UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

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"SOUNDCLOUD APP AND PRONUNCIATION"

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I, Dra. Elsa Mayorie Chimbo Cáceres, Mg, holder of the I.D No 1802696458, in my capacity as supervisor of the Research dissertation of the topic: "**SOUNDCLOUD APP AND PRONUNCIATION**" investigated by Mrs. Cristina de los Ángeles Paucar Lizano with I.D No. 1804914834 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 Directors.

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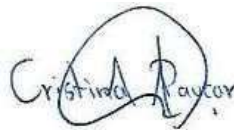
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I declare this undergraduate dissertation entitled **"SOUNDCLOUD APP AND PRONUNCIATION"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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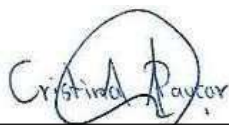Firmado digitalmente por RUTH ELIZABETH INFANTE PAREDES
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DEDICATION

All the process that I went through in the University was hard and difficult, but as it is well known, every effort has its rewards and this thesis project shows the hard work that I have done along the career and how I achieved one of the most significant goals in my life. That is why I want to share my happiness and dedicate this thesis to my two most important people in life, my mother Rosa who always trusted me and was supporting me all the time that I was about to fall, and my husband Javier who has been an important piece in my life. He is the person who guided me with patience and love to study hard and do not give up during the study process.

Cristina Paucar

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CARRERA DE IDIOMAS

TOPIC: "SOUNDCLOUD APP AND PRONUNCIATION"

AUTHOR: Cristina de los Ángeles Paucar Lizano

TUTOR: Dra. Mg. Mayorie Chimbo

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ABSTRACT

This research aims to investigate the impact of SoundCloud application in the students' pronunciation of fourth level from PINE program (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato. The study was carried out with a quasi-experimental research, and it included 23 students. They were divided into two groups, the control group and the experimental group. The control group did not have any treatment, while the experimental group worked with the SoundCloud application. During this process the students had to listen to the recordings given by the teacher which included the [t], [d], and the [ɪd] sounds at the end of the regular verbs in the simple past tense. The research took five meetings by the Zoom platform, two of them were just to apply the pre-test and the post-test and the other three meetings were especially for checking the three sounds in simple past-tense. At the end of each session they had to upload individual podcasts to the SoundCloud application to receive feedback from their classmates. The data was collected througha pre-test (at the beginning of the intervention) and post-test (at the end of the intervention), and to evaluate both tests it was necessary the use of a checklist. Finally,the researcher used the software SPSS and the statistical T-student to obtain the resultsof the intervention. The final results showed that the SoundCloud application had a positive impact in the students' pronunciation because it motivated students to improvetheir pronunciation.

Key words: Technology, applications, SoundCloud application, pronunciation.

RESUMEN

El objetivo principal de esta investigación se basa en estudiar el impacto de la aplicación SoundCloud en la pronunciación de los estudiantes de cuarto nivel de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El presente estudio fue llevado acabo con una investigación cuasi-experimental la cual incluía 23 estudiantes. Dichos estudiantes fueron divididos en dos grupos, el grupo control y el grupo experimental. El grupo control no fue sometido a ningún tratamiento, mientras que el grupo experimental trabajo en la aplicación SoundCloud. Durante el proceso los estudiantes del grupo experimental tenían que escuchar las grabaciones proveídas por el profesor, el cual incluía los sonidos >t>, <d>, y <ɪd> al final de verbos regulares en pasado simple. La investigación tuvo cinco reuniones a través de la plataforma Zoom, dos de ellas fueron usadas para aplicar el pre-test y el post-test, mientras que las otras reuniones fueron especialmente para revisar los sonidos de los verbos regulares. Al final de cada sesión los estudiantes tenían que grabar y subir sus podcasts de manera individual a la plataforma SoundCloud para después dar y recibir retroalimentación de sus compañeros. Los datos fueron colectados a través del pre-test y del post-test, para evaluar las pruebas se usó una lista de verificación. Finalmente, para obtener los resultados de la intervención, el investigador uso el software SPSS y la estadística de T-student. Los resultados finales mostraron que la aplicación SoundCloud tuvo un impacto positivo en la pronunciación de los estudiantes porque esta los motivo a mejorar su pronunciación.

Palabras clave: Tecnología, aplicaciones, aplicación SoundCloud, pronunciación.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

There are several investigations that show the importance of the use of technology for teaching and learning. For example, Wallace and Lima (2018) used technology as a tool for teaching pronunciation. In Wallace and Lima's investigation is stated that technology enhances teachers' instruction and helps learners to improve their intelligibility. Also, they pointed out that technology was a beneficial tool to duplicate learning by creating speaking opportunities through recoding speech for later analysis. Finally, these authors mentioned that technology could alter the environment while increasing the opportunities to practice in their target language.

The investigation carried out by Gonzales (2020) addressed the improvement of the pronunciation of EFL learners when using the English File Pronunciation (EFP) application. For the development of this research, the author applied a pre-test and post-test to 52 Spanish EFL learners to assess the perception and production of segmental features /æ ɑː ʌ ə/ and the /s – z/ contrast before and after the intervention. The learners used the EFP application for two weeks 20 minutes per day. Theparticipants were randomly assigned to two groups (control and experimental). Training fostered substantial improvements in the learners' perception and production of the target features, even though the results between the two groups were no significant for every sound, neither every task.

Haryadi and Aprianoto (2020) aim to investigate about the English pronunciation app on the students' participation and self-learning. The study adopted a quasi-qualitative design. There were 48 participants who were aged between 19 to 21, they were divided into groups, A and B with 24 participants in each group, both groups used the English

pronunciation app. The data collected was obtained while using class observation and individual and group interviews. For this reason, the investigator took the role of participant-observer. Finally, the investigation's results showed that the integration of the English pronunciation app increased not only the students' participation but also the students' engagement, attitude, and conduct. Furthermore, the research brought independent learning to the majority of students.

In addition, the investigation executed by Calero, Parra, and Morales (2018) showed the effects of using a SoundCloud application on the speaking performance of learners. These authors agreed that technology enhances the learning of a foreign language. In this investigation two groups were studied, the experimental and the controlled group. Both groups were measured on their improvement with a pre and post Versant (Cambridge) test. The findings revealed no significant differences in the improvement of both groups, the post-test group and the pre-test group. Nonetheless, as any change was presented, these authors stated that traditional classes can be replaced easily by classes in which the teacher and students can use technological platforms for the improvement of pronunciation.

According to Albers and Freytes (2015), in their investigation podcasts were used to measure the improvement in fricative sounds /s/ and /z/. Both authors stated that for the development of this research 77 students took the evaluation to measure their listening and pronunciation skills. This investigation used the quantitative approach from the quasi-experimental research. The results provided at the end of this research were favorable for students, creating improvement in the production of fricative sounds /s/ and /z/ through the repetition and the usage of podcasts.

 Finally, Carlet and Kivisto de Souza (2018) stated that EFL learners attended formal instruction with theoretical and practical approaches to English phonetics as well as the contrastive analysis between learners' first language and target language. The

production and perceptions of segmental features were assessed during, before, and after eight weeks' instruction. The research showed that perception in learners improved significantly. On the other hand, there was no evidence of improvement in the production of sounds. Finally, the authors suggested that pronunciation development will be more effectively improved outside the classroom context.

The investigations previously mentioned are linked with the current research because of the similarity that they present on the usage of platforms and the improvement of the segmental features for the development of pronunciation. Besides, those investigations show that the advantages that applications can provide to learners are several, such as provide autonomous learning, extra practice outside the classroom environments, confidence, feedback provided by people all around, among others. In fact, pronunciation is very important to communicate effectively, and it is more important for English teachers to transmit this knowledge to students.

1.2 Technical - scientific foundation

1.2.1 Technology

Technology is a huge phenomenon that has been changing the world and the educational field. According to Brown (1994), technology has been playing an important role since the 1950s and it was reflected in laboratories where learners used to learn a foreign language through drills recorded by native speakers. It is a fact that the current world has changed a lot because of the pandemic, and it has changed the way how people were accustomed to live and perform different in daily activities. Teachers and students are not isolated from this change, now they do not need to go to in-person classes, they just need to have an electronic device and internet connection to learn and teach. Therefore, technology is enabling learning even in difficult times.

Thanks to technology, teachers can vary the methodologies, materials, and techniques that they use to teach. Also, it is helping them to go through from the conventional to the modern style, making the job easier for teachers and students. According to Blake (2013), teachers must be updated with technology, otherwise, they will be depriving them and their students of the benefits that technologies can give to improve their teaching.

Currently, applications have become a great tool to enhance learning in classroom and outside of it. As it is stated by Content (2019), digital platforms are spaces on the internet which are carried online to work on different tasks or necessities in the comfort of any place. So, in this research, the necessity presented in this research is the improvement of the [ɪd], [t], and [d] sounds at the end of the regular verbs in simple past tense while using the SoundCloud application.

On the other hand, according to Calero, Parra, and Morales (2018), apps help users to share and look for information since there is a variety of applications that learners are engaged with such as social networks, forums, wikis, blogs, and podcast. Besides, these authors stated that these apps are a great source for the development of speakingskill and pronunciation.

Before starting talking about the SoundCloud app, it is important to know where the term podcast comes from and what a podcast is. According to Ibarra (2019) the word "podcast" comes from the word "broadcast" and "iPod", these two words were combined and the word "podcast" appeared. The term "podcast" was used for the first time by the reporter Hammersley in February 2004 defining it as an informative audio file to be distributed on the internet and then to be listened on computers or mobile devices. Furthermore, this author stated that podcasts are shared more rapidly among users who share the same likes by grouping people in a same virtual environment.

Lui and McCombs (2010) as cited in Calero, Morales, Parra (2018), categorize three kinds of podcasts. Audio-podcast (it includes audio and a small space for storing), enhanced podcasts (images and audio are combined), and video podcast or also called vodcasts (audio and video are combined). On the other hand, McGarr (2009) as cited in Calero, Morales, Parra (2018), mention that there are three groups of podcasts: substantial podcasts (substitute teaching in the classroom), supplementary podcast (to provide summaries of classes or additional material), and creative podcasts (learners create their own podcasts).

Albers and Freytes (2015) say that the SoundCloud application allows users to listen to music, record, share, and comment ideas about the users' podcasts. The SoundCloud app lets students listen, download, and upload podcasts to listen to them on any device without the requirement of an internet connection. On the other hand, Calero et all (2018), state that the app allows users to improve their listening skill as well as their

pronunciation. The users can listen to audios by native speakers which are going to enhance the pronunciation of the [ɪd], [t], and [d] sounds at the end of the regular verbs in simple past tense.

One of the most important advantages that this application can offer is that users can comment the audios at an specific time, so it is going to show to the owner of the podcast exactly where he or she had an error. The feedback provided can be presented by the teacher, classmates or even native speakers. Calero, et all. (2018), said that the SoundCloud application is a complete tool that allows users to create free accounts but it only lets users upload a total of 180 minutes, besides, the users can access to pay accounts depending on the engagement that the users have with this application.

1.2.2 Pronunciation

Brown (1994) addresses the four main skills in the English language: listening, speaking reading, and writing, classifying them into two groups, productive skills (speaking and writing), and receptive skills (listening, and reading). Productive skills, also called active skills are the way how learners transmit and produce the language by writing or speaking. Speaking and writing skills are very important in the learning process because they show the progress and improvement that learners are having while learning a foreign language. These two productive skills are always linked to the receptive skills (listening and reading).

It is well known that learners of a foreign language start as inactive learners because they do not produce it, but sometime later they become active learners because they are able to produce the language. According to Krashen (1988) as cited in Lai-Mey & Seyedeh, (2017), listening and speaking are linked because learners start listening for new vocabulary, idioms, jargon and pronunciation and codifying what other speakers said when learners went through the listening section, there it is that the students start

6

to produce the language as a referent that they have learnt the language. As much time the learners are involved with the language, the most it is going to be the possibility to communicate effectively.

Brown (1994) states that the listening skill is a fundamental part when learners are going to produce the language because through listening learners recognize linguistic features that are very important to produce it. Besides, he states that the listening skill is the process to decode the sounds of speech into words or sentences. Listening is received through the ears and then it is transmitted to the brain to convert the sound into a message that has a meaning for the listener. Additionally, listening is the first skill that native speakers develop, and for people who are learning a foreign language it requires a higher awareness in this skill.

Brown, Burns, and Joyce (1997) as cited in Leong Lai-Mei and Ahmadi Masoumch (2017), define speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Besides Brown (1994) mentions that the speaking skill is one of the most important and complicated skills that learnersmust develop when learning a foreign language. Therefore, he mentions that clustering, reduced forms, redundancy, performance variable, colloquial language, rateof delivery, stress, rhythm, intonation, and interaction make oral performance difficultto develop.

According to Pañuela (2018), to speak intelligibly learners need to use a variety of phonological elements and also make good use of the grammar structure and the adequate use of the vocabulary. So, for this author, the most recommendable thing that EFL learners must follow is to raise the awareness of both because they are essential for the development of effective and spontaneous communication.

Pronunciation is one of the most difficult and significant subskills that speaking presents when learning a foreign language, despite of this, not all people try to improve this subskill. According to Charpentier (2020), pronunciation is not taken as important by learners either by teachers because they are aware of the grammatical and punctuation rules rather than the production of sounds and intonation. According to Harmer (2010) as cited in Gilakjani (2016), communication means to understand and be understood by others, and the main aim of teachers is to enable learners to communicate in the target language.

Purhosein (2016) states that the aim of improving pronunciation is not to demand students to talk as native speakers, instead it is to speak intelligible to have an effective communication. Kelly (2000) agrees that pronunciation is very important to communicate because learners can have errors that can cause trouble when communicating.

Besides, Kelly (2000) states that mispronounced words affect the meaning in a conversation, for example, if the learner consistently mispronounces several words, it is going to be difficult for the learner to communicate effectively. Moreover, Kelly (2000) states that this situation can be frustrating for learners because maybe they can use the right grammar, punctuation, and lexis, but they can have some difficulties pronouncing some words, so it is going to cause troubles when communicating in a real environment.

Figure 1: Features of pronunciation

Features of pronunciation

```
        Phonemes                              Suprasegmental features
   ┌───────┴───────┐                      ┌──────────┴──────────┐
Consonants       Vowels               Intonation            Stress
 ┌────┴────┐   ┌─────┴─────┐                      ┌──────────┴──────────┐
Voiced  Unvoiced  Single vowels  Diphthongs    Word stress    Sentence stress
              ┌──────┴──────┐
            Short         Long
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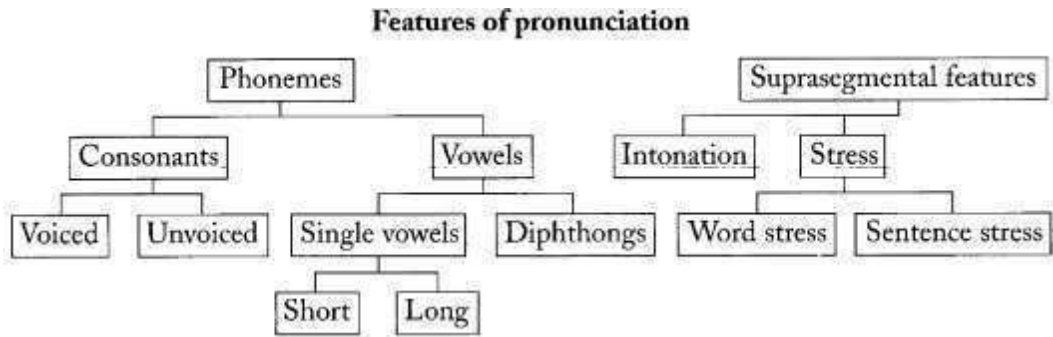
Note: Segmental and suprasegmental features divisions. (Kelly, 2000)

Pronunciation has two important features, segmental and suprasegmental features. Segmental features study the different units of a word through phonemes, while the suprasegmental features study the stress and intonation. The segmental features have two categories which are consonants and vowels. There are 12 vowels in which all of them are voiced. This category can be divided into single vowels and diphthongs.

On the other hand, there are 24 consonants in English and the sounds may be voiced or unvoiced. Voiced sounds are produced when the larynx vibrates, it is easy to identify them by feeling the vibrations created in Adam's apple, some of the voiced sounds are [b], [v], [g], [z], [j], [tʃ], [θ], [ʃ], [l], [m], [n], [r] otherwise, voiceless sounds are [p], [f], [k], [s], [sh], [ch], [ð], [ʒ], and [dʒ] these sounds are not going to vibrate in the larynx

According to Caballero and Rosado (2018), nonnative speakers, most commonly the ones who have Spanish dialects have problems when pronouncing regular verbs in simple past tense <ed>. This phenomenon is because the [ɪd] sound doesn't exist in Spanish and native Spanish speakers tend to mispronounce the [ɪd] sound causing interference when communicating, especially when using the simple past tense of regular verbs in English. Furthermore, these authors mention that the pronunciation of

simple past tense form is a complex process, but learners can get adapted better to their needs in two ways such as dividing them by sounds or dividing verbs in different categories.

1.3 Objectives

1.3.1 General objective

- To investigate the impact of SoundCloud app in the students'
pronunciation offourth level from PINE program (Pedagogía de los
Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato.

1.3.2 Specific objectives

- To diagnose the students' pronunciation through the use of a reading text
including the [ɪd], [t], and [d] sounds at the end of the verbs using simple
past tense.
- To evaluate the effectiveness of using SoundCloud app for the students'
pronunciation.
- To investigate the perception that students have about the importance of
pronunciation in class through the use of technological tools.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

This study was implemented during one semester at Universidad Técnica de Ambato with students from PINE with an intermediate level (B1 according to the common European framework of references for language). The students' ages were about 19 to 22 years old. In the classroom, there was a total of 23 students in which there were 18 women and 5 men. Furthermore, for the development of the research, the group was divided into two groups:

Table 1: Population

Groups	Number of students
Control	11
Experimental	12
TOTAL	23

Source: 4th level students from PINE
Author: Paucar C, (2020)

2.1.2 Instruments

- The SoundCloud application was used as the main tool where students could listen to the educational podcasts and instructions uploaded by the teacher. The podcasts uploaded to the platform were recorded by native speakers and talked about different topics such as society, ideology, and personal experiences for about 3 to 5 minutes. Furthermore, in the platform, the students recorded and uploaded their own podcasts (1 to 2 minutes) talking about the topics suggested

by the teacher. There were three sessions in which the following topics were covered during the experiment:

Session one: The world before the pandemic, [t] sound.
Session two: memories when I was a child (how was my country, I wanted to be, likes and dislikes, memories), [d] and [t] sounds
Session three: An experience that changed my life [ɪd], [t], and [d] sounds.

- Another instrument that was used to come up with the research was the platform called "Zoom". This instrument was used in real-time because due to the pandemic students were working on online classes. Finally, the classes were recorded with the same tool for future analysis.

- A pre-test and post-test to evaluate students' pronunciation focused on the [ɪd], [t], and [d] sounds at the end of regular verbs in simple past tense. This instrument consisted of a short paragraph where the three sounds were included in context. Both groups took the pre-test and the post-test by the Zoom platform. (See appendix B).

- A survey to determine the frequency that the teacher uses streaming platforms to develop pronunciation on students. The students filled the survey via Google forms. (See appendix A).

- A checklist to measure the students' pronunciation after taking the pre and post-test. This instrument uses the letter "a" for "accurate" and the letter "i" for "inaccurate". (See appendix C)

2.1.3. Procedure

During the first meeting by Zoom application the first instrument applied was the survey using Google forms. The 23 students completed the survey in order to know

how often students use English pronunciation platforms to learn a foreign language. The survey (see appendix A) consisted of answering 5 closed questions based on the Likert scale to measure the frequency that the teacher proposes the use of technology or English pronunciation applications for the improvement of pronunciation.

Second, it was applied a pre-test (see appendix B) to know the level that students had in pronouncing the [ɪd], [t], and [d] sounds at the end of the regular verbs in simple past tense. The pre-test was taken individually by both groups, the experimental group and the control group, in an estimated time of three minutes for each student.

The pre-test consisted of reading a short paragraph in which was included the regular verbs in simple past tense <ed> with [ɪd], [t], and [d] sounds at the end of the regular verbs. While reading the paragraph the students had to pronounce accurately the sounds. The test was applied using the Zoom platform and recorded by the same tool. Finally, the pre-test was graded with a checklist (see appendix B), it pointed out if the student's pronunciation of sounds were accurate or inaccurate.

The control group did not work with neither the SoundCloud application nor the pronunciation of regular verbs in simple past tense. This group received the subject that belonged to their normal class schedule, so they were in their English class.

On the other hand, the experimental group had the opportunity to work on the SoundCloud application to develop their pronunciation on [ɪd], [t], and [d] sounds at the end of regular verbs in simple past tense. This group received 3 sessions; each session took a time of 45 minutes during a week. During the period of the experiment the students received: (1) the explanation of the pronunciation of [t] sound at the end of the regular verbs; (2) the explanation of [d] and the [t] sounds at the end of the

regular verbs; (3) the explanation of the pronunciation of the three sounds at the end of the regular verbs in simple past tense.

During the second meeting, session number 1 was carried out, it was focused on the practice of the [t] sound at the end of the regular verbs in simple past tense. This first session was covered with the social topic "the world before the pandemic". First, all the students had a meeting with the researcher by the Zoom platform to clarify some points, then on the same platform the researcher created four groups of three people each one. The main aim of the groups was that they work cooperatively supporting their classmates on any problem that they present.

Second, the students also worked with the SoundCloud application where they found podcasts recorded by native speakers, while they were working on the platform, they listened for the right pronunciation of the regular verbs in simple past tense ending in the [t] sound. Third, they shared their ideas about the audio and had a discussion talking about the suggested topic. Fourth, students recorded their own podcasts individually with the topic and regular verbs in simple past tense (see appendix D) given by the teacher. Finally, students gave feedback from the audios recorded by their partners, each student wrote at least two comments.

During meeting number three, session number 2 was carried out, focusing on the practice of the [d] and a reinforcement of the [t] sounds at the end of the regular verbs in simple past tense. The topic that was covered during the development of this sound was "Memories when I was a child". The learners followed the same process from session 1.

In meeting number four, session 3 was a reinforcement of the two previous sounds including the new sound [ɪd] at the end of the regular verbs. For further practice, this session used the topic "An experienced that changed my life" to improve the three

sounds. As the previous sessions, it used the same process for the development of the three sounds. The podcast that the students uploaded contained the three sounds at the end of the regular verbs in simple past tense.

In the last meeting, both groups took the same post-test individually, it was the same paragraph from the pre-test (see appendix B), during the post-test each student had 2 to 3 minutes to read it as clearly as possible. During the post-test students had to pronounce as clearly as they can the three sounds studied to evaluate the improvement of students' pronunciation, the checklist (see appendix C) was reused with the aim to evaluate whether or not students had improved in the pronunciation of [ɪd], [t], and [d] sounds after having used the SoundCloud application.

2.1.4. Information processing plan

Once the information of students from the fourth level was collected through a pre-test and post-test the process was monitored with a checklist divided in "accurate" for correct pronunciation and "inaccurate" for wrong pronunciation of the sounds. The data collected were processed through the SPSS statistic program based on the t-Student test. They were located by pre-test and post-test in order to perform a comparative analysis and be able to determine the progress achieved as well as any important difference in pronunciation by both groups during the intervention.

2.2 Methods

2.2.1 Research approach

The current research about SoundCloud app and pronunciation was focused on quantitative and qualitative approaches. According to Ary, et al. (2010), the quantitative approach is classified in experimental and non-experimental research. Therefore, in this case, the investigation was led by a quasi-experimental research. On

the other hand, this research was qualitative because it used interpretative techniques that allowed the researcher to decode and describe any difficulties that students may present when pronouncing the [ɪd], [t], and [d] sounds at the end of the regular verbs in the simple past tense.

According to Ary, Jacobs, Sorensen, and Razavieh (2010), a basic interpretation is needed in this case. Basic interpretation involves understanding a phenomenon using data that can be collected in different ways such as interviews, observations, and document review. For this research, a short paragraph that contains the [ɪd], [t], and [d] sounds at the end of the regular verbs was used as a pre and post-test in order to obtain the data of students from PINE. It is important to mention that paragraph was validated by two professors from Universidad Técnica de Ambato. Finally, the quantitative and qualitative approaches were used in order to obtain the required results for this investigation.

Besides, this approach let the researcher observe the progress level achieved of the students' pronunciation skill from PINE by using the SoundCloud application in order to determine if they achieved an accurate pronunciation of [ɪd], [t], and [d] sounds or not.

2.2.2 Type of research

2.2.2.1 Descriptive research

During this investigation, the descriptive research was useful to gather data from the students' pronunciation from PINE. Nassaji (2015) mentioned that descriptive research is used to describe a phenomenon and its characteristics. This research focused on "what" rather than "how" or "why" a certain thing has happened. Furthermore, Gall, Gall, and Borg (2007) as cited in Nassaji (2015), stated that two

important aspects of this research are the observation and survey for the data collection. As a result, this type of research was used to observe and describe this investigation about the topic "SoundCloud app and Pronunciation" by taking into account any deficiency that the students' pronunciation present before and after using the SoundCloud application.

2.2.2.2 Quasi-experimental research

This investigation was focused on quasi-experimental research because the aim of it is to establish a relationship between the independent and the dependent variable. Ary, et al (2010) mentioned that a quasi-experimental research must have two groups, the experimental group which is going to have a specific treatment, and the control group which is not going to have any treatment. Besides, these authors stated that the groups can not be assigned randomly.

To success with this research, a pre-test and post-test was used in the quasi-experimental research. The experimental group worked in the SoundCloud application in order to practice their pronunciation during the class. On the other hand, the control group had the subject that belonged to their normal class schedule, so they were working in their English classes. The learners' pronunciation was evaluated by comparing the pre-test and post-test. The application of both tools were important to identify if there were any important differences between the two groups with respect to the treatment.

2.2.2.3 Field research

According to Ary, et all (2010) field research also known as ethnography field research is the study of people behavior within a culture or social group in a real or natural setting without any stimulation or imposed structure. Besides, field research provides

a direct or indirect benefit to the group of people that are being studied by serving as the information base in order to develop a project. In this case, this research led to a direct contact through the Zoom platform with students from PINE at Universidad Técnica de Ambato because it was conducted to the observation of students' real conditions of the pronunciation subskill.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

This chapter is about the analysis and results of the survey and the pre and post-test. First of all, the results of the survey are going to be presented. The 23 students completed the survey which contained 5 questions based on the Likers scale. The survey is going to be presented with tables and graphics and an analysis and interpretation of them will be presented.

The second instance the results of the pre-test and post-test are going to be presented. These tests consisted of collecting the information through a checklist to measure the pronunciation of [ɪd], [t], and [d] sounds. Besides the two groups took both test to determine if at the end of the research anyone of them had an influence on their pronunciation.

3.1.1 Survey

1. **How often does the teacher use technological resources to develop pronunciation?**

Table 2: Question 1

Category	Frequency	Percentage
Always	4	17,4%
Sometimes	18	78,3%
Usually	1	4,3%
Hardly ever	0	0%
Never	0	0%
TOTAL	**23**	**100%**

Source: 4[th] level students from PINE
Author: Paucar, C. (2020)
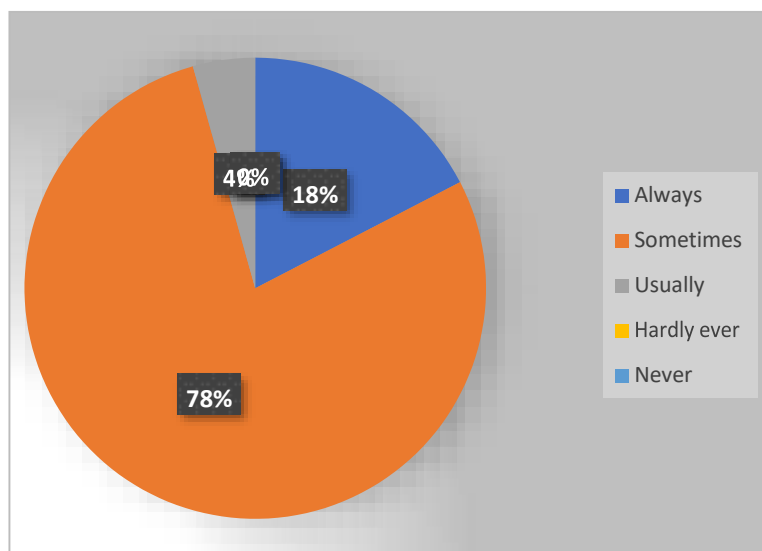
Figure 2: Question 1
Source: 4th level students from PINE

Analysis and interpretation

According to the data collected from the students of 4th level from PINE, 18% of the students affirm that the teacher uses technological resources for the improvement of the pronunciation all the time. On the other hand, 78% of the students state that the teacher uses technological resources in an accurately almost all the time. Nevertheless, a minority of the students being the 4% point out that the use of technological resources is not all the time.

2. **How often does the teacher present positive feedback to correct pronunciation?**

Table 3: Question 2

Category	Frequency	Percentage
Always	9	39,1%
Sometimes	9	39,1%
Usually	4	17,4%
Hardly ever	1	4%
Never	0	0%
TOTAL	**23**	**100%**

Source: 4th level students from PINE
Author: Paucar C, (2020)
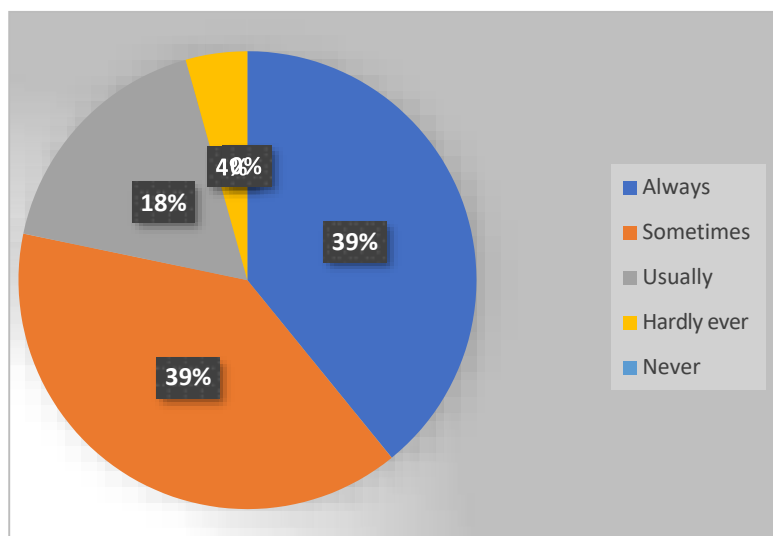
Figure 3: Question 2
Source: 4th level students from PINE

Analysis and interpretation

Based on the data collected, 39% of the population pointed out that positive feedback for the improvement of the pronunciation is presented all the time. On the other hand, the other part of the population being 39% pointed out that positive feedback is presented regularly. While the 18% of the population stated that positive feedback is not presented all the time. Finally, only the 4% of the population said that positive feedback is hardly ever provided by the teacher.

3. **How often does the teacher use English platforms to develop students' pronunciation?**

Table 4: Question 3

Category	Frequency	Percentage
Always	3	13,0%
Sometimes	12	52,2%
Usually	6	26,1%
Hardly ever	1	4%
Never	1	4%
TOTAL	**23**	**100%**

Source: 4th level students from PINE
Author: Paucar C, (2020)
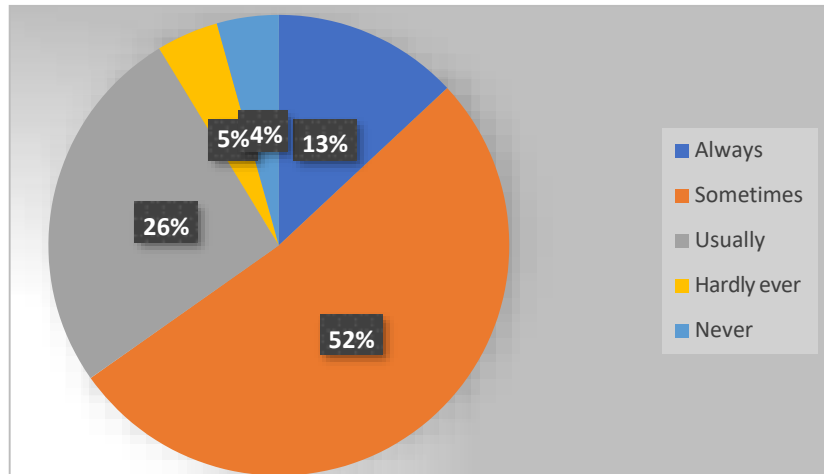
Figure 4: Question 3
Source: 4th level students from PINE

Analysis and interpretation

As stated in the data collected from the survey, 13% of the population asseverated that the teacher uses English pronunciation platforms for the development of the pronunciation all the time. In contrast, 52% of the population certified that the use of English platforms is not used all the time. On the other hand, 26% of the population stated that English platforms are rarely used. Finally, 2 students who represent the 4% pointed out that the use of English platforms is not adequate because they hardly ever use it.

4. **How often does the teacher emphasize pronunciation after a listening activity?**

Table 5: Question 4

Category	Frequency	Percentage
Always	8	34,8%
Sometimes	11	47,8%
Usually	3	13,0%
Hardly ever	0	0%
Never	1	4%
TOTAL	**23**	**100%**

Source: 4th level students from PINE
Author: Paucar C, (2020)

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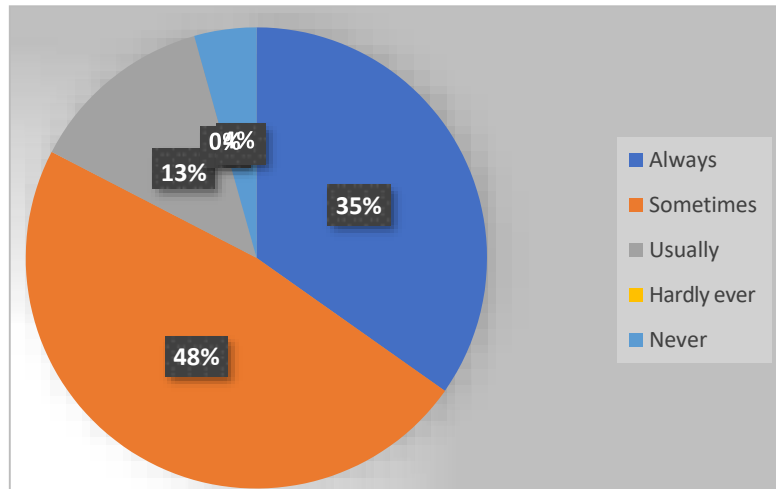
Figure 5: Qauestion 4
Source: 4th level students from PINE

Analysis and interpretation

According to the data obtained by the survey, 35% of the population stated that the teacher always emphasizes pronunciation after a listening activity. Nonetheless, 48% of the population said that the teacher emphasizes the students' pronunciation almost all the time. Otherwise, 13% of the population affirmed that emphasis of pronunciation is not provided in every single occasion. Finally, just the 4% of the population ratified that the teacher never emphasizes pronunciation after a listening activity.

5. **How often does the teacher provide information about how to improve pronunciation?**

Table 6: Question 5

Category	Frequency	Percentage
Always	4	17,4%
Sometimes	10	43,5%
Usually	5	21,7%
Hardly ever	3	13%
Never	1	4%
TOTAL	**23**	**100%**

Source: 4th level students from PINE
Author: Paucar C, (2020)
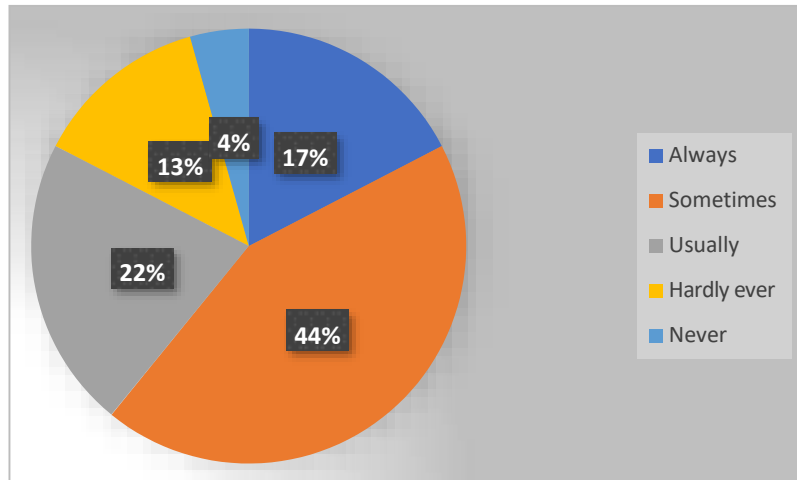
Figure 6: Question 5
Source: 4th level students from PINE

Analysis and interpretation

According to the table, 17% of the population affirmed that the teacher always provides information to the students about how to improve the pronunciation. In contrast, the 44% of the population pointed out that information about how to improvepronunciation is not provided all the time. Besides, 22% of the population stated that information for the improvement of this skill is not provided frequently. On the other hand, 13% of the population mentioned that the needed information to improve pronunciation is hardly ever given. Finally, just the 4% of the population said that thisinformation is never given.

3.1.2 Pre-test results, applied to the experimental group

Table 7: Experimental group – pre-test

		Statistic
Media		2,9167
95% confidence interval for the media	Inferior limit	1,7847
	Superior limit	4,0487
Median		3,0000
Minimum		0,00
Maximum		6,00
Rank		6,00
Asymmetry		0,033

Source: Software SPSS 25
Author: Paucar, C. (2020)

Figure 7: Experimental group – pre-test
Source: Software SPSS 25

Analysis and interpretation

The descriptive statistics show the abilities of the students who belong to the experimental group in pronunciation based in the pre-test has a media of 2, 92 and a median of 3,00; with a confidence interval that varies from 1,78 to 4,05. The minimum punctuation achieved is 0,00, while the maximum is 6,00. Finally, there is a small

asymmetry to the right of 0,033; this means that a small majority of students had low rating than the group average.

3.1.3 Pre-test results, applied to the control group

Table 8: Control group – pre-test

		Statistic
Media		7,3636
95% confidence interval for the media	Inferior limit	5,3873
	Superior limit	9,3400
Median		7,0000
Minimum		3,00
Maximum		12,00
Rank		9,00
Asymmetry		0,284

Source: Software SPSS 25
Author: Paucar, C. (2020)

Figure 8: Control group – pre-test
Source: Software SPSS 25

Analysis and interpretation

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The descriptive statistics show the abilities in pronunciation of the students who belong to the control group, in the pre-test; the students have a media of 7,36 and a median of 7, 00; with a confidence interval that varies from 5,39 to 9,34. The minimum punctuation achieved is 3,0, while the maximum punctuation is 12,00. Finally, there is an asymmetry to the right of 0,284; this means that the majority of students got a low rating than the group average.

3.1.4 Post-test results, applied to the experimental group

Table 9: Experimental group – post-test

		Statistic
Media		7,9167
95% confidence of the interval for the media	Inferior limit	6,7527
	Superior limit	9,0806
Median		8,0000
Minimum		5,00
Maximum		11,00
Rank		6,00
Asymmetry		0,146

Source: Software SPSS 25
Author: Paucar, C. (2020)
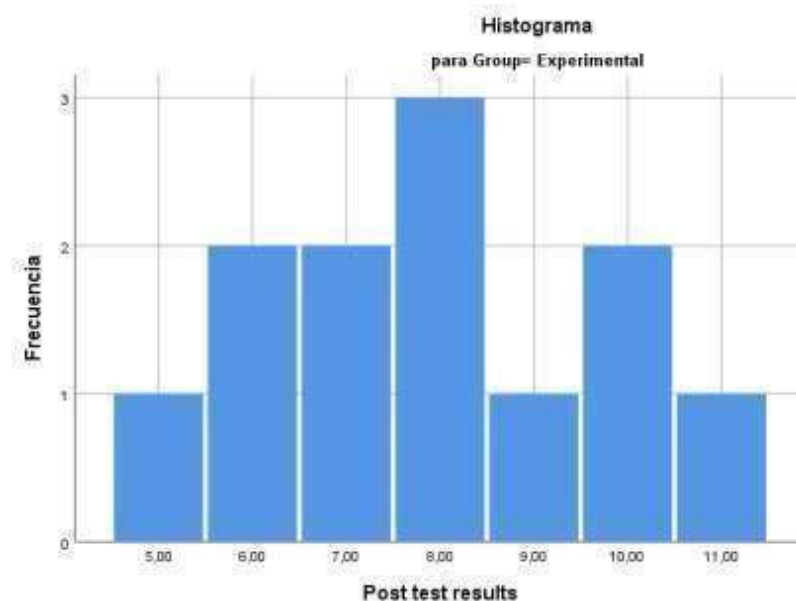
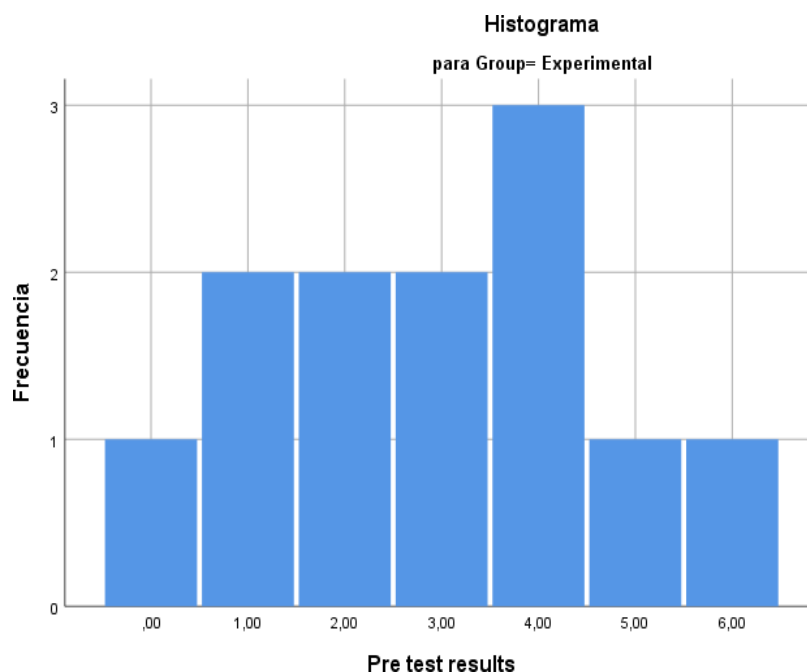

Figure 9: Experimental group – post-test
Source: Software SPSS 25

Analysis and interpretation

The descriptive statistics show the abilities in pronunciation of the students who belong to the experimental group, in the post-test, have a media of 7,92 and a median of 8,00; with a confidence interval that varies from 6,75 to 9,08. The minimum punctuation achieved is 5,00, while the maximum is 11,00. Finally, there is an asymmetry to the right of 0,146; this means that the majority of the students obtained a low rating than the group average.

3.1.5 Post-test results, applied to the control group

Table 10: Control group – post-test

		Statistic
Media		6,2727
95% confidence of the interval for the media	Inferior limit	4,5444
	Superior limit	8,0010
Median		5,0000
Minimum		3,00
Maximum		12,00
Rank		9,00
Asymmetry		1,139

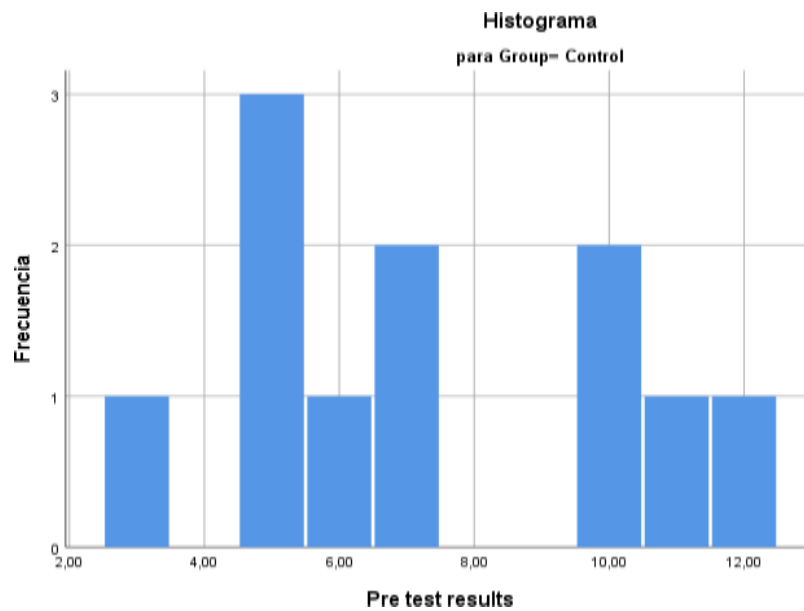Source: Software SPSS 25
Author: Paucar, C. (2020)
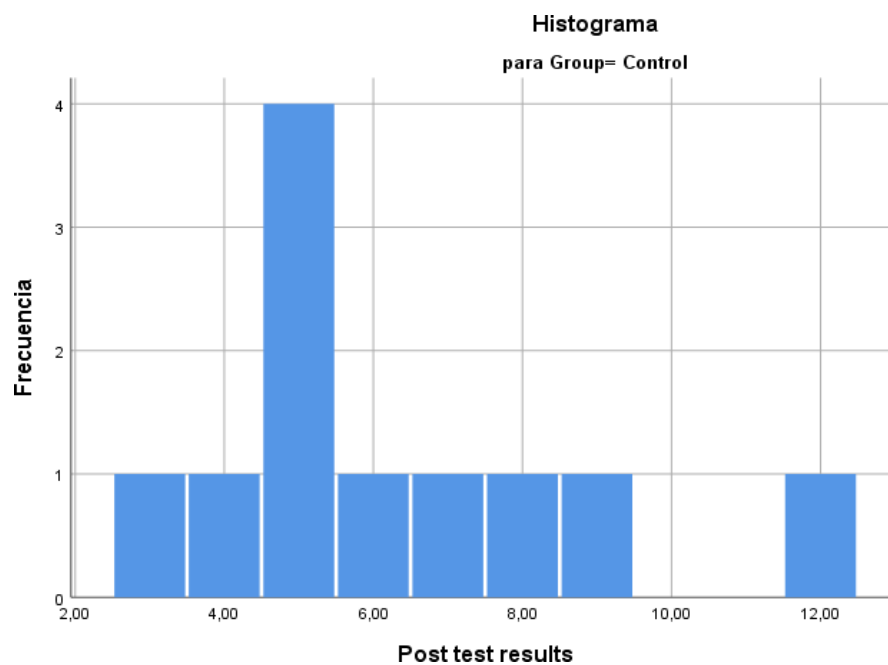
Figure 10: Control group – post-test
Source: Software SPSS 25

Analysis and interpretation

The descriptive statistics show the abilities in pronunciation of the students who belong to the control group, in the post-test, have a media of 6,27 and a median of 5,00; with a confidence interval that varies from 4,54 to 8,00. The minimum punctuation achieved is 3,00, while the maximum punctuation is 12,00. Finally, there is an asymmetry of 1,14; this means that the majority of the students had a low rating than the group average.

3.2 Verification of hypotheses

The impact of the SoundCloud application in pronunciation was tested out with the comparison of independent samples, to determine the existence of significant differences between the control and experimental group, before and after the development of the quasi-experimental model. After that, the medias of the pre-test and post-test of both groups were compared (related samples) to verify the improvements in the pronunciation skill by using the SoundCloud application.

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3.2.1 Research hypotheses

The use of the SoundCloud application influences the improvement of pronunciation in students from fourth level of PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato.

3.2.2 Statistic method

With the aim to determine the use of "parametric" or "no parametric" tests to the validation of the research hypotheses, the following assumptions were analyzed:

1. The data is quantitative (scalars)
2. The Shapiro - Wilk normality test is applied because the size of the sample is less than 50. To accomplish with the aim, the statistic software SPSS 25 is used.

Criteria of normality

$$H_0: P_{valor} > 0,05 = There\ is\ normality$$
$$H_1: P_{valor} \leq 0,05 = There\ is\ not\ normality$$

The previous results show the following table:

Table 11: Shapiro –Wilk normality test

		Statistic	gl	Sig.
Pre-test results	Experimental	0,970	12	0,916
	Control	0,925	11	0,359
Post-test results	Experimental	0,963	12	0,829
	Control	0,903	11	0,203

Source: Software SPSS 25
Author: Paucar, C. (2020)

Analysis and interpretation

According to the criteria of normality, the Shapiro-Wilk test shows the existence of normality in all the data series. For this reason, "parametric" statistics must be applied; in this case, the test t-Student was used for the comparison of the independent samples and for the comparison of the related samples.

3.2.3 Independent samples comparison

The criterion for the comparison of independent samples was stablished by the following statistic hypotheses:

H_0: the media of the experimental group is equal to the media of the control group

$$H_0: \overline{X} = \overline{X}$$

H_1: The median of the control group is different from the median of the experimental group.

$$H_1: \overline{X} \neq \overline{X}$$

With a level of 5% of significance, it is proposed the following rules for the decision:

$$H_0: P_{valor} > 0,05$$
$$H_1: P_{valor} \leq 0,05$$

The results of the hypotheses tests applied for the comparison of the independent samples with the software SPSS 25, is presented in the following table:

Table 12: Results – independent samples comparison

		Levene's test of equality of variances		T-test for equality of the medias		
		F	Sig.	t	gl	Sig. (bilateral)
Pre-test results	Equal variances are assumed	4,255	0,052	-4,430	21	0,000
	Equal variances are not assumed			-4,337	16,191	0,000
Post-test results	Equal variances are assumed	1,045	0,318	1,777	21	0,090
	Equal variances are not assumed			1,751	17,935	0,097

Source: Software SPSS 25
Author: Paucar, C. (2020)

Analysis and interpretation

Levene's test for the equality of variances shows that the data series of the groups accomplish with the principles of homoscedasticity, which means that to apply the t-Student equal variances are assumed.

The test value (Sig. bilateral) of the pre-test is equal to 0,000 means that it is lower than the significance level of 5% (0,05), in that case the null hypothesis is rejected, which means that the groups had different abilities in pronunciation before the use of the SoundCloud application.

 The test value (Sig. bilateral) of the post-test is equal to 0,090 means, that it is greater than the significance level of 5% (0,05), in that case the null hypothesis is accepted, which means that the groups have the same abilities of pronunciation after the use of the SoundCloud application.

Table 13: General statistics of each group

		N	Media	Des. Stand.
Pre-test results		12	2,9167	1,78164
	Control	11	7,3636	2,94186
Post-test results		12	7,9167	1,83196
	Control	11	6,2727	2,57258

Source: Software SPSS 25
Author: Paucar, C. (2020)

Analysis and interpretation

There is a significant difference in the pre-test between the control and the experimental group. The experimental group has a media of 2,92; while the control group achieved an average of 7,36. This shows that the abilities in pronunciation of the control group was high before the use the SoundCloud application.

The post-test results show that after using the SoundCloud application the abilities in pronunciation of the students of the experimental group were equal to those of the control group.

3.2.4 Related samples comparison

The criterion for the comparison of the related samples is stablished by the following statistic hypothesis:

H_0: The pre-test media is equal to the post-test media.

$$H_0: \overline{X}_{pre\ test} = \overline{X}_{post\ test}$$

H_1: The pre-test media is different from the post-test media.

$$H_1 : \overline{X}_{pre\ test} \neq \overline{X}_{post\ test}$$

With a significance level of 5% the following decision rules are proposed:

$$H_0 : P_{valor} > 0,05$$
$$H_1 : P_{valor} \leq 0,05$$

The results of the hypothesis tests are applied for the dependent samples, with the software SPSS 25, are presented below:

Table 14: Comparison results of the related samples

		t	gl	Sig. (bilateral)
Par 1	Pre-test - Experimental group Post-test - Experimental group	-9,574	11	0,000
Par 2	Pre-test - Control group Post-test - Control group	2,502	10	0,031

Source: Software SPSS 25
Author: Paucar, C. (2020)

Analysis and interpretation

The test value (Sig. bilateral) in the comparison of the experimental group is equal to 0,000; this means that it is lower than the significance level of 5% (0,05). For this reason, the null hypothesis with the experimental group is rejected, which means, "the pre-test media is equal to the post-test media".

The test value (Sig. bilateral) in the comparison of the control group is equal to 0,031, this means that it is lower than the significance level of 5% (0,05). For this reason, the null hypothesis with the experimental group is rejected, which means that "the pre-test media is different to the post-test media"

The significant difference evidenced between the pre-test and post-test results applied to the experimental group was analyzed with the medias showed in table 13, which shows an improvement in the pronunciation abilities of the students after using the SoundCloud application.

On the other hand, in the control group there is also a significant difference, but the average of the post test is lower than the pre-test; which means that the control group did not present any improvement with their pronunciation abilities.

3.2.5 Decision

The statistical evidence affirms that "the SoundCloud application influences in the pronunciation abilities"

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Based on the information provided by the pre-test and post-test, it was possible to determine that the use of the SoundCloud application with students of 4th level from PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) had a positive impact on their pronunciation because they showed a significant improvement of the 50%. The platform allowed the students to listen to different podcasts, upload their own podcasts and received feedback from their partners about the mistakes that they had during their speech.

- The students' pronunciation was evaluated with a reading text and the data was collected through a checklist to measure their pronunciation. The general results of both groups showed that the experimental group had a media of 2,92 in the pre-test while the control group had a media of 7,36 showing a mastery of pronunciation over the experimental group. On the other hand, the post-test results showed that after using the SoundCloud application the abilities in pronunciation of the experimental group (with a media of 7,92) were equal to those of the control group (with a media of 6,27).

- After having analyzed the pre-test and the post-test results, it could be said that the SoundCloud application is an effective tool for the improvement in the students' pronunciation. At the end of the pre-test the experimental group had a media of 2,92, but after the post-test, it was evidenced the level of progress achieved by them showing a higher mastery in their pronunciation with a media of 7,92 in the pronunciation of the [ɪd], [t], and [d] sounds at the end of the regular verbs.

- Finally, the survey taken by the 23 students showed that the use of technology or English applications for the development of pronunciation is used almost all

the time by the teacher with students. Therefore, the use of applications is important for them because it helps students to learn a foreign language in a different environment giving them the freedom to practice it at any time and giving them a sense of self-learning.

4.2 Recommendations

- During this research, it was a fact that the SoundCloud application helped students to improve their pronunciation. So, it is recommended that teachers make use of applications for the development of students' skills and subskills. The use of applications is going to be useful for students to practice outside the classroom environment, which is also going to generate an improvement in the skill or the subskill needed.

- It is of great importance that teachers are updated with the new technologies because through these, professors can look for new strategies to improve the teaching process. And now, as students are more engaged with technologies, it is going to be helpful for the development of the students' skills and subskills.

- The use of the SoundCloud application is an innovative advantage for teachers because this is a versatile tool where students can foster their self-learning by listening to audios, music, and podcasts, uploading their own material and sharing their ideas on other podcasts at the specific moment where they listened to something that called their attention.

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ANNEXES
Appendix A: Survey

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

SURVEY

- **Objective:** To investigate the impact of SoundCloud app in the students' pronunciation.

- **Instructions:**

  Read the questions carefully

  Choose one of the options that best applies to you

QUESTIONS	FREQUENCY				
	Always	**Sometimes**	**Usually**	**Hardly ever**	**Never**
1. How often does the teacher use technological resources to develop pronunciation?					
2. How often does the teacher present positive feedback to correct pronunciation?					
3. How often does the teacher use English platforms to develop students' pronunciation?					
4. How often does the teacher emphasize pronunciation after a listening activity?					
5. How often does the teacher provide information about how to improve pronunciation?					

Appendix B: Pre-test, and Post-test

READING FOR STUDENTS

Date: _____

- **Objective**: To investigate the impact of SoundCloud app in the students' pronunciation.

- **Instructions**: Read this paragraph clearly, your pronunciation skill is going to be evaluated through this paragraph. Therefore, you are going to be recorded with the aim to achieve the objective.

The last time that I visited my aunt's house was ten years ago. I remember that I experienced the most frightening event there. When I arrived at my aunt's house everything looked normal; but one night when I was in my bed, I noticed that someone was looking at me. I pretended to be calm and checked everything around the room, but I didn't find anyone. I started to sleep and minutes later I noticed that a kid was looking at me. At that moment, I opened the door and run away from the room and asked my aunt if she had ever seen a boy there. Then she answered that it was normal to see the kid there, but he was harmless. Immediately, I phoned my mom and she took me back home. I think that I overreacted, but I had never had an experience like that.

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CARRERA DE IDIOMAS

INSTRUMENT OF EVALUATION

- A: Accurate
- I: Inaccurate

Word	Visited		pretended		started		overreacted		experienced		looked		checked		asked		arrived		opened		answered		phoned	
Sounds	[ɪd]								[t]								[d]							
Criteria	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
Students' name																								

Table 15: Checklist
Source: adapted from Chango, S (2016)

Appendix D

List of regular verbs

/t/	/d/	/ed/
1. Asked	1. Answered	1. Completed
2. Checked	2. Arrived	2. Constructed
3. Developed	3. Burned	3. Created
4. Experienced	4. Called	4. Decided
5. Fixed	5. Enjoyed	5. Dedicated
6. Liked	6. Happened	6. Estimated
7. Looked	7. Learned	7. Interested
8. Marked	8. Loved	8. Overreacted
9. Stopped	9. Opened	9. Pretended
10. Walked	10. Planned	10. Started
11. Washed	11. Phoned	11. Wanted
12. Watched	12. Showed	12. Visited
13. Worked	13. Studied	13. Started

Appendix E: Lesson plans

<u>FIRST SESSION</u>

Nº Students: 23   **Level:** 4th   **Age:** 19 -21   **Date:** November 23rd, 2020   **Time:** 60 minutes

Overall aims:

- To evaluate students' pronunciation of the [ɪd], [t], and [d] sounds at end of the regular verbs in simple past tense.

- To evaluate how often students use English pronunciation platforms to learn a foreign language.

Stage	Activity type	Aim	Teacher activity role	Student activity	Description language focus	Material	Grouping	Duration
	Introduction	Present to the students the topic research.	Prompter	To listen to the teacher	The teacher is going to introduce herself. The teacher is going to present to the students the topic and the characteristic of the research.	Power point presentation. Zoom	Whole class	5 minutes
		Identify the frequency that students use apps.	Resource (answer any question that ss. have)	To fill in the survey.	Students are going to answer a survey based on the Likert scale to measure the frequency that the teacher proposes to use technology or English pronunciation applications for the improvement of pronunciation.	Google forms: https://docs.google.com/forms/d/15WmNoEr1ElVaggg6CozXU5HZpjSSy4F7k4fiMNAXdIc/edit	Whole class	5 minutes
	Planning	Evaluate students	Assessor	To take the pre-test	Students are going to take the pre-test individually. It consisted of reading	Zoom	Whole class	50 minutes

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| | | pronunciat ion | | | a short paragraph in which was included 12 regular verbs in simple past tense <ed> with [ɪd], [t], and [d] sounds at the end of the regular verbs.
The checklist was used to grade students' pronunciation. | Pre-test (appendix B) Checklist (appendix C) | | |

Nº Students: 12   **Level:** 4th   **Age:** 19 -21   **Date:** November 24th, 2020   **Time:** 45 minutes

Timetable fit: survey and pre-test were taken by students.

Overall aims:

- To study the [t] sound at the end of the regular verbs in simple past tense.
- To check the usage of the SoundCloud application.

Stage	Activity type	Aim	Teacher activity role	Student activity	Description language focus	Material	Grouping	Duration
	Introduction	Check the SoundCloud app.	Prompter	Listen and do what the teacher demands.	The teacher is going to present the tool and show how to use it.	Zoom SoundCloud	Experimental group (12 students)	5 minutes
		To get engage with the tool.	Resource (answer any question that ss. have)	Work in the application.	The students are going to download the application and crate an account.	SoundCloud	Experimental group (12 students)	3 minutes
		Work cooperatively	Assessor	Participate in the activity.	Students are going to work in groups of three. First, students are going to listen the instructions provided the teacher.	Zoom https://soundcloud.com/cristina-paucar-lizano/introduction	Experimental group (12 students)	5 minutes
		Listen the correct pronunciat	Assessor	Talk about their own experiences	Students are going to listen the second audio carefully; through this audio they could listen the correct pronunciation of the [t] sound. The	Zoom SoundCloud https://soundcloud.com/cristi	Experimental group (12 students)	12 minutes

		ion of the sound.			topic of the audio is: "The World before the pandemic" Then they are going to discuss with their partners about the audio. Finally, students are going to talk about their own experiences based on what they listened from the audio.	na-paucar-lizano/the-top-5-things-we-miss-about-life-before-the-coronavirus-pandemic		
		Check the [t] sound at the end of the regular verbs.	Assessor	Record their own podcast	The teacher presents a list of regular verbs. Students are going to record their own podcast with the same topic presented by the teacher. They must use the verbs in simple past tense using the sound covered. Finally, they must upload their podcast and then comment at least two classmates' podcasts.	Appendix D Zoom SoundCloud Cell phones	Experimental group (12 students)	20 minutes

THIRD SESSION

Nº Students: 12   **Level:** 4ᵗʰ   **Age:** 19 -21   **Date:** November 25ᵗʰ, 2020   **Time:** 45 minutes

Timetable fit: survey and pre-test were taken by students.

Overall aims:

- To study the [t], and [d] sounds at the end of the regular verbs using simple past tense.
- To make use of the SoundCloud application.

Stage	Activity type	Aim	Teacher activity role	Student activity	Description language focus	Material	Grouping	Duration
		Work cooperativ ely	Assessor	Participate in the activity.	Students are going to work in groups of three. First, students are going to listen the instructions provided the teacher about the [t], and [d] sounds. They can discuss about these two sounds.	Zoom https://soundcl oud.com/cristi na-paucar-lizano/d-sound	Experimental group (12 students)	10 minutes
		Listen the correct pronunciat ion of the sounds.	Assessor	Talk about their own experiences	Students are going to listen the second audio carefully; through this audio they could listen the correct pronunciation of the [t] and [d] sounds. The topic of this audio is: "Memories when I was a child" Then students are going to discuss with their partners about the audio. Finally, students are going to talk about their own experiences maintaining the same topic given by the teacher.	Zoom SoundCloud https://soundcl oud.com/cristi na-paucar-lizano/y2matec om-oprahs-revelation-about-her-childhood-a-new-earth-	Experimental group (12 students)	15 minutes

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						oprah-winfrey-network		
		Check the [t] and [d] sounds at the end of the regular verbs.	Assessor	Record their own podcast	Students are going to record their own podcast. They must use the verbs in simple past tense using the two sounds covered. Students must maintain the same topic given by the teacher Finally, they must upload their podcast and then comment at least two classmates' podcasts.	Zoom SoundCloud Cell phones	Experimental group (12 students)	20 minutes

Nº Students: 12   **Level:** 4th   **Age:** 19 -21   **Date:** November 26th, 2020   **Time:** 45 minutes

Timetable fit: The [t] and [d] sounds were covered.

Overall aims:

- To study the [ɪd], [t], and [d] sounds at the end of the regular verbs in simple past tense.
- To make use of the SoundCloud application.

Stage	Activity type	Aim	Teacher activity role	Student activity	Description language focus	Material	Grouping	Duration
		Work cooperatively	Assessor	Participate in the activity.	Students are going to work in groups of three. First, students are going to listen the instructions provided the teacher about the [ɪd], [t], and [d] sounds. They can discuss about the differences that they found on the pronunciation of these sounds.	Zoom https://soundcloud.com/cristina-paucar-lizano/ed-sounds	Experimental group (12 students)	10 minutes
		Listen the correct pronunciation of the sounds.	Assessor	Talk about their own experiences	Students are going to listen the last audio carefully; through this audio they could listen the correct pronunciation of the [ɪd], [t], and [d] sounds. The topic of this audio is: "An experience that changed my life" Then students are going to discuss with their partners about the audio. Finally, students are going to talk about their own experiences based on what they listen from the audio.	Zoom SoundCloud https://soundcloud.com/cristina-paucar-lizano/the-terrifying-moment-that-taught-dwayne-	Experimental group (12 students)	15 minutes

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						johnson-how-precious-life-is-oprahs-master-class-own		
		Check the [ɪd], [t], and [d] sounds at the end of the regular verbs.	Assessor	Record their own podcast	Students are going to record their own podcast. They must use the verbs in simple past tense using the three sounds covered. Students must maintain the same topic given by the teacher. Finally, they must upload their podcast and then comment at least two classmates' podcasts.	Zoom SoundCloud Cell phones	Experimental group (12 students)	20 minutes

Nº Students: 23   **Level:** 4th   **Age:** 19 -21   **Date:** November 27th, 2020   **Time:** 50 minutes

Timetable fit: The [ɪd], [t] and [d] sounds were covered

Overall aims:

- To evaluate students' pronunciation of the [ɪd], [t], and [d] sounds at end of the regular verbs in simple past tense after using the SoundCloud application.

Stage	Activity type	Aim	Teacher activity role	Student activity	Description language focus	Material	Grouping	Duration
	Test taking	Evaluate students pronunciation	Assessor	To take the pre-test	Students are going to take the post-test individually. It consisted of reading a short paragraph in which was included 12 regular verbs in simple past tense <ed> with [ɪd], [t], and [d] sounds at the end of the regular verbs. The checklist was used to grade students' pronunciation. **Assessment:**	Zoom Post-test (appendix B) Checklist (appendix C)	Whole class	50 minutes

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EXPERT JUDGMENT EVIDENCE

I, Mg. Manuel Xavier Sulca Guale with, I.D. No 1802447548, certify that I conducted the expert judgment on this instrument designed by Cristina de los Ángeles Paucar Lizano, with I.D. No. 1804914834 for the Final Degree Project entitled "SoundCloud app and pronunciation" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 2nd, 2020.

Sincerely,

Firmado electrónicamente por:
MANUEL XAVIER
SULCA GUALE

_____

Mg. Manuel Xavier Sulca Guale
I.D. 1802447548

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

EXPERT JUDGMENT EVIDENCE

I, Mg. Edgar Guadia Encalada Trujillo with, I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument designed by Cristina de los Ángeles Paucar Lizano, with I.D. No. 1804914834 for the Final Degree Project entitled "SoundCloud app and pronunciation" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 10th, 2020.

Sincerely,

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

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Urkund analysis

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