



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

TESIS DE GRADO

The effect of Technology-Based Tools on the Pronunciation Skills of
9th-Grade English Language Learners at the Rubén Dario Institute
during the second semester of 2025

Ruiz, H; Altamirano, K; Manzanarez, O.

Tutor

MSc. César Enrique López Soza

ÁREA DE CONOCIMIENTO CUR-MATAGALPA

¡Universidad del Pueblo y para el Pueblo!



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

**Área de Conocimiento
CUR-MATAGALPA**

Recinto Universitario “Mariano Fiallos Gill”

The effect of Technology-Based Tools on the Pronunciation Skills of 9th-Grade English Language Learners at the Rubén Dario Institute during the second semester of 2025

Submitted to the National Autonomous University of Nicaragua as a requirement for

Bachelor's Degree in English teaching.

Autores

Sr. Hassel Ruiz

Sr. Katherine Altamirano

Sr. Odalys Manzanarez

Tutor

MSc. César Enrique López soza

November, 2025





¡Universidad del Pueblo y para el Pueblo!



Gratitude

First and foremost, to God, for being the inexhaustible source of wisdom, strength, and guidance at every stage of this journey. His infinite goodness and mercy made the successful completion of this project possible.

Our most sincere and profound gratitude goes to our Tutor, César Enrique López, for his invaluable support, exceptional patience, and academic rigor. His expertise, precise guidance, and constant motivation were fundamental pillars for the development and happy conclusion of this research. His human and professional quality has left an indelible mark on our education.

Throughout this project, we, the three colleagues and co-authors, have shared countless hours of effort, learning, and mutual support. Today, we close this chapter with a deep blend of emotions. We feel immense relief and pride at seeing our effort materialized, but also an inevitable nostalgia and melancholy as we say goodbye to such a significant university cycle. Despite the challenges, the experience and the sisterhood forged within these pages are our greatest treasure.



CARTA AVAL

Matagalpa, 23 de noviembre del 2025

El trabajo de Modalidad de Graduación: para optar al título de Licenciado en Ciencias de la Educación con Mención en inglés, con el tema: The effect of Technology-Based Tools on the Pronunciation Skills of 9th-Grade English Language Learners at the Rubén Dario Institute during the second semester of 2025 Presentado por los estudiantes:

Br. Hassel Marina Ruiz Espino

Carné 03412253

Br. Katherine Lizeth Altamirano Medrano

Carné 21602756

Br. Odalys Nohemi Manzanarez Moltalvan

Carné 21612623

responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN Managua/CUR Matagalpa con la adecuada relación entre los objetivos planteados, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de los resultados se realizó tomando en cuenta las variables/temas del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza

ORCID <https://orcid.org/0009-0006-8615-2647>

cesar.lopezs@unan.edu.ni

Tutor de Tesis

Modalidad de Graduación

¡Universidad del Pueblo y para el Pueblo!

Summary and key words

Abstract

This qualitative study examines the effect of technology-based tools on the pronunciation skills of 9th grade English learners during the second semester of 2025. The research explores how digital resources—such as language learning applications, interactive pronunciation software, and audio-visual materials—support students in improving key pronunciation features, including sounds, word stress, and overall intelligibility. Data were collected through classroom observations, semi-structured interviews, and focus group discussions to understand students' perceptions, experiences, and engagement with these tools. Findings indicate that technology-based tools provide increased exposure to authentic models, promote autonomous practice, and enhance students' motivation to improve their pronunciation. However, the study also reveals challenges related to access, digital literacy, and consistency of use. Overall, the research highlights the significant potential of technology-based tools to strengthen pronunciation skills when integrated effectively into the English learning process.

Index

1. Introduction	1
1. Background	2
1.1. International	2
1.2. National/Regional	2
1.3. Local	3
2. Problem Statement.....	4
3. Justification	6
4. Research Objectives	9
4.1. General Objective	9
4.2. Specific Objectives	9
5. General Question	10
5.1. Specific questions	10
6. Limitations	11
7. Theoretical framework.....	12
7.1. Technology-based tools.....	12
7.1.1. Concept.....	12
7.1.2. Classification.....	12
7.1.3. Use and application.....	13
7.2. Pronunciation skills	15
7.2.1. Definition	15
7.2.2. Pronunciation Structure	15
7.2.2.1. Definition	15
7.2.2.2. Intonation.....	16
7.2.2.3. Intelligibility.....	16
7.2.2.4. Word stress	17
8. Research context	18
9. Methodological Design	20
9.1. Type of the design	20
9.2. Population and sample.....	20
9.3. Variables and categories	22
9.4. Data collection and techniques.....	23
9.5. Data Collection Instruments	23

9.6.	Procedures.....	24
9.7.	Data analysis techniques.	24
9.8.	Reliability and validity of the instruments.....	25
9.9.	Techniques, instruments, and procedures for the processing and analysis of information	26
9.10.	Quality criteria.....	27
10.	Analysis and discussion of results	30
11.	Conclusions	34
12.	Recommendations.....	35
13.	Bibliography	36
14.	Appendix.....	38
14.1.	Appendix 1	38
14.2.	Appendix 2	39
	Appendix 3.....	43

1. Introduction

This research focuses on studying the effect of technology-based tools on the pronunciation skills of 9th grade English language learners at the Rubén Darío Institute, placing it within the subfield of technology-assisted English language teaching (EdTech).

Pronunciation is an essential component for effective communication in a second language; however, ninth-grade students often face difficulties in achieving adequate intelligibility, which affects their confidence and fluency. Given the increasing integration of technology in education, the need arises to explore whether technology-based tools offer a means to overcome these shortcomings. The main objective of this study is to explore the use of technology-based tools affecting pronunciation skills of 9th grade English language learners, also we intent to identify the pedagogical implications of integrating technology-based tools for pronunciation practice, in the other hand to describe the pedagogical implications of integrating technology-based tools to improve pronunciation performance.

The study is centered on in-depth comprehension of the perceptions, attitudes, experiences, and challenges faced by both students and teachers when integrating specific technological tools into pronunciation practice.

1. Background

1.1. International

At the global level, research has demonstrated that the integration of technology in language teaching is fundamental to overcoming traditional pronunciation deficiencies, which often lack individualized feedback. Authors like, Simons (2010), emphasize that Computer-Assisted Language Learning (CALL) tools are essential because they offer personalized content, a flexible learning pace, and exposure to diverse native speech models. This capacity for personalization has been validated by studies showing that the use of Speech Recognition Technology (SRT) and gamified mobile applications results in significant improvements in students' phonetic precision, by offering immediate corrective feedback in a low-pressure environment. These findings lay the foundation for the present research by establishing the proven effectiveness of technology as a direct solution for improving pronunciation skills.

1.2. National/Regional

In the regional context, the persistence of pronunciation difficulties is confirmed as a key barrier to communicative competence. Evidence in Latin America, and specifically in Nicaragua, indicates that the main problem is the low quality of oral expression, which generates insecurity and fear in students when speaking, Magazine (2024). Although there is a favorable and motivating attitude toward ICT among students, the pedagogical integration of these tools by the teaching staff is often insufficient or inconsistent. Nevertheless, studies have shown that when audiovisual media are intentionally used, they are an effective strategy for exposing

students to native speech models and practicing rhythm, intonation, and sounds. This suggests that the positive effect of technology is conditioned by overcoming the digital divide and the quality of its implementation, factors that the present study aims to precisely evaluate.

1.3. Local

At the local level, the research will focus on the impact of the specific technological tool on the dimensions of pronunciation (phonetic precision, fluency, and intonation), as defined by the methodological design. In the local setting, it is essential to determine what type of tool 9th-grade students are using.

Perez & Urbina (2018), In Matagalpa Nicaragua, they carried out an investigation to analyze the English language learning process at the San Luis Gonzaga school; where they explain that Students experience difficulties in learning the foreign language English, specifically in: attention, pronunciation and understanding what is taught in this subject, they are not able to fully appropriate the teachings given due to the low memory retention of students in the English language.

2. Problem Statement

Currently, technology has become a fundamental tool in teaching and learning processes, especially in the area of the English language. However, despite the multiple technological resources available, significant difficulties persist in the development of pronunciation among third-year secondary students at the Institute Rubén Darío. This situation highlights a gap between the use of technology in the classroom and the effectiveness of its application in strengthening oral skills, particularly in English pronunciation.

In the educational context of Instituto Rubén Darío, many students face problems articulating English sounds correctly, which affects their fluency and confidence when communicating. Although there is access to technological devices and digital platforms, their pedagogical use is not always focused on improving pronunciation. In many cases, technological tools are used merely as visual aids or for entertainment, overlooking their potential for auditory and phonetic practice.

The causes of this problem can be attributed to several factors: limited teacher training in the pedagogical use of technological resources, a lack of innovative strategies focused on pronunciation, and insufficient time dedicated to oral practice during lessons. Additionally, some students do not have constant access to the internet or devices outside the classroom, which limits their opportunity to reinforce learning through interactive digital resources.

This situation has direct consequences for the development of communicative competencies in English, as poor pronunciation affects comprehension and oral

interaction. At the institutional level, it also limits progress in meeting the curricular objectives established by the Ministry of Education, which aim to develop students with comprehensive language skills.

3. Justification

This study is justified by the growing need to improve English pronunciation learning through the integration of technological tools, which have become essential components of modern education. Conducting this research is highly convenient because technology provides diverse resources that facilitate continuous practice, immediate feedback, and exposure to authentic pronunciation models—key factors for mastering this linguistic skill. In today’s world, where English proficiency is vital for academic and professional development, this study aims to address the persistent difficulties that many students face when communicating orally with accuracy and confidence.

The topic was selected because pronunciation remains one of the most challenging and neglected aspects of English language teaching, particularly at the secondary level. Although students often acquire vocabulary and grammar, they tend to struggle with oral fluency and correct pronunciation due to limited listening practice and insufficient access to accurate phonetic models. Therefore, this study seeks to explore how technology—through mobile applications, online platforms, and interactive programs—can serve as an effective and engaging tool to enhance pronunciation learning.

Regarding its importance, this research highlights the transformative potential of technology-based strategies in the teaching and learning of English. The integration of technological resources not only modernizes classroom practices but also

promotes student autonomy, motivation, and engagement, contributing to a more dynamic and meaningful learning environment.

In terms of social relevance, this study might contribute to the improvement of educational quality by promoting the innovative and responsible use of technology in English language instruction. The main beneficiaries will be third-year secondary students, who could develop clearer and more natural pronunciation, and teachers, who will probably gain access to practical and motivating strategies for their classes. Furthermore, society at large could benefit from the formation of students with stronger communicative and digital competencies, essential for success in a globalized world.

Concerning its practical implications, this research provides significant educational and social value. By implementing technological tools in pronunciation learning, the study encourages a more inclusive and effective approach to education. It also supports the development of digital and linguistic skills that enhance students' academic performance and future employability, contributing to broader economic and social growth.

Finally, the theoretical value of this study lies in its contribution to the field of second language acquisition and educational technology. It aims to fill an existing gap in knowledge regarding the impact of technological tools on pronunciation development, offering evidence that may be generalized to other educational contexts. Moreover, it strengthens the connection between technology-mediated learning theories and their classroom applications, providing a valuable reference for future studies on innovative approaches to English pronunciation teaching.

In conclusion, this research highlights its academic and social contribution by presenting a pedagogically innovative proposal for improving pronunciation teaching in secondary education.

4. Research Objectives

4.1. General Objective

To explore the use of technology-based tools affecting pronunciation skills of 9th-grade English Language learners at the Rubén Darío Institute.

4.2. Specific Objectives

1. To identify the pedagogical implications of integrating technology-based tools for pronunciation practice for English learners at the Rubén Darío Institute to enhance pronunciation.
2. To describe the pedagogical implications of integrating technology-based tools to improve pronunciation performance.
3. To propose an action plan effect of specific technology-based tools for increase pronunciation skills of 9th grade English learners.

5. General Question

How does the use of technology-based tools influence the pronunciation skills of 9th grade English language learners at the Ruben Dario Institute?

5.1. Specific questions

1. What are the implications of tool-based technology for pronunciation practice for English learners at the Rubén Darío Institute to enhance pronunciation?
2. How technology is integrated into the pedagogical process to improve pronunciation performance?
3. What strategies are focused on the methodology to improve performance in the pronunciation of the English language?

6. Limitations

The execution of this research encountered limitations primarily related to time constraints, qualitative coordination logistics, and access to key participants, necessitating constant adaptation.

The main constraint was the short duration allocated to the study. While satisfactory results were obtained based on the qualitative evaluation and the Focus Group, this timeframe was insufficient to ensure the complete appropriation of the language and the full mastery of input skills. A longer observation period is required to adequately document the evolution of the ninth-grade students and validate the impact of technological tools on pronunciation, while catering to their diverse learning styles.

At the logistical and coordination level, convening the focus group was challenging due to difficulties in obtaining institutional permits and constant interruptions caused by adverse weather conditions (heavy rains). Furthermore, the geographical distance among the researchers significantly impacted the coordination and effective planning of fieldwork.

An additional challenge involved access to and communication with key sources. Specifically, the interview with the teacher in charge presented difficulties in establishing smooth and consistent communication.

In conclusion, these factors operated in combination, restricting the breadth and depth of the intervention and the longitudinal qualitative follow-up, which is fundamental for research focused on observing the evolution of pronunciation skills assisted by technological tools.

7. Theoretical framework

7.1. Technology-based tools

7.1.1. Concept

A technology-based tool (or technological tool) is any software (program or application) or hardware that is intentionally designed to facilitate, automate, or streamline tasks, optimize business or personal processes, and improve communication and access to information. These tools ultimately aim to increase efficiency and save time and resources, (Torrecilla , 2024). It can be understood that technological tools represent essential support in both educational and professional fields, as they allow activities to be carried out more quickly, efficiently, and effectively. Moreover, their use promotes productivity and connection among people, reflecting the importance of technology in modern life.

7.1.2. Classification

Synchronous Tools

Engwall (2007), stated, this technological tool enables the capture of in-person sessions, saving all types of information such as video, audio, presentations, and digital documents, which can then be retrieved by the student for studying or reviewing the classes. The functionality of these systems is a factor that transforms the learning dynamic by eliminating the temporal and spatial barriers of the classroom, as the availability of material on demand (on-demand lecture playback) allows students to manage their own pace and consolidate knowledge outside the pressure of real-time. Technological tools that allow class recording, therefore,

greatly facilitate asynchronous, on-demand access to classes traditionally accessible only in-person, which justifies their study based on the premise of fostering student autonomy.

Asynchronous tools

Following the author, these tools are the opposite of synchronous ones and are defined as a process or effect that does not occur in complete temporal correspondence with another process or cause, they are location-independent, time-independent, text-based, and communication takes place in a group or individually.

This inherent temporal disconnection redefines productivity by prioritizing deep reflection over impulsive immediacy, freeing participants from the logistical rigidities of co-presence, which democratizes access to information. The primacy of the written format implies a greater responsibility for clarity and a permanent documentary record, transforming every interaction into auditable evidence susceptible to a measured critique, which is essential for complex decision-making or for distributed educational and work environments; Examples include Email, Discussion Forums, and Project Management Software.

7.1.3. Use and application

In accordance with Mohd (2022), digital technology is now used in almost every aspect of life and that it has had a great influence not only on technological and social issues but also on education, especially in English language teaching. It can be inferred that digital technology has changed the way people learn and teach, especially when it comes to language learning. It implies that digital tools are now

an essential part of the educational process and that their impact goes beyond entertainment or communication, also including academic development.

Description

According to Santos & Becker (2018), there is an obvious digital divide between teachers who teach in high versus low-to-mid resource contexts, hence the need to think about ways to use, adapt, or substitute technologies for ELT in different environments. However, the increasing importance of digital technology in the field of education, particularly in language teaching, explains that digital tools, ranging from computers to mobile phones, are used to facilitate the teaching of pronunciation and other language skills. The passage also emphasizes that digital technology plays a remarkable role in English language teaching, providing opportunities for educational reform and the exploration of innovative teaching models. Furthermore, it asserts that the use of digital tools has a positive impact on students' learning activities, helping them to enhance their pronunciation more effectively. Integration of digital technology into education represents a transformation in pedagogical approaches. It suggests that traditional teaching methods are evolving toward more interactive and student-centered practices. The reference to a "favourable stage for reform" indicates that technology serves as a catalyst for innovation, encouraging teachers to adopt modern teaching strategies.

Additionally, it can be inferred that digital technology increases student engagement and motivation, since it allows learners to practice pronunciation through multimedia tools, mobile applications, and interactive software. Teachers play a crucial role in

selecting and applying these digital resources effectively to ensure better learning results.

7.2. Pronunciation skills

7.2.1. Definition

Gilakjani (2016) stated, English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. That's means pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Therefore; Pronunciation skills refer to the abilities that allow speakers to produce the sounds of a language clearly, accurately, and naturally, so that others can easily understand them. These skills are essential for effective oral communication and fluency in a foreign language.

7.2.2. Pronunciation Structure

7.2.2.1. Definition

The structure of pronunciation refers to the organized system of sounds in a language, primarily studied by Phonology. This structure goes beyond the simple articulation of individual sounds (phonetics); it focuses on how these sounds group together, contrast, and are mentally organized to construct meaning in words and sentences (PALMIERI, 2017), from which it is deduced that technological tools for language instruction must evolve to reflect this complexity, demanding a design that not only validates acoustic accuracy but also develops the suprasegmental and phonological elements essential for comprehensive communicative intelligibility.

7.2.2.2. Intonation

According to Levis (1999), A fundamental concept in intonational phonology is that, although every voiced sound in an utterance inherently carries pitch information, not all syllables are associated with pitch in a significant way. However every voiced sound naturally carries pitch, it subtly suggests that languages do not treat all pitch information as equally meaningful. Only certain syllables become relevant for shaping how an utterance is understood, revealing that intonation operates as a selective, organized system rather than a mere physical by-product of voicing. This points to the idea that speakers highlight meaning through patterned tonal choices, and it invites reflection on how different phonological theories explain this hierarchy of pitch within communication.

7.2.2.3. Intelligibility

Field (2005) stated, The notion of intelligibility has become central to the teaching of pronunciation. In 1949, Abercrombie famously remarked that “language learners need no more than a comfortably intelligible pronunciation. This focus implicitly signals a pragmatic shift away from the unrealistic demand for native-like perfection toward validating functional communication across diverse accents, where the listener's ease of comprehension is the metric for success. However, a critical perspective must address the subjectivity embedded in the term "comfortably," questioning whether this standard risks being defined by a listener's bias or a prestige accent, and further prompts an inquiry into whether over-prioritizing mere

segmental intelligibility might lead to the neglect of suprasegmental features like prosody and rhythm, which are equally vital for effective global communication within the framework of English as a Lingua Franca (ELF).

7.2.2.4. Word stress

According to the same author Field firstly, lexical stress plays a central role in determining the profiles of words and phrases in current theories of metrical phonology, Secondly, psycholinguistic studies of slips of the ear have shown that native English listeners place greater reliance on the stressed syllables of words than on the briefer unstressed syllables. Lexical stress is not only a foundational structural component in current metrical phonology theories, defining word and phrase profiles, but is also empirically supported by psycholinguistic studies of slips of the ear, which confirm that native English listeners rely predominantly on the stressed syllables for lexical decoding, essentially giving less weight to the briefer unstressed syllables. However, must query whether this finding, which is exclusive to native listeners, limits the global applicability of the model within the context of English as a Lingua Franca (ELF), while also cautioning that focusing solely on the prominence of the stressed syllable might oversimplify perception by potentially neglecting the importance of the correct reduction of unstressed syllables for achieving natural rhythm and complete intelligibility.

8. Research context

The present research was conducted at Instituto Rubén Darío, a private secondary educational institution located in Ciudad Darío, Nicaragua. The school is situated in an urban area of the city and serves a diverse population of adolescents from nearby neighborhoods and surrounding communities. As one of the well-recognized private educational centers in the municipality, Instituto Rubén Darío plays an important role in providing academic formation and supporting the linguistic development of its students.

The institution offers classes from seventh to eleventh grade and follows the national curriculum established by the Ministry of Education, while also incorporating its own internal academic standards. English is taught as a mandatory subject at all grade levels, with an emphasis on developing the four language skills: listening, speaking, reading, and writing. Despite having better structural conditions compared to many public schools, challenges remain in the area of oral production, particularly pronunciation, due to limited access to specialized language laboratories and insufficient exposure to authentic English input.

The research focused specifically on 9th-grade students, who are at a developmental stage where technology is increasingly integrated into their daily routines. Most students at Instituto Rubén Darío have access to mobile phones or digital devices, which makes the institution an appropriate setting to explore how technology-based tools can enhance pronunciation skills in the English language classroom.

The environment of the institution is characterized by dedicated teachers, supportive administrative staff, and a student population that is generally motivated to learn English. Classrooms typically accommodate between 25 and 35 students, providing a dynamic learning atmosphere. Although the school does not have a fully equipped language lab, it actively promotes the use of innovative teaching strategies that incorporate accessible technological resources such as QR codes, educational apps, audio recordings, interactive games, and pronunciation-focused challenges.

The Focus Group sessions were conducted within the school premises, in a quiet and comfortable classroom assigned by the administration. The school authorities granted full authorization for carrying out the study, and the English teacher collaborated in selecting the participants and facilitating the logistics. Students were informed of the objectives of the research and participated voluntarily.

The contextual characteristics of Instituto Rubén Darío—its status as a private institution, its urban location, its diverse student population, and its openness to implementing technology in the learning process—created an ideal environment for examining the effect of technology-based tools on the pronunciation skills of 9th-grade learners. The combination of institutional support, student engagement, and authentic educational needs enriched the study and contributed to the collection of meaningful data aligned with the research objectives.

9. Methodological Design

Descriptive research offers researchers a way to present phenomena as they occur naturally. Rooted in an open and non-experimental approach, this type of research focuses on portraying the details of specific phenomena or contexts, helping readers gain a clearer understanding of the topics of interest.

From companies measuring customer satisfaction to educators evaluating classroom dynamics, data collected in descriptive research provides valuable insights in various fields.

9.1. Type of the design

This demonstrates that our study is descriptive, as it seeks to analyze and demonstrate how technological tools impact and influence the pronunciation learning and development process in 9th-grade students at the Rubén Darío Institute. It is considered non-experimental because we did not manipulate any variables; we simply observed the current context, analyzing practices and results.

Finally, it is considered cross-sectional according to depth since we collect data at a single point in time, specifically the second half of 2025, in order to describe the opinions of students and their experiences during this period of time.

9.2. Population and sample

The population of our study consisted of 9th grade students and the English teacher of the Rubén Darío Institute, since as students they participate directly in the teaching and learning process, which is why it is important to know how these tools influence the development of pronunciation.

The sample was made using a non-probabilistic intentional sampling method. This means that we chose the participants based on their knowledge and those we considered most representative of this population based on our study, who can provide more significant information for the research.

In summary, the sample consisted of:

- An English teacher who is in charge of the 9th grade group gave his perspective on the use of these tools.

- A group of ninth-grade students actively participated by sharing their experiences and opinions on the impact these tools have on their learning process.

- Sample: 8

Age of the sample: 14-15 years old.

9.3. Variables and categories

Variables	Dimensions	Indicators	Questions	Scale	Technique	Addressed to
Technology Based-Tools	<ul style="list-style-type: none"> ➤ Definition ➤ Classification ➤ Use and application 	<ul style="list-style-type: none"> ➤ Concept Comprehension of technology based-tools ➤ Categorize kind of tools ➤ Describe use of applications areas 	<ul style="list-style-type: none"> • How important do you consider pronunciation development in English language learning? • What technological tools do you know or have you used to teach pronunciation? • How often do you use technological resources to work on pronunciation in your English classes? • Could you mention some activities or strategies you have implemented using technology to enhance pronunciation? • What results have you observed in your students when using these technological tools? • From your experience, what are the main advantages of using technology to teach pronunciation? • What challenges have you faced when incorporating technology in pronunciation teaching (for example, lack of resources, connectivity issues, time, training, etc.)? • Have you received any training related to the use of technological tools for teaching English or pronunciation? • What kind of support or resources do you think are necessary to improve the integration of technology in pronunciation development? • How can the proper use of technology influence students' oral competence and communicative skills? 	<ul style="list-style-type: none"> • Open • Open • Open 	Interview	To English Teacher
Pronunciation skills	<ul style="list-style-type: none"> ➤ Definition ➤ Pronunciation Structure (Intonation, word stress and intelligibility) 	<ul style="list-style-type: none"> ➤ Concept Comprehension of pronunciation skills ➤ Uses correct intonation and clear speech 	<ol style="list-style-type: none"> 1. What kind of technological tools or apps have you used to practice English pronunciation? 2. How do you feel when using technology to improve your pronunciation? 3. Do you think these tools help you speak English more clearly or confidently? 4. How do teachers use technology to help you with pronunciation in class? 5. What kind of activities or exercises with technology do you enjoy the most? 6. What problems or difficulties have you faced when using pronunciation apps or programs? 7. How has technology changed the way you learn or practice pronunciation? 8. Do you think technology makes learning pronunciation easier or more interesting? 9. What could teachers do to make technology-based pronunciation practice more effective? 	<ul style="list-style-type: none"> • Open • Open 	Focus group	For Students

9.4. Data collection and techniques

To obtain the necessary information and answer the objectives of our research, qualitative techniques were used to learn about the experiences and opinions of all participants. This could be said to be the purpose of collecting significant data that will show how students and teachers experience the use of these technologies and apply them in pronunciation learning processes.

The techniques we used were the following:

- A semi-structured interview for the 9th grade teacher; this interview allowed us to learn about their experience and opinion on the implementation of these technologies in the process of teaching and learning pronunciation. *(For further details on the interview questions in Appendix 2).*
- Focus group (group interview led by a moderator) this with the objective of fostering an open dialogue where students could express their opinions about these tools, their use, ideas they had in common and differences in their experiences. *(for more information about the focus group design, refer to Appendix 3).*

9.5. Data Collection Instruments

The most commonly used types of data collection instruments are: Field notes and log; observation, interviews, focus groups; documents and records.

It is important to note that for the application of the aforementioned techniques in our research, we first used an interview guide, designed with open questions, which was very important for capturing the teacher's ideas and using them.

A focus group guide for students to establish ongoing dialogue and reflection on their experiences using technology to improve pronunciation, based on different technological applications, limitations, learning styles, and applications they would recommend based on their own criteria.

Both instruments were developed based on the objectives of our research and thanks to this, we were able to obtain very good information that allowed us to understand the influence of technologies in this area of English language education.

9.6. Procedures

The research was developed in the second semester of 2025 at the Rubén Darío institute, with the participation of the English teacher and the 9th grade students. First, we carried out a bibliographic search and review to support the study and define the points to take into account related to the use of technological tools and pronunciation.

Next, we proceeded to design and validate the instruments we were going to use, such as the interview guide and the focus group guide. These were validated, and we took into account key questions that allowed for open-ended responses. After this, we selected the participants using non-probability sampling and proceeded to apply the instruments. As we described, this allowed us to understand the teachers' opinions and the students' experiences.

The information obtained was analyzed, identifying the students' responses and relevance, and finally presented as a report proposing an action plan for the evaluation of specific technological tools to improve pronunciation. This report will be included in our theoretical framework.

9.7. Data analysis techniques.

Data analysis was conducted using a qualitative approach, employing content analysis techniques. Our data, obtained from focus groups and interviews, was transcribed and organized, allowing us to identify certain coincidences and patterns aligned with our research objectives. This process enabled us to understand how technological tools influence the improvement of pronunciation among 9th-grade students at the Rubén Darío Institute. Furthermore, these instruments and data analysis were based on the students' voice responses, which enriched the information and understanding of those responses.

9.8. Reliability and validity of the instruments

Thesis topic: The effect of Technology-Based Tools on the Pronunciation Skills of 9th-Grade English Language Learners at the Rubén Darío Institute during the second semester of 2025.

For the validation of the instruments, the Delphi panel technique was used

Nº	Name of the expert and academic degree	Curriculum synthesis	Topics on which he/she has advised
1	Msc. Cesar Enrique López Soza.	Master's Degree of Science. With 15 years of education experience, 6 in higher education. TEFL Professor at UNAN Managua CUR Matagalpa Undergraduate and postgraduate research adviser.	Assessing the Effectiveness of a 5-Year Teacher Training Program on TEFL Proficiency of Fifth-Year Students at CUR-Matagalpa, Saturday Class, 2025. Requirement for master's degree in English Didactics. Effective speaking Strategies to improve English-speaking skills of EFL Learners In 10th grade - INPAC

9.9. Techniques, instruments, and procedures for the processing and analysis of information

Websites like Google Scholar were used to search for reliable academic information, access peer-reviewed articles, and gather theoretical references that support the foundation and development of this research.

Microsoft Word was used to design and structure the research instruments, as well as to systematically organize, edit, and format the collected information for proper presentation and analysis.

9.10. Quality criteria

Justification of the Fulfillment of All Quality Criteria in the Application of the Focus Group Instrument

The Focus Group instrument met all established quality criteria during its design and application. First, validity was ensured by aligning every question with the general and specific objectives of the study. The content validity was guaranteed because the questions accurately covered the key constructs: technology-based tools and pronunciation skills. The construct validity was fulfilled by grounding the questions in relevant theoretical frameworks, particularly those related to digital learning and language acquisition. Criterion validity was assured by designing questions that allow comparability with previous literature and other instruments used in similar research contexts.

Regarding reliability, the Focus Group followed a consistent protocol across participants. The moderator used the same guide in each session, ensuring stability in the procedure. The questions were clearly formulated and free from ambiguity, which helped participants provide coherent and comparable responses. The instrument demonstrated reliability because similar patterns of answers emerged across the group, confirming consistency.

The criterion of clarity was fully met. All questions were written in simple, accessible language appropriate for 9th-grade students. No technical terms or difficult structures were included, which ensured that participants understood the questions without confusion.

Pertinence was also guaranteed. Each question responded directly to the purpose of exploring the use of technology-based tools and their effect on pronunciation skills. Irrelevant or unnecessary questions were excluded to maintain the focus of the discussion.

The instrument fulfilled the requirement of depth, as the questions were designed to elicit detailed and descriptive answers. Probing questions were included to encourage participants to expand on their experiences, perceptions, and challenges, resulting in rich qualitative data.

In terms of neutrality, all questions were formulated without bias or suggestive wording. The moderator maintained an impartial role, avoiding influence on participants' responses. This contributed to obtaining authentic and trustworthy information.

Flexibility was also guaranteed. Although the guide provided a structured sequence, the moderator adapted the order of questions, when necessary, based on the flow of discussion. This allowed new insights to emerge naturally without compromising the research objectives.

The instrument demonstrated coherence, following a logical order from introductory questions to transition and central questions, and closing with reflective prompts. This structure contributed to a fluid and organized discussion, facilitating participant engagement.

The criterion of context adequacy was fulfilled as well. The questions were designed considering the students' age, school environment, and prior exposure to digital

tools. The discussion respected cultural norms and educational characteristics specific to the participating institution.

Finally, all ethical standards were respected. Participants were informed of the purpose of the study, assured of confidentiality, and encouraged to express their opinions freely. The environment fostered respect, comfort, and voluntary participation.

In summary, the Focus Group instrument met all quality criteria—validity, reliability, clarity, pertinence, depth, neutrality, flexibility, coherence, contextual adequacy, and ethical responsibility—ensuring that the data obtained is credible, meaningful, and aligned with the research objectives.

10. Analysis and discussion of results

Concerning the specific objective 1, to identify the pedagogical implications of integrating technology-based tools for pronunciation practice for English learners at the Ruben Dario Institute... II semester 2025.

To answer this objective, the question 3. How does teacher use technology to help you with pronunciation in class? Of the focus group and question 3. What technological tools do you know or have you used to teach pronunciation? From the teacher interview. The data obtained in the chart 11 revealed that technological tools used to teach pronunciation are: Duolingo, YouTube and music videos.

The results indicate that it is very common the use of these media to teach and improve pronunciation skill...These data should be supported in Dos Santos (2018) quote that consider Technologies that are prudently used can provide and enhance the language learning process.

Although it is true that the technological tools used by the teacher are not only ones available to address pronunciation, it is important to emphasize that the teacher should investigate other methods that would help improve results, however we can say that the first objective is met because the teacher uses technology to teach English.

Regarding the specific objective 2, to describe the pedagogical implications of integrin technology-based tools to improve pronunciation performance.

To respond this objective, the question 6. How has technology changed the way you learn or practice pronunciation? Of the focus group and question 6. What results have you observed in your students when using these technological tools? From the teacher interview. The data obtained in the chart 11, show that integrating technology-based tools makes the pronunciation easier.

As a result of integrating technology-based tools, they obtained dynamic, fun and understandable class. These data are supported by the idea that digital technologies provide students with tools for pronunciation practice and oral interaction in the target language, as stated in Dos santos quote

While integrating technology into pronunciation teaching is a dynamic way to increase this skill; at the same time, we can choose different tools depending on the type of students in the classroom; concluding that our second objective is met by obtaining results in this area.

According to the specific objective 3, to propose an action plan effect of specific technology-based tools for increase pronunciation skills of 9th grade English learners.

To link this objective the question 11. What would an idea plan look like to help students use technology to improve pronunciation every day? Of the focus group and question 10. What kind of support or resources do you think are necessary to improve the integration of technology in pronunciation development? from the teacher interview. The data obtained in the chart 11 about it reveals the need to make some changes in school curriculum and others.

The results indicates that changes should be made to the frequency of weekly English classes and that updated technological equipment should be available.... These data should be supported by Enwall (2007) who propose a virtual teacher to reinforce pronunciation feedback from real and virtual language.

Although students and teachers suggest that they can help improve English pronunciation; however, it is not within our power to make changes to school curricula, but we can create specific technological tools for improve pronunciation skill; so our third objective is met by proposing an action plan.

Subjets	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5	Quest 6	Quest 7	Quest 8	Quest 9	Quest 10	Quest 11
Aurora	Used YouTube	I can hear other people	Music videos	I enjoy games	Some apps have different pronunciation Than others	Learn pronunciation with technology is easier	Technology helps us to learn about the different accents of native speakers for example in tiktok	The teacher could help us by sending us links about pronunciations conversations of young people from others countries	Duolingo	Updated technological devices and more frequent English Classes per week.	Create apps that correct Pronunciation.
Dayana	Projector		Dialogues	Quizzes							
Angelica	Google translate	I learn more about culture and pronunciation	Meaning	Games		Dynamic					
Winston	Google		Meaning	Games							
Jahir	projector		Images	Games							

Dereck	Games	learn more	Exchange words	Games		Through technology we learn about different places in the language			Playing games online		
Becket	Projector		Words and phrases	Games							
Ashly	Online games		Learn more	Exchange words and phrases							
Conclusions	The most technological resource is the projector.	The use of technology improves their pronunciation	Pronunciation is taught through images, phrases and words	They enjoy learning through games	Students express difficulties using applications that focus on them	3 Students express it is easier. 2 students find it dynamic	All students agree technology helps to learn different accents of native speakers	All students agree teachers should send links about pronunciation with teenagers	3 students recommended Duolingo. 2 students listening to a song. 3 students play games online.	All students recommended updated technological devices and more frequent English classes per week.	For student recommendations create an app that corrects pronunciation. Four students recommended more English classes per week.

11. Conclusions

The conclusion is based on the general research question: How does the use of technology-based tools influence the pronunciation skills of 9th grade English language learners at the Ruben Dario Institute?

The research demonstrated that the use of technological tools significantly has a positive influence on students. With the data obtained and analyzed, it was identified that students using these technologies had more confidence when pronouncing English words, were familiar with certain applications, and claimed that they improved their intonation by practicing independently. We also observed the increase in motivation and enthusiasm of the participants when conducting our focus group.

The teacher also acknowledged the importance of these technologies, as they promote more dynamic and interesting classes, and therefore students focus their full attention on the topics presented. However, as researchers, we were able to identify certain limitations such as a lack of time in class to practice pronunciation, a lack of connectivity, and also a lack of training for the teaching staff to acquire certain knowledge that could make their classes more interactive.

To conclude, we have demonstrated that the use of these technologies should not be considered a replacement for traditional education, but rather an opportunity for continuous improvement in our classrooms to enhance the educational experience of our students, awaken their motivation and enthusiasm, and prepare them to communicate effectively in a future where opportunities may arise.

12. Recommendations

- Ongoing training of teaching staff on the use of technological tools geared towards teaching pronunciation in the English language.
- Use of technological resources in the classroom such as cell phones to practice pronunciation activities in a group with the students.
- Promote the use of certain tools in their free versions to continue independent learning at home.
- Encourage brief technological exercises such as guided repetitions using a cell phone and a speaker that allows listening to sentences, songs or words based on the educational context to improve pronunciation.
- Once these recommendations have been applied, the student can be evaluated periodically to identify areas for improvement or reinforcement in pronunciation.
- Participate in courses, fairs and technological forums implemented by the government to increase the teacher's capacity, as well as the motivation on the part of the student.
- There was a request for improvements in the academic schedule, also for English classes not to be limited to just a few hours but to be given more time in the Schedule.

13. Bibliography

- Chen, Y. (2022). *ResearchGate*. Obtenido de ResearchGate:
https://www.researchgate.net/publication/365937303_The_Role_of_Cross-linguistic_Influence_in_Second_Language_Acquisition
- Dornyei, Z. (December de 2009). *Language Learning*. Obtenido de Language Learning:
https://d1wqtxts1xzle7.cloudfront.net/31177656/2009-dornyei-ll%28s%29-libre.pdf?1392221484=&response-content-disposition=inline%3B+filename%3DIndividual_differences_Interplay_of_lear.pdf&Expires=1758318444&Signature=cZef8Wj~X2uUCIXrtYrsiEphc-V5GPvZ5BYdlmo
- Engwall, O. (2007). *Taylor and Francis Online*. Obtenido de
https://scholar.google.com/scholar?start=10&q=propose+action+plan+based+tecnological+tools+for+increase+pronunciatin+skill&hl=es&as_sdt=0,5#d=gs_qabs&t=1763326810633&u=%23p%3DB4OpX1ommq8J
- Escobar, C. (2000). Research and innovation magazine in language class. *Enuentro*.
- Field, J. (september de 2005). *ReearchGate*. Obtenido de ResearchGate:
<https://share.google/zEU5TvpMciM3uxS3U>
- Flores, G. (26 de 5 de 2012). *GPL*. Obtenido de GPL:
http://eduqa2012.eduqa.net/eduqa2012/images/ponencias/eje4/4_3_PEREZ_Alain_TLACZANI_Esther_herramientas_sincronas_y_asincronas_en_educacion_a_distancia.pdf
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International journal of research in english education*.
- Levis, J. M. (March de 1999). *ResearchGate*. Obtenido de ResearchGate:
<https://share.google/2P7ulCucfiTBJMvXQ>
- Magazine, T. U. (2024). *terron university Magazine*,
<https://www.camjol.info/index.php/torreon/article/view/18182/22091>.
- Marketing, U. (8 de APRIL de 2024). *University of the POTOMAC*. Obtenido de
<https://potomac.edu/benefits-of-learning-a-second-language/>
- Mohd, A. J. (2022). Effectiveness of digital technology tools in teaching pronunciation to saudi EFL learnes . *FWU journal of social Sciences* , 3.
- PALMIERI, A. B. (Noviembre de 2017). Obtenido de
http://biblioteca.usac.edu.gt/tesis/30/30_0097.pdf
- Perez, Y., & Urbina, M. (FEBRERO de 2018). *Repositorio UNAN*. Obtenido de Repositorio UNAN:
<https://repositorio.unan.edu.ni/id/eprint/12029/1/Monografia%20actualizada%2024112018.pdf>
- santos, S. D., & Becker, K. (2018). *researchgate*. Obtenido de researchgate:
<https://share.google/FrSxpHqILT8hWXosE>

Simons. (2010). ICT and collaborative learning. *Revista lengua y cultura*. Obtenido de <https://dialnet.unirioja.es/descarga/articulo/10083382.pdf>

Torrecilla, J. (21 de Dicember de 2024). *Straps*. Obtenido de Straps: <https://www.astraps.com/articulo/1389/tipos-de-herramientas-tecnologicas/>

14. Appendix

14.1. Appendix 1

MODALIDAD DE GRADUACIÓN

TURNO: DOMINICAL

5TO AÑO 2025

CARRERA: INGLÉS

TUTOR: MSC. CESAR LOPEZ

FECHAS	AGOSTO		SEPTIEMBRE				OCTUBRE					NOVIEMBRE		
ACTIVIDADES	SEMANA 1	SEMANA 2	SEMANA 3	SEMANA 4	SEMANA 5	SEMANA 6	SEMANA 7	SEMANA 8	SEMANA 9	SEMANA 10	SEMANA 11	SEMANA 12	SEMANA 13	SEMANA 14
PROBLEMÁTICA Y TEMA	■													
CATEGORIAS/TEMAS/OPERACIONALIZACIÓN/ BOSQUEJO		■												
OBJETIVOS Y PREGUNTAS DE INVESTIGACIÓN			■											
JUSTIFICACIÓN				■										
DISEÑO METODOLOGICO/ELABORACIÓN DE INSTRUMENTOS				■										
VALIDACIÓN DE INSTRUMENTOS REVISIÓN DE BIBLIOGRAFIA ANTECEDENTES						■								
MARCO TEORICO							■							
TRABAJO DE CAMPO/APLICACIÓN DE INSTRUMENTOS							■	■	■					
REVISIÓN MARCO Y SUPUESTOS TEÓRICOS									■					
PROCESAMIENTO DE RESULTADOS										■				
AFINAR RESULTADOS										■	■			
ANALISIS E INTERPRETACIÓN DE RESULTADOS											■			
CONCLUSIONES Y RECOMENDACIONES											■			
REVISIÓN DE CONCLUSIONES Y RECOMENDACIONES												■		
REDACCIÓN DE INTRODUCCIÓN Y RESUMEN												■		
PRIMER BORRADOR													■	
ENTREGA DE INFORME FINAL Y DEFENSA														■

14.2. Appendix 2

Interview for teacher



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Interview for English Teachers on the Use of Technology to Improve Pronunciation Skills

General Information of the Teacher

- Teacher's name: Osman Kevin Espinoza.
- Educational institution: Rubén Darío Institute.
- Years of experience teaching English: Five Years
- Level taught: Ninth grade
- Date: October 23rd, 2025

I. Introduction

The purpose of this interview is to gather information about teachers' perceptions, experiences, and classroom practices related to the use of technological tools to improve English pronunciation skills among third-year secondary students.

II. Interview Questions

1. General knowledge and perception

1. How important do you consider pronunciation development in English language learning? Pronunciation is important to be understood correctly, and it also increases confidence when speaking.

2. Do you believe technology can help improve students' pronunciation? Why?

Because it's a great way to expose ourselves to the visual and auditory language, and currently, 90 percent of students have smartphone to practice English.

3. What technological tools do you know or have you used to teach pronunciation

(For example, apps, platforms, software, videos, etc.)? I know several applications like Duolingo and Babbel, but I put more into practice to teach pronunciation through music videos and worksheets.

2. Use of technological tools in the classroom

4. How often do you use technological resources to work on pronunciation in your

English classes? In my daily lesson plan, there are activities that contain all four skills, thus emphasizing pronunciation.

5. Could you mention some activities or strategies you have implemented using technology to enhance pronunciation? When the lesson plan must emphasize phonetics, I always try to send my students TikTok videos that address that topic, for example, the past tense of some regular verbs ending in d, t and so on.

6. What results have you observed in your students when using these technological tools? As a result of applying technological tools in my classes, I obtain a Dynamic and fun class and eighty percent understanding of the content.

3. Advantages and challenges

7. From your experience, what are the main advantages of using technology to teach pronunciation? Among the advantages of using technology to teach pronunciation is personalized and interactive learning, with constant feedback for both the student and the teacher.

8. What challenges have you faced when incorporating technology in pronunciation teaching (for example, lack of resources, connectivity issues, time, training, etc.)?

Among the challenges faced when teaching pronunciation with the help of technology is the time factor and resource limitations.

4. Teacher training and suggestions

9. Have you received any training related to the use of technological tools for teaching English or pronunciation?

During the EPI teacher training workshops, teachers are provided with modules, language teaching techniques, and an Exchange of experiences among subject's teachers covering the four competencies of the subjects.

10. What kind of support or resources do you think are necessary to improve the integration of technology in pronunciation development?

Among the necessary resources that must be improved in the integration of technology into English pronunciation is the restructuring of the Schedule in relation to frequency during the week and providing public and private schools with professional technology advice.

5. Final opinion

11. In your opinion, how can the proper use of technology influence students' oral competence and communicative skills?

In today's world, technology is if of great importance because it connects with young people, and through it we can influence them directly and indirectly, using audiovisual media, so they can improve their language skills and thus gain more self-confidence.

Appendix 3

Focus Group.



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Facultad Regional Multidisciplinaria De Managua

CUR-MATAGALPA

FOCUS GROUP GUIDE

Topic:

The use of technology-based tools to improve pronunciation skills in 9th grade English learners.

◆ General Objective:

To explore how technology-based tools affect pronunciation skills in 9th grade English learners.

◆ Specific Objectives:

1. To identify the pedagogical implications of integrating pronunciation technology in English learning.
2. To describe how these tools influence the teaching–learning process.
3. To propose an action plan using specific technological tools to enhance pronunciation skills.

A. Experience with Technology and Pronunciation

1. What kind of technological tools or apps have you used to practice English pronunciation? We practice English with projectors, YouTube, Google Translate and online games.

2. How do you feel when using technology to improve your pronunciation?

We feel comfortable, because by exchanging words or phrases in Roblox games, we can hear how people speak the language correctly and learn from them. Through Google Translate, pronunciation can be corrected by tapping the microphone icon that appears in the app.

B. Teaching and Learning Process

3. How do teachers use technology to help you with pronunciation in class?

The teacher frequently uses speakers, YouTube videos of native speakers, and projectors

4. What kind of activities or exercises with technology do you enjoy the most?

We enjoy it more when we learn by playing, especially when we use quizzes that are like timed challenges

5. What problems or difficulties have you faced when using pronunciation apps or programs?

Some apps have different pronunciations than others, which confuses us; they're even different in spelling

C. Pedagogical Implications

6. How has technology changed the way you learn or practice pronunciation?
Yes, technology changes the way we practice pronunciation; it's easier and more dynamic. Through technology, we learn about places and names in other languages.

7. Do you think technology makes learning pronunciation easier or more interesting? Explain

Technology helps us to learn about the different accents of native speakers in an interesting way, for example with the TikTok app.

8. What could teachers do to make technology-based pronunciation practice more effective? The teacher could help us by sending us links about pronunciation, conversations of young people from other countries who are our age so we can learn about their culture.

D. Proposals and Future Actions

9. What technological tools or apps would you recommend to improve pronunciation for 9th graders? I recommend Duolingo, listening to songs in English, and online games.

10. How could schools include more technology in pronunciation practice?

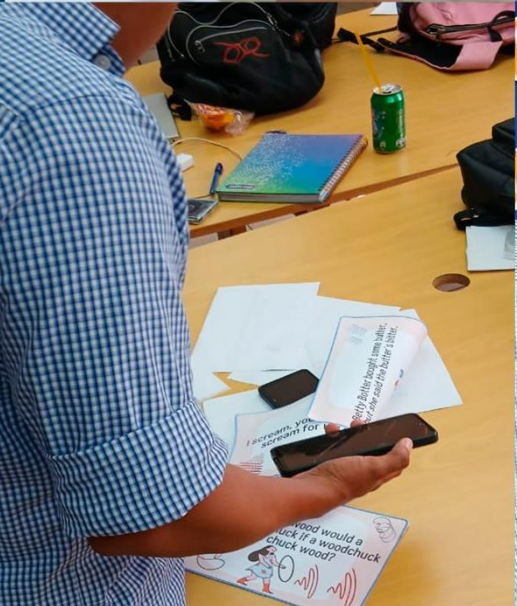
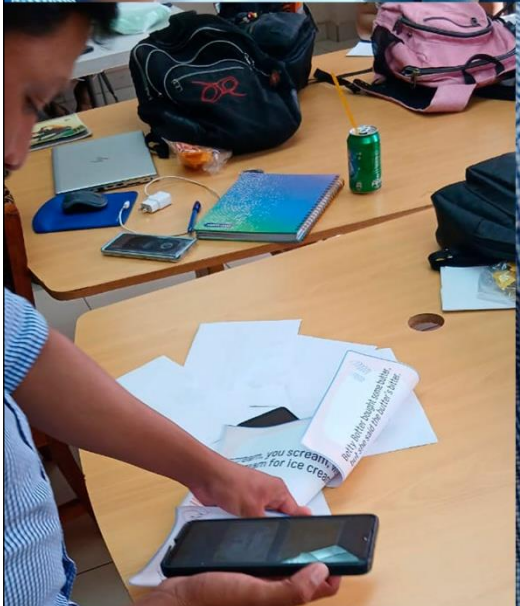
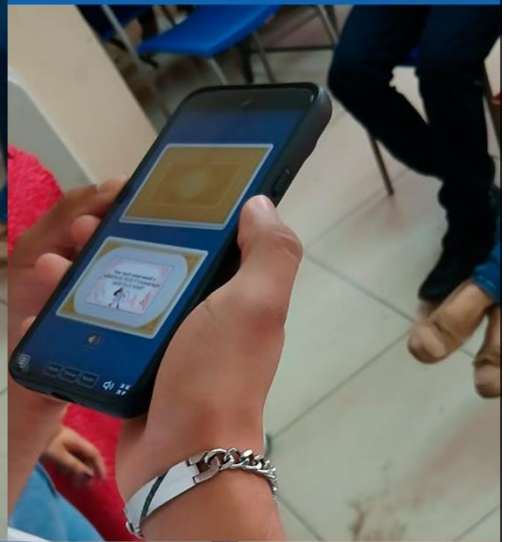
I would like to see a projector in better condition and a touch screen in both the technology room and the English room.

11. What would an ideal plan look like to help students use technology to improve pronunciation every day?

I think it would be a good idea to create an app that identifies our voice when we speak and corrects our pronunciation.

I would like our school to provide us with this type of app in the English and technology area, and also for English classes not to be limited to just a few hours but to be given more time in the schedule





Specific	Objetive 1	Objetive 2	Objetive 3
Objective	To identify the pedagogical Implications of integrating technology-based tools for pronunciation practice for English teachers at the Ruben Dario Institute	To describe the pedagogical implications of interning technology-based tools to improve pronunciations performance	To propose an action plan effect of specific technology-based tools for increase pronunciation skills of 9th grade
Questions Result Summary	Questions 3...? of the focus group and question 3...? From the teacher interview The data obtain in the chart 11 revealed that technological tools used to teach pronunciation are	Question 6...? Of the focus group and question 6...? From the teacher interview. The data obtained in the chart 11. Show that integrating technology-based tools makes the	Question 11 of the focus group and question 10 from the teacher interview in the chart 11 the result obtained about it reveals the need to make some curriculum and others.

	Duolingo, YouTube and music videos.	pronunciation easier.	
Interpretation Of Results	The results indicate that, it's very common the use of these media to teach and improve pronunciation skill	As a result, for integrating technology-based tools, they obtained dynamic fun and understandable classes	The results indicates that changes should be made to the frequency of weekly English classes and that, updated technological equipment should be available.
Theory and Literature review Implications	Dos Santos (2018) emphasize Technologies that are prudently used can provide English teachers and learners with useful a affordance that	Dos santos (2018) argues digital technologies for students provide tools for pronunciation in the target language.	Engwall (2007) propose a virtual teacher to reinforce pronunciation feedback from real and virtual language.

	support and enhance the language learning process.		
Reflective Analysis	While it is true that the technological tools used by the teacher are only ones available to address pronunciation, it is important to emphasize that the teacher should that would help improve results. However, we can say that the first objective is met because the teacher uses technology to teach English	Integrating technology into pronunciation teaching is a Dynamic way to increase this skill. At the same time, we can choose different tools depending that our second objectives met by obtaining results in this area.	Students and teachers suggest that they can help improve English pronunciation; however, it is not within our power to make changes to school curricula, but we can create specific technological tools for improve pronunciation skill; so, our third objective is met by proposing an action plan.

