle sound contrasts. Furthermore, they provide structured and focused practice, which is particularly

beneficial for younger students who are still developing their auditory discrimination and articulation skills.

Similarly, drilling and word repetition techniques are widely regarded as effective strategies for enhancing linguistic skills (Ihsani et al., 2025). These techniques, are useful in elementary level students, as they are starting to gain knowledge. Word repetition help students internalize correct pronunciation patterns and gain confidence through repeated practice. Furthermore, it essential to apply them in a dynamic and engaging way, repetitive practice can reinforce accuracy while also fostering fluency and automaticity.

Another effective activity is picture-based word naming. This strategy is important for students because it helps them connect words with visual representations, strengthening understanding and supporting long-term retention of vocabulary. Hourihan and Churchill (2020) found that producing a picture's name at the time of encoding improved the ability to discriminate a specific exemplar image from similar distractor images. Thus, when people named the image aloud while viewing it, they were later better able to recognize that exact image and differentiate it from similar ones. This suggests that verbalizing helps strengthen memory and accuracy in visual discrimination.

Finally, sentence reading helps students understand the meaning of complete sentences while practicing language structures in context. Moreover, in the field of pronunciation, it supports learners in improving their fluency by encouraging them to produce full sentences rather than isolated words. It also allows them to identify and correct errors related to pronunciation, stress, and intonation, contributing to more accurate and natural speech production. According to Jhuo et al. (2024) found

that reading complete sentences aloud with adequate fluency, that is, with good speed, accuracy and appropriate intonation, is fundamental to being able to correctly understand what is read.

In conclusion, the studies analyzed agree that pronunciation instruction in the L2 classroom should be approached through varied, interactive, and contextualized activities that allow students to practice meaningfully and gain confidence in the spontaneous use of the language. Strategies such as minimal pairs, repetition and practice, picture naming, and sentence reading promote phonological awareness, memory, auditory discrimination, fluency, and intonation. Taken together, these practices demonstrate that pronunciation improvement is achieved through systematic, dynamic, and consistent instruction, where errors become opportunities for learning and progress.

## **CHAPTER II**

### **METHODOLOGICAL DESIGN**

Research methodology is the approach by which research problems are comprehensively solved. It is the science that studies how research is systematically conducted. In this field, researchers understand the different steps generally followed to study a research problem. Consequently, the scientific approach adopted to conduct research is called methodology (Mishra & Alok, 2022). This explanation of research methodology is useful because it highlights the systematic steps needed to address a research problem effectively. It will help to guide the design, data collection, and analysis process to ensure reliable and valid results.

#### **Research approach and design**

The purpose of a research design refers to the overall procedure chosen to combine the various components of the study in a coherent and logical manner. It includes the framework for data collection, measurement, and analysis. A flexible research design that allows for addressing different aspects of a problem is considered appropriate if the purpose of the research study is to be clarified (Mishra & Alok, 2022). This definition is relevant because it emphasizes the importance of organizing procedures to ensure coherence in a study. It will support this research by providing a structured framework to collect and analyze data effectively, ensuring that the results align with the objectives.

This research has a quantitative approach, as data collection and analysis are carried out using numerical methods to measure the impact of didactic videos as authentic materials on students' pronunciation skills. Also, it allows for the objective measurement and statistical analysis of the variables. According to Taherdoost (2022), "quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them" (p. 54). By applying this method, the study guarantees the statistical reliability of the results and their generalizability to similar educational contexts.

A pre-experimental design will be used, as only one group will be exposed to the treatments. According to Taherdoost (2022) pre-experimental design is a non-random selected control group or an independent variable that does not vary. A pre-test and post-test will also be taken to determine whether there is a change before and after the treatments, which are the didactic videos as authentic materials. Therefore, a null hypothesis is established, which might confirm based on the results the effectiveness of didactic videos in improving the pronunciation of third-grade students learning English as a foreign language.

### **Description of the sample and the context of the research**

This study is based on a purposive sample. "A purposive sample is the one whose characteristics are defined for a purpose that is relevant to the study" (Sedgwick, 2021, p.86). Consequently, this is the one that best fits this research because these students have not had an English teacher for two years, so they have very limited knowledge of the language. Additionally, they are not in contact with native speakers and do not have easy access to technological resources either at school or

at home.

The population for this investigation consists of 23 third-grade students at the EGB elemental level. The class includes 15 girls and 8 boys, aged between 7 and 8 years. The study will be conducted at Pío Jaramillo Alvarado School, located in a rural area. The educational institution is situated in the Parroquia Fátima, within the 16D01 Pastaza-Mera-Santa Clara District, Zone 3. According to the Ministerio de Educación (2016), third-grade students are expected to achieve the PRE-A1 level of the Common European Framework of Reference for Languages (CEFR). Moreover, each course includes three hours of English lessons per week, following the established principles and curricular threads.

### **Data collection**

Data collection is the process of gathering information to gain insights into the research topic, there are various types of data and, consequently, different methods for collecting them (Taherdoost, 2021). Using this will help me gather accurate and relevant data, making my research more reliable and focused. It also streamlines the process, saving time and ensuring consistency in results.

### **Operationalization chart with variables**

**Table N° 1. Operationalization chart with variables**

| <b>Variables</b>            | <b>Conceptualization</b>                                              | <b>Dimensions</b>                        | <b>Indicator</b>        | <b>Instrument</b>     |
|-----------------------------|-----------------------------------------------------------------------|------------------------------------------|-------------------------|-----------------------|
| <b>Independent Variable</b> | Lijo et al. (2024) supports that didactic videos are a combination of | <b>Visual-<br/>Auditory<br/>Learning</b> | Clear audiovisual input | Observation checklist |

|                               |                                                                                                                                                                                                                                                                       |                                            |                                                     |                              |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------|------------------------------|
| Didactic<br><br>Videos        | audiovisual<br><br>information that,<br><br>when used as a<br>teaching aid in the<br><br>classroom, didactic<br>videos enable<br>students to achieve<br>deeper learning<br>because they can<br>associate the<br>vocabulary, they<br>hear with the<br>images they see. | <b>Motivation<br/>and<br/>Engagement</b>   | Student<br><br>interest and<br>participation        | Teacher's field<br><br>notes |
|                               |                                                                                                                                                                                                                                                                       | <b>Repetition<br/>and Practice</b>         | Frequency of<br>pronunciation<br>practice           | Checklist<br><br>indicators  |
| <b>Variables</b>              | <b>Conceptualization</b>                                                                                                                                                                                                                                              | <b>Dimensions</b>                          | <b>Indicator</b>                                    | <b>Instrument</b>            |
| <b>Dependent<br/>Variable</b> | Pronunciation is the<br>reproduction of the<br>sounds of a<br>language in such a<br>way that the                                                                                                                                                                      | <b>Sound<br/>Production<br/>(Phonemes)</b> | Correct<br>articulation<br>of English<br>phonemes   | Pronunciation<br>rubric      |
| Pronunciation                 | intended message is<br>easily conveyed, it<br>also involves<br>paying attention to<br>the specific sounds                                                                                                                                                             | <b>Word Stress<br/>and<br/>Intonation</b>  | Appropriate<br>stress and<br>intonation<br>patterns | Pronunciation<br>rubric      |

|  |                                                                                                                                                                                                               |                                   |                                         |                      |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------|----------------------|
|  | of a language (segments), such as intonation, syllable, phrasing, stress, rhythm, voice projection (voice quality), and the gestures and expressions closely related to our way of speaking (Kobilova, 2022). | <b>Fluency in Short Sentences</b> | Smooth pronunciation in short sentences | Pronunciation rubric |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------|----------------------|

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

Taherdoost (2022) explains that a structured questionnaire follows a defined and organized format with questions presented in a specific sequence. These questionnaires are usually pre-coded and commonly used in most data collection processes. They are simple to administer, generate fewer inconsistencies, and produce more uniform responses, which facilitates easier data management.

A structured-questionnaire as a technique has been selected because it is ideal to assess the initial pronunciation skills of third-grade learners before implementing the didactic video-based activities. It also helps identify specific pronunciation difficulties, monitors progress before and after interventions with didactic videos, and facilitates comparison of results between students. Furthermore, in a rural setting, a well-designed and structured tool minimizes confusion and facilitates

clearer understanding among young learners.

To collect data, a pre-test and a post-test (see Annexes 1 and 2) will be used as evaluation instruments based on the pre-experimental design, each containing four sections designed to evaluate different aspects of pronunciation. Both tests include a total of 20 points and assess listening discrimination, articulation, and fluency in short utterances. According to Bobbitt (2020) a pretest and a posttest are experiments in which measurements are taken on individuals both before and after they're involved in some treatment. The pretest and posttest serve a comparative purpose, as they measure the dependent variable both before and after the intervention. They help to determine whether the treatment had a positive effect on students' pronunciation skills.

The pre-test and post-test are divided into four parts: Minimal Pair Listening Discrimination with five multiple-choice items (e.g., “cat/rat,” “pen/ten”) to measure students' ability to distinguish similar sounds. Word Repetition, where learners repeat five words to assess correct articulation (e.g., “three,” “zoo,” “chicken”). Picture-Based Word Naming, where students identify and pronounce words represented by images. Lastly, Sentence Reading, which evaluates pronunciation accuracy, stress, and intonation in simple sentences such as “This is a pen” or “She has a cat.”

### **Validity /reliability**

According to Ahmed and Ishtiaq (2021), reliability and validity are fundamental in the evaluation of any measurement methodology for data collection. Validity is what an instrument measures and its effectiveness, while reliability is the truthfulness of the data obtained and the degree to which any measurement tool

controls random error. Therefore, validation will help assess the process through which student outcomes are obtained. Experts from Universidad Indoamérica will be responsible for validating the instruments, such as the pre-test and post-test, that will be used in the research. Ensuring the validity of these instruments is essential for obtaining accurate and reliable results. Later, the validity of the hypothesis will be confirmed through data analysis.

The first expert is Dr. Mahly J. Martinez, who holds a Bachelor's degree in Education focusing on English as a Foreign Language, a Master's degree in Teaching Reading and Writing, and a Doctorate in Education. Furthermore, she has 14 years of experience at the "Francisco de Miranda" National Experimental University in Venezuela. Her research interests include the Teaching of Native and Foreign Languages, Discourse Analysis, Research Teaching, Comprehension, and Production of Academic Discourse. Therefore, her extensive academic background, research expertise, and years of professional experience make her an ideal candidate to validate the evaluation instrument (see Annex 3).

The second expert is Dr. Hazel Acosta, who is a university professor and specialist in research for development and education, particularly in evaluation, with over 20 years of university-level teaching experience. She has extensive knowledge and experience in pedagogy and educational research methodologies. Nevertheless, she actively collaborates in university and community outreach through training programs and community projects. Thus, thanks to their academic achievements, professional experience, and collaboration, it was possible to validate the instruments (see Annex 4)

Finally, Janine Matts, who holds a master's degree in Applied Linguistics from the University of Illinois at Chicago, is also a research professor specializing in psycholinguistics, language acquisition, language teaching methodologies, bilingualism, and pragmatics. Her support as an instrument validator is crucial due to her extensive knowledge of linguistics and her several years of experience working in universities (see Annex 5).

**Analysis of the results**

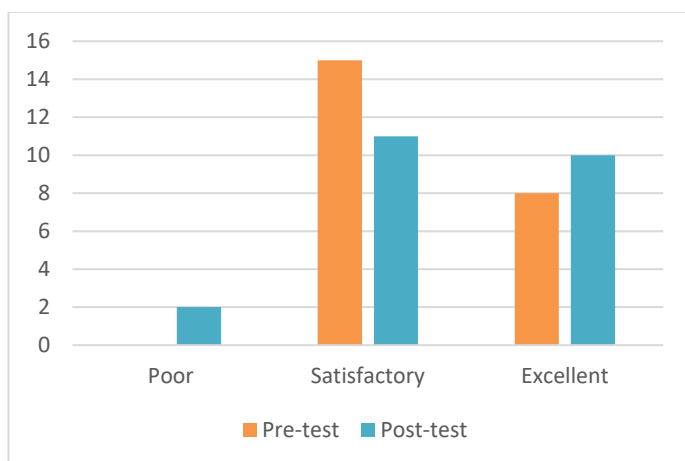
This section presents and examines the results obtained regarding the impact of using didactic videos to improve pronunciation among third-grade students at a rural school. Descriptive statistics are used as a key resource to structure and synthesize the collected data. According to Green et al. (2023), descriptive statistics are used to summarize and explain the characteristics of the data.

First, the results obtained by sections of the pre- and post-tests are presented to establish the differences in pronunciation before and after the application of the didactic videos. Next, the hypothesis is tested to determine whether the use of didactic videos improves pronunciation. This analysis measures the students’ progress and determines the effectiveness of the tool within the educational context after administering the post-test on pronunciation proficiency.

**Table N° 2. Minimal Pair Listening Discrimination**

|                   | <b>Pre-Test</b> | <b>Post-Test</b> |
|-------------------|-----------------|------------------|
| Poor              | 0               | 2                |
| Satisfactory      | 15              | 11               |
| Excellent         | 8               | 10               |
| <b>Total</b>      | 23              | 23               |
| <b>Percentage</b> | 100%            | 100%             |

**Elaborated by:** Lic. Ángela Papa  
**Source:** Created by the author



**Figure N° 2 Minimal Pair Listening Discrimination**

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

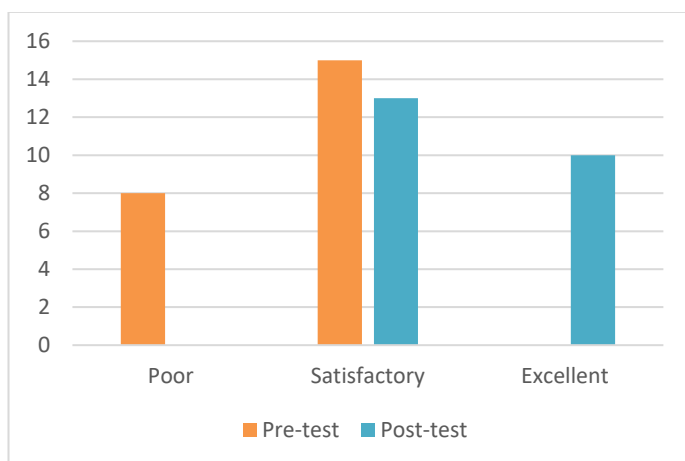
Figure 2 shows the results of the first section of the pre-test and post-test. This section aimed to assess the minimal pair listening discrimination of 23 fourth-grade students from a rural school. The results demonstrate that in the pre-test, none of the students obtained a poor level; however, in the post-test, 2 students achieved a poor level. On the other hand, in the pre-test, 15 students reached a satisfactory level, while in the post-test, 11 students were at this level. Finally, 8 students obtained an excellent level in the pre-test, whereas in the post-test, 10 students reached this level. These results show that although some students obtained a poor level in the post-test, several moved from the satisfactory level to the excellent level due to the use of didactic videos.

**Table N° 3. Production of English Sounds When Repeating**

|                     | Pre-Test | Post-Test |
|---------------------|----------|-----------|
| <b>Poor</b>         | 8        | 0         |
| <b>Satisfactory</b> | 15       | 13        |
| <b>Excellent</b>    | 0        | 10        |
| <b>Total</b>        | 23       | 23        |
| <b>Percentage</b>   | 100%     | 100%      |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author



**Figure N° 3 Production of English Sounds When Repeating**

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

Figure 3 illustrates the results of the second section of the pre-test and post-test. This section evaluated the production of English sounds when repeating after the teacher. The results show that in the pre-test, 8 students reached a poor level; however, in the post-test, none of them remained at that level. Moreover, in the pre-test, 15 students achieved a satisfactory level, while in the post-test, only 13 students were at this level. Finally, there were no students at the excellent level in the pre-test, but in the post-test, 10 students achieved this high level. Therefore, it is noticeable that there were significant improvements in the post-test after applying the use of didactic videos with the students.

**Table N° 4. Pronunciation Through Word Recall from Images**

|                     | Pre-Test | Post-Test |
|---------------------|----------|-----------|
| <b>Poor</b>         | 9        | 0         |
| <b>Satisfactory</b> | 13       | 6         |
| <b>Excellent</b>    | 1        | 17        |
| <b>Total</b>        | 23       | 23        |
| <b>Percentage</b>   | 100%     | 100%      |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author



**Figure N° 4 Pronunciation Through Word Recall from Images**

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

Figure 4 indicates the results of the third section of the pre-test and post-test.

This section assessed pronunciation through word recall from images. The results show that in the pre-test, 9 students were at a poor level; however, in the post-test, there were no students at this level. Moreover, in the pre-test, 13 students reached a satisfactory level, while in the post-test, only 6 students remained at this level. Finally, only one student achieved an excellent level in the pre-test, but in the post-test, 17 students reached this level. These findings suggest that most students significantly improved their pronunciation after the implementation of didactic videos.

**Table N° 5. Sentence Reading**

|                     | Pre-Test | Post-Test |
|---------------------|----------|-----------|
| <b>Poor</b>         | 21       | 1         |
| <b>Satisfactory</b> | 2        | 15        |
| <b>Excellent</b>    | 0        | 7         |
| <b>Total</b>        | 23       | 23        |
| <b>Percentage</b>   | 100%     | 100%      |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author



**Figure N° 5 Sentence Reading**

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

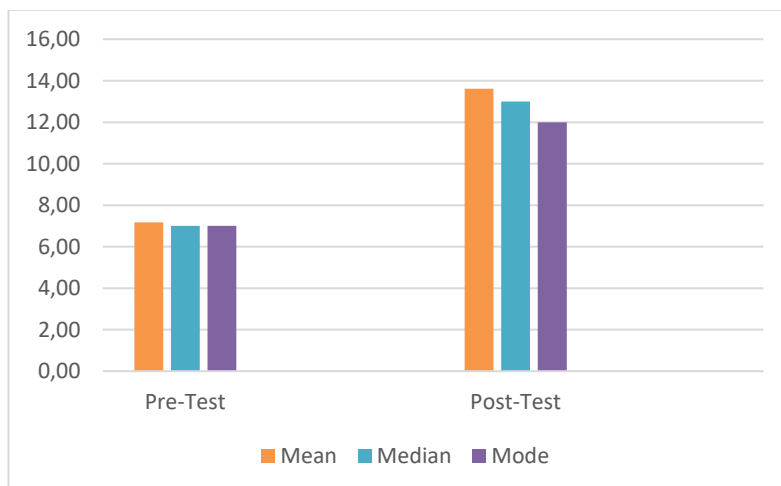
Figure 5 demonstrates the results of the fourth section of the pre-test and post-test. This section evaluated pronunciation in short sentences, focusing on intonation, word stress, clarity, and fluency. The results showed that in the pre-test, 21 students achieved a poor level, while in the post-test, only one student remained at this level. In the pre-test, 2 students were at the satisfactory level, but in the post-test, 15 students reached this level. Finally, in the pre-test, no students were at the excellent level; however, in the post-test, 7 students achieved this level. As a result, most of the students who were at the poor level improved their pronunciation after watching the didactic videos, moving from poor to satisfactory or excellent levels.

**Table N° 6. Results of the comparative analysis of the pre-test and post-test: mean, median, and mode**

| Score  | Pre-Test | Post-Test |
|--------|----------|-----------|
| Mean   | 7,17     | 13,61     |
| Median | 7        | 13        |
| Mode   | 7        | 12        |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author



**Figure N° 6 Results of the comparative analysis of the pre-test and post-test, mean, median and mode**

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

The analysis of the results obtained in Figure 6, based on the pre-test and post-test administered to third-grade students from the “Pio Jaramillo Alvarado” Educational Unit, demonstrates an improvement in English pronunciation after the implementation of didactic videos as a learning resource. The increase in the mean score from 7.17 in the pre-test to 13.61 in the post-test indicates a slight advance in pronunciation development. Similarly, the median in the pre-test was 7, and in the post-test, it was 13. Finally, the mode in the pre-test was 7, while in the post-test, it was 12. As a consequence, there was a noticeable and significant improvement in the students’ pronunciation scores after using didactic videos in class.

It is concluded that the hypothesis is accepted. Consequently, didactic videos do have an impact on the development of pronunciation in elementary school students. All the videos used during the interventions contributed to the students improving their pronunciation, intonation, clarity, stress, and fluency when repeating vocabulary and sentences, then the null hypothesis is rejected.

## **CHAPTER III**

### **PRODUCT**

#### **Innovative Proposal to the Problem**

This proposal seeks to address the difficulties identified in elementary school students' English pronunciation after the application of the pre-test. The main objective is to improve students' pronunciation through the use of didactic videos as an authentic and pedagogical resource. This proposal includes a series of video lessons and interactive activities that encourage accurate pronunciation and motivate students to practice English in an engaging and meaningful way.

#### **Proposal name**

From Screen to Speech: Didactic Authentic Videos for an Accurate English Pronunciation.

#### **Type of product**

According to Farhang (2023), “the lesson plan causes the teacher to carry out educational activities in order one after the other in specific stages and times in a logical way, and to base the results of his subsequent activities” (p. 5910). The lesson plan is fundamental to the educational process, as it provides a structured framework that facilitates effective teaching and student learning. Teachers must design a pedagogical plan with the learning content, teaching strategies, educational media, and resources to be used in class. Furthermore, lesson plans can be

developed for multiple periods such as an academic year, a semester, a month, or a single class, depending on the objectives to be achieved.

### **Objective of the proposal**

To improve the English pronunciation of elementary school students through the use of authentic didactic videos as an innovative pedagogical resource.

### **Structure of the Proposal**

The proposal is designed in a guide that contains a cover, an index with all the lesson plans in the correct order of application, and an introduction about how it should be applied according to the context of the students. Then, the set of 11 lesson plans with all the YouTube links to apply in each part of the class, additionally, in each lesson will be a video recorded by the researcher to support the use of didactic videos, finally the conclusion, recommendation, references and the link with all the lesson plans in pdf document ready to print.

The lesson plans follow the PPP method, they are structured by a warm up, presentation, practice, production, wrap up and assessment. Each class has a duration of 40 minutes and the didactic videos will be the primary resource in each part of the lesson to support their foreign language acquisition. Lesson topics were selected based on the basic content in accordance with the Ministry of Education book and appropriate for the students' age and level, such as greetings, classroom materials, numbers, colors and animals.

In each lesson plan, the activities are especially designed to encourage active participation, consistent repetition, and meaningful interaction, ensuring that students not only recognize the correct pronunciation but also speak it with

confidence. Additionally, each lesson has a checklist and rubric to assess student performance during the class. By integrating didactic videos in the classroom, students gain accurate pronunciation models that they can listen, repeat, and practice interactively.



**Table N° 7. Lesson Plan Structure Sample**

| <b>DIDACTIC LESSON PLAN</b> |                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                | Classroom Objects Vocabulary                                                                                                                                                                                                                                                                                                                                     |
| <b>Background</b>           | Pronunciation of English vocabulary in elementary school students. Many students have limited exposure to English sounds outside the classroom, which affects their ability to distinguish and produce correct pronunciation.                                                                                                                                    |
| <b>Objective</b>            | To recognize and pronounce correctly at least 10 classroom objects.<br>To improve pronunciation through imitation of didactic videos.<br>To use classroom vocabulary confidently in oral participation.                                                                                                                                                          |
| <b>Methodology</b>          | Presentation, Practice, Production (PPP). The lesson follows a structured sequence that begins with vocabulary exposure, continues with guided practice, followed by the production of the words learned with the correct pronunciation. This method promotes gradual mastery and allows students to gain confidence through repetition and meaningful practice. |
| <b>Skill Focused</b>        | Pronunciation. The lesson emphasizes the accurate articulation of initial and final sounds, lexical stress, and phoneme recognition.                                                                                                                                                                                                                             |
| <b>Context</b>              | Rural elementary school, third-grade students. Students have limited access to English-speaking environments, so didactic videos become an essential tool for exposure to authentic pronunciation.                                                                                                                                                               |
| <b>Course</b>               | 3rd Grade of Basic Education                                                                                                                                                                                                                                                                                                                                     |
| <b>Time</b>                 | 40 minutes                                                                                                                                                                                                                                                                                                                                                       |
| <b>Materials</b>            | YouTube didactic videos, projector, flashcards, real objects, speakers and teacher's recording.                                                                                                                                                                                                                                                                  |
| <b>Resources</b>            | YouTube didactic videos, projector, flashcards, real objects, speakers and teacher's recording.                                                                                                                                                                                                                                                                  |
| <b>Previous Classwork</b>   | Review of greetings vocabulary and personal information.                                                                                                                                                                                                                                                                                                         |

| LESSON DEVELOPMENT (PPP METHODOLOGY) |                                                                                                                   |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                     |                           |                                                |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------|
| Activity & Timing                    | Objectives                                                                                                        | Materials                                                                                                                                                                                                                                                       | Step-by-step Teacher                                                                                                                                                                                                                                                                                                                   | Step-by-step Students                                                                                                                                                               | Seating                   | Informal Assessment                            |
| <b>Warm-up (5 min)</b>               | Motivate students, activate prior knowledge of classroom vocabulary, and prepare them for pronunciation practice. | A cloth bag (or box) with real classroom objects inside (pen, eraser, ruler, pencil, etc.).                                                                                                                                                                     | <ul style="list-style-type: none"> <li>* Shows the bag to the class and says: "I have some things in my bag. Let's see what they are!"</li> <li>* Takes out one object slowly (e.g., a pen), shows it, and says the word aloud with clear pronunciation.</li> <li>* Puts the object back and lets a volunteer pick another.</li> </ul> | <ul style="list-style-type: none"> <li>* Watch carefully, repeat the word aloud after the teacher.</li> <li>* Volunteers come to the front, pick an object, and show it.</li> </ul> | Whole class, front-facing | Observe student participation and enthusiasm.  |
| <b>Presentation (10 min)</b>         | Introduce vocabulary and pronunciation models.                                                                    | Video "Classroom Objects"<br>Most important ones: (book, pen, pencil, chair, table, bag, ruler, desk, eraser, sharpener, scissors, colors)<br>Speakers<br><a href="https://www.youtube.com/watch?v=g7kK989HiRQ">https://www.youtube.com/watch?v=g7kK989HiRQ</a> | She plays video slowly.<br>Instruction: "Listen carefully, then repeat after the video."<br>She corrects some pronunciation errors.                                                                                                                                                                                                    | Students repeat words according to the video.                                                                                                                                       | Whole class repetition    | Teacher listens to pronunciation and accuracy. |

|                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |                                                                                                                  |                                        |                                                                              |
|-------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------|
| <b>Practice<br/>(15 min)</b>  | Practice pronunciation in an interactive way. | Real classroom objects, background music<br><a href="https://www.youtube.com/watch?v=JArZAErKBLc">https://www.youtube.com/watch?v=JArZAErKBLc</a>                                                                                                                                                                                                                               | <i>Game: Hot potato</i><br>The teacher explains that students must pass a classroom object (ex: an eraser, pen, or ruler) while the music is playing. When the music stops, the student holding the object must say its name in English out loud. | Students pass an object while music plays; when music stops, the student holding the object names it in English. | Whole class, front facing.             | Teacher checks if students can recall and pronounce vocabulary.              |
| <b>Production<br/>(7 min)</b> | Encourage independent pronunciation           | Flashcards<br><a href="https://www.canva.com/design/DAGxjy1gqXY/YbUyyOzLKGyeOZJNgpk1zQ/edit?utm_content=DAGxjy1gqXY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGxjy1gqXY/YbUyyOzLKGyeOZJNgpk1zQ/edit?utm_content=DAGxjy1gqXY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> | Teacher shows flashcards and asks: “What’s this?” She chooses volunteers and then people who isn’t participating. Teacher praises: “Well done! You can say classroom objects in English!”                                                         | Volunteers say words individually.                                                                               | Volunteers individually, class support | Teacher listens to pronunciation and encourages corrections if it is needed. |
| <b>Wrap-up<br/>(3 min)</b>    | Reinforce learning and check retention        | Teacher’s video to practice<br><a href="https://www.youtube.com/watch?v=U693esF2284">https://www.youtube.com/watch?v=U693esF2284</a>                                                                                                                                                                                                                                            | Teacher presents their own didactic video to reinforce knowledge. She gives corrective feedback if it necessary.                                                                                                                                  | Students repeat chorally.                                                                                        | Whole class, choral response           | Teacher confirms retention of vocabulary.                                    |

|                                         |                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Follow up</b>                        | Teacher shares video in WhatsApp group for at-home practice.                                                                                                                                                                               |
| <b>Next Lesson</b>                      | Review and reinforcement with new vocabulary.                                                                                                                                                                                              |
| <b>Formal assessment for the lesson</b> | <p><b>Observation checklist:</b> pronunciation of at least 5 objects, participation in activities, ability to answer “What’s this?”.</p> <p><b>Checklist indicators:</b> intelligibility, sound production (phonemes) and word stress.</p> |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

**Table N° 8. Pronunciation Rubric-A1 level**

| <b>Criteria</b>                    | <b>Excellent (4)</b>                                               | <b>Good (3)</b>                                          | <b>Basic (2)</b>                                                       | <b>Needs Improvement (1)</b>                                            |
|------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Intelligibility</b>             | Speech is clear and easy to understand without repetition.         | Mostly clear; occasional mistakes do not affect meaning. | Sometimes hard to understand; listener may need to ask for repetition. | Speech is difficult to understand; frequent repetition needed.          |
| <b>Sound Production (Phonemes)</b> | Correctly pronounces most English sounds (vowels and consonants).  | Some sound errors, but meaning is still clear.           | Many errors with key sounds; confusion between similar sounds.         | Most sounds are incorrect or unclear; communication is affected.        |
| <b>Word Stress</b>                 | Stresses words correctly, especially common or familiar words.     | Generally uses correct stress; a few misplaced.          | Often uses incorrect stress; affects naturalness of speech.            | Little or no awareness of stress; all syllables sound the same.         |
| <b>Rhythm and Fluency</b>          | Speaks with natural rhythm and clear pauses between words/phrases. | Some awkward pauses, but maintains overall fluency.      | Speech is slow or broken; rhythm is often unnatural.                   | Speech is too fast or too slow; difficult to follow due to poor rhythm. |

**Elaborated by:** Lic. Ángela Papa

**Source:** Created by the author

- **14–16 points** = Excellent performance for A1 level
- **11–13 points** = Good, with minor areas to improve
- **7–10 points** = Basic level; needs support
- **4–6 points** = Below level; needs focused pronunciation practice.

### **The complete proposal**

<https://drive.google.com/file/d/1zZ4mfq3-QivZTWpKJ->

[bE63o14mRTHsVX/view?usp=sharing](https://drive.google.com/file/d/1zZ4mfq3-QivZTWpKJ-bE63o14mRTHsVX/view?usp=sharing)

### **The 11 lesson plans in PDF format ready to print**

[https://drive.google.com/file/d/1xBJdzyHeYm30GmT6fsrs3A1ReKzIcmhs/view?](https://drive.google.com/file/d/1xBJdzyHeYm30GmT6fsrs3A1ReKzIcmhs/view?usp=drive_link)

[usp=drive\\_link](https://drive.google.com/file/d/1xBJdzyHeYm30GmT6fsrs3A1ReKzIcmhs/view?usp=drive_link)

### **Evaluation of the Innovative Proposal**

The proposed activities and their impact will be assessed through a post-test (see Annex 2) his instrument determines the effectiveness of using classroom objects as a strategy for improving English pronunciation among third-grade students. By comparing the results obtained in the Pre-test and Post-test, it will be feasible to identify the progress achieved and the extent to which the proposed methodology improved the students' pronunciation skills.

### **Validation of the Proposal**

Indoamérica University Thesis Manual (2020) establishes three methodological alternatives, of which Method 3: Validation through the practical application of the proposal was adopted. Within this method, option “Verification of the results by evidencing a transformation from the initial diagnosis through the implementation of the total or partial proposal in the study sample” is applied, according to the characteristics and rural context where factors such as limited exposure to English, scarce technological resources and the need for innovative strategies to strengthen pronunciation in language learning are evident.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

This research analyzed the impact of didactic videos on the development of English pronunciation. After obtaining the results of the quantitative data analysis, it can be concluded that:

- The results of this study allowed for the identification of pronunciation skills in elementary school students. It was observed that most students initially had difficulty producing English sounds accurately and fluently. However, after the use of didactic videos as a teaching resource, there was a notable improvement in their pronunciation, particularly in aspects such as intonation, stress, clarity, and fluency. This demonstrates that visual and auditory materials can significantly support the development of pronunciation in children, especially in rural areas where they do not have much exposure to the language.
- The implementation of a set of didactic video-based teaching activities focused on improving pronunciation makes it easier for teachers to deliver their lessons effectively. Each lesson plan includes all the necessary resources, such as video links, rubrics, and various activities designed to allow students to practice pronunciation meaningfully. These materials facilitate both the teaching and learning process by providing exposure to

native English speakers, enabling students to model accurate pronunciation beyond the teacher's voice. Consequently, the designed activities constitute a practical and innovative tool for improving pronunciation development among elementary school students.

- Didactic videos have shown a positive effect on improving pronunciation in elementary school learners. Because of their rural context, many of them have limited opportunities to practice English at home or to hear native-speaker models. Therefore, when they watch didactic videos that combine engaging and functional activities with authentic pronunciation, students feel more motivated and actively involved in the learning process. Moreover, exposure to real language input allows them to recognize and practice English sounds that they may not have been aware of before. As a result, didactic videos represent an effective and motivating resource for enhancing pronunciation development in rural elementary classrooms.

### **Recommendations**

- Further research is recommended in Amazonian schools, especially in rural areas, as better results can be observed and stronger theoretical foundations can be established for future studies. So, those studies could also compare different types of audiovisual resources to determine which tools best promote pronunciation development in similar contexts.
- It would also be valuable to explore how the use of didactic videos influences other language skills, such as listening and speaking. These kinds of methods are very helpful for rural students, as they are not very familiar with the language. In addition, comparative studies between urban and rural

schools could provide deeper insights into the effectiveness of audiovisual resources in English pronunciation learning.

## REFERENCES

- : Muhammad Asif Qureshi , Asadullah Khaskheli , Jawaaid Ahmed Qureshi , Syed Ali Raza & Sara Qamar Yousufi (2021). *Factors affecting students' learning performance through collaborative learning and engagement, Interactive Learning Environments*, DOI: 10.1080/10494820.2021.1884886
- Ahmed, I., & Ishtiaq, S. (2021). Reliability and validity: Importance in medical research. *Journal of the Pakistan Medical Association*, 71(10), 2401–2405. <https://doi.org/10.47391/JPMA.06-861>
- Alahmadi, N. S. (2020). *Effects of language skills and strategy use on vocabulary learning through reading. Frontiers in Psychology*, 11, 525. <https://doi.org/10.3389/fpsyg.2020.00525>
- Alam, M. A. (2023). *Connectivism learning theory and connectivist approach in teaching and learning: A review of literature*. Retrieved from [https://www.researchgate.net/publication/369734538\\_Connectivism\\_Learning\\_Theory\\_and\\_Connectivist\\_Approach\\_in\\_Teaching\\_and\\_Learning\\_A\\_Review\\_of\\_Literature](https://www.researchgate.net/publication/369734538_Connectivism_Learning_Theory_and_Connectivist_Approach_in_Teaching_and_Learning_A_Review_of_Literature)
- Alisoy, H. (2025). The role of using authentic videos on learners' pronunciation. *Acta Globalis Humanitatis et Linguarum*, 2(2). <https://doi.org/10.69760/aghel.025002088>

- Alvarez, C. L., Tamayo, M. R., & dos Santos, J. C. (2024). *Factors influencing the development of speaking skills among Ecuadorian EFL learners: Teachers' perspectives*. *Indonesian Journal of Applied Linguistics*, 14(2), 319–331.  
[https://www.researchgate.net/publication/385553387\\_Factors\\_influencing\\_the\\_development\\_of\\_speaking\\_skills\\_among\\_Ecuadorian\\_EFL\\_learners\\_Teachers%27\\_perspectives](https://www.researchgate.net/publication/385553387_Factors_influencing_the_development_of_speaking_skills_among_Ecuadorian_EFL_learners_Teachers%27_perspectives)
- Ammon, C. (2023). Introduction section for research papers. San José State University Writing Center.  
<https://www.sjsu.edu/writingcenter/docs/handouts/Introduction%20of%20Research%20Papers.pdf>
- Atadjanova, M. I. (2023). Problems and strategies of teaching English productive skills. In Актуальные вопросы педагогики: Сборник научных трудов по материалам VI Международной научно-практической конференции, 14 октября 2023 г. (pp. 15–?). Анапа: НИЦ ЭСП. Retrieved from <https://innova-science.ru/wp-content/uploads/2023/10/sbornik-nauchnyh-trudov-14.10.2023-avp-6.pdf>
- Badriyah, L., Yorman, & Wardi, M. (2025). Policy analysis of Islamic educational institutions in facing the challenges of society 5.0: Innovation, learning, and technology-based infrastructure. *Multidisciplinary Reviews*, 9(1), e2026012. <https://doi.org/10.31838/mr.2025.9.1.2026012>
- Baque, P. G. C., Cevallos, M. A. M., Natasha, Z. B. M., & Lino, M. M. B. (2020). The contribution of connectivism in learning by competencies to improve meaningful learning. *International Research Journal of Management, IT & Social Sciences*, 7(6), 1–8. Retrieved from

<https://sloap.org/journals/index.php/irjmis/article/view/1002>

- Beltrán-Flandoli, A. M., Pérez-Rodríguez, A., & Mateus, J.-C. (2023). YouTube como ciberaula. Revisión crítica de su uso pedagógico en la Universidad Iberoamericana. *RIED-Revista Iberoamericana de Educación a Distancia*, 26(1), 287–306. <https://doi.org/10.5944/ried.26.1.34372>
- Benali, A. (2022). *The impact of using authentic videos to improve students' pronunciation* (Master's thesis, University of Tiaret). DSpace University of Tiaret. <http://dspace.univ-tiaret.dz/handle/123456789/13095>
- Bobbitt, Z. (2020, September 9). Pretest-posttest design: Definition & examples. *Statology*. <https://www.statology.org/pretest-posttest-design/>
- Brown, A. (2021). *Activities and Exercises for Teaching English Pronunciation*. Routledge. <https://doi.org/10.4324/9781003092247>
- Cerda-Oñate, K., & Urtubia-Vergara, M. I. (2025). L2 pronunciation instruction: A proposal considering nativeness in the field of L2 linguistics. *Forum for Linguistic Studies*, 7(3), 423–431. <https://doi.org/10.30564/fls.v7i3.8570>
- Chen, C.-Y., Lin, H.-T., & Wu, J.-S. (2025). English pronunciation evaluation and correction algorithm. *Journal of Applied Science and Engineering*, 28(12), Article 0008. [https://doi.org/10.6180/jase.202512\\_28\(12\).0008](https://doi.org/10.6180/jase.202512_28(12).0008)
- Chorna, O. V., Hamaniuk, V. A., Markheva, O. Y., & Voznyak, A. V. (2023). YouTube as an open resource for foreign language learning: A case study of German. *CEUR Workshop Proceedings*, 3482, 105–127. <http://ceur-ws.org/Vol-3482/paper07.pdf>
- Citriadin, Y. (2022). Pros and cons of video for learning interest in online learning amid pandemic Covid-19 in university. *Al-Ishlah: Jurnal Pendidikan*,

14(1), 335–342. <https://doi.org/10.35445/alishlah.v14i1.1950>

Coşkun, A. (2023). Perception of boredom in young learners' English language classes. *EDUCATIONE*, 2(2), 196-217.

<https://dergipark.org.tr/en/download/article-file/3283304>

Dash, B. B. (2022). *Language skills: A study of improving English speaking skills through English reading skills. VSRD International Journal of Technical & Non-Technical Research*, 4(4), 1-6. Retrieved from [https://www.researchgate.net/publication/364673466\\_LANGUAGE\\_SKILLS\\_A\\_STUDY\\_OF\\_IMPROVING\\_ENGLISH\\_SPEAKING\\_SKILLS\\_THROUGH\\_ENGLISH\\_READING\\_SKILLS](https://www.researchgate.net/publication/364673466_LANGUAGE_SKILLS_A_STUDY_OF_IMPROVING_ENGLISH_SPEAKING_SKILLS_THROUGH_ENGLISH_READING_SKILLS)

Dimitrov, D. M., & Rumrill, P. D., Jr. (2003). Pretest-posttest designs and measurement of change. *Work*, 20(2), 159–165. <https://doi.org/10.3233/WOR-2003-20203>

Ezz, I. (2023). *The Perceptions of Using Minimal Pairs Approach on the Pronunciation Proficiency of Phonemes by Arab Learners of English* (Doctoral dissertation, Northcentral University). <https://www.proquest.com/openview/7d6bf5ff8dc676f9a403448197065809/1?pq-origsite=gscholar&cbl=18750&diss=y>

Farhang, Q., Hashemi, S. S. A., & Ghorianfar, S. M. (2023). Lesson plan and its importance in teaching process. *International Journal of Current Science Research and Review*, 6(8), 5901–5913. <https://ghru.edu.af/sites/default/files/2024-12/Lesson%20Plan%20and%20its%20importance-%20IJCSRR.pdf>

Flores-Silva, S., Cornejo-Aparicio, V., Castañeda-Núñez, E. S., & Bedregal-

- Alpaca, N. (2022). Planning and production of scientific short films as a didactic strategy for the development of critical thinking. *RISTI - Revista Ibérica de Sistemas e Tecnologias de Informação*, 2022(E50), 456–473. Associacao Iberica de Sistemas e Tecnologias de Informacao. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85139392988&partnerID=40&md5=e77aebc416f607f79b8de13966f12de>
- Gonzalez-Torres, P. F., & Solano, L. M. (2024). *Video Listening Journals and Enhanced EFL Listening Skills. Journal of University Teaching and Learning Practice*, 21(1). <https://doi.org/10.53761/stbpjr54>
- Green, J. L., Manski, S. E., Hansen, T. A., & Broatch, J. E. (2023). Descriptive statistics. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education* (4th ed., pp. 723–733). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.10083-1>
- Griffiths, B. (2004). *Integrating pronunciation into classroom activities*. British Council. Retrieved March 30, 2025, from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/integrating-pronunciation-classroom>
- Guerra-Macías, Y., & Tobón, S. (2025). Development of transversal skills in higher education programs in conjunction with online learning: Relationship between learning strategies, project-based pedagogical practices, e-learning platforms, and academic performance. *Heliyon*, 11, e41099. <https://doi.org/10.1016/j.heliyon.2024.e41099>
- Halawa, V. P. A., Sihombing, M. I., & Nasution, F. T. Z. (2022). *The influence of*

- English movie in improving students' speaking skill. Review of Multidisciplinary Education, Culture and Pedagogy (ROMEO)*, 1(2), 49–56. <https://doi.org/10.29407/JETAR.V5I1.14337>
- Hourihan, K. L., & Churchill, L. A. (2020). *Production of picture names improves picture recognition. Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 74(1), 35.
- Huda, S. (2024). *Challenges of using multimedia tools in the teaching and learning process: Instance from a college of Bangladesh. Journal of Management and Business Education*. <https://doi.org/10.35564/jmbe.2024.0024>
- Ihsani, P. F., Nanda, D. S., & Susanto, S. (2025). *Insights into Enhancing English Pronunciation and Vocabulary through Drilling and Word Repetition Techniques. Journal of Scientific Insights*, 2(1), 35–47. <https://doi.org/10.69930/jsi.v2i1.276>
- Infante, R. E. (2025). Motivational games influence on students' speaking skill. In *Futureproofing engineering education for global responsibility* (pp. 132–140). Springer. [https://doi.org/10.1007/978-3-031-85652-5\\_14](https://doi.org/10.1007/978-3-031-85652-5_14)
- Ismatova, M. I. (2024). *Methods of using authentic materials in teaching English*. Zenodo. <https://doi.org/10.5281/zenodo.12533122>
- Jadán Guerrero, J., & Ayala Chauvin, I. (2023). *Líneas de investigación 2023*. Universidad Tecnológica Indoamérica
- Jhuo, R. A., Hui, C. I., Chen, J. K., & Wang, L. C. (2024). *The relationships of oral reading fluency at word, sentence, and passage levels and reading comprehension in Chinese. Journal of Psycholinguistic Research*, 53(3), 42.
- Juma, M. J. (2021). Developing English pronunciation through animation and

- YouTube videos. *Arab World English Journal*, 12(4), 142–152.  
<https://doi.org/10.24093/awej/vol12no4.26>
- Kaur, K. (2023). Teaching and learning with ICT tools: Issues and challenges. *International Journal on Cybernetics & Informatics (IJCI)*, 12(3), 15–22.  
<https://doi.org/10.5121/ijci.2023.120302>
- Kim, S.-K., Kim, T.-Y., & Kim, K. (2025). Development and effectiveness verification of AI education data sets based on constructivist learning principles for enhancing AI literacy. *Scientific Reports*, 15, Article 10725.  
<https://doi.org/10.1038/s41598-025-95802-4>
- Kobilova, N. R. (2022). *Importance of pronunciation in English language communication. Academic Research in Educational Sciences*, 3(6), 592–597.
- Koh, J. H. L., & Daniel, B. K. (2022). *Shifting online during COVID-19: A systematic review of teaching and learning strategies and their outcomes. International Journal of Educational Technology in Higher Education*, 19, Article 56. <https://doi.org/10.1186/s41239-022-00361-7>
- Kohler, S., & Dietrich, T. C. (2021). Potentials and limitations of educational videos on YouTube for science communication. *Frontiers in communication*, 6, 581302.
- Kumar, T., Malabar, S., Benyo, A., & Amal, B. K. (2021). *Analyzing multimedia tools and language teaching. Linguistics and Culture Review*, 5(S1), 331–341. <https://doi.org/10.37028/lingcure.v5nS1.1400>
- Li, T. (2023). The effectiveness of using video in teaching English pronunciation:

- A survey of using YouTube as supplementary material with university EFL students in Japan. *International Journal of Science Academic Research*, 4(3), 5254–5256. <https://scienceijsar.com/sites/default/files/article-pdf/IJSAR-1458.pdf>
- Lijo, R., Quevedo, E., & Castro, J. J. (2024). The dual use of didactic videos in STEM education and dissemination: A survey-based analysis. *IEEE Revista Iberoamericana de Tecnologías del Aprendizaje*, 19, 157–168. <https://doi.org/10.1109/RITA.2024.3465020>
- Liu, W., & Wang, Y. (2025). Influence of age on second language acquisition. *International Journal of Web-Based Learning and Teaching Technologies*, 20(1). <https://doi.org/10.4018/IJWLTT.368222>
- Llanos Encalada, M., & Criollo Quimí, L. K. (2022). Uso de herramientas tecnológicas en el proceso de enseñanza-aprendizaje del inglés en el sector rural ecuatoriano. *Revista de la Universidad del Zulia*, 13(37), 1-16. <https://produccioncientificaluz.org/index.php/rluz/article/view/38739>
- Long, O. A. H. O., Abd Halim, N. D., & Hanid, M. F. A. (2023). A review on the use of video in education: Advantages and disadvantages. *Innovative Teaching and Learning Journal*, 7(2), 25-40.
- López Minotta, K. L., Chiappe Laverde, A., & Mella Norembuena, J. A. (2025). Implementation of artificial intelligence to improve English oral expression. *Multidisciplinary Journal of Educational Research*, 15(1), 43–71. <https://doi.org/10.17583/remie.16188>
- Makhlouf Akl, A., & Iñigo Dehud, L. S. (2022). The importance of visual language in educational videos. *VISUAL REVIEW. International Visual Culture*

- Review Revista Internacional De Cultura Visual*, 12(3), 1–19.  
<https://doi.org/10.37467/revvisual.v9.3742>
- Marlina, R., & Xu, Z. (2018). English as a lingua franca. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. Wiley.  
<https://doi.org/10.1002/9781118784235.eelt0667>
- Ministerio de Educación del Ecuador. (2016). *English as a foreign language*.  
<https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Mishra, S. B., & Alok, S. (2022). *Handbook of Research Methodology: A compendium for scholars & researchers* [PDF]. Educreation Publishing.  
<https://dspace.unitywomenscollege.ac.in/bitstream/123456789/1319/1/BookResearchMethodology.pdf>
- Mohammedeen, E. A., Shehata, G. M., & Ali, A. B. (2023). The effect of a connectivism-based program on developing secondary school students' communicative writing skills. *Sohag University International Journal of Educational Research*, 7(7), 95–121.  
<https://doi.org/10.21608/suijer.2023.283015>
- Moncayo Mendoza, M. P., & Ramirez Avila, M. R. (2022). *Self-assessment to improve speaking skills: A brief action research*. *Sapienza: International Journal of Interdisciplinary Studies*, 3(4), 351–362.  
<https://doi.org/10.51798/sijis.v3i6.492>
- More Valencia, R. A., Nizama Reyes, M. E., Lizana Puelles, E. Y., & Sandoval Valdiviezo, J. M. (2023). *Effectiveness associated with learning with video and multimedia content in engineering students' classroom sessions*.

- Journal of Higher Education Theory and Practice*, 23 (19).  
<https://doi.org/10.33423/jhetp.v23i19.6738>
- Mukhlis, H., Haenilah, E. Y., Sunyono, Maulina, D., Nursafitri, L., Nurfaizal, & Noerhasmalina. (2024). Connectivism and digital age education: Insights, challenges, and future directions. *Kasetsart Journal of Social Sciences*, 45(3), 803–814. <https://doi.org/10.34044/j.kjss.2024.45.3.11>
- Muslem, A., Fata, I. A., & Saputri, W. I. (2022). The effect of English authentic YouTube videos on students' speaking skills in rural school. *Journal of Education Technology*, 6(3), 423–430.  
<https://doi.org/10.23887/jet.v6i3.45412>
- Nadeak, B., & Naibaho, L. (2020). VIDEO-BASED LEARNING ON IMPROVING STUDENTS'LEARNING OUTPUT. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(2), 44-54.
- Narváez Vilema, C., & Cepeda Naula, R. D. (2021). *Analysis about the use of educational videos to improve the pronunciation on the students from eighth grade in "Fernando Daquilema" high school during the academic period September 2020–July 2021* [Bachelor's thesis, Universidad Nacional de Chimborazo]. Repositorio Institucional de la Universidad Nacional de Chimborazo. <http://dspace.unach.edu.ec/handle/51000/8174>
- Navarrete, E., Nehring, A., Schanze, S. et al. A Closer Look into Recent Video-based Learning Research: A Comprehensive Review of Video Characteristics, Tools, Technologies, and Learning Effectiveness. *Int J Artif Intell Educ* (2025). <https://doi.org/10.1007/s40593-025-00481-x>
- Pachina, E. (2020, February 14). *Common Challenges in English for Ecuadorian*

*Learners*. TEFL Corp. Retrieved March 30, 2025, from <https://www.teflcorp.com/blog/common-challenges-in-english-for-ecuadorian-learners/>

Padilla, N., Padilla, Y., Andrade, J. L., & Yumi, L. (2024). Design and implementation of an educational app as a methodology to improve speaking skills in EFL students at B1 level: A case study. *European Journal of Educational Research*, 13(3), 1199-1213. <https://doi.org/10.12973/eu-jer.13.3.1199>

Pennington, M. C. (2021). Teaching pronunciation: The state of the art 2021. *RELC Journal*, 52(1), 3–21. <https://doi.org/10.1177/00336882211002283>

Pham, V. T. T., & Pham, A. T. (2025). *English major students' satisfaction with ELSA Speak in English pronunciation courses*. PLOS ONE, 20(1), e0317378. <https://doi.org/10.1371/journal.pone.0317378>

Piedra, A. B., & Reascos, I. (2024). Production and evaluation of audiovisual material to support the teaching of mathematics in eighth-grade learners. *Journal on Mathematics Education*, 15(3), 883–904. <https://doi.org/10.22342/jme.v15i3.pp883-904>

Pratiwi, Z. F., & Ayu, M. (2020). *The use of describing picture strategy to improve secondary students' speaking skill*. Journal of English Language Teaching and Learning, 1(2), 38–43. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>

Rachmawati, R., & Cahyani, F. (2020). The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83-95.

<https://doi.org/10.31538/alsuna.v3i2.916>

Reinoso, L. B., & Heras Urgiles, E. (2021). Developing middle school students' English pronunciation using educational videos in the classroom. *Revista Publicando*, 8(28), 107-122.

[https://www.researchgate.net/publication/350984349\\_Developing\\_middle\\_school\\_students'\\_English\\_pronunciation\\_using\\_educational\\_videos\\_in\\_the\\_classroom](https://www.researchgate.net/publication/350984349_Developing_middle_school_students'_English_pronunciation_using_educational_videos_in_the_classroom)

Rohmah, Nurul. (2024). English As A Second Language Acquisition From School Activities and Online Video Games. *Modality Journal: International Journal of Linguistics and Literature*. 4. 73-85. 10.30983/mj.v4i1.8373.

Samoylenko, N., Zharko, L., & Glotova, A. (2022). Designing online learning environment: ICT tools and teaching strategies. *Athens Journal of Education*, 9(1), 49–62. <https://doi.org/10.30958/aje.9-1-4>

Sánchez Salgado, L. V., Morales Choconta, M. A., & Rodríguez, I. (2024). Speech recognition software as a tool to enhance EFL learners' pronunciation. *Lengua y Sociedad*, 23(2), 963–983. <https://doi.org/10.15381/lengsoc.v23i2.26074>

Sasmita, A. (2021). *The use of YouTube to facilitate English pronunciation learning at SMP Muhammadiyah 2 Taman Sidoarjo: Teacher's and students' perceptions* [Undergraduate thesis, Sunan Ampel State Islamic University]. CORE. <https://core.ac.uk/download/491203264.pdf>

Sedgwick, P. (2021). The inconvenient truth about convenience and purposive samples. *Journal of Clinical Epidemiology*, 43(1), 86–88. <https://doi.org/10.1177/0253717620977000>

- Sharma, L. R. (2021). Significance of teaching the pronunciation of segmental and suprasegmental features of English. *Interdisciplinary Research in Education*, 6(2), 63–78. <https://doi.org/10.3126/ire.v6i2.43539>
- Sinyashina, E. (2023). The use of didactic YouTube videos for the teaching and learning of the English consonant and semi-consonant phonemes. In M. Valero-Redondo & F. J. Rodríguez-Mesa (Coords.), *Innovación en la enseñanza de lenguas: mejoras docentes para el aprendizaje del siglo XXI* (pp. 739–759). Dykinson. <https://digital.casalini.it/9788411702966>
- Sulistiyaningsih, R. (2024). The use of YouTube videos to improve students' English pronunciation skills. *English Language and Education Spectrum*, 4(2). <https://doi.org/10.53416/electrum.v4i2.260>
- Sulistiyaningsih, R. (2024). The use of YouTube videos to improve students' English pronunciation skills. *Electrum Journal*, 4(2), 1–10. <https://doi.org/10.53416/electrum.v4i2.260>
- Taherdoost, H. (2021). *Data collection methods and tools for research: A step-by-step guide to choose data collection technique for academic and business research projects*. HAL. <https://hal.science/hal-03741847>
- Taherdoost, H. (2022). Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science &*

*Engineering Research*, 5(1), 53–63.  
<https://doi.org/10.30564/jmser.v5i1.4538>

Tobar Espinoza, M. G., Chica Cárdenas, Y. I., Piedra Martinez, C. V., & Brito Saavedra, F. I. (2021). The use of audiovisual materials to teach pronunciation in the ESL/EFL classroom. *South Florida Journal of Development*, 2(5), 7345–7358. <https://doi.org/10.46932/sfjdv2n5-074>

Universidad Tecnológica Indoamérica. (2020). *Manual de estilo posgrado UTI* (Versión 3.0, agosto 2020). Unidad de Posgrado, Universidad Tecnológica Indoamérica.

Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine*, 95(7), 989–994.  
<https://doi.org/10.1097/ACM.0000000000003075>

Velarde-Camaqui, D., & Delgado-Fabián, M. (2025). Comparison of the effectiveness of flipped classroom using videos and ChatGPT in chemical engineering education. In *Proceedings of TEEM 2024* (Lecture Notes in Educational Technology, pp. 1139–1147). Springer.  
[https://doi.org/10.1007/978-981-96-5658-5\\_112](https://doi.org/10.1007/978-981-96-5658-5_112)

Vidal, J., Bonomi, C., Riera, P. E., & Ferrer, L. (2024). Automatic pronunciation assessment systems for English students from Argentina. *Communications of the ACM*, 67(8), 63–67. <https://doi.org/10.1145/3653326>

## **ANNEXES**

### **Annex 1: Pre-test**

#### **PRE-TEST: English Pronunciation – A1 Level**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Score:** /20

**Instructions:** Listen carefully and speak clearly in each section.

### **Section 1: Minimal Pair Listening Discrimination**

*Objective: Distinguish similar sounds (vowels/consonants).*

**Instructions:** The teacher says ONE word. Choose the word you hear.

1. a) cat            b) rat
2. a) duck        b) dog
3. a) pen          b) ten
4. a) two          b) zoo
5. a) sheep       b) sheet

**Scoring:** /5

### **Section 2: Word Repetition**

*Objective: Assess ability to pronounce sounds correctly when repeating.*

**Instructions:** Listen to the word and repeat it after the teacher. The teacher checks correct articulation of key sounds.

1. **three**
2. **zoo**
3. **chicken**
4. **this**
5. **school**

**Scoring:** /5

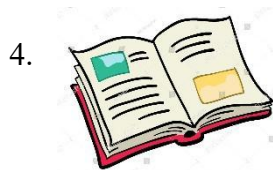
### **Section 3: Picture-Based Word Naming**

*Objective: Check pronunciation through word recall from images.*

**Instructions:** Teacher shows the student a picture and ask them to say the word aloud.

Pictures:





**Scoring:** /5

#### **Section 4: Sentence Reading**

*Objective: Evaluate pronunciation in short sentences (intonation, word stress, clarity).*

**Instructions:** Read each sentence aloud.

Sentences:

1. This is a pen.
2. She has a cat.
3. I like fish.
4. He is in the bus.
5. We go to school.

**Scoring:** /5

#### **Annex 2: Post-test**

#### **POST-TEST: English Pronunciation – A1 Level**

**Student Name:**

---

**Date:** \_\_\_\_\_

**Total Score:**                      /20

**Instructions:** Listen carefully and speak clearly.

### **Section 1: Minimal Pair Listening Discrimination**

*Objective: Distinguish similar sounds (vowels/consonants).*

**Instructions:** The teacher says ONE word. Choose the word you hear.

1. a) frog                      b) fox
2. a) cat                      b) bat
3. a) four                      b) floor
4. a) hen                      b) pen
5. a) three                      b) tree

**Scoring:**     /5

### **Section 2: Word Repetition**

*Objective: Assess ability to pronounce English sounds through repetition.*

**Instructions:** The teacher says each word. The student repeats it.

1. **thirteen**
2. **zebra**
3. **chair**
4. **desk**
5. **schoolbag**

**Scoring:**     /5

### Section 3: Picture-Based Word Naming

*Objective: Pronounce known vocabulary through visual prompts.*

**Instructions:** Show the student a picture and ask them to say the word aloud.

Pictures:



**Scoring:** /5

### Section 4: Sentence Reading

*Objective: Assess pronunciation in short, structured sentences.*

**Instructions:** Ask the student to read each sentence aloud.

Sentences:

1. I like a dog.
2. These are sharpeners.
3. This is a book.

4. I have four pencils.
5. How many pens do you have?

**Scoring:**    /5

### Annex 3: Mahly Martinez Validation

## 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 |

## 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?

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

Evaluator's name: DR. MAHLY J. MARTINEZ

Academic degree: Master in Teaching Reading and Writing / Phd. in Education.

Email: [mahlyjahzeel@gmail.com](mailto:mahlyjahzeel@gmail.com)



Signature: \_\_\_\_\_

## Annex 4: Hazel Acosta Validation

### 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 <b>reading</b> 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 |

Commented [HAC5]: This is about pronunciation.

Commented [HAC6]: I did not see the age group of the target learners.

Commented [HAC7]: I did not notice any alternative in the items.

## 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 \_\_\_\_/\_\_\_\_

No \_\_\_\_\_

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

In Section 3, the image of a cat is repetitive as it is the same word selected in the preceding sections.

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

In Section 1, improve the task to ensure that the pronunciation skill is targeted by the activity.

In Section 2, specify the particular sounds you are assessing.

**Evaluator's name:** Hazel Acosta

**Academic degree:** Phd. in Education

**Email:** [hacosta5@indoamerica.edu.ec](mailto:hacosta5@indoamerica.edu.ec)



HAEEL ACOSTA  
CADUNGO

**Signature:** \_\_\_\_\_

## Annex 5: Matts Janine Marie Validation

### 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 |

#### COMMENTS AND SUGGESTIONS SECTION

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

No \_\_\_\_\_

I think there are sufficient items and none to erase.

Are you focusing on specific phonemes? Also, keep in mind that pronunciation while reading and while producing spontaneous speech can vary greatly. And be sure you distinguish between perception and production.

Marie

**Email: [janinematts.linguist@gmail.com](mailto:janinematts.linguist@gmail.com)**

**Signature:**

gnalls

## Annex 6: Authorization of the Educational Institution

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

Puyo, miércoles 13 de agosto del 2025

#### 1. DATOS INFORMATIVOS:

##### 1.1. Apellidos y nombres:

**Angela Lizeth Papa Paredes**

##### 1.2. Programa de maestría

Maestría en pedagogía de los idiomas nacionales y extranjeros mención enseñanza del inglés

*Msc. Milton Pagalo*

Rector de la institución Educativa

Yo, **Angela Lizeth Papa Paredes**, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa **Pio Jaramillo Alvarado**, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

#### **Título**

**VIDEOS DIDÁCTICOS Y SU INFLUENCIA EN EL DESARROLLO DE LA PRONUNCIACIÓN DEL INGLÉS EN LA ESCUELA PRIMARIA**

#### **Objetivo General**

Analizar el impacto de los videos didácticos como materiales auténticos en el desarrollo de la pronunciación en estudiantes de tercer grado.

### Objetivos Específicos

- Identificar la pronunciación de estudiantes de tercer grado.
- Diseñar un conjunto de actividades didácticas basadas en videos para apoyar el desarrollo de la pronunciación en estudiantes de tercer grado.
- Evaluar la efectividad de los videos didácticos en la mejora de la pronunciación en estudiantes de tercer grado.

### Metodología

La presente investigación tiene un enfoque cuantitativo, ya que la recolección y el análisis de datos se realizarán mediante métodos numéricos con el fin de medir el impacto del uso de videos didácticos como materiales auténticos en el desarrollo de las habilidades de pronunciación de los estudiantes. Se aplicará un diseño preexperimental, en el cual un solo grupo será expuesto al tratamiento. Durante las 12 sesiones de clase, se desarrollarán actividades estructuradas que incluirán: una evaluación diagnóstica inicial de pronunciación, la presentación de videos didácticos seleccionados de acuerdo con el nivel y las necesidades de los estudiantes, actividades de escucha y repetición para modelar los sonidos del inglés, ejercicios prácticos de pronunciación guiada, y breves evaluaciones formativas para medir el progreso. Al finalizar el ciclo de clases, se aplicará una evaluación final para comparar los resultados y determinar la mejora alcanzada en la pronunciación tras la implementación de los videos.

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. Ángela Papa

Autorizado.

Firma:

Nombres y apellidos:

Rector

C.I.: 060330358 4



*Milton Rogelio Pagalo Tayupanda*

## **Annex 7: Consent from the participants' representatives**

### **Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Pio Jaramillo Alvarado**

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 Extranjeros y Nacionales mención inglés**, que realiza su trabajo de titulación en la **Unidad Educativa Pio Jaramillo Alvarado**, 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, detallo mi trabajo de titulación

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su pronunciación. Durante este tiempo, los estudiantes de 3er grado 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, sírvase 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.

### **Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación del maestrante de la Universidad Indoamérica. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

Nombre del/la estudiante:

Karly Abigail Romero Taday

Nombre completo padre/madre/representante legal:

Maria Patricia Taday Chuqui

Cédula de ciudadanía: 1.6005919.1.0...

Firma del padre/madre/representante legal: 

Fecha: 01-09-25...

## Annex 8: Participants' Pre-test

### PRE-TEST: English Pronunciation – A1 Level

Student Name: Khdrea Ayeba

Date: 19/09-2015

Total Score: 3 /20

**Instructions:** Listen carefully and speak clearly in each section.

#### Section 1: Minimal Pair Listening Discrimination

*Objective: Distinguish similar sounds (vowels/consonants).*

**Instructions:** The teacher says ONE word. Choose the word you hear.

- |                                              |                                             |
|----------------------------------------------|---------------------------------------------|
| 1. <input checked="" type="radio"/> a) cat ✓ | b) rat                                      |
| 2. a) duck                                   | <input checked="" type="radio"/> b) dog ✓   |
| 3. a) pen                                    | <input checked="" type="radio"/> b) ten ✓   |
| 4. <input checked="" type="radio"/> a) two   | b) zoo ✗                                    |
| 5. a) sheep                                  | <input checked="" type="radio"/> b) sheet ✗ |

Scoring: 2 /5

#### Section 2: Word Repetition

*Objective: Assess ability to pronounce sounds correctly when repeating.*

**Instructions:** Listen to the word and repeat it after the teacher. The teacher checks correct articulation of key sounds.

1. three ✗
2. zoo ✗
3. chicken ✗
4. this ✗
5. school ✗

Scoring: 0 /5

#### Section 3: Picture-Based Word Naming

*Objective: Check pronunciation through word recall from images.*

**Instructions:** Teacher shows the student a picture and ask them to say the word aloud.

Pictures:



Scoring: 1/5

#### Section 4: Sentence Reading

*Objective: Evaluate pronunciation in short sentences (intonation, word stress, clarity).*

**Instructions:** Read each sentence aloud.

Sentences:

1. This is a pen. ✗
2. She has a cat. ✗
3. I like fish. ✗
4. He is in the bus. ✗
5. We go to school. ✗

Scoring: 0/5

+

**PRE-TEST: English Pronunciation – A1 Level**

Student Name: Victoria Vargis

Date: 19-09-2025

Total Score:

7 /20

**Instructions:** Listen carefully and speak clearly in each section.

**Section 1: Minimal Pair Listening Discrimination**

*Objective: Distinguish similar sounds (vowels/consonants).*

**Instructions:** The teacher says ONE word. Choose the word you hear.

- |                    |                 |
|--------------------|-----------------|
| 1. a) <u>cat</u>   | b) <u>rat</u> X |
| 2. a) <u>duck</u>  | b) dog          |
| 3. a) <u>pen</u>   | b) <u>ten</u> X |
| 4. a) two          | b) <u>zoo</u> X |
| 5. a) <u>sheep</u> | b) sheet        |

Scoring:

3 /5

**Section 2: Word Repetition**

*Objective: Assess ability to pronounce sounds correctly when repeating.*

**Instructions:** Listen to the word and repeat it after the teacher. The teacher checks correct articulation of key sounds.

1. three X
2. zoo ✓
3. chicken ✓
4. this X
5. school X

Scoring:

2 /5

**Section 3: Picture-Based Word Naming**

*Objective: Check pronunciation through word recall from images.*

**Instructions:** Teacher shows the student a picture and ask them to say the word aloud.

Pictures:

1.



2.



3.



4.



Scoring: 1/5

#### Section 4: Sentence Reading

*Objective: Evaluate pronunciation in short sentences (intonation, word stress, clarity).*

**Instructions:** Read each sentence aloud.

Sentences:

1. This is a pen. ✓
2. She has a cat. ✗
3. I like fish. ✗
4. He is in the bus. ✗
5. We go to school. ✗

Scoring: 0/5

+

## Annex 9: Participants' Post-test

### POST-TEST: English Pronunciation – A1 Level

Student Name: Kehpraw Arohpa

Date: 15-10-2025

Total Score: 13 /20

Instructions: Listen carefully and speak clearly.

#### Section 1: Minimal Pair Listening Discrimination

Objective: Distinguish similar sounds (vowels/consonants).

Instructions: The teacher says ONE word. Choose the word you hear.

1. a) frog      b) fox
2. a) cat      b) bat
3. a) four      b) floor
4. a) hen      b) pen
5. a) three      b) tree

Scoring: 3 /5

#### Section 2: Word Repetition

Objective: Assess ability to pronounce English sounds through repetition.

Instructions: The teacher says each word. The student repeats it.

1. thirteen X
2. zebra X
3. chair /
4. desk /
5. schoolbag /

Scoring: 3 /5

### Section 3: Picture-Based Word Naming

*Objective: Pronounce known vocabulary through visual prompts.*

**Instructions:** Show the student a picture and ask them to say the word aloud.

Pictures:



Scoring:  5

### Section 4: Sentence Reading

*Objective: Assess pronunciation in short, structured sentences.*

**Instructions:** Ask the student to read each sentence aloud.

Sentences:

1. I like a dog. 
2. These are sharpeners. 
3. This is a book. 
4. I have four pencils. 
5. How many pens do you have? 

Scoring:  5

POST-TEST: English Pronunciation – A1 Level

Student Name: Victoria Vargas

Date: 15-10-2025

Total Score: 18/20

Instructions: Listen carefully and speak clearly.

**Section 1: Minimal Pair Listening Discrimination**

Objective: Distinguish similar sounds (vowels/consonants).

Instructions: The teacher says ONE word. Choose the word you hear.

1. a) frog

b) fox

2. a) cat

b) bat

3. a) four

b) floor

4. a) hen

b) pen

5. a) three

b) tree

Scoring: 5/5

**Section 2: Word Repetition**

Objective: Assess ability to pronounce English sounds through repetition.

Instructions: The teacher says each word. The student repeats it.

1. thirteen X

2. zebra /

3. chair /

4. desk /

5. schoolbag /

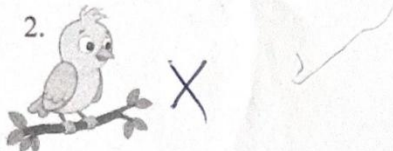
Scoring: 4/5

### Section 3: Picture-Based Word Naming

*Objective: Pronounce known vocabulary through visual prompts.*

**Instructions:** Show the student a picture and ask them to say the word aloud.

Pictures:



Scoring: 4/5

### Section 4: Sentence Reading

*Objective: Assess pronunciation in short, structured sentences.*

**Instructions:** Ask the student to read each sentence aloud.

Sentences:

1. I like a dog. /
2. These are sharpeners. /
3. This is a book. /
4. I have four pencils. /
5. How many pens do you have? /

Scoring: 5/5