



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
MODALIDAD: PRESENCIAL

Proyecto de Investigación previo a la obtención del Título de Licenciada en
Ciencias de la Educación
Mención: INGLÉS

TEMA

THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE.

AUTORA: Enma Susana Tualombo Chamba

TUTORA: Lcda. Mg. Sarah Jacqueline Iza Pazmiño

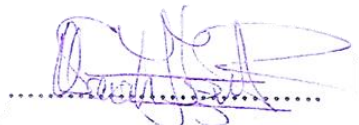
Ambato- Ecuador

2018

Tutor approval Page

CERTIFY:

I, Lcda. Mg. Sarah Jacqueline Iza Pazmiño, holder of the I.D No. 0501741960, in my capacity as supervisor of the Research dissertation on the topic: **THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE**, investigated by Miss Enma Susana Tualombo Chamba, with I.D No 1804484242, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



Lcda. Sarah Jacqueline Iza Pazmiño

I.D. 0501741960

SUPERVISOR

Thesis Authorship Page

I declare this undergraduate dissertation entitled: **“THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE”** is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



Enma Susana Tualombo Chamba

C.I. 1804484242

AUTHOR

Approval of the High Court or degree court

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic: **“THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE.”**, which is held by Enma Susana Tualombo Chamba undergraduated student from Carrera de Idiomas, promotion: 2017- 2018, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

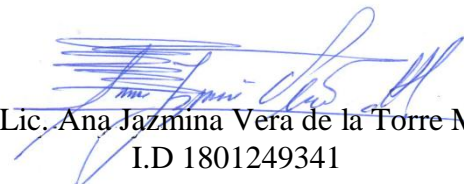
Therefore, the presentation before the pertinent organisms is authorized.

Ambato, Marzo, 2018

REVISION COMMISSION



Lic. Ruth Elizabeth Infante Paredes Mg
I.D 0603016106



Lic. Ana Jazmina Vera de la Torre Mg
I.D 1801249341

COPYRIGHT REUSE

I, Enma Susana Tualombo Chamba with I.D. No. 1804484242, confer the rights of this undergraduate dissertation: **“THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE.”** and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Ambato Technical University, without profit.



Enma Susana Tualombo Chamba

C.I. 1804484242

AUTHOR

Dedication:

This is one more step in my life, and I dedicate this research project to the love and effort of my family, to my grandparents Manuel, Carmita and Segundo, my mother Lurdes and my father Luis, whom by example of persistence has helped me to understand that if I want to achieve something I must put all my effort into that. In a special way this research project is for my siblings Leonel and Lourdes because they have provided unconditional support to obtain this goal in my life, every single day they have given me the opportunity to learn from them, how to work with love and passion, but the most relevant thing that they have taught me is how to enjoy life while I achieve my goals.

Susana

Aknowledgements

First I want to thank God for blessing me every single day and giving me the opportunity to achieve this goal, for showing me my strengths and weakness during my life and how to face many barriers which has helped me become a better person.

To Ambato Technical University especially to the Language studies which has prepared me during my time of studies, opening the doors and providing me excellent equipment and buildings to my preparation.

To my teachers who share with me their knowledge and guided me during my learning process, preparing me to contribute to Ecuadorian education.

To Lcda. Mg. Sarah Iza who guided me in this research project, sharing with me her knowledge during this time.

Susana

Table of Contents

Title Page or Cover Page.....	I
Tutor approval Page	II
Thesis Authorship Page.....	III
Approval of the High Court or degree court.....	IV
Copyright Reuse	V
Dedication:	VI
Aknowledgements.....	VII
Table of Contents.....	VIII
Index of graphs	XI
Index of charts	XII
Abstract	XIII
Introduction	1
CHAPTER 1. THE PROBLEM.....	4
1.1 Theme	4
1.2 Problem Statement.....	4
1.2.1 Contextualization.....	4
1.2.2 Critical analysis	7
1.2.3 Prognosis.....	9
1.2.4 Formulation of the problem	10
1.2.5 Research questions	10
1.2.6 Delimitation of the Research Object.....	10
1.3 Justification	11
1.4 Objectives.....	12
1.4.1 General.....	12
1.4.2 Specific	13
CHAPTER 2. THEORETICAL FRAMEWORK.....	14
2.1 Investigative Background.....	14
2.2 Philosophical foundations	16
2.3 Legal basis.....	16
2.4 Key Categories	19
2.4.1 Independent Variable.....	20
2.4.1.1 TICs	20

2.4.1.2	EDUCATIONAL TECHNOLOGY.....	22
2.4.1.3	MOBIL ASSISTANT LEARNING.....	23
2.4.1.4	ENGLISH PRONUNCIATION APP	24
2.4.1.5	EDUCATIONAL SOFTWARE.....	26
2.4.1.6	PRONUNCIATION PRACTICES	31
2.4.1.7	ENGLISH LEARNING	33
2.4.2	Dependent Variable	36
2.4.2.1	COMMUNICATIVE COMPETENCE.....	36
2.4.2.2	ENGLISH LANGUAGE SKILL.....	36
2.4.2.3	SPEAKING SKILL	37
2.4.2.4	ENGLISH PRONUNCIATION	38
2.4.2.5	VOCALIZATION	39
2.4.2.6	BASIC UNITS OF LANGUAGE.....	42
2.4.2.7	WORDS	44
2.5	Hypothesis.....	47
2.6	Pointing variables	48
2.6.1	Independent Variable.....	48
2.6.2	Dependent Variable	48
	CHAPTER 3. METHODOLOGY	49
	Approach.....	49
3.1	Basic method of investigation	50
3.2	Level or type of research.....	51
3.3	Population and sample	52
3.4	Operation of variables.....	53
3.4.1	Independent Variable: English Pronunciation App	53
3.4.2	Dependent Variable: Pronunciation.....	54
3.5	Information collection plan	55
3.6	Information Processing Plan	57
3.6.1	Reliability of Items	57
3.6.2	Validity	58
	CHAPTER 4. ANALYSIS AND INTERPRETATION OF RESULTS	59
4.1	Analysis of the results	59
4.1.1	STUDENTS SURVEY	60
4.1.2	TEACHERS SURVEY	70

4.2	Interpretation of data	80
4.3	Verification of the hypothesis	80
4.3.1	Marking of variables	80
4.3.2	Description of the population	81
4.3.3	Specification of the statistical model	81
4.3.4	Specifications of acceptance and rejection zones	81
4.3.5	Calculation of statistical model and decision making	82
	CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS.....	86
5.1.	Conclusions	86
5.2.	Recommendations	87
	Reference Materials	89
	Annexes	96
	Appendix 1: School Approval	96
	Appendix 2: Survey directed to students	97
	Appendix 3: Survey directed to teachers	98
	Appendix 4: Academic Paper	99
	Appendix 5: Urkund Report	107

Index of graphs

Graphic. 1. Problem tree.....	7
Graphic. 2. Variable Categorization.....	19
Graphic. 3. Internet access.....	60
Graphic. 4. Technological applications	61
Graphic. 5. Audiovisual resources	62
Graphic. 6. Technology and Pronunciation Improvement.....	63
Graphic. 7. Interactive programs	64
Graphic. 8. Pronunciation.....	65
Graphic. 9. Learning material	66
Graphic. 10. Auditory material	67
Graphic. 11. Words identification.....	68
Graphic. 12. Educational application	69
Graphic. 13. Educational tools.....	70
Graphic. 14. Technological applications	71
Graphic. 15. Audiovisual resources	72
Graphic. 16. Technology and Pronunciation Language	73
Graphic. 17. Educative applications.....	74
Graphic. 18. Pronunciation.....	75
Graphic. 19. Emphasize pronunciation	76
Graphic. 20. Auditory material	77
Graphic. 21. English Pronunciation App.....	78
Graphic. 22. Educational applications.....	79
Graphic. 23. Specification of Acceptance or Rejection zone	85
Graphic. 24. Urkund report.....	107

Index of charts

Chart 1. Characteristics of software	28
Chart 2. Basic Unit of Language.....	43
Chart 3. Population	52
Chart 4. English Pronunciation App	53
Chart 5. Pronunciation.....	54
Chart 6. Basic Questions	56
Chart 7. Internet Access	60
Chart 8. Technological Applications.....	61
Chart 9. Audiovisual Resources.....	62
Chart 10. Technology and Pronunciation Improvement	63
Chart 11. Interactive programs	64
Chart 12. Pronunciation.....	65
Chart 13. Learning material.....	66
Chart 14. Auditory material.....	67
Chart 15. Words identification.....	68
Chart 16. Educational application.....	69
Chart 17. Educational tools	70
Chart 18. Technological applications.....	71
Chart 19. Audiovisual resources	72
Chart 20. Technology and Pronunciation Language.....	73
Chart 21. Educative applications	74
Chart 22. Pronunciation.....	75
Chart 23. Emphasize pronunciation	76
Chart 24. Auditory material.....	77
Chart 25. English Pronunciation App	78
Chart 26. Educational applications	79
Chart 27. Observed Frequencies	82
Chart 28. Expected Frequencies	83
Chart 29. Chi Square.....	84
Chart 30. Student survey	97
Chart 31. Teacher survey.....	98

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

TOPIC: “The use of English Pronunciation App and the English Pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province.”

AUTHOR: Enma Susana Tualombo Chamba

TUTOR: Lcda. Sarah Jacqueline Iza Pazmiño Mg.

Abstract

The purpose of this research is to show the results based on the study of English Pronunciation App. With the evidence provided, it shows the importance and impact of technology in English language and the development of the pronunciation skill. The data obtained for this research were collected through surveys with structured questionnaires of ten question of multiple choice directed to students and teachers. The research was performed with two teachers and twenty students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at the Ambato Technical University. The results were analyzed through statistical formula Chi square and accepting the alternative hypothesis, which evidenced that the English Pronunciation app influences in students` pronunciation skill showed that English Pronunciation app is not applied frequently in class.

Key words: Educational App, pronunciation skill development, English language, technology.

Introduction

The present research work called “THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION IN THE THIRD SEMESTER FROM PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FROM AMBATO TECHNICAL UNIVERSITY, TUNGURAHUA PROVINCE” seeks to evidence that the English Pronunciation app influences in the English pronunciation.

Since this App represents pronunciation as a process based on levels in which different activities are performed in order to promote good output by students, it is proposed that this tool should be applied with more frequency, which guided by the teacher will represent improvement of the performance of the students. Also, the population of the research have showed that this app is not usually used, it could represent difficulties because it can cause that pronunciation turns into a not relevant part in English language.

Unluckily, many students from third semester of Pedagogía de los Idiomas Nacionales y Extrajeros from Ambato Technical University, which were part of this research work evidenced many difficulties at the moment to speak; unclear communication, fluency mistakes, inadequate information are base problems that show their pronunciation. In addition, the deficiency pronunciation is because many students have low interest about the importance of the suprasegmental features development, also the weak knowledge about tools, methods, and strategies which contributed to improve English pronunciation. Additionally, this research attempts to provide more information to teachers in order to know in detail about the English Pronunciation App and all activities that it contains. Teachers and students are motivated to use this tool into the class with more frequency. Reaching a better English pronunciation in the students from third semesters of Ambato Technical University.

The basic method of this research is a reference list or documentary research. Besides, this research work is developed in a qualitative and quantitative way. Exploratory and descriptive is the level used for this research work. To, verify the hypothesis is by the Chi-square which evidenced that the English Pronunciation App influences on the English pronunciation language.

In conclusion, it could be mentioned that this research work is valuable because it contains relevant information about the English Pronunciation that could be used for future research works. In addition English Pronunciation app is used to improve the pronunciation according to the students' needs. In this way, students are more motivated by learning when using technology as a study tool.

According to the general structure of the present research work, it is divided into five chapters that will be described below.

Chapter I. This chapter is focused on the problem. It is detailed the contextualization and critical analysis of the problem stated. In the same way, the research questions are asked and the research objective is delimited. The justification is made. Finally, the objectives of the research are established.

Chapter II: The theoretical framework is made by valid information of books and scientific articles. This chapter is composed with the investigative background. In addition the philosophical foundations and legal basis that support this work. Also, the key categories are established and described. Finally, a hypothesis is set up.

Chapter III: In the methodology is detailed the English Pronunciation App which should be used in the research. Also the basic method of investigation and the level or the type of research is established. Furthermore, the population is described and the operationalization of variables is made. Finally, the collection and processing of the obtained information.

Chapter IV: In this chapter the analysis and interpretation of the results are exposed by charts and graphics. The Interpretation of the result are described. Finally, the verification of the hypothesis is made by statistical formulas.

Chapter V: In the last chapter of this thesis the conclusions and recommendations will be stated based on a thorough study, analysis and interpretation of the collected data.

CHAPTER 1. THE PROBLEM

1.1 Theme

“The use of English Pronunciation App and The English Pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province.”

1.2 Problem Statement

1.2.1 Contextualization

Education is considered the base of countries development and moving from a traditional education to a constructivist one requires new strategies, methods, techniques, and materials each of them adapted according to learners needs. According to the conference published by TED Ideas worth scattering (2016), worldwide learn and manage a foreign language like English is vital to improve our life as a professional. As everyone knows when a new language is acquired, we begin to produce interest in new things that allow us to feel powerful and independent. Learning English is not really just a hobby, today English is a relevant tool to improve our cultural knowledge.

Good communication depends on good pronunciation (Pourhosein, 2012). Pronunciation is the relevant factor in foreign language learning and communication, in education we judge people by the competent pronunciation it means that the person who has errors in grammar but good pronunciation is considered a prepared professional. In contrast, the person who has good knowledge in grammar but poor pronunciation is assumed to be uneducated or incompetent (Gilakjani, 2012). A considerable number of English speakers have the issue mentioned before at the moment to communicate their ideas because repetition facilitates the students to acquire the language. Learning to pronounce a foreign

language means building up new pronunciation habits and overcoming the bias of the first language (Cook, 1996).

On the other hand, our society is living in the era of technological globalization. SITEC (Sistema Integral de Tecnologías para la Escuela y la Comunidad) (2018) mentions that our country until 2016 has provided technological equipment such as digital whiteboards, projectors, audio systems and computers, to many schools in our country in order to contribute to education. That is to say that in our country Ecuador most schools have technological equipment for students which permit a better development of education. Even though the majority of English teachers in Ecuador have a degree in EFL the real practice inside of schools is totally diverse, because it reflects a lack application of new methodologies, strategies, materials and educational software during the teaching process, it means that teacher are continuing using traditional ways to teach. English teachers in Ecuador are between A1 to A2 level according to the Common European Framework of Reference (IEEE 2017).

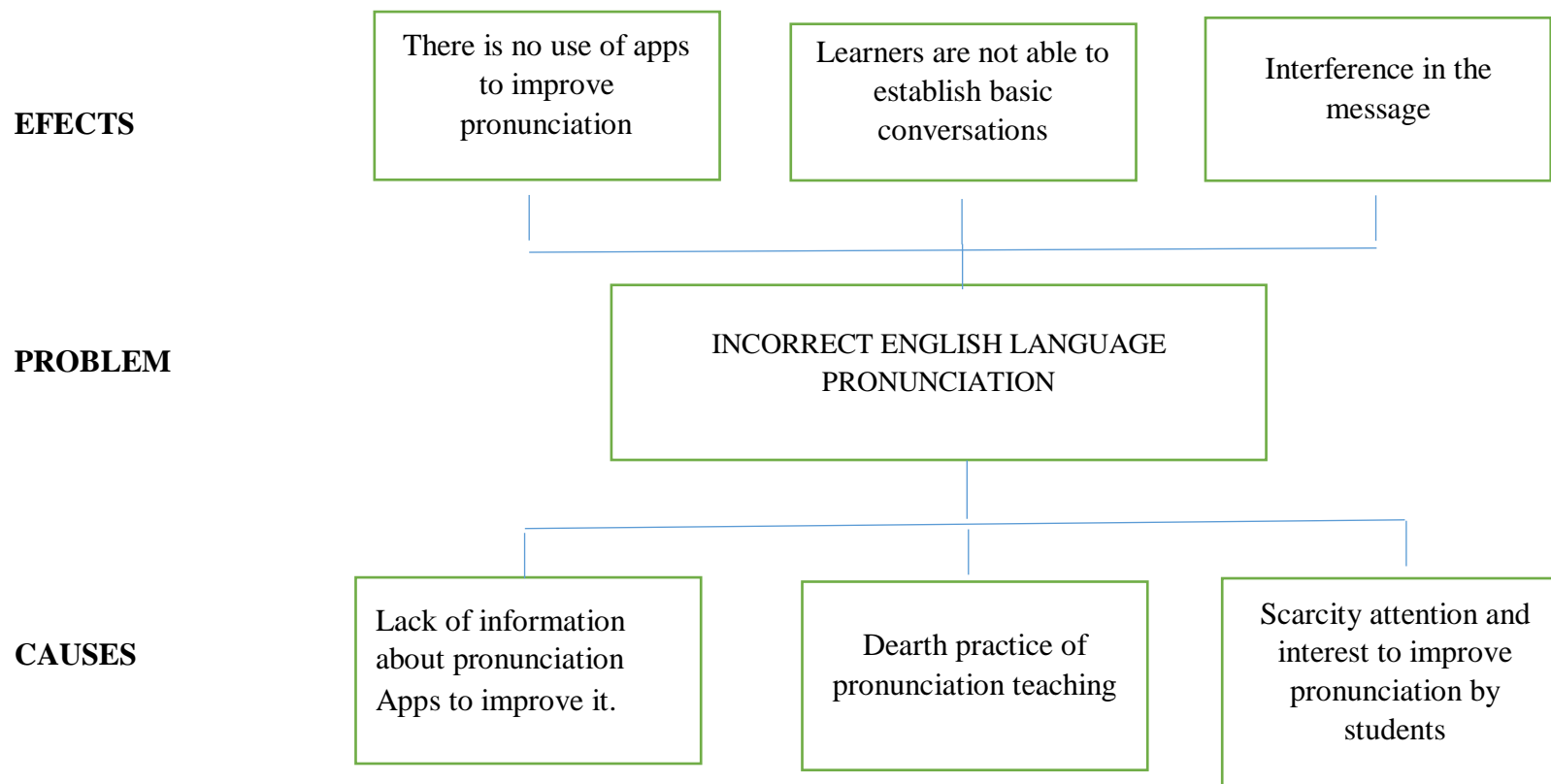
Teaching English requires a lot of effort and necessary tools, more in pronunciation area because it is one of the most common barriers to produce understandable communication between speaker and listener (Anonymous, 2017), for that reason pronunciation needs new technological tools during teaching process, because it is considered the key part to reduce an adequate and understandable language and it depends on how it is pronounced and transmitted. Many problems appear at the moment to teach in higher levels, because of the lack of knowledge about educational software in pronunciation, the entire responsibility relapse in teachers of higher education which ones have to face real problems during the teaching process, leading with poor English pronunciation and knowledge of English language.

In English School from Ambato Technical University teachers from third semester work following the curriculum, which was design to achieve at the end of the career B2 level according to the Common European Framework Reference, it includes subjects that allow the development of each skill like reading, listening, writing and

speaking. The subjects related with speaking let to improve the pronunciation level during four semesters, it starts with the basic comprehension in short conversations including easier and more popular vocabulary and continue with long dialogues in advanced which includes more complex vocabulary in some cases difficult pronunciation.

Although, the curriculum includes new methods, materials and strategies to teach pronunciation, educational software which let to develop pronunciation have not been optimized adequately inside and outside of the classroom. In this way, the use of Apps to improve pronunciation in the educational area should be enhanced. Since this resource will be relevant to develop the pronunciation level applying in the educational environment, it will be included during the teaching process. On the other hand, Ambato Technical University has adequate technological equipment to be used during the teaching process, for example technological laboratories, free internet connection, virtual library, among others. Teachers can use these resources easily, accessing to different learning activities about English language pronunciation, also they can work with it according to the learner's necessities and level.

1.2.2 Critical analysis



Graphic. 1. Problem tree

Resource: Researcher

Elaborated by: Tualombo S (2017)

Relationship Cause and Effect

The incorrect English language pronunciation had an influence in the development of pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, which influence in the learning results of them. Regrettably the low English language pronunciation in the third semester has been detected by various factors such as the dearth of knowledge by some teachers about educational technology applications, as a result the use of traditional teaching tools, limit the English language pronunciation development in the students from third semester from Pedagogia de los Idiomas Nacionales y Extranjeros from Ambato Technical University.

One of the significant causes which originates from the base problem in pronunciation is the lack of information about Pronunciation Apps to improve it, this was observed because some teacher sonly have few ideas about pronunciation apps. This problem causes that the use of apps to improve pronunciation is not apply in class, forcing students to acquire it through traditional tools like repetition and theoretical part in pronunciation. Teachers use book activities to teach pronunciation causing students to only practice by a short time in a real context. On the other hand, if teachers use or apply these technological tools in the teaching process, the majority of students will be able to learn English in a more practical and innovative way. It is also feasible to carry out research because the university has the necessary technological equipment to accomplish the objective. Despite of appropriate technological equipment, it has not been used as a means to explore applications.

The dearth practice of pronunciation teaching is other cause of this problem, the most important part during the teaching pronunciation process is the time, because it permits pronunciation to improve. International Journal of Language and Literature June (2015). But, if there is not time to practice pronunciation it causes learners will not be able to have basic conversations in a real context based on comprehension. Therefore pronunciation activities will be the key part to develop

educational quality of a foreign language, practice the appropriate time during the teaching process will be reflected in their academic performance.

Finally, the last cause is the scarcity attention and interest in improving pronunciation by students, Noening Poejilestari (2018). It is due to the learner does not have interest to improve the English language pronunciation, it causes interference in the message, pronunciation is relevant at the moment to communicate and a wrong pronunciation will affect the real meaning of the message. But, if the students from the Pedagogía de los Idiomas Nacionales y Extranjeros does not show interest to improve pronunciation, the technological resource would not have an important meaning during the pronunciation teaching process,

1.2.3 Prognosis

What would happen if the pronunciation were not emphasized in favor of the production of an appropriate speaking? The importance of pronunciation in the speaking production has been demonstrated and much more in a foreign language for the benefit of the teaching process -learning. So if there is no solution to this problem in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University it would have several negative effects.

Firstly, if the use of applications related to the pronunciation like English Pronunciation App as the learning resource does not apply, the students will present low English level of pronunciation and as a consequence, they will be not integrated into the development of the language skills during the language acquisition.

Secondly, a greater disinterest and demotivation would increase in the future English teachers form the Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University, so they will not encourage development and application of pronunciation activities in their future students and the low interest for an appropriate English language pronunciation will remain in students and in the country's statistics, which would affect the performance and optimal levels of education and development of the country.

Finally, if pronunciation as a resource for speaking development would not be considered as a tool to teach pronunciation, it would produce little proficient students in English language in a world that asks for a higher level of knowledge to work. For all the reasons mentioned above, the analysis of the influence of pronunciation in speaking is a determining factor in the professional performance of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros. In addition, it is important to mention that the constant use of educational technology like English Pronunciation App, would help learners be able to face personal and professional challenges, with an appropriate English language knowledge as a universal language.

1.2.4 Formulation of the problem

How does the English Pronunciation App influence in the development of English Pronunciation in students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University?

1.2.5 Research questions

- What are the causes for a limited English language pronunciation?
- How does the English Pronunciation App contribute to English pronunciation learning?
- Is the application of the English Pronunciation App a possible solution?

1.2.6 Delimitation of the Research Object

The present research has the next characteristics:

- **Field:** Educative
- **Area:** English language teaching
- **Aspect:** English Pronunciation App – English Pronunciation

- **Temporary:** September 2017-February 2018
- **Place:** Third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University Tungurahua Province.

1.3 Justification

The present research justifies the development in the practical area, because it is **important** to determine which aspects influence in the development of English language pronunciation, this will be achieved based on a carefully study about the impact of English Pronunciation App on pronunciation production, which will cause a positive social impact in teaching-learning process of the students from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University as base to futures research.

In addition this research is of **interest**, because teachers at Pedagogía de los Idiomas Nacionales y Extranjeros have the opportunity to motivate students to use English Pronunciation App and improve their pronunciation level, but in some cases learners do not have the appropriate information and time to look for the correct technological tools to improve their pronunciation, it generates that the learners do not get a big reason to perform a proper role as a future English teacher. For that reason, the use of English pronunciation App is a helpful technological tool in order to overcome obstacles during the process of learners' preparation as an English teacher.

Furthermore, this research work is sustained because of the educative **impact** in the student's pronunciation in favor of the development. The impact is that students can learn to speak the language in a practical and fun way, the importance is based on the different pronunciation activities of included in the app. Therefore, learners will be able to acquire the correct and authentic pronunciation of the language in acquisition. It is also feasible to carry out the research because the institution has the necessary technological equipment to carry out the objectives proposed. This

makes it justified in an importance level because the results will be show on the performance of future English teachers from the Pedagogía de los Idiomas Nacionales y Extranjeros, which will contribute to the improvement of the English level in relation to international standards.

Finally, the present research work is justified by the **feasibility**, this research work contributes to the mission of the Language School that is training competent and leaders professional, as well as their vision which is be a center of higher education with national and international projection. In addition, teacher has many time to work in it, including the access to information resources and the possibility of applying different instruments to research, adequate human resources, technological materials, in order to promote a base of future research. It should be noted that when considering technology as an indispensable tool to help in the teaching progress it becomes a useful and popular resource in the classroom to enrich the intellectual and cognitive development of the students. Consequently, the direct beneficiaries will be the students because of the correct English language pronunciation learning, teachers who have the easier way to use supplementary material that will provide new ways to teach pronunciation.

1.4 Objectives

1.4.1 General

To investigate the influence of the English Pronunciation App in the English pronunciation of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University, Tungurahua province.

1.4.2 Specific

- Identify the causes of a limited English language pronunciation.
- Explore English pronunciation App for learning English language pronunciation.
- Recognized the utility of the English Pronunciation app.

CHAPTER 2. THEORETICAL FRAMEWORK

2.1 Investigative Background

After checking the thesis of degree in the library of Human Sciences and Education Faculty from the Ambato Technical University, were found subjects related to the investigation. "The use of the English Pronunciation App and the English pronunciation".

Mariño (2016). "Educational technological applications in the English language pronunciation from the students of eighth year of basic education from temporary high school Oscar Efrén Reyes from Baños. The methodology used was a qualitative and quantitative approach with exploratory and participatory type. On the other hand, surveys, interviews, students, and technology were the instruments used for the course of the investigation. The subjects in the process were 20 students at eighth year of basic education from temporary high school Oscar Efrén Reyes from Baños. At the end, the information was analyzed, tabulated and processed obtaining the following conclusions:

Conclusions:

- It is concluded that one of the main causes of the poor English language pronunciation is the little use of the application of pronunciation exercises, which affects the development of the productive skill of the English language.
- Because of the difficulty that exists in students when speak in English they lose their interest in learning the English language because they are not exposed to new teaching practices.

Fernández (2010). "Multimedia in the classroom and the influence on English language learning in the students of the sixth year of basic education from Pedro Fermin Cevallos High school. The methodology used was a qualitative approach and exploratory type. On the other hand, surveys, questionnaires, interviews, student diaries, observation, were the instruments used during this investigation.

The subjects involved in the experiment were students from sixth year of basic education from Pedro Fermin Cevallos High school, the objective was implement multimedia into the classroom to improve English language.

At the end, the information was analyzed, tabulated and processed obtaining the following conclusions:

Conclusions:

- With the use of a multimedia tutorial in the classroom, students were more interested in acquiring new knowledge related to the subject.
- It is necessary to use multimedia didactic material in the development of the class that improve student learning.

Luzuriaga (2010). "The new information and technology technologies communication and its influence on the development of English language skills (listening - speaking -reading - writing) in the English lane of the faculty of human sciences and education of the Universidad Técnica de Ambato" The methodology used was a qualitative approach with exploratory type. On the other hand, surveys, questionnaires, interviews, observation, were the instruments used during this investigation. The subjects involved in the experiment were students from sixth year of basic education from Pedro Fermin Cevallos High school, the objective was implement multimedia into the classroom to improve English language.

At the end, the information was analyzed, tabulated and processed obtaining the following conclusions:

- It has been proven that the use of NTICS as tools for teaching provides indisputable advantages for improvement of the English learning process of the students of the English course of the UTA, and of all those who make use of the same in other institutions and outside these whenever do it critically.

- As part of the process of using TICs in teaching, a work well done can be simplified even more if it is performed within the appropriate application parameters of the same. In addition, these become a source of innumerable resources that promote and enhance not only the work individual but of equipment.

2.2 Philosophical foundations

The present investigation takes as reference the critical - propositional paradigm. Critical because it allows analyzing the educational cultural reality because it seeks to improve the problem and proposition because it poses an alternative solution in the incorrect English language pronunciation presented by the students of the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University. With this background it is necessary to emphasize that the correct pronunciation in the learning of language is relevant for the pronunciation development. Then the use of educational apps becomes an indispensable tool when acquiring basic, intermediate and advanced knowledge regarding pronunciation for students want to communicate properly.

2.3 Legal basis

The following research is supported by the Ecuadorian Constitution and the Organic Law of Intercultural Education as will be demonstrated below.

COSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR (2008)

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible es inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la

sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

SECCIÓN TERCERA COMUNICACIÓN E INFORMACIÓN

Art. 16.-Todas las personas, en forma individual o colectiva, tienen derecho a: El acceso universal a las tecnologías de información y comunicación.

Art. 17.-El Estado fomentará la pluralidad y la diversidad en la comunicación, y al efecto:

2. Facilitará la creación y el fortalecimiento de medios de comunicación públicos, privados y comunitarios, así como el acceso universal a las tecnologías de información y comunicación, en especial para las personas y colectividades que carezcan de dicho acceso o lo tengan de forma limitada.

PLAN NACIONAL DE BUEN VIVIR 2013-2017

Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8: Impulsar el diálogo como eje articulados del modelo pedagógico y del uso del espacio educativo.

Lineamiento i: Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

CONSEJO DE EDUCACIÓN SUPERIOR 2011

Según el acuerdo No 201-11 considera que:

En la actualidad el idioma inglés es uno de los más utilizados a nivel mundial, por eso su enseñanza-aprendizaje debe enseñarse debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social.

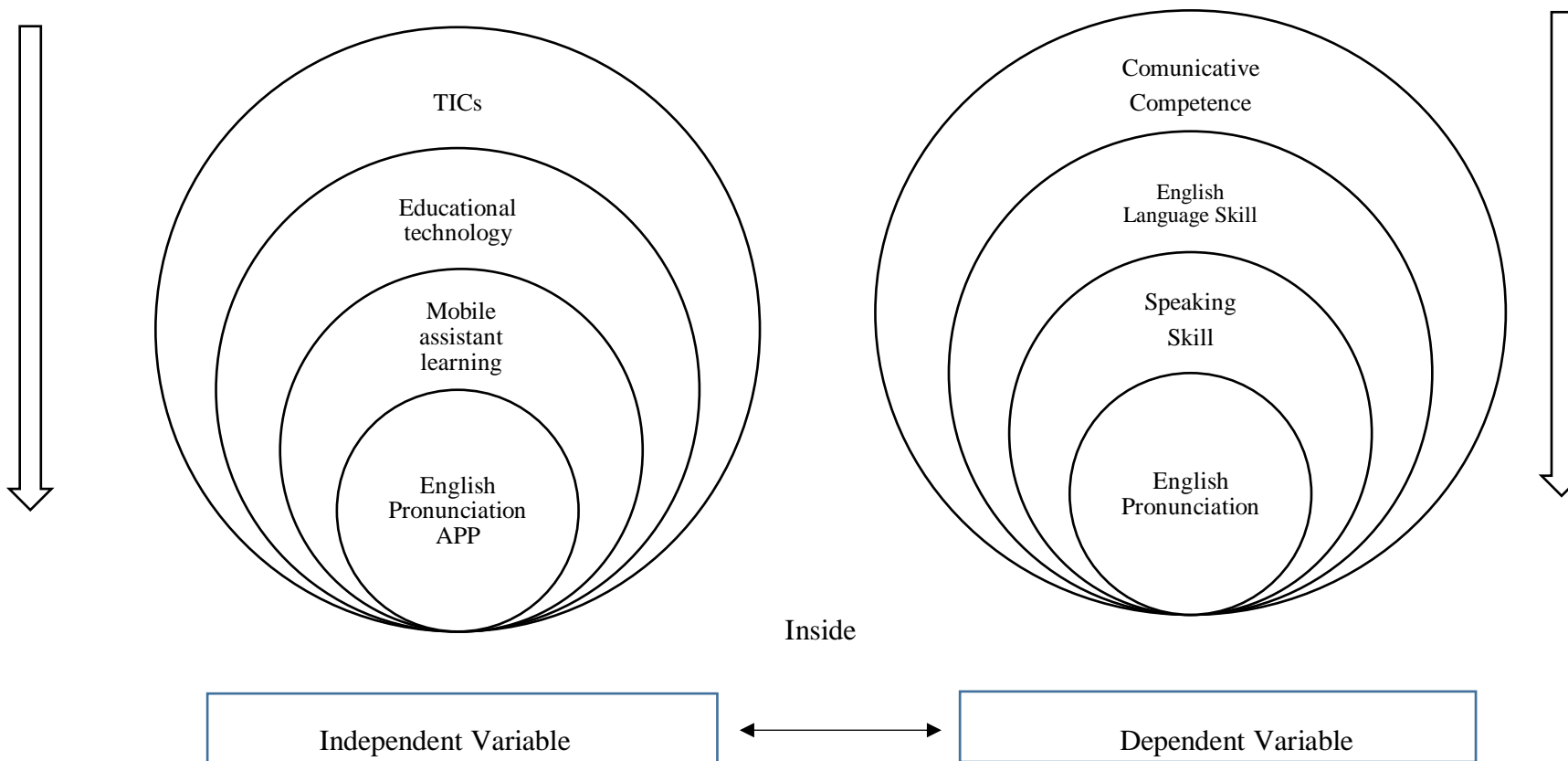
REGLAMENTO DEL RÉGIMEN ACADÉMICO

Capítulo III de la Estructura Curricular

In the Reglamento del Régimen Académico (2018), especially in Chapter III that refer to the Curriculum Structure, which establishes the parameters that must be met and followed in order to obtain a quality education, it is mentioned in:

Art. 31.- En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

2.4 Key Categories



Graphic. 2. Variable Categorization

Source: Researcher

Elaborated by: Tualombo S (2017)

2.4.1 Independent Variable

2.4.1.1 TICs

Information and Communication Technologies also called TICs, are present in the life of the human being and have transformed it in a powerful way with the emergence of digital technology.

TICs as a set of services, networks, software, and devices developed for the purpose of managing information and sending it from one place to another at incredible speeds, becoming a useful tool that improves the communicative quality, expand information and knowledge about new services to be competitive in a globalized world (González, 2011).

TICs in the educational system

Education has always been a factor of cultural enrichment in the humanity, even more so now with the emergence of technology that optimizes the educational field, because it allows access to a large amount of material didactic and information that promotes significant learning through the use of digital educational content (Mela, 2011). In addition, from a constructivist perspective, the Tics allow teachers to acquire theoretical bases and operational skills to integrate new technologies into the curriculum, analyzing the modifications referring to content, methodology, evaluation, etc, and thus expand their vision to the technological world that becomes a direct ally in the process of teaching-learning (Sáez, 2013). Tics provide great utility in society in the different and essentially in the following four aspect:

Immateriality. With the use of Tics the information that was subject to a physical medium becomes immaterial since digitization allows storage countless information in USB memories, DVD, memory card, CDs)

Instantaneity. The Tics allow to obtain information of interest, establish instant communication, save time and break down barriers even when the source original this distant.

Interactivity. Information and communication technologies allow establish a bidirectional communication, that is, a social interaction or reciprocal between people or groups in real time, regardless of the place of location.

Automation of tasks. With the help of Tics, it is possible to perform automatic activities in computers and cell phones with total safety and effectiveness. As a result, there are interesting specialized programs such as online master's in Education.

Advantages and disadvantages of TICs.

Technology is a tool that has become essential in almost all areas of society, mainly in the educational area, because students have a wide range of information and strategies that they estimate and promote self-learning through the Internet (Martinez, 2013). However, it is essential to indicate its positive side and its negative side.

Tics are tools that provoke interaction between subject-machine-subject that facilitate access to the flow of knowledge and information to empower and improve the educational and cognitive characteristics of the person. What shows a great advantage in students which are involved in new activities. On the other hand, the disadvantages of the revolution of Tics can be observed in certain aspects such as the dependence to the same ones that students show with their addiction and use. To cite an example if a student is used to look for meanings of words in an online dictionary will find a problem when he does not have access to the Internet and is forced to resort to a manual dictionary.

Technology is the result of practices of different conceptions and educational theories, for the resolution of a broad spectrum of problems and that should be considered significantly within the classroom not only because this helps to improve the level of understanding but also because Information and communication Technologies allow activating psychic processes such as attention and motivation of students in a high percentage.

2.4.1.2 EDUCATIONAL TECHNOLOGY

Talking about new applications of information and communication technology have improved services, access in each sectors of society, such as health care, education, journalism, and government of these areas. The objective of this revolution is create opportunities to everybody. (Anonymous, 2011).

Education has always been a factor of cultural enrichment in the humanity, even more so today with the appearance of technology that optimizes the educational field. For that reason teacher is obliged to know the importance of integrating educational technology during the teaching-learning process, this will allow, in a more practical and simple way, to be part of the new modality that arises in education. Educational technology provides great utility in society in different areas and in an essential way in the following four substantial aspects (Gill, 2011).

Technology is a tool that has become indispensable in almost all areas of society, mainly in the educational area, because teachers and students have a wide range of information and strategies that stimulate and promote self-learning through Internet network. However, it is essential to indicate its positive side and its negative side.

For that reason, educational technology includes tools that provoke an interaction between person-machine that facilitate the access to the information to improve the educational and cognitive characteristics (Martínez, 2010).

What shows a great advantage in students as they stop being passive actors without prejudice in new experiences, they learn to be critical and analytical to face any problem giving reliable solution alternatives.

On the other hand, the educational technology disadvantages can be observed in certain aspects, such as the dependence to the same ones that students show with their addiction and use. To cite an example if a student is asked to look for meanings of words in an online dictionary will find a problem when he does not have access to the Internet and is forced to resort to a manual dictionary, many emotional factors

are implicit, his state will be affected and therefore their academic performance will be deficient.

Educational technology in the educational system

Nowadays this globalized world, proposes changes in the educational system being more flexible, accessible and less expensive that can incorporate people to the new training modalities, according to the needs that the new society manifests and thus can respond positively to technological challenges, at any time in their lives through innovative experiences during the teaching-learning process supported by educational technology. For that reason it is necessary to emphasize the exposed about information and communication technologies like one of the basic pillars of the development of society (Coca, 2007).

2.4.1.3 MOBIL ASSISTANT LEARNING

Teaching is a join activity between teacher and student. Then it is feasible to indicate the support that a mobile assistant learning provides to educate the user is really important. So it turns out that the media are not only used by educators, but must provide real usefulness to learners for the development of didactic processes, interaction and specific skills. Mobile assistant learning is one of the resources with a high educational potential, because the content is audiovisual and interactive factor that encourages learning meaning in the students (Garcia, 2004).

On the other hand, the challenges that appear in the educational environment are governed by the educational system of each country that have a specific curriculum as a pedagogical tool to meet the expectations, potential of the students. In addition, from a constructivist perspective, the mobile assistance learning allow teachers to acquire theoretical bases and operational skills to integrate new technologies into the curriculum, analyzing the changes regarding: content, methodology, evaluation, etc., and thus expand their vision to the technological world which becomes a direct ally in the teaching-learning process (Sáenz, 2014).

Mobil assistance learning is the result of the practices of different educational theories, considered significantly in the classroom not only because this helps to improve the level of comprehension but also because the information and communication activate psychic processes such as attention and motivation of students in a high percentage (Toro, 2011).

It concluded that teachers are motivated to look for opportunities in order to improve education by exploring the educational possibilities about mobile assistance learning. Avoiding the traditional method of teaching inside of the classroom, students will show total motivation and interest in discovering new learning.

2.4.1.4 ENGLISH PRONUNCIATION APP

It is an educational software used for pronunciation educational practices which help to improve the pronunciation problems and situations related to English learning, this app includes many activities to develop according to the level, some activities are graded in order to check the students 'understanding.

Advantages about English Pronunciation App

Nowadays, the revolution of areas such as social, political, economic, educational and cultural is because of the incorporation about new technological applications. The barriers disappeared and the majority of people has adapted to new technological models. In the education system a new digital formation appeared that evolved autonomy and has allowed the didactic design of activities, with collaboration between teachers and students giving as a result excellent ends, self-training or learning to distance. Certainly between a varieties of advantages that they present can be mention the following (Xuan, 2014).

Easy communication. A global connectivity has allowed that communication pass between barriers to maintain contact with friends, family, companies, etc. Consequently the internet is one of the best means to be part of globalized communication.

Increase the development of skills. Using technology, understanding it investigate your universe through social and interactive spaces and learning has converted humanity into more skillful people, by deciphering its complexity and by thus increase cognitive development.

Better learning. The educational environment with the help of new tools technologies can include a system of extensive learning, exploration and entertainment, since it allows understanding to optimize the curricular contents and improve understanding of the issues. This is because you can make use of multimedia presentations, exposure of extra content, didactic material, among other. So it is a huge source of information within an educational institution.

Increase economic productivity. A globalized culture has allowed also that thousands of public and private companies make their services known using modern applications to gain positioning and acquire economic income. Hence, social networks are the best allies to the time to advertise

Research source. Internet provides a number of web pages information with access to an infinity of information, important and interesting data on any subject such as: Technology, science, politics, economics, society, history, etc.

Disadvantages about English Pronunciation App.

Despite the advantages that English pronunciation app provide, there are disadvantages or potential dangers that may affect users directly or indirectly, and that can generate social exclusion or technological dependence. In consequence some of the disadvantages that they present are:

Inadequate management of technology and its tools. It is essential that individuals, companies or organizations require prior learning for avoid frustrations, because many times instead of taking advantage of them they become a counterproductive medium. It is worth mentioning that there are also people who depends on technology because they disclose social situations, conflicts of interest, without taking into account that the vulnerable population of users also enters to these social networks.

Addiction. The digital and technological era is also a weakness of many users, due to the close communication relationship that takes place at through social networks, applications that allow you to send messages of text, e-mails, among others. The truth is that technology has many advantages but none will be superior to the interaction with other people.

Despite finding certain disadvantages in the use of technology, it can be said that English Pronunciation App is a safe application because it is easy to use so the students will be able to use it without difficulty. In addition, it is freely accessible in which users enter freely without providing any personal information.

2.4.1.5 EDUCATIONAL SOFTWARE.

Teaching is a joint activity between the teacher and the student. Then it is feasible to indicate the support that a computer program provides to educate the user.

From this perspective, teaching is divided into two intimately related processes: teaching as the activity of the teacher and learning as the activity of the student. Then it turns out that the media are not only used by educators but must provide real usefulness to the learners for the development of didactic processes, interaction and specific skills.

The previously expressed confirms what many authors say in relation to educational software.

Garcia (2004) mentions that an educational software is one of the multimedia educational resources with a high didactic potential because the content is an audiovisual and interactive factor that encourages the learning meaning in the students.

Castellanos (2018) points out that educational software is pedagogical tools that help to optimize the task of teaching, knowledge and the development of skills that meet the purpose of achieving the stated school goals.

Almenara (2007) states that educational software focuses its content according to the area of knowledge, the skills to be developed and the goals pursued in the acquisition of a second language such as the development of skills: Listening, writing and reading, specified with the support of different creative exercises.

In conclusion, software is an educational strategy that develops competences, procedures and learning taking into account socio-cultural characteristics through the combination of resources such as: Voice, images, music and animation found on the same platform called multimedia that appears associated to the so-called Tics.

In this sense, the use of educational software in the teaching-learning process can support teaching, through lessons or reinforce a class. On the contrary, students have access to another type of educational software that offers a self-learning environment, in this way the students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, have a new alternative and useful technological tool when learning the English language.

Advantages of using software for teachers

- It allows enriching the hours classes with a range of multimedia elements (audios, images, videos) that revolutionizes teaching methods - learning.
- It is a source of knowledge that optimizes interactivity in the teaching-learning process.
- It can be adapted to student characteristics and needs.
- Develop innovative educational environments that generate motivation and training at a high level.
- It facilitates the control of individual or group tasks.
- Shows teaching-learning strategies to make transfers of content and solve academic problems.
- Develop skills for the proper management of Tics and the direction of virtual platforms.

CHARACTERISTICS	DESCRIPTION
Easy to use	Self-explanation
Motivation	Awakening curiosity and desire to learn
Curricular excellence	Focused on teaching needs
Versatility	Adaptable to the available computer resource
Pedagogical approach	Constructivist or cognitivist update
Student orientation	Content of controlled learning
Evaluation	Evaluation and monitoring modules

Chart 1. Characteristics of software

Source: Researcher

Elaborated by: Tualombo S (2017)

English Pronunciation

It is the mode in which an individual vocalizes sounds depending on the basic units used in their language that coherently form words (Antunez, 2010). In language learning, pronunciation is essential, since it refers to the way a language is spoken, this optimizes communicative competence. On the other hand it allows to communicate in an effective way, since if the sound of a word is pronounced incorrectly it can cause confusions and misunderstandings, in the message transmitted because of the bad pronunciation or poor intonation. Learning a foreign language is not an easy task but neither is it impossible. For this reason it is important that during the teaching process students are exposed to real language situations in acquisition from early ages in order to assimilate the language fully (Barrera, 2009). In spite of everything, learning to master a language from the context in which the language is used as a means of communication is fundamental, because the ear is tuned and learned by imitation when reproducing what is assimilated. In this way, learning a foreign language will be meaningful and productive. In this sense, it is relevant to teach phonetics in the teaching-learning process since this knowledge facilitates understanding and improves the production of the language in acquisition. Additionally, it will teach the teacher and the student

to reflect on the reasons why these contents should be introduced in the learning of the English language and the correct way in which it can be carried out as the main instrument to create interpersonal relationships and establish an efficient communication.

Web sites

In emergent education, it is often helpful to use websites as a means of distributing information from teacher to student and from student to teacher. Although educators are excited about the potential of web sites for language learning (WSLL), there is a lack of understanding of how WSLL can be used to facilitate teaching and learning for English as foreign language

In the article, “The benefits of new technology in language learning”, Motteram. (2013.) explains about how the creation of websites can facilitate the teaching English language. The benefits of teachers being able to create these types of materials for their students enhances their ability to create an emergent classroom: they have many facets of information displayed on an easy-to-follow page available to their students, which can have a discussion about the information and breed ideas. A significant challenge facing educators today is equipping students with the skills needed to compete in an evolving technological environment and by being able to create websites, this challenge can be overcome and that emergent education also receives a boost from overcoming the obstacle.

In addition, the websites in education are important because it permits interaction between teachers and students with technology, and the information about websites should be clear and new. WSLL should be easy to use and as intuitive to navigate as possible because many students are familiar with technology. WSLL can be used teaching and learning tools, and they should be designed to facilitate pedagogical goals.

Educational Applications

Educational applications provides great utility in society in different areas and in an essential way in the following four substantial aspects Aguilar (2013). Education has always been a factor of cultural enrichment in the humanity, even more so today with the appearance of technology that optimizes the educational field. For that reason teacher is obliged to know the importance of integrating educational applications in the lessons, this will allow, in a more practical and simple way, to be part of the new modality that arises in education.

It is educational tools used for different practices for the resolution of a wide spectrum of problems and situations referred to teaching and learning, supported by technological education. In the educational system appeared a new digital training that has evolved in its autonomy and has allowed the didactic design of activities aimed at collaboration between teachers and students for a big purposes. Educational apps are an important resource to contribute in a positive way to education. New technologies have transformed life. It means, have changed several aspects within the social coexistence as the form of investigate, the way of communicating and obviously in the education in relation to the past years Campos (2012).

Educational process requires the technological application, Castoreña (2011). It means that teachers and students become enhancers of the integral development of their abilities, with a single objective that would be teaching and learning respectively. Create secure and confidence environments, where the learning can be construct appropriately by the support of educational apps, which help to develop an excellent level of knowledge acquisition, at the same time improve the realities about methods, pedagogical vision and actions of the teacher according to his or her pedagogy. To summarize, it is feasible to emphasize that educational applications encourage motivation and reflection about changes in educational task. Because the different multi-contexts are adoptable and adaptable to pedagogical and educational techniques to improve the educational quality.

2.4.1.6 PRONUNCIATION PRACTICES

Dlaska (2008) assumes that foreign language learners find it difficult to self-assess their pronunciation skills. In view of the benefits of self-assessment for the language learning process and the need to monitor one's pronunciation in independent learning environments, the reliability of self-assessments of pronunciation skills and set out to better understand the causes of difficulties. In this study, 46 advanced learners of German assessed articulation of different speech sounds in comparison with the sounds produced by a native speaker. In 85% of all cases the assessments of the raters and the self-assessments were identical. However, the learners only identified half of the number of speech sounds which the raters believed to be inaccurate. The importance of pronunciation practices is relevant because as in this study confirms that even experienced learners seem to find it difficult to self-assess correctly their pronunciation skills, so it is necessary to explore and apply pronunciation practices for these difficulties in order to identify the best way of further improving the self-assessment of pronunciation.

Practices exercises

Communication ability has become increasingly important to many EFL students. Several commercial software programs based on automatic speech recognition (ASR) technologies are available but their prices are not affordable for many students.

Chen (2011) demonstrated in this research work how the Microsoft Speech Application Software Development Kit (SASDK), a free but powerful tool, can be used to develop pronunciation training website for students. This ASR-based website offers six different types of online exercises which allow students to practice their pronunciation and obtain immediate feedback on their performance. During this research a group of 25 college students and a group of 35 pre-service English teachers were invited to use the website. In addition two surveys were conducted to investigate the students perceptions of this site. Finally, the results indicated that most teachers and students enjoyed using this website, which they

felt could help improve their English oral skills through practices exercises. They also pointed out that the main strength of the ASR-based learning system is that it offers several different types of exercises like hearing exercises which can encourage learners to produce more output in a low-anxiety environment. These findings can be useful for teachers who are interested in using ASR in teaching and for researchers who aim to develop better ASR-based systems for language learning.

Hearing Exercises

Hearing plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Although the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs, listening is now regarded as much more important in both EFL classrooms and SLA research. Hearing exercises are an important activity (Rost, 2002). In the other hand, linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear and help in the pronunciation. A good hearing exercises helps to receive what the speaker actually says, constructing and representing meaning with the speaker and responding, creating real communication through involvement, imagination and empathy. Students must have the ability to decode the message and transmit it through a good pronunciation, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Doing so requires active involvement, effort and practice (Kiattichai, 2007). To sum up, it is widely admitted that hearing is not merely the process of a unidirectional receiving of audible symbols, but an interactive process (Brown, 2001).

2.4.1.7 ENGLISH LEARNING

Learning is the ability of each human being to learn new things that is, learning implies building and modifying our knowledge, as well as our abilities, strategies, beliefs, attitudes and behaviors. People learn cognitive, linguistic, motor and social skills, which can take many forms (Stern, 2017).

The English learning can be given through different ways such as observation, discovery, repetition or experience. Learning involves change or transformation in people, either in their behavior, in their mental structures, in their feelings, in the meaning of experience. Although people are predisposed to learn and acquire new knowledge and skills the level that can be reached will always be associated with internal factors (motivation, self-esteem) and external factors (classroom environment, teacher), which may help in the learning process both inside and outside the classroom.

Ardila (2001) defines learning as the permanent change in the behavior of the individual as a result of the practice. For the learning to be valid according to the aforementioned author, it can be deduced that the individual must perform some kind of reinforcement and practice the acquired skill in order that the assimilated endure in time permanently.

It is important to mention that in English learning there are tools that allow to carry out the teaching and learning process. Depending on the objectives and methodology of each training program, some or other tools will come into play, making available to the students a wide range of instruments that allow the optimal development of a learning process. The English learning has to include technology with the purpose of making learning easier, it allow to exchange information and knowledge inside and outside the classroom. In addition, learning tools must be adapted to certain essential aspects such as the group of students, subject of class, methodology and place.

Technological Application

In the educational system, a new digital formation appeared that has evolved in its autonomy and has allowed the didactic design of activities aimed at collaboration between teachers and students with fruitful ends, self-training or distance learning. Technological Applications are educational software used for different practices for the resolution of a wide spectrum of problems and situations referred to teaching and learning, supported by Tics. It is important to take into account ideas from different authors about educational application in education.

New technologies have transformed life. That is to say, several aspects have changed within the social coexistence as the way to investigate (Rainie, 2015). The form of communication, to share experiences, even to experience them in terms of technology in relation to past years. Seen from this perspective, the teacher can find for his students an infinite variety of didactic and pedagogical resources that increase their knowledge and their applicability in a specific context with clarity.

Castorena (2018) emphasizes that the educational process requires the technological application where teachers and students become enhancers of the integral development, about their potential and address a single goal of both teaching and learning respectively. Since security and trust, environments are fostered where meaningful learning is built with the support of the Systemic Technological Application drives the acquisition of new knowledge, at the same time, improve the realities in regarding chosen methods, pedagogical vision and the actions of the teacher according to its pedagogical current.

Given these circumstances, the teacher must be very selective when selecting learning strategies for their students, and in all that entails the teaching process so that the knowledge is not cumulative but is practical and applicable, transforming it into meaningful learning.

Internet

A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols (Cambridge, 2018). The internet is the most cost-effective communications method in a world that is now a global village, in which the following services are instantly available:

- Email
- Web-enabled audio/video conferencing services
- Online movies and gaming
- Data transfer/file-sharing, often through File Transfer Protocol (FTP)
- Instant messaging
- Internet forums
- Social networking
- Online shopping
- Financial services

Access to the Internet is empowering. It gives access to uncensored material of enormous variety. Access to a world-size encyclopedia. Access to almost instant communication with individuals located thousands of miles away. A person using the Internet can adopt a new persona -- you can change gender, acquire beauty, lose disability (Castells, 2013).

In conclusion, years ago, if you wanted to find something out, you would have to run at a public library and look through a pile of books, which is very tiring and time-consuming. But now, with just a few clicks of your mouse, you can already get any information you need. Actually, many students are using the internet to do research and complete their assignments. Since the internet is full of information, most students use this as a source of education. In fact, there are now even online programs and courses available, which people can easily access to study and learn other things improving their language level, even while they're at the comfort of their homes.

2.4.2 Dependent Variable

2.4.2.1 COMMUNICATIVE COMPETENCE

It is important to mention that communication is a process of social interaction between the receptor and transmitter, which serves to exchange ideas and reach agreements for their benefit. Under these circumstances communication is present in several forms: Oral, Gesture, writing and graphics (Thompson, 2008).

Regardless of the type of communication used, it is important to take into account the words, their meaning, the context in which they are used, and the social stimuli that are in their environment. That is, we must be very careful with the use of terms depending on the place, this will depend on the communicative process being effective, precise, and clear and bidirectional. Additionally, it is important to highlight the elements that make communication possible and the entire process maintain its normal course and not fail. They are: Issuer, receiver, message, code, all of them with a specific mission whose purpose will always be to emphasize the transmission of the message, to contribute to reinforce the ideas and purposes in such a way that ambiguities or erroneous communication are avoided.

2.4.2.2 ENGLISH LANGUAGE SKILL

When learning a foreign language, in this case English is needed four skills that contribute to communication. They relate to the skills that are used when learning the mother tongue, it is usually first learned to then listen to talk and then simultaneously read and write. The English language skills complement each other than order to generate part of the communicative approach in which the students are the directed the beneficiaries to be proficiency in language. These skills are divided into productive and receptive skills. The productive ones that are part of the result of learning and the receptive ones that are stimulus of information to be able to produce the language (Aydin, 2010)

The language as an element of communication of the human being requires the use of written language for learning. When referring to the educational system it is necessary to emphasize that there must be a comprehensive and explicit dialogue between teachers and students, because dialogue is the basis of a reflective and necessary activity for schoolchildren, so that they learn to take control of the processes of written composition and with this develop the capacities of the use of the language (Guasch, 2004).

2.4.2.3 SPEAKING SKILL

Productive skills or abilities are those referring to a result of the learning of the English language (output), in these the expression is generated communicative of ideas, thoughts and opinions, either orally or in writing.

It allows the student to apply what has been learned, relate it to experiences and internalize knowledge. It is mentioned that productive skills are speaking and writing as students in developing them have to create and use language, are also known as active skills and are according to the work and performance performed in them (Integrate Ireland Language and Training, 2010)

Then it is essential that three essential elements are present when speaking or writing:

- Transmit clearly what you want
- Identify things with their respective names
- Be explicit

Consequently, to comply with these elements, it is essential to have clear, orderly ideas, to have a broad lexicon that gives clarity when speaking or writing and to transmit to the audience reliable messages through oral or written word. Hence, the language has four basic aspects of language:

The phonological aspect. All the phonemes or sounds of a language are immersed. In other words, a phoneme is each letter that is used to form words, it develops at a

pre-linguistic level, from the moment of birth until the first year of life and is supplemented during the stages of crying, cooing, babbling and imitation of language.

The syntactic aspect. It is the part of the grammar that allows you to organize sentences and the grammar rules that influence the correct way to write and speak a language.

The pragmatic aspect. It establishes the way of conceiving and using language. In summary it is concluded that the practice and mastery of sounds (phonemes), meanings (semantics) and grammar rules (syntax) are perfected with the help of unspoken rules that manifest in a conversation (pragmatic). For this reason, knowledge of pragmatics gives explicit guidelines for expressing, attuning, and attributing variations depending on the context.

The semantic aspect. It refers to the study of linguistic signs, interpretation of words, expressions or symbols of a language.

2.4.2.4 ENGLISH PRONUNCIATION

It is the mode in which an individual vocalizes sounds depending on the basic units used in their language that coherently form words. In language learning, pronunciation is essential, since it refers to the way a language is spoken, this optimizes communicative competence. On the other hand it allows to communicate in an effective way, since if the sound of a word is pronounced incorrectly it can cause confusions and misunderstandings, in the message transmitted because of the bad pronunciation or poor intonation (Antunez, 2010).

Advantages about correct pronunciation

- Learn the accentuation and intonation of the words.
- Develop communication skills.
- Facilitate understanding when speaking.

The satisfaction of pronouncing words well gives security when talking or interacting with other people. In addition, the recipients have a positive concept of issuers that demonstrate a good pronunciation and this indicates a competitive advantage in society. Consequently, pronunciation is an elementary factor that helps avoid communication problems. To conclude it is feasible to add that currently the English language has become a tool that allows communication with people from all countries for being a universal language and is essential in any area of personal or professional life, since most of it is written, spoken and read in English in the globalized world. Learning a foreign language is not an easy task but neither is it impossible. For this reason it is important that during the teaching process students are exposed to real language situations in acquisition from early ages in order to assimilate the language fully (Barrera, 2009).

In spite of everything, learning to master a language from the context in which the language is used as a means of communication is fundamental, because the ear is tuned and learned by imitation when reproducing what is assimilated. In this way, learning a foreign language will be meaningful and productive. In this sense, it is relevant to teach phonetics in the teaching-learning process since this knowledge facilitates understanding and improves the production of the language in acquisition. Additionally, it will teach the teacher and the student to reflect on the reasons why these contents should be introduced in the learning of the English language and the correct way in which it can be carried out as the main instrument to create interpersonal relationships and establish an efficient communication.

2.4.2.5 VOCALIZATION

Cambridge (2018) is a sound that is produced with the voice, or the act of producing sounds with the voice.

Silva (2011) mention that through vocalization, it was possible to identify the most frequent stressful conditions at the farrowing phase, namely: pain, cold and hunger.

In this research the assessment of animal welfare status in commercial farming is still a difficult task. The Farm Animal Welfare Council (FAWC) proposed the Five Freedoms in order to guarantee the minimal welfare conditions in which the animals must be free from thirst, hunger and malnutrition; free of discomfort, pain, injury and disease; should have the freedom to express normal behavior; and be free from fear and stress. By this approach, it is necessary to develop accurate tools to estimate the animal welfare status and to ensure applicability on field.

The mechanism speak: It refers to the ability that the human being has to organize and emit sounds to achieve effective vocalization and communication. Includes parts of the body located in the vocal respiratory tract, such as:

- The lungs: They are the starting point in the phonation of the speech chain.
- The larynx: Here you have the vocal cords that receive the air from the lungs and other products.
- The tongue: It is a mobile and muscular organ that allows the articulation of the sounds of the voice to achieve optimal communication between people.
- The lips: They are movable elements that facilitate the pronunciation of words. It produce a bilabial, fricative, neutral, sound and closed and open vowels.

It is essential to support a good vocalization and production with foundation in phonology. In addition to learning a foreign language such as the English requires efficacy information about every single element involve in pronunciation.

Record and listen the voice

Pronunciation is the hardest skill for English learners to improve (English study, 2016). The learner needs to find someone who can correct his mistakes and tells him how to improve, learner needs to be his own teacher and correct his own mistakes.

One of the most powerful and effective things that learner can do nowadays to improve his pronunciation is record his speaking English. It's strange and

uncomfortable at first, and learner will think that it sounds funny, but it is the best and fastest way to improve your pronunciation.

Reasons to record yourself

People say that is better learn from own mistakes, but how to know what mistakes learners are making?

Learners bring the sounds from their native language with them when they start speaking English. This is normal. Everyone does this when they learn a new language. This is reason why some learners speak with an accent. It is much more powerful to hear our self and hear own mistakes than to have someone tell what are mistakes. Learners are not going to improve their pronunciation by reading out loud every day. They will just keep repeating their mistakes without ever correcting them. If you record yourself speaking, you can hear your mistakes and correct them.

How to Record and listen the voice

1. Find a video or other recording of a native speaker.
2. Record yourself reading the same words.
3. Listen to the recording.
4. Practice making the sounds that hear.
5. Continue recording yourself until sounds better.

Talk slowly

Talk slowly helps as it gives to the listener's time to process what speakers are saying. Do not leave listeners struggling to understand you. Instantly improve the clarity of your English by talk slowly.

If controlling the speed of speech is difficulty try to:

- Pause more, especially between phrases and sentences.
- Emphasize the key words in the message.
- Use more gesture. Moving hands to emphasize words can help to slow down.

If you speak too quietly, you need to speak with a louder voice. Practice reading out loud with a louder voice to get used to how it sounds. Listener need to hear clearly and concise, for that reason speaker needs to open mouth and speak slowly.

Spend some time on pronunciation.

For most people, their speech and accent does not change a lot without word (Speech, English Pronunciation & Accent Tips, 2012).

This explains why many people have been in an English speaking country for many years but still have a very strong accent. Some people wrongly assume that their speech will improve at the same rate as their language and listening skills.

Finally, many non-native speakers don't move their mouths enough when they speak English. Be aware that the mouth position you use for your first language is probably quite different to the mouth position we use when we speak English. For example: Mandarin, Cantonese, Russian, Japanese speakers. They move the mouth more when speak English than when speak their first language. For this reason they need to talk slowly to make that the rest of people can understand what they are saying.

2.4.2.6 BASIC UNITS OF LANGUAGE

According to Saussure (1913) in the communication process we use many language units to code the information. Therefore any instance of speech is a particular realization of a language. Actual sentences pronounced by a speaker are the result of organizing units of language produced according to a pattern drawn from its grammatical system.

In the following chart are list the basic units of language with specific examples about how it work in language.

BASIC UNIT OF LANGUAGE	LANGUAGE ACQUISITION EXAMPLES
Lexemes , Oxford handbook (2014) mentions that lexemes are the set of inflected forms taken by a single word. Set of words that would be included under one entry in the dictionary.	For example, members of the lexeme RUN include "run" (the un inflected form), "running" (inflected form), "ran" would be found under "run," but "runner" would not.
Morphemes . English Morphology (2013) says that the basic unit of morphology, are the smallest meaningful unit of language. Thus, a morpheme is a series of phonemes that has a special meaning.	For example, the word "sad" changes from an adjective to a noun when "-ness" (sadness) is added to it. "Action" changes in meaning when the morpheme "re-" is added to it, creating the word "reaction."
Syntax , is a set of rules for constructing full sentences out of words and phrases (The Grammar of English Grammars/Part III, 2017). In English, the smallest form of a sentence is a noun phrase (which might just be a noun or a pronoun) and a verb phrase (which maybe a single verb).	For example, the English sentences "The baby ate the carrot" and "The carrot ate the baby" do not mean the same thing, even though they contain the exact same words.
Phoneme . Phonemes (2014) mentions that phoneme is the basic unit of phonology. It is the smallest unit of sound that may cause a change of meaning within a language, but that doesn't have meaning by itself.	Example. Word "dog" has 3 phonemes: /d/, /o/, and /g/. However, the word "shape," despite having 5 letters, has only 3 phonemes: /sh/, /long-a/, and /p/. Through the process of segmentation, a phoneme can have a particular pronunciation in one word and as lightly different pronunciation in another.

Chart 2. Basic Unit of Language

Source: Martiena R (2015)

Elaborated by: Investigator

Phonetics of language

Trask (1996) mentions that the decomposition of pronunciation into different components is motivated by one simple reason, namely to make the teaching of pronunciation in an easy task. Throughout the history of language teaching, some teachers asked whether pronunciation could or needed to be taught and others dropped its teaching from their syllabi. However, with the rise of Audiolingualism and the influence of Behaviorism, teachers started to adopt the "listen and repeat"

approach. This approach focused on habit-formation whereby the teacher pronounced isolated words to the students to repeat and the more repetition/imitation was reinforced, the more students would become accurate.

Phonology is the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another Richards & Schmidt (2010). This branch of linguistics is concerned with how phonemes and their allophones operate in different phonological systems. Throughout history, the study of phonology has witnessed a paradigm shift with the introduction of distinctive features as the smallest units of phonological analysis instead of phonemes.

Phonetics has brought new insights to the teaching of pronunciation (Broughton, 1980), Concerned with the study of the physical properties of sounds and their place and manner of articulation in the vocal tract. Phonetics forms a tool of paramount importance that is used in the teaching of pronunciation. For instance, in any description of the English sound system, speech sounds are categorized into consonants and vowels. Consonants can be described depending on the movements of the mouth during the articulation, for example; bilabial, dental, alveolar, palatal, velar or depending on the nature of the airstream, the place and movement of the tongue, and also whether the voice is used or not (voiced, voiceless, plosive, affricate, fricative, nasal, lateral). On the other hand, vowels are described mainly in terms of the position of the tongue and lip rounding.

2.4.2.7 WORDS

Word is a single unit of language that has meaning and can be spoken or written (Cambridge, 2018).

A word is a unit which is a constituent at the phrase level and above. It is sometimes identifiable according to such criteria as

- Being the minimal possible unit in a reply
- Having features such as

- A regular stress pattern, and
- Phonological changes conditioned by or blocked at word boundaries
- Being the largest unit resistant to insertion of new constituents within its boundaries, or
- Being the smallest constituent that can be moved within a sentence without making the sentence ungrammatical.

According to Hartmann, Stork (1972) word is sometimes placed, in a hierarchy of grammatical constituents, above the morpheme level and below the phrase level.

Kinds:

- Adjective
- Adverb (Linguistics)
- Conjunction
- Determiner
- Emphasis Marker
- Exclamative
- Fossilized Term
- Honorific
- Substantive
- Verb (Linguistics)
- Clitic (Grammar)

Words Pronunciation

It is important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly, the word pronunciation is not always helpful when is about, how the word should be spelled. In English alphabet there are 26 letters but there are more sounds. It means that the number of sounds in a word is not always the same as the number of letters.

For example, the word 'cat' /kæt/ has three letters and three sounds but the word 'catch' /kætʃ/has five letters but still only three sounds.

The physiological aspects of the speaking production have the purpose of establishing the inalterable pronunciation words with the study of acoustic phonetics that allows associating specific meanings and differentiating them. For this reason it is essential to refer to the following aspects:

The spoken line. The communicative sounds are addressed in these three stages:

- a) Psychological: The linguistic level of the brain formulates the concept.
- b) Physical: The air that enters the speech organs will produce movement and some disturbances communication.
- c) Physiological: The nervous system sends the message to the speech organs for the production of sounds.

It is relevant to consider phonetics and phonology as parts essential in the pronunciation of words in a mother tongue or foreign language. This is due to that the human being at a young age has a plastic ear, capable of integrating all the sound universes. Consequently, he needs to learn to hear the sounds in the words and that the words are composed of phonemes in order to facilitate a good pronunciation

Separation of words in syllables

Dividing words into parts, or chunks helps speed the process of decoding. Knowing the rules for syllable division can students pronounce words more accurately and fluently. In addition understanding syllables can also help students learn to spell words correctly. There are many types of activities to work with it.

Marker activity

This activity, is an example of how to teach students to use a marker to count syllables. How Now Brown Cow (2013). The marker activity often used for word counting can be adapted for use in counting syllables. Teachers can provide each child with tokens and two or three horizontally connected boxes drawn on a sheet of paper. The children place a token in each box from left to right as they hear each syllable in a word.

Multisyllabic manipulation

This example includes several activities and a chart of multisyllabic words. One specific activity from this page is the Multisyllabic Words Manipulation Game. Teachers can divide words from reading selections into syllables, write each syllable on a note card and display the syllables in jumbled order. Have students arrange the syllables to form the words.

Clapping games

Associating syllables with a beat can help students to better learn the concept of syllables within words. The activities found on this website provide teachers with some suggestions for using clapping games to help students understand about dividing words into syllables.

Using mirrors

The following link includes information on introductory activities such as using mirrors for teaching students about syllables. Information is also provided about the different syllable spelling patterns.

Jumping syllables

This activity teaches student to separate words into syllables. Students move syllables around to create new "silly" words which gives them practice manipulating different sounds.

2.5 Hypothesis

English Pronunciation App helps to the correct English pronunciation in the students from the third semester from Teacher School of Ambato Technical University

2.6 Pointing variables

2.6.1 Independent Variable

English Pronunciation App

2.6.2 Dependent Variable

English Pronunciation

CHAPTER 3. METHODOLOGY

Approach

This research was based on the qualitative and quantitative approach. According to the current problem and the arguments of Herrera, Medina & Naranjo (2004), the present research applied a qualitative and a quantitative approach.

This research was qualitative due to it is characteristic of the human sciences. In the same way, once recollected information, it was analyzed and interpreted to understand this social phenomenon; it guided by a hypothesis. Furthermore, this analysis was done with qualitative techniques assuming a dynamic position during all the process of the research. It seeks the understanding of the facts that affect the application of educational technology applications in the correct pronunciation of the English language, to verify the hypothesis and thus give a possible solution to the problem in research.

On the other hand, this research had a quantitative approach because it used quantitative techniques to get as precise results as it could be possible. Moreover, this approach tried to understand the problem and its possible causes through a controlled measurement of collected data. The grade investigated through data collection, surveys conducted with the English teachers and students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province, which helped the collection of information, facilitating the possible solution to the problem investigated.

3.1 Basic method of investigation

The investigation consists in the application of methodologies to get to know the ignored; through a quantitative approach when processing obtained and qualitative data when interpreting the results. In this way, a solution to the proposed problem could be plated, always supported by the research sources that required this investigation, where the field research and documentary research was handled.

Field research

The field research according to Muñoz (2011), consists in the systematic analysis of reality problems, with the purpose of discovering, interpreting, understanding their nature and constituent factors, explaining their causes and effects or predict their occurrence using methods characteristic of any of the paradigms. Field research is of vital importance within the researcher, through which the researcher obtains the information firsthand and instead of the facts by applying the appropriate instruments directly on the phenomenon to be investigated. For this purpose, the research was carried out in the Language School at the Ambato Technical University, where a questionnaire was applied with questions closely related to the variables proposed in Chapter I.

Bibliographic research

Documentary or bibliographical research consists of investigating the phenomenon of study in sources of information where the researched work has been left in writing and the conclusions reached in respect to it. Here it should be emphasized that we searched repositories of universities both nationally and internationally as well as in journals indexed in similar or related topics of the problem posed. Because the investigative work will have secondary information on the subject of research, obtained through books, internet, newspapers, magazines as well as valid and reliable documents as a primary information. According to Muñoz (2011)

mentions that bibliographical research is one that relies on the collection of information through formal or informal graphic documents. This allows the researcher to base and complete his research with the contributions of different authors.

3.2 Level or type of research.

Exploratory research

According to Namakforoosh (2005), the purpose of the exploratory research is to perceive a general perspective of a problem. For this reason, this investigative work is exploratory because the researcher through observations analyzed the population and the environment in reference to the raised problem. In this way, the author was able to have a general vision about the current situation of students.

This type of investigation allowed to know the reality of the problem and to give way to deeper research with educational and social interest, in order to optimize the English language pronunciation in the students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province and for it proceeded to conduct surveys to qualify qualitatively this situation and achieve excellence in education.

Correlational research

This type of research show or examine the relationship between the variables or results of the variables, but at no time explains that one is the cause of the other (Bernal, 2010). Correlational examine associations between variables but not casual relationships, where a change in one factor directly influences in the other.

Descriptive research

The descriptive research describes the characteristics of a studied phenomenon. To put it differently, this type of research describes the situation in the time it occurs

to get a broad image about the present situation (Salkind, 1999). This research is categorized as descriptive due to the researcher use surveys, which allow to know and evaluate the current situation of students of third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

3.3 Population and sample

A population is the set of individuals that share some specific characteristics; these features are which the researcher wants to study. According to Icart, Fuentelsaz & Pulpón (2006), when the number of the individuals is known, it is called "Finite population". The present research works with a finite population of 20 individuals which students of the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros; they was considered as a whole for the present investigation. In this way, the research got needed information through surveys applied to all the students. Furthermore, 2 teachers were considered to this research. These teachers worked with the students of Carrera de Idiomas and Pedagogía de los Idiomas Nacionales y Extranjeros.

Description	Números	Percentage
Students from 3rd level	20	98%
Teachers	2	2%
Total	22	100%

Chart 3. Population

Source: Secretary

Elaborated by: Tualombo S (2017)

3.4 Operation of variables

3.4.1 Independent Variable: English Pronunciation App

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
<p>ENGLISH PRONUNCIATION APP</p> <p>It is an educational software used for pronunciation practices which helps to overcome the pronunciation problems contributing to the English learning.</p>	<p>1. Educational software</p> <p>2. Pronunciation practices</p> <p>3. English learning</p>	<ul style="list-style-type: none"> • English Pronunciation • Web sites • Educational Applications • Practices exercises • Hearing exercises • Technological applications • Internet 	<ul style="list-style-type: none"> • How often do you visit websites or access internet? • Do you use technological applications that allow you to develop educational skills? • How often do you use educational tools in your lessons like English Pronunciation App? • Do you think that is necessary the use of educational technology applications to get a better English language pronunciation? • Do you think that the learning English language would improve through interactive programs? 	<p>Technique:</p> <ul style="list-style-type: none"> • Survey <p>Instrument:</p> <ul style="list-style-type: none"> • Questionnaire

Chart 4. English Pronunciation App
Source: Theoretical Framework
Elaborated by: Tualombo S (2017)

3.5 Information collection plan

For the accomplishment of the present investigation will be used the survey like technique that will help to collect primary information and at the same time it will allow us to know the criteria that the teachers have about the use of English Pronunciation App.

Survey.

This technique helps obtain information from a considerable number of people, with the purpose of knowing states of opinion, characteristics or specific facts to through a questionnaire previously prepared with questions of interest to the researcher who seeks to compile real data that allow him to make value judgments and get to successfully conclude the investigation.

Selection of instruments.

The collection of information regarding the independent and dependent variable was used field technique applying a survey that is based on a questionnaire or set of questions that are prepared with the purpose of obtaining information from people (USC libraries, 2018).

Instruments.

According to Child Care & Early Education Research Connections (2004) mentions that questionnaire is a very common instrument used by researchers because when applied, reliable answers are obtained to the questions posed. In this research work, according to the established technique a questionnaire was elaborated with questions related to the two study variables English Pronunciation App and The English Pronunciation.

Subjects. People or objects that are going to be investigated. In the present investigation the subjects to be investigated according to the established population were the professors and students of the Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University.

Validation of instruments

The research project has used a series of instruments in order to validate the survey by experts in the research topic. The validation according to Arribas (2004) consists of knowing what quality criteria must meet those questionnaires or scales already existing and that researchers could use in their studies.

- Variable operationalization matrix
- Objectives of the research project
- Collection instruments - questionnaire

BASIC QUESTIONS	EXPLANATION
1.- Why?	To help draft the theoretical framework, check the hypothesis and To achieve the research objectives.
2.- From who and what object?	Teachers, students, authorities, bibliographic, electronic and documentary sources
3.- Which aspects?	Educational Technological Applications and the English language pronunciation.
4.- Who?	Researcher Enma Susana Tualombo Chamba
5.- When?	2017.
6.- Where?	Third semester from Idiomas Nacionales y Extranjeros of Ambato Technical University.
7.- How many time?	Once
8.- What collection techniques?	Survey and observation.
9.- Through?	Survey
10.- Which situación?	In a comfortable environment for the involved population.

Chart 6. Basic Questions

Source: Investigator

Elaborated by: Tualombo S (2017)

3.6 Information Processing Plan

To process the information, the instruments were applied such as: the survey in order to collect accurate data on the Apps and the English Pronunciation, obtaining quantitative results that were calculated, analyzed and summarized at the end of each question that appears in chapter IV, this helped the demonstration of objectives and the analysis of the conclusions in order to verify or accept the null hypothesis or the alternative and with it project a proposal to solve the problem in research.

Previously to the application of a survey, it was necessary to get an authorization by the coordination of the career. There were openness and collaboration by the teacher and students. Thanks to that, the survey was applied to students of third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

Before the application of the survey, the researcher gave a brief and theoretical explanation about the English Pronunciation App in order to explain students the main characteristics of it. It is important to mention, most of the students do not know the theoretical principles of this App. Later, the collected information was analyzed. The different items in the questionnaire; which was the instrument to get information, showed different percentages, they were analyzed using statistical techniques and represented in a graphic form in order to visualize them in a better way.

3.6.1 Reliability of Items

To verify the reliability of the items of the questionnaire, was simulate the application of the Cronbach Alpha coefficient. González and Pazmiño (2015) refer to the Cronbach Alpha as a coefficient used to evaluate the degree of reliability of the items of an instrument like tests or questionnaires. In this case, the simulation result was 0,77, it shows that the instrument is reliable.

3.6.2 Validity

To the application of a survey, the instruments to collect the information were validated by some teachers, who have the knowledge in this field. The opinion of the teachers was important because based on the comments, the questionnaire was modified. Also, some redaction mistakes were collected in order to make the questions clear and simple to answer, especially for students.

CHAPTER 4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

The compilation of the statistical results obtained from the teachers and students surveys, of the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University, proceeded to structure the tables and graphs with their respective analysis and interpretation of the supported, by the Microsoft Excel software and the support of the theoretical framework, that are directly related to the operationalization of the variables in the elaboration of the different collection instruments applied in the investigation.

Subsequently, the general percentage summary on the applications will be made educational technologies in the pronunciation of the English language with the respective graphic, analysis and interpretation of results by the researcher. By consequently, the totality of the information obtained responds to the objectives raised in the investigation. It was also used to obtain the verification of the hypothesis proposed in the research plan and thus establish the conclusions and recommendations to help eradicate the problem in research. This analysis and interpretation was made of the responses reached of 20 students.

4.1.1 STUDENTS SURVEY

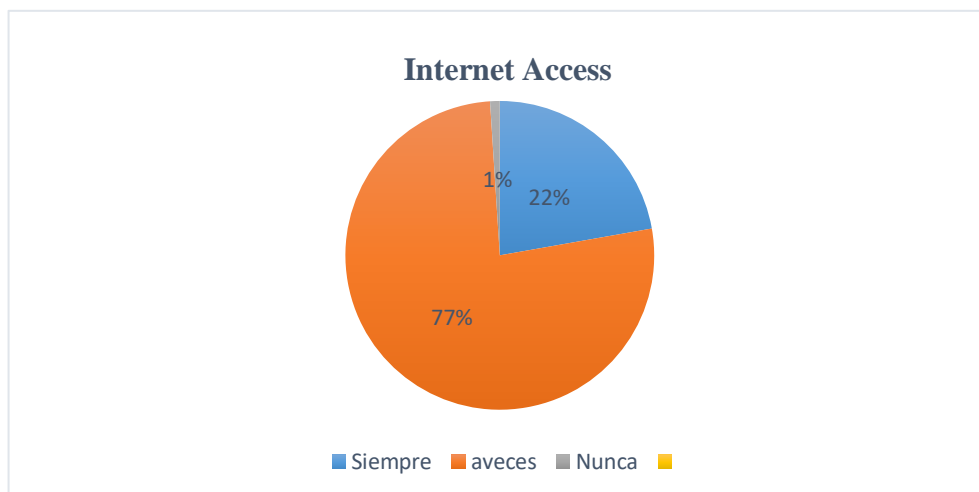
Question N° 1. How often do you visit websites or access the internet?

Chart 7. Internet Access

Alternative	Frequency	Percentage
Always	7	22 %
Sometimes	11	76%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 3. Internet access

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

From 20 students which participated in the survey, shows that 76% sometimes has internet access, while 22% always has internet access, finally 1% never has internet access. According to the results obtained, it is concluded that the highest percentage of students frequently visit websites or have access to the internet, this being beneficial for their educational progress and thus achieve a self-education of quality so necessary in a competitive work world.

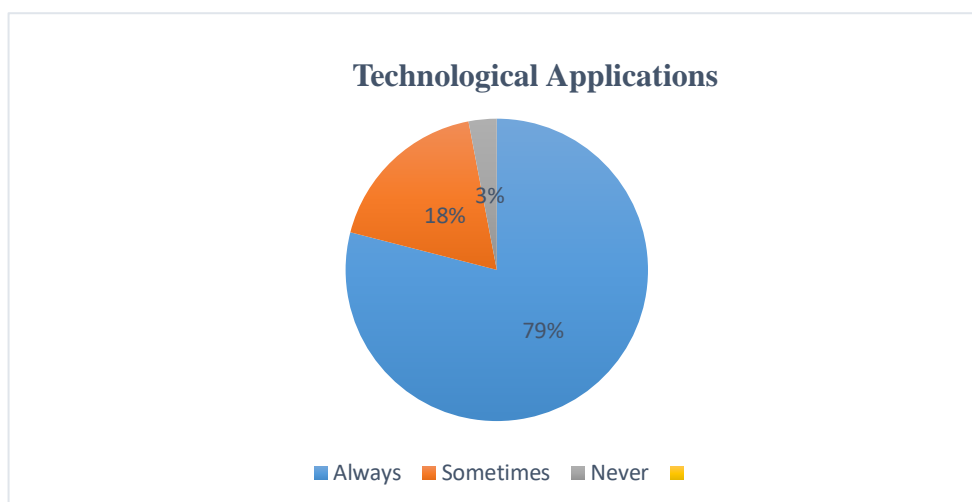
Question N° 2. Do you use technological applications that allow you to develop educational skills?

Chart 8. Technological Applications

Alternative	Frequency	Percentage
Always	12	79 %
Sometimes	6	18%
Never	2	3%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 4. Technological applications

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results in this item indicate that 79% of students use technological applications to development educational skills, while 18% sometimes use technological Applications and the 3% have never used it.

It means that the highest percentage of students always uses applications, to let them develop their educational skills, and building knowledge effectively through the use of it.

Question N° 3. How often do you use audiovisual resource like English Pronunciation App to learn English language?

Chart 9. Audiovisual Resources

Alternative	Frequency	Percentage
Always	6	10%
Sometimes	11	86%
Never	3	4%
TOTAL	20	100%

Source: Students Survey.

Elaborated by: Tualombo S (2017)



Graphic. 5. Audiovisual resources

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results indicate that 86% of students sometimes use audiovisual resources to improve English language learning. While 10% mention that they always use this resource to improve their learning and finally 4% state that they never use this type of technological materials to help in the language learning. These analysis let to deduce that the highest percentage of students sometimes use materials for learning English language, which is very important to develop strategies that contribute to the improvement of the language in acquisition.

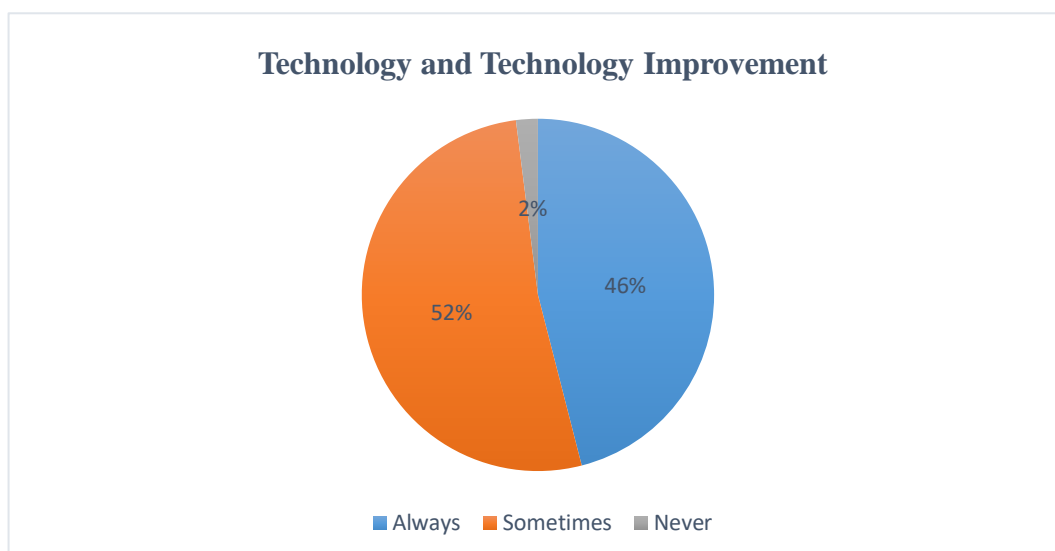
Question N° 4. Do you think that technology contributes in the process of learning English language?

Chart 10. Technology and Pronunciation Improvement

Alternative	Frequency	Percentage
Always	9	46%
Sometimes	10	52%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 6. Technology and Pronunciation Improvement

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

According to the results obtained in this question, 50% of students believe that the technology always contributes to the learning of the English language, 47% ensure that sometimes technology contributes to learning and only 3% does not give value to technology, as a contribution to learning. This means that a higher percentage of students believe that technology contributes to the educational development of English language learning because the new technologies are useful resources in the academic training of students.

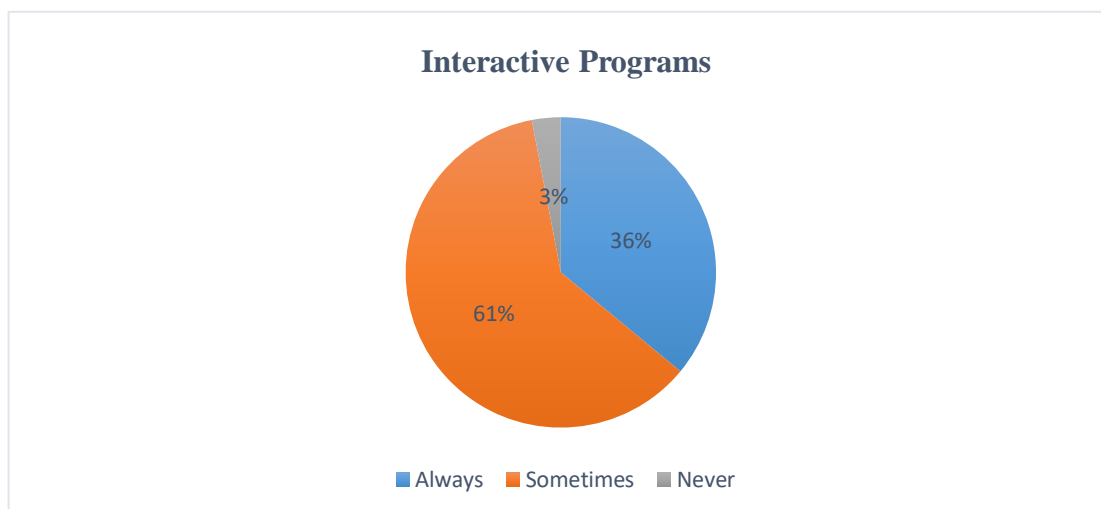
Question N° 5. Do you think that the learning English language pronunciation would improve through interactive programs?

Chart 11. Interactive programs

Alternative	Frequency	Percentage
Always	7	36%
Sometimes	11	61%
Never	2	3%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 7. Interactive programs

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

In this item the results reveal that 36% think that the interactive programs tools would help to improve English language learning, while the 61% say that sometimes it is helpful to improve their learning and finally 3% indicate that they would never improve the learning by the use of this interactive tools. According to the results obtained, it can be concluded that the highest percentage of students indicate that interactive programs help to improve during English language learning.

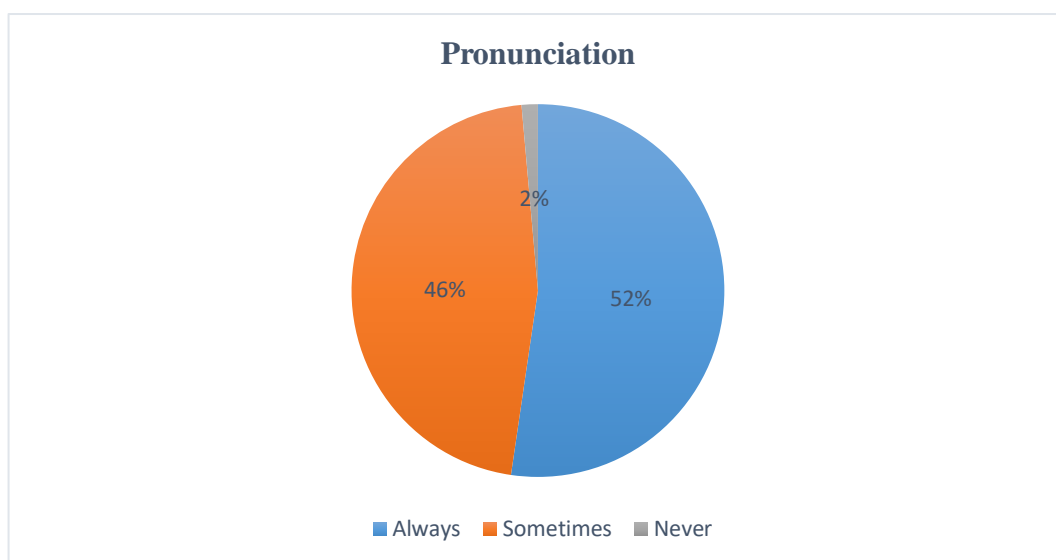
Question N° 6. Do you consider the English language pronunciation is important?

Chart 12. Pronunciation

Alternative	Frequency	Percentage
Always	9	52%
Sometimes	10	46%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 8. Pronunciation

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results in this question mention that 52% of the students consider that the development of English language pronunciation is always important, while 46% consider that only sometimes it is important and only 2% reveal that never.

This analysis allows us to conclude that the greater percentage of students considers the development of English language pronunciation important, because interaction with other people, demonstrates a competitive advantage with the acquired knowledge.

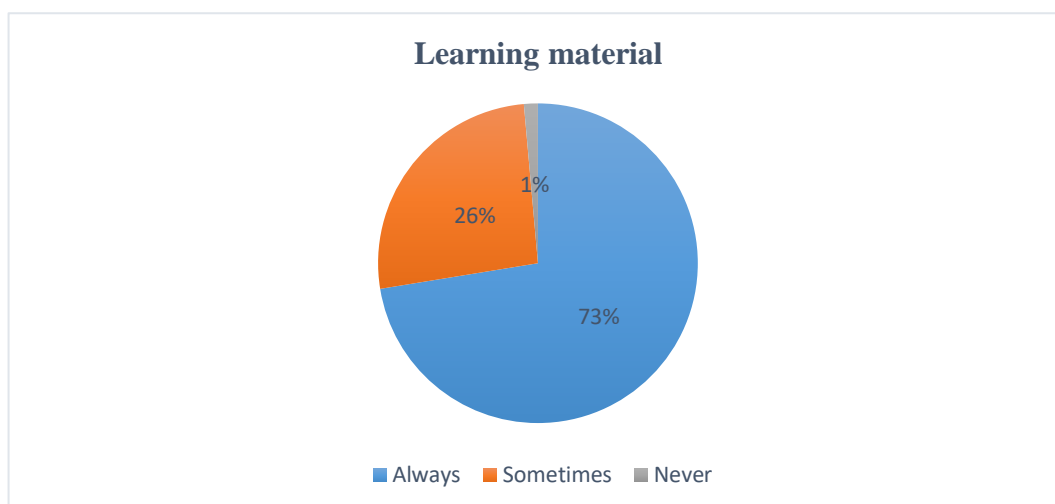
Question N° 7. Does your teacher use enough material to help you to learn English language pronunciation?

Chart 13. Learning material

Alternative	Frequency	Percentage
Always	14	72%
Sometimes	5	26%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 9. Learning material

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The applied survey allows knowing that 73% of the students affirm that the teacher uses enough material in the learning of English pronunciation, while 26% assume that their teacher sometimes does it and 1% report that the teacher never uses additional material during his classes.

This analysis shows that a high percentage of students affirms that the teacher uses enough material that helps in the development of the pronunciation of the English language.

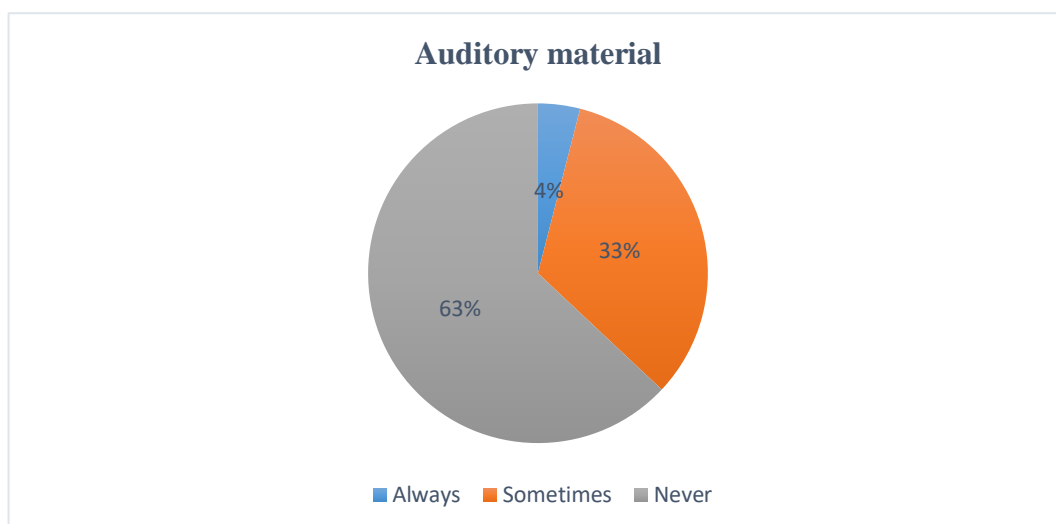
Question N° 8. Do you work with auditory material in class to help you with the English language pronunciation?

Chart 14. Auditory material

Alternative	Frequency	Percentage
Always	3	4%
Sometimes	6	33%
Never	11	63%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 10. Auditory material

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results obtained in this question show that 63% of students mention that, never use auditory material in class to develop their English language pronunciation, while 33% of them affirm that sometimes and 4% say always.

It follows that a representative percentage of students do not work with auditory materials in class, which causes a low performance in learning the pronunciation of the English language and the lack of interest in learning is big.

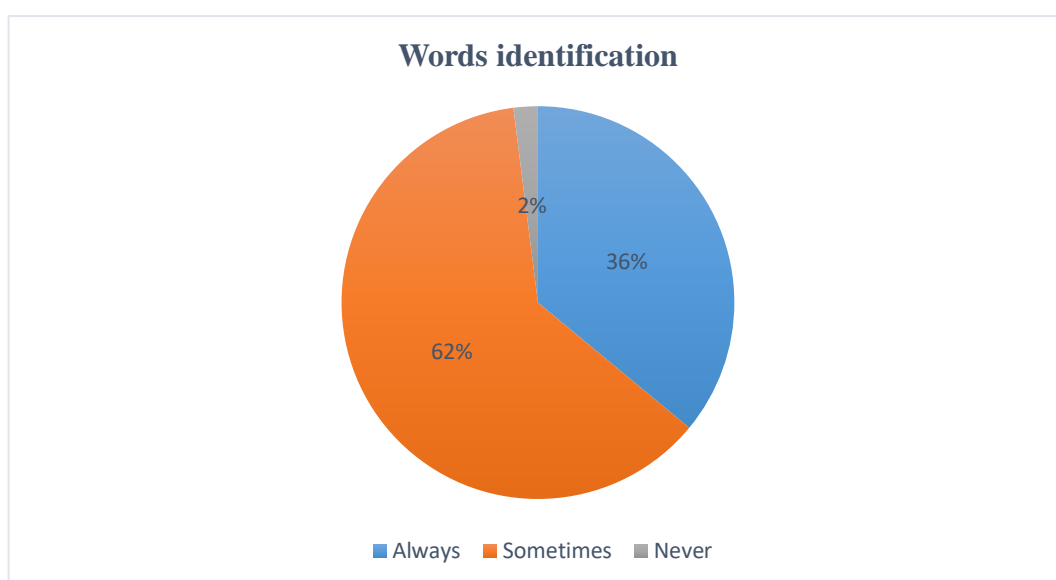
Question N° 9. When you English teacher prepares a lesson, is it easy for you to pronounce words?

Chart 15. Words identification

Alternative	Frequency	Percentage
Always	5	36%
Sometimes	13	62%
Never	2	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 11. Words identification

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The applied survey shows that 62% of students sometimes identify the words spoken by their teacher when teaching English, while 36% say that they always understand and 2% say they can never identify the words spoken by their teacher. Consequently, a high rate of students sometimes can identify easily the words pronounced, it will be a negative factor in language learning.

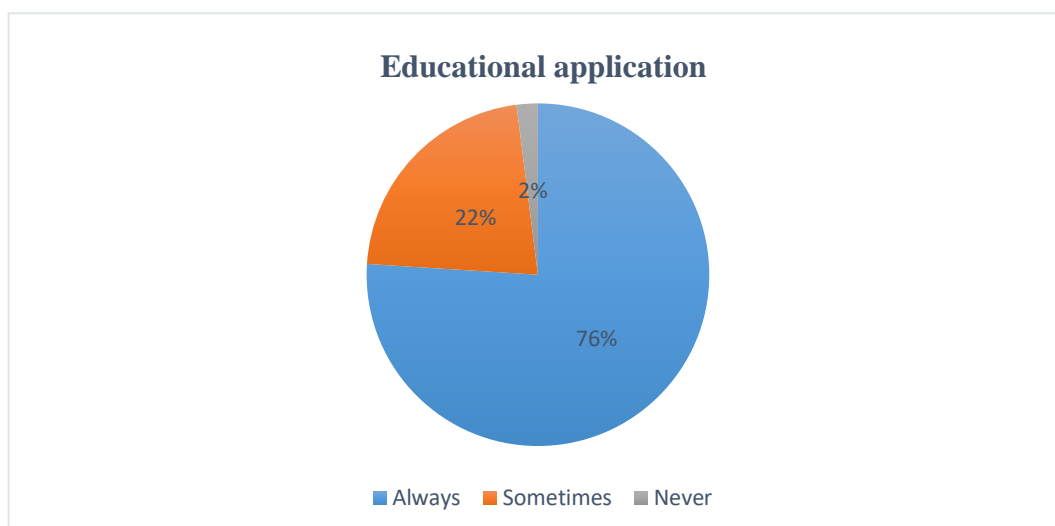
Question N° 10. Do you think that is necessary the use of educational technology applications to get a better English language pronunciation?

Chart 16. Educational application

Alternative	Frequency	Percentage
Always	14	76%
Sometimes	5	22%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 12. Educational application

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results show that 76% of students think that is necessary use technological applications to develop English pronunciation, while 22% believe that sometimes and 2% say never. Then it is concluded that the majority of students agree that the use of educational technology applications allows a better learning of English language pronunciation, since the technology allows to explore new forms of learning.

4.1.2 TEACHERS SURVEY

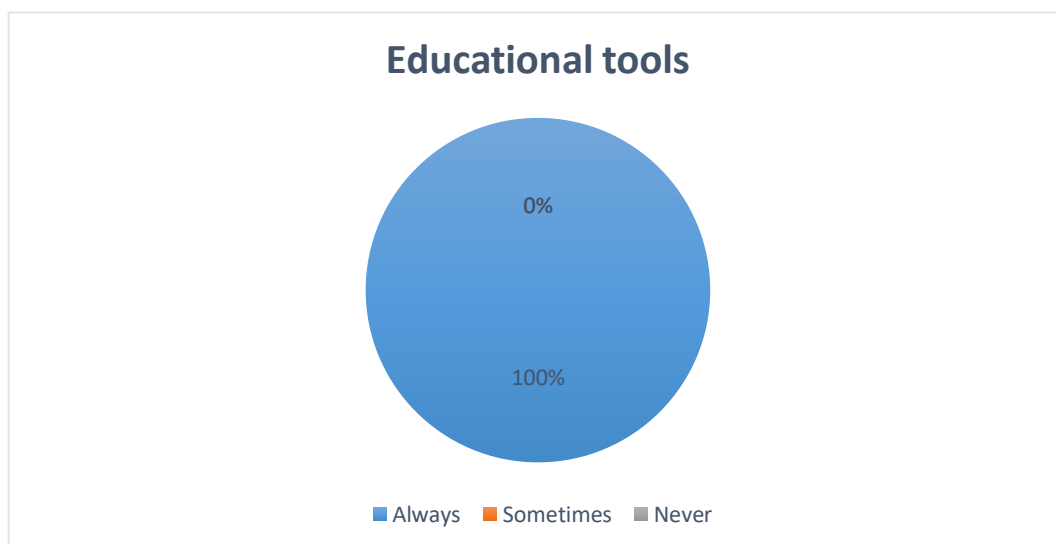
Question N° 1. How often do you use educational tools in your lessons?

Chart 17. Educational tools

Alternative	Frequency	Percentage
Always	2	100%
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 13. Educational tools

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

According to the results obtained in this question, 100% of teachers always use educational tools in their lessons.

Therefore it shows that teachers use educational tools in lessons, this being beneficial for students and educational development, because they know new tools that contribute to teaching effectively in order to achieve teaching goals.

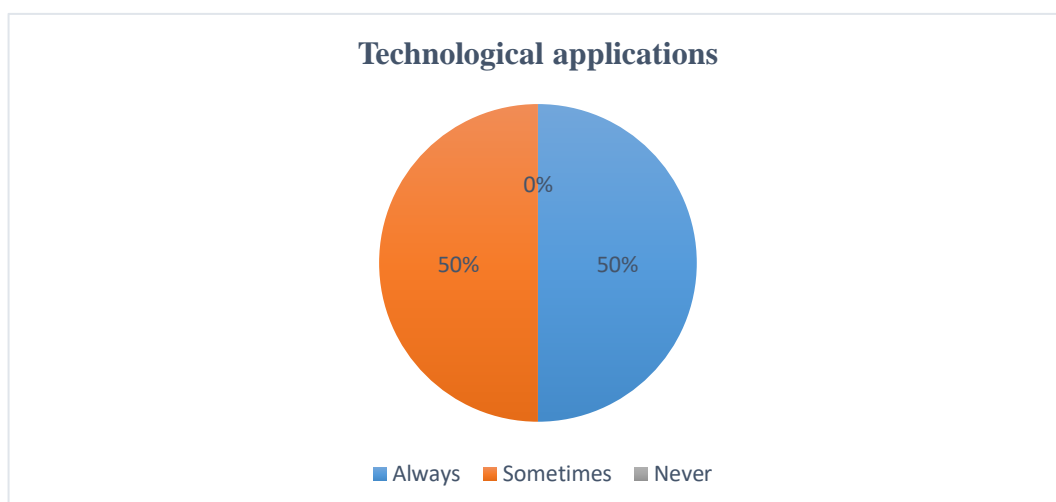
Question N° 2. Do you use technological applications that allow you to develop educational skills?

Chart 18. Technological applications

Alternative	Frequency	Percentage
Always	1	50 %
Sometimes	1	50%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 14. Technological applications

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

To this question, 50% of teachers answered that they always use technological applications, while 50% said that they sometimes use these applications that allow them to develop educational skills. Therefore, it can be deduced that the use of technological applications is presented within the methodology used by teachers as teaching resources that raise the academic level of the students and that at the same time develop their creativity and social integration.

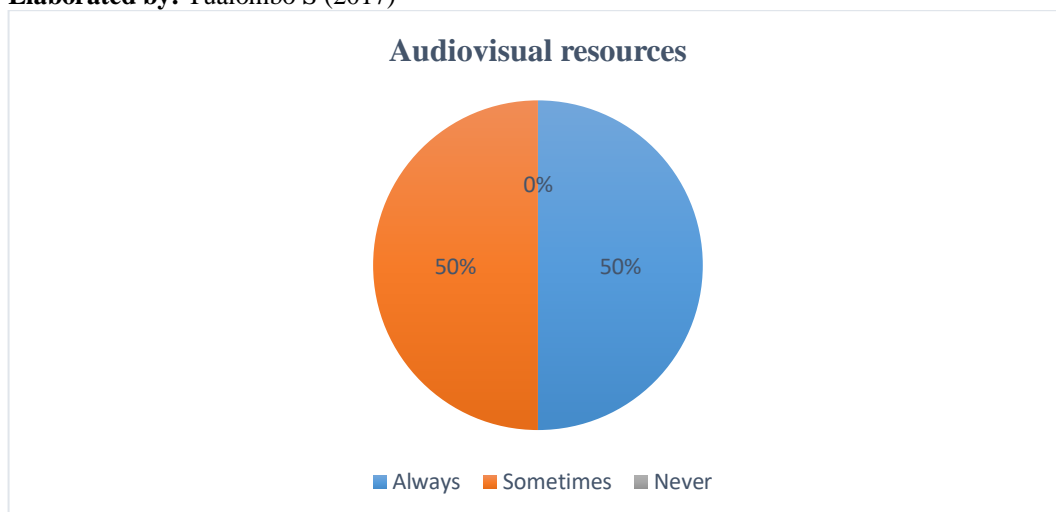
Question N° 3. How often do you use audiovisual resources to learn English language?

Chart 19. Audiovisual resources

Alternative	Frequency	Percentage
Always	1	50 %
Sometimes	1	50%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 15. Audiovisual resources

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

In this item the results obtained show that 50% of teachers always use audio visual resources for teaching English, while 50% say that sometimes.

From the statistical table it is concluded that a balance is maintained when thinking that if material is used for the teaching of the English language but not very frequently. However, it is important to emphasize that teachers must support their work with strategic quality resources to obtain optimal results during the teaching-learning process.

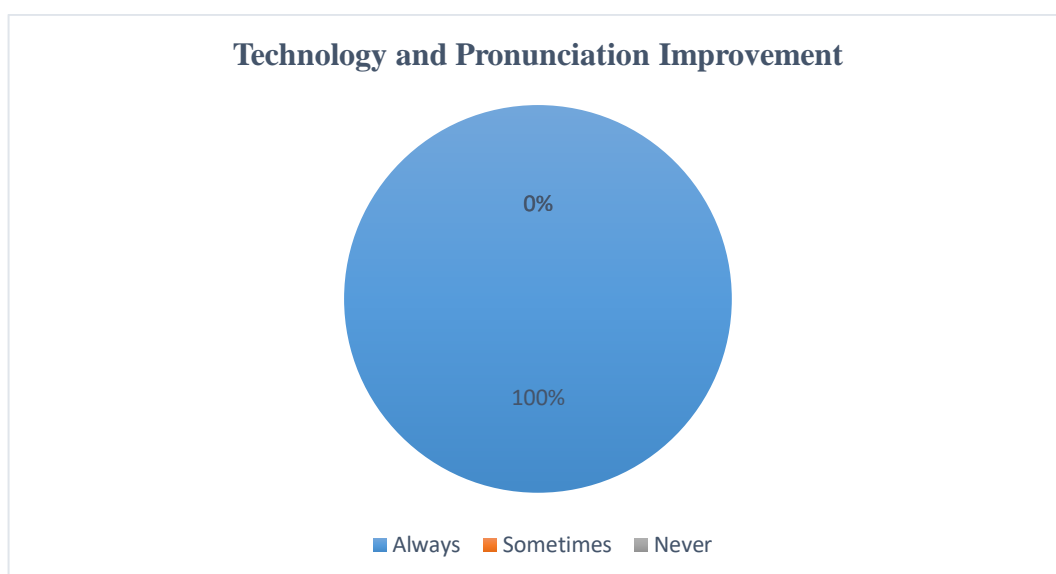
Question N° 4. Do you think that technology contributes in the process of learning English language?

Chart 20. Technology and Pronunciation Language

Alternative	Frequency	Percentage
Always	2	100 %
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 16. Technology and Pronunciation Language

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

In this question, 100% of teachers agreed that technology contributes in their English language teaching.

It means that all teachers think that technology is a relevant part at present for the English language teaching and pronunciation, thanks to many skill or competence is developed at a competitive level.

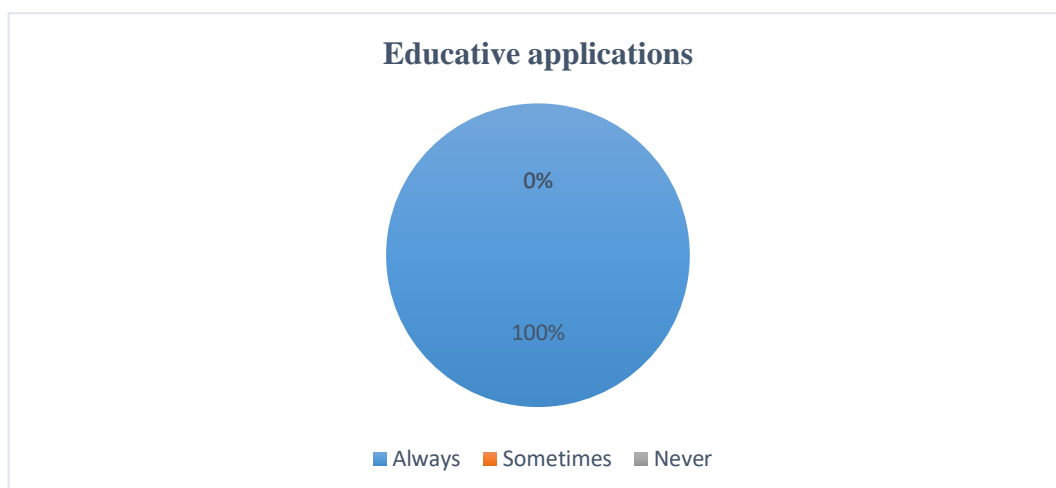
Question N° 5. Do you think that English language pronunciation learning would improve through educative applications?

Chart 21. Educative applications

Alternative	Frequency	Percentage
Always	2	100 %
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 17. Educative applications

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

According to the results obtained in this item, 100% of teachers agree that the teaching of the English language would always improve with the use of interactive programs.

Por consiguiente, esto demuestra que los docentes están de acuerdo en que el idioma inglés sería más fácil de enseñar a través de programas interactivos por estos programas necesitan realimentación continúa para poder ejecutarse y es ahí donde el estudiante empieza a interesarse por descubrir la facilidad de adquirir conocimientos.

Question N° 6. Do you consider the English language pronunciation development important?

Chart 22. Pronunciation

Alternative	Frequency	Percentage
Always	2	100%
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 18. Pronunciation

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results in this question show that 100% of teachers consider the development of English pronunciation important.

Since currently the English language is the most requested in the world and the demand is increasing every day, because it is considered the complement of academic and professional training.

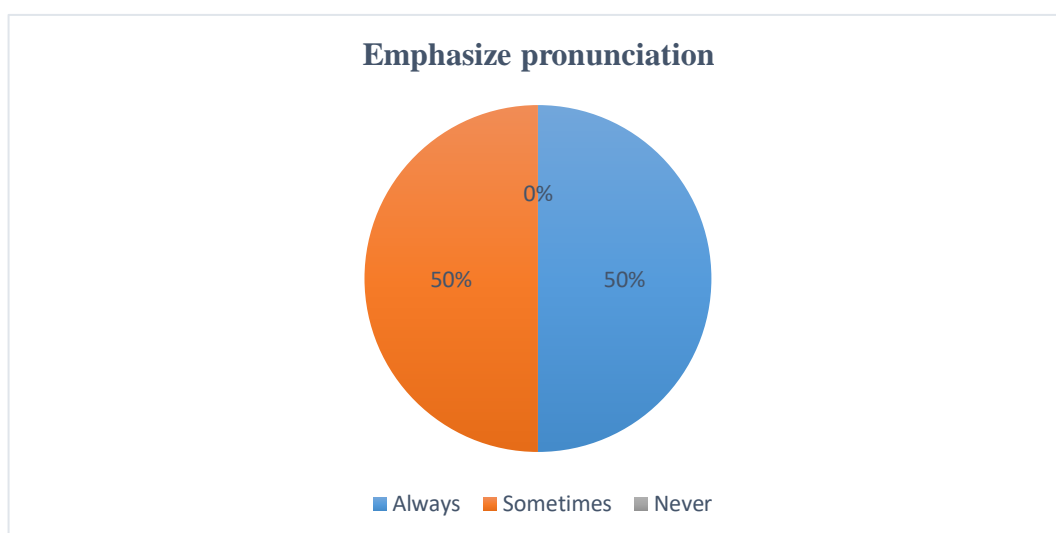
Question N° 7. How often do you emphasize teaching English pronunciation in your lessons?

Chart 23. Emphasize pronunciation

Alternative	Frequency	Percentage
Always	1	50 %
Sometimes	1	50%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 19. Emphasize pronunciation

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results of the survey show that 50% of teachers always emphasizes English pronunciation in their lessons, while 50% say that they sometimes emphasizes it.

However, it is important to mention that when teachers emphasizes English pronunciation, the students' learning improves, which can be evidenced in the academic results.

Question N° 8. Do you use auditory material in class to teach English pronunciation?

Chart 24. Auditory material

Alternative	Frequency	Percentage
Always	2	100 %
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 20. Auditory material

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

In response to this question 100% of the teachers work with auditory material when they do a dictation in their class in order to help improve the English language pronunciation in students.

It evidences the interest of the teacher to achieve educational quality with the use of auditory material that is how they constitute a key element to suggest changes in learning.

Question N° 9. Do you use “English Pronunciation App” to teach English pronunciation?

Chart 25. English Pronunciation App

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	0	0%
Never	2	100%
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 21. English Pronunciation App

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

In this item the results obtained show that 100% of teachers never use English pronunciation app to apply in their lesson. For that reason the statistical table concluded that the teachers consider that it is necessary to use educational technology applications to improve the learning of the English language pronunciation in the students.

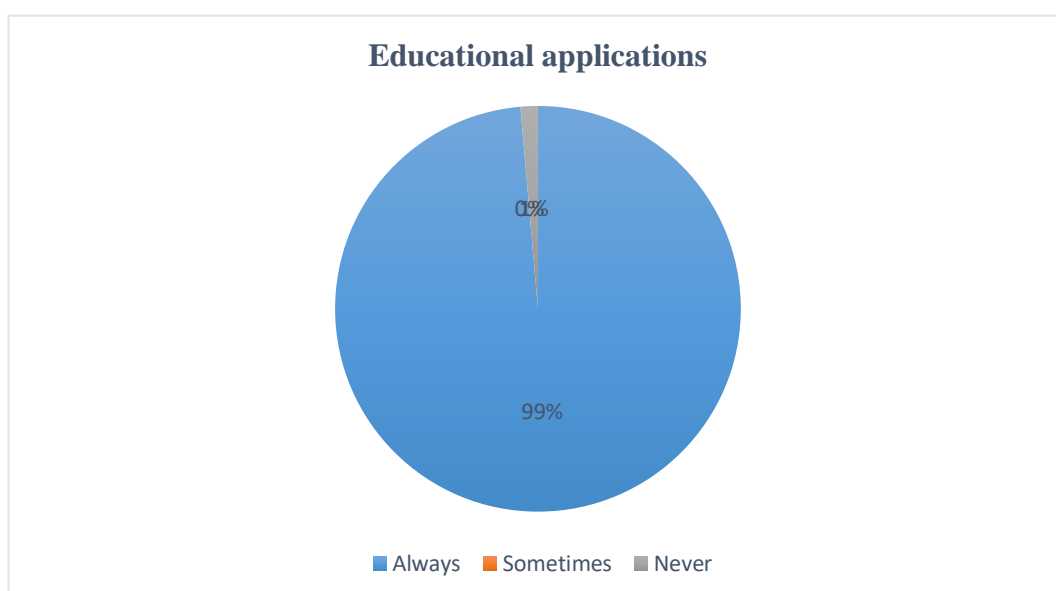
Question N° 10. Do you think that it is necessary the use of educational technology applications to get a better English language pronunciation?

Chart 26. Educational applications

Alternative	Frequency	Percentage
Always	2	100 %
Sometimes	0	0 %
Never	0	0 %
TOTAL	2	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Graphic. 22. Educational applications

Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

100% of the teachers surveyed consider that it is necessary to use educational technology applications to improve the learning of the English language pronunciation in the students. For what it is a type of innovative learning that allows to develop teaching and learning techniques that potential the learning of the English language.

4.2 Interpretation of date

4.3 Verification of the hypothesis

The hypothesis to be checked is: "English Pronunciation App and English pronunciation in the students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province".

NULL HYPOTHESIS

Ho: English Pronunciation App DOES NOT inside in the correct English Pronunciation to the students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province.

ALTERNATIVE HYPOTHESIS

H1: English Pronunciation App INSIDE in the correct English Pronunciation of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province.

4.3.1 Marking of variables

Independent variable:

English Pronunciation App

Dependent variable:

English Pronunciation

4.3.2 Description of the population

The research used a sample of 20 students and 2 teachers from the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province. For the verification of the hypothesis, the level of $\alpha = 0.05$ is used

4.3.3 Specification of the statistical model

For this purpose, the following formula is used:

$$\chi^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

Chi square description.

χ^2 = Chi square

Σ = the sum of

O= the frequencies observed

E= the frequencies expected

4.3.4 Specifications of acceptance and rejection zones

In order to know the acceptance and rejection zones, it has to be calculated the Degree of freedom. To do it, it has to consider the number of rows and columns.

Degree of freedom= (# Rows-1) (#Columns-1)

Df= (4-1) (3-1)

Df= (3) (2)

Df= 6

With a confidence of 95% and a degree of freedom of 6, the tabular value of the Chi square is determined: $\chi^2 = 12, 592$

4.3.5 Calculation of statistical model and decision making

QUESTIONS	CATEGORIES			TOTAL
	Always	Sometimes	Never	
1. Do you think that technology contributes in the process of learning English language?	9	10	1	20
2. Do you consider the English language pronunciation development important?	11	7	2	20
3. Do you use auditory material in class to teach English pronunciation?	6	13	1	20
4. Do you think that is necessary the use of educational technology applications to get a better English language pronunciation?	8	10	2	20
SUBTOTAL	34	40	6	80

Chart 27. Observed Frequencies

Resource: Survey directed to students

Produced by: Tualombo S (2017)

QUESTIONS	CATEGORIES			TOTAL
	Always	sometimes	Never	
1. Do you think that technology contributes in the process of learning English language?	9	10	1	20
2. Do you consider the English language pronunciation development important?	11	7	2	20
3. Do you use auditory material in class to teach English pronunciation?	6	13	1	20
4. Do you think that is necessary the use of educational technology applications to get a better English language pronunciation?	8	10	2	20
SUBTOTAL	34	40	6	80

Chart 28. Expected Frequencies

Resource: Survey directed to students

Produced by: Tualombo S (2017)

Observed	Expected	O-E	(O-E)^2	(O-E)^2/E
13	16,25	-3,25	10,5625	0,65
40	30,75	9,25	85,5625	2,78252033
1	7	-6	36	5,14285714
14	16,25	-2,25	5,0625	0,31153846
29	30,75	-1,75	3,0625	0,0995935
11	7	4	16	2,28571429
22	16,25	5,75	33,0625	2,03461538
30	30,75	-0,75	0,5625	0,01829268
2	7	-5	25	3,57142857
16	16,25	-0,25	0,0625	0,00384615
24	30,75	-6,75	45,5625	1,48170732
14	7	7	49	7
216	216	0	309,5	25,3821138

Resource: Survey directed to students

Produced by: Tualombo S (2017)

Chart 29. Chi Square

Decision making

Once the statistical formula chosen for the verification of the hypothesis has been calculated, it is possible to determine the following:

The calculated Chi square is 25,382, which is greater than the tabular value chi square $\chi^2 = 12,592$. Thus, it is proceed to REFUSE the null hypothesis (Ho) and the alternative hypothesis (H1) is ACCEPTED. That is to say, “The use of English Pronunciation App inside in the English Pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province.”

Specification of Acceptance or Rejection zone



Graphic. 23. Specification of Acceptance or Rejection zone

Source: Students Survey

Elaborated by: Tualombo S (2017)

CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

Applied and processed data collection instruments to students of the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University, Tungurahua Province and English teachers, accurate information was obtained allowed the researcher to present the following conclusions and recommendations.

5.1. Conclusions

- It has been possible to determine that the English Pronunciation App insides in English Pronunciation in the students of third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province, this has been proved through the verification of the hypothesis and a meticulous analysis of the collected data through the surveys, observations and experiences of the researcher.
- It was possible to evidence the benefits of the English Pronunciation App as an educational tool in the English Pronunciation, it could be possible thanks to the theoretical framework, showing positive opinions and arguments from different authors. After the explanation and application of the survey, the results evidenced all the students agree that this English Pronunciation App would offer them benefits to improve their English Pronunciation. However, it was observed that there is a lack of use of this App in the classroom which could produce that teachers and students have a limited knowledge about the benefits, stages and all the activities that this App involves.
- It has been possible to show the current situation of the students of the third semester. Many learners have difficulties when they pronounce words; it was analyzed in the contextualization of the problem. On the other hand, not all the students agree that the English Pronunciation App is applied

completely to the class when they practice pronunciation. In the same way, the majority of students recognize that the application of this App would contribute them to the development of the English Pronunciation.

- After this research work, it has been possible to perceive that there is a direct relationship between the English Pronunciation App and English Pronunciation. The previous investigations agreed in the theoretical framework that this educational tool was created directly to the instruction of the pronunciation. Moreover, students recognized through the survey that a more frequent application of the English Pronunciation App would help them to improve the English Pronunciation development.

5.2. Recommendations

In order to contribute to the solution of the problem investigated, it is recommended:

- Improve the development of the English Pronunciation through the most frequent application of the English Pronunciation App in students of 3rd semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province.
- Recognize the English Pronunciation App could offer benefits and advantages in English Pronunciation to help students of 3rd semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province.
- Apply the English Pronunciation App using all the stages that it implies and develop the activities that it involves to overcome difficulties and obstacles at the moment to produce a good English Pronunciation.

- Promote and motivate students and teachers to do more investigative works about the English Pronunciation App with the purpose to seek and learn more about this App. Likewise, use and expand the information of the theoretical principles this software will contribute in some way to future research in the English language learning.

Reference Materials

Anonymous, (2018). Globalization101.org. Retrieved 11 April 2018, from <http://www.globalization101.org/uploads/>

Aguilar. (2013). Aplicaciones tecnológicas y educación. Obtenido de Los recursos tecnológicos: <http://cienciatic2013.blogspot.com/>

Aydın, S., Harputlu, L., Uştuk, Ö., Güzel, S., & Çelik, Ş. (2010). The children's foreign language anxiety scale: Reliability and validity. *Journal Of Language And Linguistic Studies*, 13(2), 43-52.

Arribas. (2004). Enferpro.com. Retrieved 23 April 2018, from http://www.enferpro.com/documentos/validacion_cuestionarios.pdf

Almenara, (2007). Investigacion.ilce.edu.mx. Retrieved 19 April 2018, from http://investigacion.ilce.edu.mx/panel_control/doc/capitulo2-cabero.pdf

Anonymous, (2017). How to improve students speaking. Retrived from https://www.researchgate.net/post/How_can_I_improve_my_students_speaking_skills

Antunez C. (2010). Inglés Total. Recuperado de <http://www.inglestotal.com/importancia-pronunciacion-en-ingles-englishpronunciation/>

Ardila. (2001). Revistas.unal.edu.co. Retrieved 29 March 2018, from <https://revistas.unal.edu.co/index.php/form>

Barrera, B. I. (2009). La importancia de enseñar fonética en el aula de inglés. *Innovación y Experiencias Educativas*, 1-2.

BBC Learning English | Pronunciation Tips. (2018). Bbc.co.uk. Retrieved 12 March 2018, from <http://www.bbc.co.uk/worldservice/learn>.

Brown. H. (2001). Teaching by Principles. Teaching by Principles.(2018). Google Books.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). Teaching English as a Foreign Language. New York: Routledge.

Bolivia emprende (2015). Technology motivates children and teachers.

Bernal. D. (2010). Detecting the Development of Language Skills in Current English Language Teaching in the Czech Republic. Procedia - Social And Behavioral Sciences, 158, 85-92. doi:10.1016/j.sbspro.2014.12.037

Castellanos. (2018). Software educativo - Monografias.com. Monografias.com.

Castells (2013). Bbvaopenmind.com.

Castorena. (2018). La Tecnología Educativa como apoyo en el proceso de la Enseñanza y el Aprendizaje - Monografias.com. Monografias.com.

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, pronunciation: Cambridge University Press.

CONSTITUCION DE LA REPUBLICA DEL ECUADOR 2008, (2011). Oas.org. Lexis.

Chen, H. (2011). Developing and evaluating an oral skills training website supported by automatic speech recognition technology. Recall, 23(01), 59-78. doi:10.1017/s0958344010000285

Cook. V. (1996). Using SLA research in language teaching. International Journal Of Applied Linguistics, 9(2), 267-284. doi:10.1111/j.1473-4192.1999.tb00176.x

Coca. G. (2007). Gestio Polis. Recuperado de <http://www.gestiopolis.com/canales8/ger/nuevas-tecnologias-de-informacion-y-comunicaciones-y-su-impacto-en-sistemas-educativos.htm>

Campos, D. (2012). Fonética y Fonología. Recuperado de <http://pronunciaciondelinglesparaadolescente.blogspot.com/2012/03/fonetica-y-fonologia.html>

Castells. M. (2013) – Communication - obo. (2018). Oxfordbibliographies.com. Retrieved 29 March 2018, from <http://www.oxfordbibliographies.com/view/document/obo-9780199756841/obo-9780199756841-0143.xml>

Cambridge Diccionario de Inglés y Tesoro gratuitos. (2018). Dictionary.cambridge.org. Retrieved 29 March 2018, from <https://dictionary.cambridge.org/es/>

Child Care & Early Education Research Connections (2004). Survey Research and Questionnaires. (2018). Researchconnections.org. Retrieved 23 April 2018, from <https://www.researchconnections.org/chil>

Dlaska, A., & Krekeler, C. (2008). Self-assessment of pronunciation. *System*, 36(4), 506-516. doi:10.1016/j.system.2008.03.003

English Morphology (part I): The Minimal Units of Meaning. (2013). gleanings. Retrieved 28 March 2018.

English Study Tip: Record Yourself. (2016). English Teacher Melanie. Retrieved 29 March 2018, from <http://www.englishteachermelanie.com/english-study-tip-record-yourself-speaking-english/>

Felder, R., & Silverman, L. (2002). Learning and Teaching Styles. *Engr. Education*, 78(7), 674–681.

Fernandez, N. M. (2010). La multimedia en el aula. Ambato.

Garcia, (2004) Mobile Communication and Society. (Google Books.

Gilakjani, E. (2012). Concordia University What is your teaching style? 5 Effective Teaching Methods for your Classroom [Web log post].

González, J., & Pazmiño, M. (2015). Cálculo e interpretación del Alfa de Cronbach para el caso de validación de la consistencia interna de un cuestionario con dos posibles escalas tipo Likert. *Revista Publicando*, 2(1), 62-77.

González, A. (2011). Tecnologías de la Información y la Comunicación (TIC'S). Recuperado de <http://www.monografias.com/trabajos67/tics/tics.shtml>

Guasch. (2004). Granting and Renegotiating Infrastructure Concessions. doi:10.1596/0-8213-5792-1

Hartmann, R.R.K., and F.C. Stork. (1972). Dictionary of language and linguistics. London: Applied Science.

Herrera, L. Medina, A. & Naranjo, G. (2004). Tutoria de la Invetigación Cientifica
How Now Brown Cow: Phoneme Awareness Activities. (2013). Reading Rockets.

Icart, M.T., Fuentelsaz, C., & Pulpón, A. (2006). Elaboración y presentación de un proyecto de investigación y una tesina, Barcelona: Edicions Universitat Barcelona.

IEEE - . (2017). Ieee.org. Retrieved 29 March 2018, from https://www.ieee.org/conferences_events/conferences/conferencedetails/index.html?Conf_ID=35998

Integrate Ireland Language and Training (2010) Ltd Limited, I., Devitt, S., & Little, D. (2018). - Irish Company Info. Solocheck.ie.

Kiattichai. (2007). Edugains.ca. Retrieved 29 March 2018, from <http://www.edugains.ca/resourcesLiteracy/Re>

Language Teaching. Castelló: UNIVERSITAT JAUME I.

Liu, M., Abe, K., Cao, M., Liu, S., Ok, D., & Park, J. et al. (2015). An analysis of social network websites for language learning: implications for teaching and learning English as a second language.

Luzuriaga. J. (2010). Repositorio.uta.edu.ec/bitstream/123456789/55/1/t586m.pdf

Mariño. M. (2016). Repositorio.uta.edu.ec. educational technology applications in the English language pronunciation

Ministerio de educación (2013). Tecnología para la Educación.

Martínez, A., Usó, E., & Fernández, A. (Eds). (2013). technology and Foreign Language.

Martínez. H. (2010). An analysis of social network websites for language learning: implications for teaching and learning English as a second language.

Mela, m. (2011). What are icts and what do they do? recovered from article, communication, style of life, telecommunications.

Mendelsohn. D. (1994) Learning to Listen. (2018). Google Books.

Muñoz. R. (2011). Repo.uta.edu.ec. Retrieved 29 March 2018, from <http://repo.uta.edu.ec/bitstream/123456789>

Muñoz. (2011). Investigadores, T., Investigadores, T., & perfil, V. (2018). Técnicas de Investigación. Autor: Muñoz.. Tesisdeinvestig.blogspot.com.

Motteram. (2013.) The benefits of new technology in language learning | British Council. (2018). Britishcouncil.org.

Namakforoosh, M. (2005).Metodología de la Investigación. México: Limusa

Oxford Handbook of Language Production. (2018). Google Books. Retrieved 28 March 2018.

Phonemes. (2014). SLT info. Retrieved 28 March 2018, from <https://www.sltinfo.com/phonemes/>

Pilleux, M. (2001). Communicative competence and discourse analysis. *Philological Studies*, (36), pp. 143-152. doi: 10.4067 / s0071-17132001003600010

Pulpón, A Icart, M.T., Fuentelsaz, C., &. (2006). Elaboración y presentación de un proyecto de investigación y una tesina, Barcelona: Edicions Universitat Barcelona.

Parcerisa, A. (2007). Social Education Education: Teach and Learn Outside of School. Spain: Graó.

Pourhosein.G. (2012). International Journal of Research in English Education. (2018). Ijreeonline.com. Retrieved 29 March 2018, from <https://ijreeonline.com/>

Reglamento Regimen Academico.(2018). Ces.gob.ec. Retrieved 9 March 2018, from <http://www.ces.gob.ec/lotaip/2018/Enero/Anexos%20Procu/An-lit-a2-Reglamento%20de%20R%C3%A9gimen%20>

Rost. M. (2002) Teaching and Researching Listening. (2018). Google Books. Retrieved 29 March 2018, from https://books.google.com.ec/books/about/Teaching_and_Researching_Listening.html?id=jBM4qQQ6YJUC&redir_esc=y

Salkind. N. (1999). Métodos de investigación. (2018). Google Books. Retrieved 29 March 2018, from https://books.google.com.ec/books/about/M%C3%A9todos_de_investigaci%C3%B3n.html?id=3uIW0vVD63wC&redir_esc=y

Saussure, F. (1913). Chapter 3 Ferdinand de Saussure, Introduction. Owl.net.rice.edu. Retrieved 28 March 2018.

Sáez. B. (2013). Nflrc.hawaii.edu. Retrieved 29 March 2018, from <http://nflrc.hawaii.edu/aboutus/schmidt/>

Speech, English Pronunciation & Accent Tips. (2012). Starpronunciation.com. Retrieved 29 March 2018, from <https://www.starpronunciation.com/speech-pronunciation-accent-tips/>

Sáenz, A. (2014). Usos de las TIC en la docencia universitaria: opinion del profesorado de educación especial / Use of TIC (Communication and Information Technologies) in university teaching: opinion of special education professors. Actualidades Investigativas En Educación, 14(3).

Rainie, L. (2015). 2. Hopes for the future of the digital life. Pew Research Center: Internet, Science & Tech.

SITEC. (2018). Educacion.gob.ec. Retrieved 29 March 2018, from <https://educacion.gob.ec/wp-content/uploads/downloads/2016/06/Proyecto-SITEC.pdf>

Silva. J. (2011). Repositorio.uta.edu.ec/bitstream/123456789/55/1/t586m.pdf

Stern. (2017). Individual differences in the learning potential of human beings. *Npj Science Of Learning*, 2(1). doi:10.1038/s41539-016-0003-0

Trask (1996). *Historical Linguistics*. (2018). Google Books.

The Grammar of English Grammars/Part III - Wikisource, the free online library. (2018). En.wikisource.org.

TED, 1(37), 87-108. doi:10.17227/01213814.37ted87.108.

The Importance of Phonetics and Phonology in the Teaching of Pronunciation - EFL Magazine. (2017). EFL Magazine.

Toro, M. D. (2011). *Revista Información Científica*. Potencialidades de las TICs

Thompson, I. (2008). ¿QUÉ ES COMUNICACIÓN? - Promonegocios.net. Promonegocios.net. Retrieved 29 March 2018, from <https://www.promonegocios.net/comunicacion/que-es-comunicacion.html>

USC libraries. Research Guides: Organizing Your Social Sciences Research Paper: Independent and Dependent Variables. (2018). Libguides.usc.edu.

Valeeva, R., Baykova, O., & Kusainov, A. (2016). Foreign Language Professional Communicative Competence as a Component of the Academic Science Teacher's Professional Competence. *International Journal of Environmental and Science Education*, 11(3), 173-181.

Whitmell, C., Celentano, T., & Sitter, J. (2018). BASIC UNIT OF LANGUAGE.docx | Word | Languages. Scribd. Retrieved 12 March 2018, from <https://es.scribd.com/document/327951281/BASIC-UNIT-OF-LANGUAGE-docx>

Word. (2015). SIL Glossary of Linguistic Terms. Retrieved 29 March 2018, from <https://glossary.sil.org/term/word>

Xuan He (2014). Diva-portal.org. Retrieved 19 April 2018, from <http://www.diva-portal.org/smash/get/diva2:896787/FULLT>

Annexes

Appendix 1: School Approval

**UNIVERSIDAD TÉCNICA DE AMBATO**
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chaguá y Río Guayabamba (Carrera Huachi) | Teléfono (01) 2 410 021 | Guaila, 101
Araucario - Ecuador

Ambato septiembre 05, 2017
Res. Nº FCHS-CD-2786-2017

Señorita
TUALCOMBO CHAMBA ENMA SUSANA
Ex estudiante de la Carrera de Idiomas, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 05 de septiembre de 2017, en consideración al informe presentado por el Mg. Edgar Encalada Docente de la Facultad, respecto al Anteproyecto de investigación de Licenciatura, sobre el tema: "The use of English Pronunciation App and the English Pronunciation in the third semester from Pedagogía de los Idiomas nacionales y extranjeros from Ambato Technical University, Tungurahua province " por usted propuesta, resuelve:

APROBAR EL INFORME Y EL ANTEPROYECTO DE INVESTIGACIÓN DE LICENCIATURA CON EL TEMA: "The use of English Pronunciation App and the English Pronunciation in the third semester from Pedagogía de los Idiomas nacionales y extranjeros from Ambato Technical University, Tungurahua province ", PROPUESTO POR EL ESTUDIANTE EN MENCIÓN, AUTORIZÁNDOLE EL DESARROLLO DE LA INVESTIGACIÓN.

EL INTERESADO CUMPLIRÁ Estrictamente con lo que establece el Reglamento de Régimen Académico, en su Disposición General Tercera que dice: "Aquellos estudiantes que no hayan culminado y aprobado la opción de titulación escogida en el periodo académico de culminación de estudios (es decir aquel en el que el estudiante se matriculó en todas las actividades académicas que requiera aprobar para concluir su carrera o programa), lo podrán desarrollar en un plazo adicional que no excederá el equivalente a 2 periodos académicos ordinarios, para lo cual, deberán solicitar a la autoridad académica pertinente la correspondiente prórroga, el primer periodo adicional no requerirá de pago por concepto de matrícula o aranceles, ni valor similar. De hacer uso del segundo periodo requerirá de pago por concepto de matrícula o aranceles.

En este caso, la IES deberá garantizar el derecho de titulación en los tiempos establecidos en esta Disposición y de acuerdo a lo determinado en el artículo 5, literal a), de la LCES".

SE RECOMIENDA QUE EN LA EJECUCIÓN DEL PROYECTO SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFÍA Y EL NOMBRE CORRECTO DE LA CARRERA.

DESIGNAR COMO TUTOR DE PROYECTO DE INVESTIGACIÓN A LA MS. CRISTINA JORDÁN

Atentamente

Dr. Mg. Víctor Hernández del Salto
PRESIDENTE



CC: DIRECTOR DE PROYECTO Ad. Proyecto
SECRETARÍA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMÉRICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CUD/SES

Appendix 2: Survey directed to students



AMBATO TECHNICAL UNIVERSITY
HUMAN SCIENCES AND EDUCATION FACULTY
ENGLISH SCHOOL
STUDENT SURVEY

SURVEY OBJETIVE

Collect information about: “The use of English Pronunciation app and the English pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province”

INSTRUCCIÓN

Answer individually, read carefully the following questions and mark with an X your answer.

QUESTION	Always	Sometimes	Never
1. How often do you visit websites or access internet?			
2. Do you use technological applications that allow you to develop educational skills?			
3. How often do you use audiovisual resources to learn English language?			
4. Do you think that technology contributes in the process of learning English language?			
5. Do you think that the learning English language would improve through interactive programs?			
6. Do you consider the English language pronunciation development important?			
7. Does your teacher use enough material to help you to learn English language pronunciation?			
8. Do you work with auditory material in class to help you with the English language pronunciation?			
9. When your teacher makes an English dictation class, do you easily identify the words spoken?			
10. Do you think that is necessary the use of educational technology applications to get a better English language pronunciation?			

Chart 30. Student survey

Resource: Survey directed to students

Produced by: Tualombo S (2017)

Appendix 3: Survey directed to teachers



AMBATO TECHNICAL UNIVERSITY
HUMAN SCIENCES AND EDUCATION FACULTY
ENGLISH SCHOOL
TEACHER SURVEY

SURVEY OBJETIVE

Collect information about: “The use of English Pronunciation app and the English pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua province”

INSTRUCCIÓN

Answer individually, read carefully the following questions and mark with an X your answer.

QUESTION	Always	Sometimes	Never
1. How often do you use educational tools in your lessons?			
2. Do you use technological applications that allow you to develop educational skills?			
3. How often do you use audiovisual resources to learn English language?			
4. Do you think that technology contributes in the process of learning English language?			
5. Do you think that English language learning would improve through educative applications?			
6. Do you consider the English language pronunciation development important?			
7. How often do you emphasize in teaching English pronunciation in your lessons?			
8. Do you use auditory material in class to teach English pronunciation?			
9. Do you use “English Pronunciation Application” to teach English pronunciation?			
10. Do you think that is necessary the use of educational technology applications to get a better English language pronunciation?			

Chart 31. Teacher survey

Resource: Survey directed to students

Produced by: Tualombo S (2017)

Appendix 4: Academic Paper

THE USE OF ENGLISH PRONUNCIATION APP AND THE ENGLISH PRONUNCIATION

¹ Ema Susana Tualombo Chamba, ² Lcda. Mg. Sarah Jaqueline Iza Pazmiño.

¹Universidad Técnica de Ambato
Av. Los Chasquis, campus Huachi, Ecuador

¹susanatualombo1@gmail.com, ²saryjac1971@yahoo.com

Abstract

The purpose of this research is to show the results base on the study of English Pronunciation App. With the evidence provided it shows its importance and impact of technology in English language and the development of the pronunciation skill. The data obtained for this research were collected through surveys with structured questionnaires of ten question of multiple choice directed to students and teachers. The research was performed with two teachers and twenty students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at the Ambato Technical University. The results were analyzed through statistical formula Chi square and accepting the alternative hypothesis, which evidenced that the English Pronunciation App influences in students. In addition, the result showed that English Pronunciation app does not apply frequently in class.

Key words: Educational App, pronunciation development, English language, technology.

1. Introduction

2. Pronunciation is considered essential in the communication around the world. The present research is about the English Pronunciation App to help to improve the English language pronunciation development in order to contribute in some way the increment of English language level in students of third semester from Pedagogía de los Idiomas Nacionales Y Extranjeros at Ambato Technical University.

3. The importance of the development of the pronunciation has been taking an important role in Ecuador. For that reason the government has established new rules and articles to try to support the English teaching-learning. Although the country tries to motivate people to be involve into the language. It has been detected that Ecuadorian people do not have the complete domain of the English pronunciation. Under this circumstances. It shows that people do not practice pronunciation in a full time.

4. It has been evidenced that many students have problems to speak in a correct way. They are not able to pronounce long sentences or phrases in a correct way. Although, the efforts of teachers to find better ways to teach them to domain the four English skills, many times it is not possible. Pronunciation is a complex part in English language which requires time and a process to be developed, however, due to the new curriculum teachers have to put more emphasis in practice more and offer the enough time to practice this important part in the English language. Actually, it difficult the deep learning of any of the four English language skills.

5. At the Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University., the situation in not so different, here are several obstacles that do not allow teachers to focus on the development of the pronunciation part. One reason is the great number of students in each classroom, it make student hard to give feedback to students in a personalized form. Another reason detected is that teachers do not have enough time to plan their classes including English Apps, it is because they

have to do much administrative work, it takes a lot of time.

6. For this reason, the present research is justified to the need to offer an integral education with a professional formation to prepare students as future English teachers with excellent level of English language as established in The Common European Framework, it in order to confront the daily situations finding in the classroom. It is interested because it tries to motivate students and teachers to learn more about the English pronunciation app. Also, it is important due to this work tries to improve the English Pronunciation App. In addition, this research is original because there is not many research about English Pronunciation App. Finally, the present research contributes to the teaching-learning process of the English as a target language, so, it will have many beneficiaries

1.1 The English Pronunciation App

It is an educational software used for pronunciation educational practices which help to improve the pronunciation problems and situations related to English learning, this app includes many activities to develop according to the level, some activities are graded in order to check the students 'understanding.

Advantages about English Pronunciation App

Nowadays, the revolution of areas such as social, political, economic, educational and cultural is because of the incorporation about new technological applications. The barriers disappeared and the majority of people has adapted to new technological models. In the education system a new digital formation appeared that evolved autonomy and has allowed the didactic design of activities, with collaboration between teachers and students giving as a result excellent ends, self-training or learning to distance. Certainly between a varieties of advantages that they present can be mention the following Valencia University (2013).

Easy communication. A global connectivity has allowed that communication pass between barriers to maintain contact with friends, family, companies, etc. Consequently the internet is one of the best

means to be part of globalized communication.

Increase the development of skills. Using technology, understanding it investigate your universe through social and interactive spaces and learning has converted humanity into more skillful people, by deciphering its complexity and by thus increase cognitive development.

Better learning. The educational environment with the help of new tools technologies can include a system of extensive learning, exploration and entertainment, since it allows understanding to optimize the curricular contents and improve understanding of the issues. This is because you can make use of multimedia presentations, exposure of extra content, didactic material, among other. So it is a huge source of information within an educational institution.

Increase economic productivity. A globalized culture has allowed also that thousands of public and private companies make their services known using modern applications to gain positioning and acquire economic income. Hence, social networks are the best allies to the time to advertise

Research source. Internet provides a number of web pages information with access to an infinity of information, important and interesting data on any subject such as: Technology, science, politics, economics, society, history, etc.

Disadvantages about English Pronunciation App.

Despite the advantages that English Pronunciation App provide, there are disadvantages or potential dangers that may affect users directly or indirectly, and that can generate social exclusion or technological dependence. In consequence some of the disadvantages that they present are:

Inadequate management of technology and its tools. It is essential that individuals, companies or organizations require prior learning for avoid frustrations, because many times instead of taking advantage of them they become a counterproductive medium. It is worth mentioning that there are also people who depends on technology because they disclose social situations, conflicts of interest, without taking into account that the

vulnerable population of users also enters to these social networks.

Addiction. The digital and technological era is also a weakness of many users, due to the close communication relationship that takes place at through social networks, applications that allow you to send messages of text, e-mails, among others. The truth is that technology has many advantages but none will be superior to the interaction with other people.

Despite finding certain disadvantages in the use of technology, it can be said that English Pronunciation App is a safe application because it is easy to use so the students will be able to use it without difficulty. In addition, it is freely accessible in which users enter freely without providing any personal information.

1.2 Pronunciation

It is the mode in which an individual vocalizes sounds depending on the basic units used in their language that coherently form words.

In language learning, pronunciation is essential, since it refers to the way a language is spoken, this optimizes communicative competence. On the other hand it allows to communicate in an effective way, since if the sound of a word is pronounced incorrectly it can cause confusions and misunderstandings, in the message transmitted because of the bad pronunciation or poor intonation (Antunez, 2010).

Advantages about correct pronunciation

- Learn the accentuation and intonation of the words.
- Develop communication skills.
- Facilitate understanding when speaking.
- Participate constructively in debates.

The satisfaction of pronouncing words well gives security when talking or interacting with other people. In addition, the recipients have a positive concept of issuers that demonstrate a good pronunciation and this indicates a competitive advantage in society. Consequently, pronunciation is an elementary factor that helps avoid communication problems. To conclude it is feasible to add that currently the English language has become a tool that allows communication with people from all

countries for being a universal language and is essential in any area of personal or professional life, since most it is written, spoken and read in English in the globalized world. Learning a second language is not an easy task but neither is it impossible. For this reason it is important that during the teaching process students are exposed to real language situations in acquisition from early ages in order to assimilate the language fully. Barrera, I. (2009).

In spite of everything, learning to master a language from the context in which the language is used as a means of communication is fundamental, because the ear is tuned and learned by imitation when reproducing what is assimilated. In this way, learning a foreign language will be meaningful and productive. In this sense, it is relevant to teach phonetics in the teaching-learning process since this knowledge facilitates understanding and improves the production of the language in acquisition. Additionally, it will teach the teacher and the student to reflect on the reasons why these contents should be introduced in the learning of the English language and the correct way in which it can be carried out as the main instrument to create interpersonal relationships and establish an efficient communication.

Research questions.

- What are the causes for a limited English language pronunciation?
- How English Pronunciation App contributes to the English pronunciation learning?
- The application of English Pronunciation App is a possible solution?

2. Methodology

The basic method of this research is reference list or documentary research. Besides, this research work is developed in a qualitative and quantitative way. Exploratory and descriptive is the level used for this research work. To, verify the hypothesis is by the Chi-square which evidenced that the English Pronunciation App influences on the English pronunciation language.

In conclusion, it could be mentioned that this research work is valuable because it contains relevant information about the English Pronunciation that could be used for future

research works. In addition English Pronunciation app is used to improve the pronunciation according to the students' needs. In this way, students are more motivated by learning when using technology as a study tool. According to the general structure of the present research work, it is divided into five chapters that will be described below.

2.1 Population

The population that was considered for this research was 20 students from the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University and 2 teachers. It is way, it was possible to get the different points of view of the students and teachers about the theme of this investigative work.

Graphic N. 2 Population

Description	Números	Percentage
Students from 3rd level	20	99%
Teachers	2	2%
Total	22	100%

Graphic N. 3

Source: Researcher
Elaborated by: Tualombo S (2017)

2.2 Instruments

The information required for this research was collected through surveys. To do it, structured questionnaires with ten questions were applied. Questions were of multiple choices with three options: Always, Sometimes and Never.

a. Process

Before to apply the instruments to collect the information, is necessary to do the respective authorizations to apply the instrument on the language school. Once recollected the information, the different items in the questionnaire were analyzed, it showed different percentages, they were analyzed using statistical techniques and presented with graphics and charts in order to be visualized in a better way.

3. Results

The obtained results were shown in a graphic way and interpret them. The most relevant question in this research was considered for this analysis and which help to the verification of the raised hypothesis.

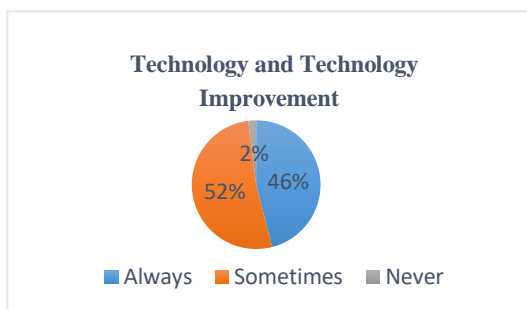
Question N° 3. How often do you use audiovisual resource like English Pronunciation App to learn English language?

Graphic 3. Audiovisual resources

Alternative	Frequency	Percentage
Always	6	10%
Sometimes	11	86%
Never	3	4%
TOTAL	20	100%

Source: Students Survey.

Elaborated by: Tualombo S (2017)



Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results indicate that 86% of students sometimes use audiovisual resources to improve English language learning. While 10% mention that they always use this resource to improve their learning and finally 4% state that they never use this type of technological materials to help in the language learning.

These analysis let to deduce that the highest percentage of students sometimes use materials for learning English language, which is very important to develop strategies that contribute to the improvement of the language in acquisition.

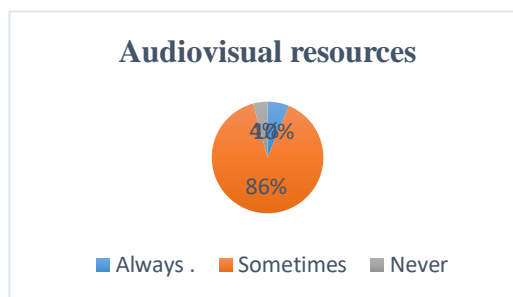
Question N° 4. Do you think that technology contributes in the process of learning English language?

Graphic 4. Technology and Pronunciation Improvement

Alternative	Frequency	Percentage
Always	9	46%
Sometimes	10	52%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

According to the results obtained in this question, 50% of students believe that the technology always contributes to the learning of the English language, 47% ensure that sometimes technology contributes to learning and only 3% does not give value to technology, as a contribution to learning.

This means that a higher percentage of students believe that technology contributes to the educational development of English language learning because the new technologies are useful resources in the academic training of students.

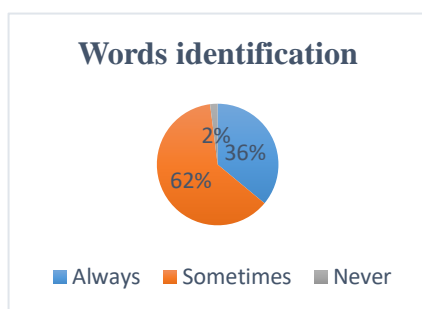
Question N° 6. Do you consider the English language pronunciation is important?

Graphic 6. Pronunciation

Alternative	Frequency	Percentage
Always	9	52%
Sometimes	10	46%
Never	1	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The results in this question mention that 52% of the students consider that the development of English language pronunciation is always important, while 46% consider that only sometimes it is important and only 2% reveal that never.

This analysis allows us to conclude that the greater percentage of students considers the development of English language pronunciation important, because interaction with other people, demonstrates a competitive advantage with the acquired knowledge.

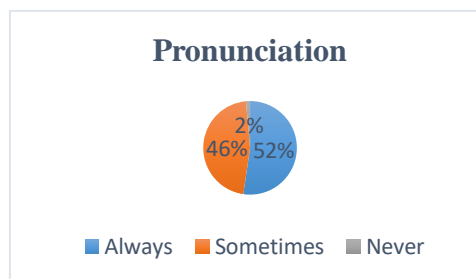
Question N° 9. When you English teacher prepares a lesson, is it easy for you to pronounce words?

Graphic 9. Words identification

Alternative	Frequency	Percentage
Always	5	36%
Sometimes	13	62%
Never	2	2%
TOTAL	20	100%

Source: Students Survey

Elaborated by: Tualombo S (2017)



Source: Students Survey

Elaborated by: Tualombo S (2017)

Analysis and interpretation:

The applied survey shows that 62% of students sometimes identify the words spoken by their teacher when teaching English, while 36% say that they always understand and 2% say they can never identify the words spoken by their teacher. Consequently, a high rate of students sometimes can identify easily the words pronounced, it will be a negative factor in language learning.

The value of signification for this formula was 0, 5. Thus, it was determined the degree of freedom which was 6. As a result, the tabular Chi-squared value established was $\chi^2= 12, 592$. Later a series of steps, the value of the Chi-squared, the result was $\chi^2= 49,647$. This result verified that the Chi-squared obtained was greater than the tabular Chi-squared value established and with a level of confidence of 95%, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus “The use of English Pronunciation App and the English Pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, Tungurahua Province.”.

Chart 3: Chi Square

Observed	Expected	O-E	(O-E) ²	(O-E) ² /E
13	16,25	3,25	10,5625	0,65
40	30,75	9,25	85,5625	2,78252033
1	7	-6	36	5,14285714
14	16,25	2,25	5,0625	0,31153846
29	30,75	1,75	3,0625	0,0995935
11	7	4	16	2,28571429
22	16,25	5,75	33,0625	2,03461538
30	30,75	0,75	0,5625	0,01829268
2	7	-5	25	3,57142857
16	16,25	0,25	0,0625	0,00384615
24	30,75	6,75	45,5625	1,48170732
14	7	7	49	7
216	216	0	309,5	25,3821138

Resource: Survey directed to students

Produced by: Tualombo S (2017)

4. Discussion.

The effective application of the English Pronunciation App have a positive impact in the development of the pronunciation. It is due to many activities are done during the process where students have the opportunity to be aware about what they pronunciation and how to do it.

Also, this English Pronunciation App motivate communication among students which allow fostering the communicative competence. The incorrect English language pronunciation had an influence in the development of pronunciation in the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University, which influence in the learning results of them. Regrettably the low English language pronunciation in the third semester has been detected by various factors such as the dearth of knowledge by some teachers about educational technology applications, as a result the use of traditional teaching tools, limit the English language pronunciation development in the students from third semester from Pedagogía de los Idiomas Nacionales y Extranjeros from Ambato Technical University.

One of the significant causes which originates from the base problem in pronunciation is the lack of information about English

Pronunciation Apps to improve it, this was observed because some teacher only have few ideas about English Pronunciation App. This problem causes that the use of apps to improve pronunciation is not apply in class, forcing students to acquire it through traditional tools like repetition and theoretical part in pronunciation. Teachers use book activities to teach pronunciation causing students to only practice by a short time in a real context. On the other hand, if teachers use or apply these technological tools in the teaching process, the majority of students will be able to learn English in a more practical and innovative way. It is also feasible to carry out research because the university has the necessary technological equipment to accomplish the objective. Despite of appropriate technological equipment, it has not been used as a means to explore applications.

The dearth practice of pronunciation teaching is other cause of this problem, the most important part during the teaching pronunciation process is the time, because it permits pronunciation to improve. International Journal of Language and Literature June (2015). But, if there is not time to practice pronunciation it causes learners will not be able to have basic conversations in a real context based on comprehension. Therefore pronunciation activities will be the key part to develop educational quality of a foreign language, practice the appropriate time during the teaching process will be reflected in their academic performance.

Finally, the last cause is the scarcity attention and interest in improving pronunciation by students Noening Poejilestari (2018). It is due to learner does not have interest to improve the English language pronunciation, it causes interference in the message, pronunciation is relevant at the moment to communicate and a wrong pronunciation will affect the real meaning of the message. But, if the students from the Pedagogía de los Idiomas Nacionales y Extranjeros does not show interest to improve pronunciation, the technological resource would not have an important meaning during the pronunciation teaching process.

Conclusions

Applied and processed data collection instruments to students of the third semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University, Tungurahua Province and English teachers, accurate information was obtained allowed the researcher to present the following conclusions and recommendations.

Teachers in the English area do not have continuous training that allows them to gain knowledge about the importance of the use of English Pronunciation App, thus limiting the process of pronunciation of the English language to students.

It is concluded that one of the main causes of the poor pronunciation of the English language is the poor use of pronunciation exercises, and that there are no innovative and motivating activities for learning, which affects the development of productive skills of the English language.

The development of pronunciation is limited since the teacher does not apply oral activities in the classroom using technology Applications.

Due to the difficulty that students have in speaking English they lose interest in learning English because they are not exposed to new teaching practices.

Bibliography

Abio, G. (2011), Why is it important to practice oral skills at school? Federal University of Alagoas?.

Bavister, S., & Vickers, A. (2012). *Neurolinguistic Programming (PLN): The keys to a more effective communication*. Barcelona, Spain: Editorial Amat.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, pronunciation*: Cambridge University Press.

CONSTITUCION DE LA REPUBLICA DEL ECUADOR 2008, (2011). Oas.org. Lexis.

Honolulu, United States: University of Hawaii Press. *semanticscholar.org*. Retrieved 5 March (2018).

Mela, m. (13 of 4 of 2011). What are icts and what do they do? recovered from article,

communication, style of life, telecommunications.

González, J., & Pazmiño, M. (2015). Cálculo e interpretación del Alfa de Cronbach para el caso de validación de la consistencia interna de un cuestionario con dos posibles escalas tipo Likert. *Revista Publicando*, 2(1), 62-77.

Felder, R., & Silverman, L. (2002). Learning and Teaching Styles. *Engr. Education*, 78(7), 674–681.

García, V., Barrio, J., Barlotomé, M., Bernal, A., Dendaluce, I. Carciá, E., ... Yela, M. (1994). *Problems and Research Methods in Personalized Education*. Madrid: Ediciones RIALP, S.A.

Gill, E. Concordia University (2017, 7th February). What is your teaching style? 5 Effective Teaching Methods for your Classroom [Web log post].

Herrera, L. Medina, A. & Naranjo, G. (2004). *Tutoria de la Investigación Científica*

Icart, M.T., Fuentelsaz, C., & Pulpón, A. (2006). *Elaboración y presentación de un proyecto de investigación y una tesina*, Barcelona: Edicions Universitat Barcelona.

Martínez, A., Usó, E., & Fernández, A. (Eds). (2003). *technology and Foreign Language Teaching*. Castelló: UNIVERSITAT JAUME I.

Michelena, N. (2016). Una óptica constructivista en la búsqueda de soluciones pertinentes a los problemas de la enseñanza – aprendizaje. A constructivist perspective to find appropriate solutions to teaching-learning problems. *Educación Médica Superior*, 30(3), 609-614.

Ferro soto, c. martínez senra, a.i. & m |^a carmen otero neira.

(July 2009). Advantages of the use of Tics in the teaching process.

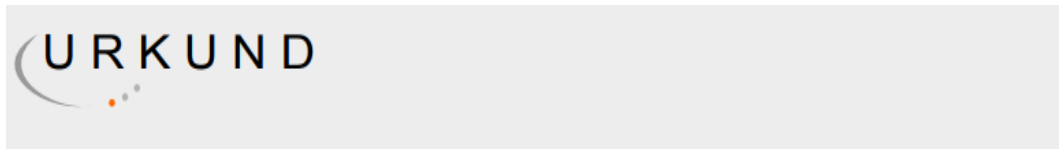
Castellanos, (April 23, 2006). *Educational software*.

Namakforoosh, M. (2005). *Metodología de la Investigación*. México: Limusa

Ortiz Ocaña, A. (2015). *Enseñanza, aprendizaje y evaluación: una configuración triádica*. Tecné, Episteme Y Didaxis: TED, 1(37), 87-108. doi:10.17227/01213814.37ted87.108.

Parcerisa, A. (2007). *Social Education Education: Teach and Learn Outside of School*. Spain: Graó.

Appendix 5: Urkund Report



Urkund Analysis Result

Analysed Document: Tualombo_Susana.docx (D33655674)
Submitted: 12/11/2017 11:45:00 PM
Submitted By: susanatualombo1@gmail.com
Significance: 3 %

Sources included in the report:

Reyes.docx (D29989738)
EDUCATIONAL PROJECT.docx (D14353879)

Instances where selected sources appear:

4

Graphic. 24. Urkund report
Resource: Survey directed to students
Produced by: Tualombo S (2017)