

**Artificial Intelligence Used as a Tool to Enhance English Pronunciation at the  
Instituto Pedagógico Nacional**

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**Presidente del Jurado**


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<b>2. Descripción</b>
<p>Proyecto investigativo en el cual se explora el impacto del uso de la inteligencia artificial en el fortalecimiento de la pronunciación en inglés en estudiantes de séptimo grado del Instituto Pedagógico Nacional ubicado en la ciudad de Bogotá, Colombia. Se centra en la aplicación ELSA Speak, una herramienta que ofrece retroalimentación personalizada y en tiempo real para mejorar la pronunciación, la entonación y la claridad al hablar. Este estudio es de tipo investigación acción y está sustentado bajo la recolección y el análisis de datos usando métodos de análisis de datos como la triangulación. Adicionalmente, el documento presenta las conclusiones y recomendaciones que resultan de la intervención ejecutada por el investigador.</p>

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#### 4. Contenidos

El proyecto, presentado en varios capítulos, comienza en el Capítulo I describiendo el contexto educativo del Instituto Pedagógico Nacional, los estudiantes participantes y el problema principal. Se justifica la importancia del estudio, estableciendo los objetivos y la pregunta de investigación. En el Capítulo II se recopilan teorías y estudios previos sobre el uso de la tecnología y la inteligencia artificial en la enseñanza del inglés, con un enfoque en pronunciación, estrategias docentes y factores emocionales que afectan el aprendizaje de una segunda lengua. El Capítulo III detalla el diseño de la investigación, los instrumentos utilizados (encuestas, notas de campo, pruebas de pronunciación) y aspectos éticos relacionados con el grupo participante. El Capítulo IV describe la intervención pedagógica, explicando las actividades realizadas con ELSA Speak, los temas trabajados en clase y los ciclos de intervención, además de cómo se integró la tecnología en el proceso de aprendizaje. El Capítulo V analiza los datos recolectados, mostrando el progreso en pronunciación, confianza y motivación, así como ejemplos del impacto del proyecto. El Capítulo VI resume los resultados generales, destacando los logros en pronunciación, autonomía y participación activa de los estudiantes. Finalmente, en el Capítulo VII, se reflexiona sobre los aprendizajes obtenidos, se presentan las contribuciones del estudio y se sugieren mejoras o futuras líneas de investigación, mencionando las limitaciones encontradas durante el proceso.

#### 5. Metodología

Este estudio se desarrolló bajo un enfoque de investigación-acción con un diseño metodológico de investigación mixta, combinando técnicas cualitativas y cuantitativas. El propósito fue analizar el impacto de la inteligencia artificial Elsa Speak en la mejora de la pronunciación del inglés en estudiantes de séptimo grado del Instituto Pedagógico Nacional, en Bogotá.

La muestra estuvo conformada por 30 estudiantes, entre los 12 y 14 años, quienes participaron activamente en todas las fases del proyecto. Se utilizaron instrumentos como notas de campo, encuestas, y pruebas de pronunciación (pre y post-test). Estos permitieron triangular la información y obtener una visión integral del proceso de aprendizaje.

La intervención pedagógica se desarrolló a lo largo de tres ciclos, cada uno con objetivos específicos relacionados con la conciencia fonética, el acento en palabras y el discurso libre. En cada ciclo se integraron actividades con Elsa Speak, combinadas con clases presenciales diseñadas bajo los principios del enfoque comunicativo.

La evaluación se centró en cinco criterios: precisión de sonidos, entonación, fluidez, acentuación y claridad general. Los resultados fueron analizados comparando los desempeños antes y después de la intervención, además de considerar las percepciones de los estudiantes y las observaciones del docente-investigador.

Esta metodología permitió observar no solo el progreso técnico en la pronunciación, sino también cambios actitudinales positivos frente al aprendizaje del inglés, evidenciando el potencial de la inteligencia artificial como aliada en contextos educativos de la mano con actividades propuestas por el profesor.

#### 6. Conclusiones

La implementación de herramientas de inteligencia artificial como Elsa Speak demostró ser efectiva para mejorar la pronunciación en inglés de los estudiantes de séptimo grado del Instituto Pedagógico Nacional. A través de una intervención pedagógica estructurada, algunos estudiantes no solo desarrollaron mayor precisión fonética, sino también mejoraron su entonación, ritmo, fluidez y uso de la acentuación en palabras clave.

Los resultados del pre y post-test evidenciaron avances en la mayoría de los participantes mientras los demás obtuvieron resultados similares al principio y al final de la intervención. se observó la capacidad de autoevaluación, ya que varios estudiantes comenzaron a corregirse espontáneamente durante sus intervenciones orales, demostrando una mayor conciencia metacognitiva sobre su pronunciación.

Otro hallazgo relevante fue el impacto positivo en la confianza y motivación de los estudiantes. El uso de la aplicación les brindó un espacio seguro para practicar sin temor al juicio, lo que redujo la ansiedad y aumentó su disposición a participar activamente en clase.

En conclusión, la integración de tecnologías basadas en inteligencia artificial en la enseñanza del inglés no solo potencia habilidades lingüísticas específicas como la pronunciación, sino que también promueve actitudes positivas hacia el aprendizaje. Esta experiencia sugiere que, con una guía pedagógica adecuada, las herramientas tecnológicas pueden convertirse en aliadas fundamentales en la transformación de los procesos educativos, haciendo del aprendizaje de una lengua extranjera una experiencia más significativa, personalizada y efectiva.

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## ABSTRACT

This study explores the use of Artificial Intelligence (AI), specifically the Elsa Speak app, to improve English pronunciation in seventh-grade students at Instituto Pedagógico Nacional. Through a mixed-methods action research approach, students engaged in interactive AI-based activities and classroom lessons. Results showed relevant improvements in pronunciation accuracy, confidence, and autonomy. The findings support the integration of AI tools in EFL classrooms to enhance language learning experiences.

**Keywords:** Pronunciation, Artificial Intelligence, English Learning, EFL, Elsa Speak, Confidence, Motivation.

## RESUMEN

Este estudio explora el uso de la Inteligencia Artificial (IA), específicamente la aplicación Elsa Speak, para mejorar la pronunciación en inglés de estudiantes de séptimo grado del Instituto Pedagógico Nacional. A través de una investigación-acción con enfoque mixto, los estudiantes participaron en actividades interactivas con IA y clases presenciales. Los resultados mostraron mejoras relevantes en pronunciación, confianza y autonomía.

**Palabras clave:** Pronunciación, Inteligencia Artificial, Aprendizaje de Inglés, EFL, Elsa Speak, Confianza, Motivación.

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# CHAPTER I

## THE PROBLEM

### Context

This research project was developed within the Instituto Pedagógico Nacional, an institution with a history dating back to its founding in 1927. Originally, its mission was to provide education exclusively to female educators who graduated with the title of 'institutors.' Over the course of 90 years, the institute has undergone a remarkable evolution. Currently, the mission of the institution is to lead the educational processes of children, young people, and adults, taking into consideration their diversity in terms of economic, social, cognitive, cultural, ethnic, sexual, ethical, communicative, and emotional aspects in order to develop critical, autonomous, ethico-political, diverse individuals with social values that contribute to the understanding and transformation of reality and a peaceful community. The school is now located in the northeastern corner of Bogotá, within the district of Usaquén, close to the neighborhood of Santa Bárbara.

This area is characterized not only by its residential atmosphere but also by the presence of various commercial and financial hubs such as Unicentro, other schools, and universities. Particularly, this part of the city is classified as a socio-economic stratum 5, given the school's strategic location, next to the *Carrera Novena* and *Calle 127*.

Regarding the school's vision, the institution is defined as a space for innovation, research, and teaching practice. This aligns with the goal of being one of the primary sites for pre-service teachers affiliated with the *Instituto Pedagógico Nacional*. As for its mission, the Instituto Pedagógico Nacional expects to be a leader in pedagogical processes

in the education of children, youth, and adults, addressing the challenges of a contemporary society.

Regarding the school's institutional projects, the institution is involved in cross-curricular pedagogical projects, which include the following areas: sexuality, School Plan for Risk Management, Prevention and Response to Emergencies, Environmental Project of the School, and the Institutional Project for Reading, Writing, and Oral Skills.

The school follows a unified schedule, with the division being determined by the students' grade levels. In this schedule, classes start at 7:00 a.m. For students in pre-school through third grade, the school shift ends at 2:00 p.m., whereas students in fourth grade and above conclude their academic activities at 3:00 p.m.

The school has an educational community, comprising more than 1,000 students from diverse backgrounds and experiences. Their teaching staff is composed of professionals in education. Additionally, a team of security guards ensures the safety and well-being of all members of the school community. The school facilities include stores providing food and resources for students, spacious teachers' lounges, state-of-the-art laboratories that encourage exploration and learning, music rooms for art classes, sports facilities such as football fields for physical activity, technological labs for the development of digital skills, and a big coliseum for sports and cultural activities. (Proyecto Educativo Institucional, 2019)

### **Participants**

The group that participated in this research project was composed by 26 students. In order to understand the likes and needs of the students in the English class, a survey was

applied in the classroom during the diagnosis stage. (Annex 2) Most of the students were between 13 and 15 years old.

Furthermore, according to the questionnaire mentioned before, a teacher's interview, and some observations, the students enjoy the English class and learning a second language (L2). The results of the questionnaire demonstrated that most of the students were motivated to learn English and many of them practice it at home with music, and videos. Besides, the students seemed to enjoy arts, sports, and traveling in order to learn new things.

Nevertheless, according to the interview addressed with the teacher (Annex 1), additional factors were identified as obstacles to the students' progress in pronunciation and other areas of English learning. One key issue was the lack of autonomous practice outside the classroom, as many students did not engage in self-directed learning at home. Furthermore, English exposure was largely confined to school settings, limiting opportunities for reinforcement and consistent improvement.

Finally, concerning the perception that the students had about the class, most of them answered that they liked the class and even mentioned that the English class is their favorite one. This is because they believe learning the language will open doors for future career opportunities and in case they decide to travel. Many students expressed their desire to study or work abroad and see English as a tool to make those desires true. The students participated in the questionnaire to provide valuable information that allowed the teacher to recognize and be aware of their preferences and requirements.

## **Statement of the problem**

Based on the diagnosis stage, in which interviews, a survey, and observations were conducted, it was possible to recognize the student's difficulties related to the English class. In the case of this research, the most noticeable problem was the confidence to speak in a foreign language such as English, through the observations in the classes, students expressed their thoughts about speaking in English, and the most repeated problem was that they felt shy when they needed to speak to others because they did not have enough vocabulary or did not know how to pronounce specific words.

Since 2004, Colombia and the Ministry of education are implementing the National Program of Bilingualism, expecting the improvement of the second language in Colombian students, in its program one of the main achievements is "Be able to produce oral writings, speeches and use English in conversations with other people." (*Ministerio de Educación Nacional de Colombia 2023* para. 4).

Nevertheless, despite the bilingual program's expectations, English skills in Colombian classrooms have not been developed as expected, presenting a significant gap in ESL (English as a Second Language) and EFL (English Foreign Language) proficiency levels. Different factors contribute to this challenge, including diverse background knowledge among students, and teaching strategies. To address this problem, it is essential to increase collaboration among educators in order to enhance English skills such as speaking, pronunciation, and others.

## **Rationale**

First of all, it is essential to improve English education in Colombia and enhance the country's global standing. Learning English plays a key role in various social and economic

areas, including Free Trade Agreements, the globalization of cultural industries, and the expansion of the knowledge-based economy. Recognizing this, the government is actively working to create better conditions for Colombians to develop strong communication skills in a second language.. (*Ministerio de Educación Nacional de Colombia* 2023). Taking the above into account, it is essential to develop the different skills that English has, those that will help students to connect to different areas of knowledge and job opportunities in the near future.

Although the curriculums and syllabus of English classes have topics to strengthen abilities such as reading, writing, listening, and speaking, there is also a sub-topic that most of the time is not taken as important as the others. Busa (2010) mentions that "because non-native use of speech pauses, volume, pitch, and intonation have important pragmatic effects on how the speaker's message is received by the listener", thereby, the sub-topic mentioned before is the skill of *pronunciation*, which is one of the most important abilities to develop in order to have a good process in the acquisition of the language and its proficiency.

On the other hand, in these years is evident the increasing application of new technologies in ESL and EFL classrooms around the world, which provides innovative strategies for teaching and learning English, and how it helps students to develop language skills efficiently, increase their motivation, and enhance their learning experience (Cruse, 2006).

Accordingly, new technologies are improving day by day, becoming smarter and more helpful for humanity. Those types of resources are somehow being criticized because it is said that they “downgrade” the capabilities of human beings. However, if these tools

are used correctly and with the proper guidance for their use, they can support the learning and improvement of EFL and ESL students in the different English skills.

Concerning the participants of this research, the implementation of ICTs (Information and communication technologies) for the improvement of English skills such as pronunciation, speaking, reading, writing, and listening, is a tool that might reinforce the EFL and ESL learning for teenage students. The use of these new applications could be seen as a benefit for new generations in order to understand all the opportunities that new technologies bring to the education area.

### **Research question**

To what extent can the implementation of AI tools such as Elsa Speak contribute to the enhancement of English pronunciation skills among seventh-grade students *at Instituto Pedagógico Nacional?*

### **Research Objective**

To assess the impact of implementing Artificial Intelligence (AI) tools to enhance English pronunciation among seventh-grade students at the *Instituto Pedagógico Nacional*.

### **Research Specific Objectives**

1. To determine the effectiveness of speech AI applications for English Classes and their impact on students' pronunciation.
2. To collect feedback from students regarding their perspectives and improvements by using Artificial Intelligence to enhance their English pronunciation skills.

3. To analyze the influence of AI tools on students' motivation and confidence in practicing English pronunciation.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter presents the literature review and theoretical framework that support this action research and its methodology. The literature review analyzes 16 national and international studies relevant to the research topic. Meanwhile, the theoretical framework explores three key concepts: the role of ICTs in EFL/ESL classrooms, AI-powered language learning tools, and teachers' strategies for enhancing English pronunciation.

#### **Literature Review**

To better understand how technology is being used in English language teaching, it is helpful to analyze research that explores this topic in classroom settings. The study is named the Levels of ICT Integration into the teaching of teachers of the English department, University of Foreign Language Studies (UFLS), at the University of Danang (UDN). It was carried out by Nhu, P. T., & Mai Kha, H. N. (2021). This study investigates the extent of ICT integration into the teaching practices of English teachers. The research aims to address two research questions: the degree to which UFLS and UDN teachers integrate or incorporate ICT in their classes, by teaching the language through new technologies, and what recommendations could enhance the integration of these types of tools. The study employs a case study methodology, offering an empirical analysis of the phenomenon. Participants include all teachers of UFLS and UDN, and the instruments consist of the researcher's field notes and some interviews. The results and findings

revealed that teachers primarily utilized applications such as word processing, Microsoft PowerPoint, searching tools, audio, and EslVideo.com in their classes. While these tools contributed to improving English classes, challenges such as economic deficiency and the need for further ICT training for teachers emerged as significant factors influencing the integration process. These problems can also be seen in the Colombian context, in which sometimes there is a knowledge gap with new technologies. Addressing these issues is crucial for fostering a more effective integration of ICT in English as a Second Language teaching in Colombian classrooms.

Secondly, the study titled “The Use of ICT in the Teaching and Learning of English as a Foreign Language in Fourth Grade at Clemencia de Caycedo School – IED in Bogotá D.C.” by Russi, K. L. & Mejía, M. L. (2019) aimed to enhance the teaching and learning of English through the use of Information and Communication Technologies (ICT) for fourth-grade students girls at the Clemencia Caycedo School. The main objective was to implement pedagogical activities supported by ICT for English teaching in this grade. The study adopted a single-case study approach, intervening in the English class taught by the teacher Gladys Amparo Rodríguez, with 35 students aged 8 to 10. The instruments used included non-participant observations, field notes, and a survey. The successful implementation of ICT activities in the classroom not only generated interest during classes but also allowed learning to extend beyond the school environment, thus strengthening the English learning process, and also demonstrated that these types of sources enhanced autonomous work. This is relevant in the current study because this research presents how, through ICT, autonomous work and other areas could be upgraded by ICT English education.

Continuing with the review, the study “Automatic Speech Recognition System to Enhance the Use of Vocalization Strategy. International Association for Development of the Information Society.” By Hirata, S., & Yamada, M. (2022) had the objective to develop an English vocabulary learning support system utilizing dictation-type speech recognition technology. The study aimed to evaluate whether this system could activate learners’ metacognition and encourage the use of vocalization strategies. The methods applied included Speech Recognition and Metacognitive Support by Learning Analytics. The results emphasized the necessity for an English vocabulary learning system that facilitates the acquisition of vocalization strategies, which are techniques used to improve speech clarity, pronunciation, and expression during spoken communication. Following the development of the system and its formative evaluation for validity, the study wanted to determine whether the implemented technology could effectively promote the acquisition of vocalization strategies and contribute to enhancing learners’ vocabulary.

Likewise, the research titled A Systematic Review of Research on the Use of Artificial Intelligence in English Language Teaching and Learning (2015-2021): What Are the Current Effects? Conducted by Sharadgah, T. A., & Sa’di, R. A. (2022), the primary objective was to present research progress in the field and gain a deeper understanding of the challenges in both EFL and ESL contexts. Using a qualitative research approach, the review followed a five-step process, analyzing 64 out of 200 initially reviewed articles. The findings highlight a promising future for AI in ELT, demonstrating positive impacts on language skill development, feedback, assessment, recognition, learner attitudes, and overall satisfaction. Additionally, the study identified a growing number of publications on this topic. Mixed-method research was the most used approach, with higher education

settings frequently sampled and students as the primary participants. Many studies focused on developing innovative AI-based systems, employing various AI techniques such as machine learning, neural networks, support vector machines, genetic algorithms, deep learning, decision trees, expert systems, natural language processing, data mining, and cloud and edge computing, which highlighted the diverse applications of AI in the field of English language education. This topic has been included in different debates about education and also demonstrates that the implementation of these new technologies brings to the EFL/ESL classrooms a large number of opportunities to develop English skills.

Besides, the study named “Improving English Pronunciation Skills by Using English Phonetic Alphabet Drills in EFL Students.” by Dandee, W., & Pornwiriyaakit, P. (2022) whose main aim was to investigate the enhancement of English pronunciation skills among students majoring in English for International Communication. The focus of the study was on developing pronunciation proficiency by incorporating English phonetic alphabet drills to assist students in accurately and effectively pronouncing English. Employing a mixed-methods approach, the research involved 35 first-year students in the English for International Communication major. The instruments utilized included English phonetic alphabet exercises, using both consonant and vowel activities, implemented over 45 hours during English Pronunciation classes. The study also incorporated observation and focus group interviews. The findings highlighted key factors contributing to students' pronunciation errors, including differences in sound systems between Thai and English, struggles in articulating voiced sounds, interference from the mother tongue, and the inconsistency of English sounds and spelling. Understanding these factors is crucial for planning effective strategies to address and improve English pronunciation skills in EFL

students. One similarity that this study found was that the students pronunciation errors were often influenced by their native language, particularly in the articulation of unfamiliar English sounds. This research study is relevant in this paper since the App ELSA speak helps students manage these issues with the immediate feedback provided by AI (Artificial intelligence) and guided repetition. Both studies emphasize the importance of consistent practice in pronunciation for ESL learning.

## **Theoretical framework**

### **ICTS in EFL/ESL Classrooms**

Recognizing how the world is changing day by day is crucial to understanding the direction of pedagogical methodologies. Education is one of the most important investments of a society, playing a significant role in economic growth (The Earth Institute, Columbia University, & Ericsson, 2016). This investment not only supports economic progress but also improves people's quality of life. However, many areas still do not fully benefit from these advantages due to a lack of knowledge and the difficulties people face when adapting to new changes. In response to these challenges, the Ministry of Education in Colombia, with the collaboration of the Ministry of ICT (MinTic), has been introducing new technologies to education. One of MInTIC's main objectives is to increase and facilitate access to Information and Communication Technologies for all the inhabitants of the national territory (MinTIC Colombia, 2021).

ICT has an important role as an accelerator across many areas of life, especially in education. It brings many opportunities, such as teacher training, student assessment, and improved monitoring of educational processes. In the context of English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms, the role of ICT is

significant in helping students access better resources and improve their skills. With proper guidance, students can benefit greatly from the use of technology. In addition, the arrival of ICT works as a transformative agent in education, offering new possibilities for education to reach even the most remote areas that have internet access (The Earth Institute, Columbia University, & Ericsson, 2016). In Colombia, institutions like universities and SENA are already applying these tools, allowing more people to access education effectively.

When discussing ICT integration, it is important to consider concepts from the Technology Acceptance Model (TAM) proposed by Venkatesh, Morris, Davis and Davis (2003). One key concept is Performance Expectancy (PE), which refers to the belief that using a system will improve job performance. In the context of education, PE is essential because it motivates students and teachers to use ICT tools. Another important term is Effort Expectancy (EE), which is related to how easy a system is to use. According to Venkatesh et al. (2003), EE plays a crucial role when people first start using new technologies, but its importance decreases as users become more familiar and skilled. This shows how the experience of using ICT evolves over time.

The theoretical framework highlights how Performance Expectancy, Effort Expectancy, and Social Influence shape individuals' intention to use ICT, supported by models like TAM and the Motivational Model. It also shows how factors like gender, age, and experience influence these relationships. Understanding these concepts helps explain how people accept and adopt ICT.

In EFL and ESL classrooms, ICT integration offers new tools and methodologies that support English learning. The studies reviewed reinforce the importance of ICT by

showing that students engage more when using technological tools like ELSA Speak. These tools were found to be useful, easy to use, and dynamic, helping boost students' motivation, confidence, and pronunciation skills.

### **AI Powered Language Software Apps/Software**

Speaking in a conversation with the U.K. Prime Minister Rishi Sunak, Elon Musk said, "It's hard to say exactly what that moment is, but there will come a point where no job is needed" (Musk, 2023). Taking this into account, the fear that some teachers feel about the implementation of ICT and Artificial Intelligence (AI) in EFL/ESL classrooms is understandable. However, it is important to understand what AI is and how it can be used to improve English skills rather than replace teachers.

According to Baker and Smith (2019), Artificial Intelligence (AI) involves using software algorithms and techniques that allow machines to simulate human perception and decision-making. AI is already part of everyday life, from simple tasks like automated messages to more complex ones such as writing essays and generating content. Murphy (2019) explains that AI has evolved from rule-based systems to machine learning systems that can analyze data, find patterns, predict trends, and solve complex problems. This advancement allows AI to support different fields, including education.

Baker and Smith (2019) also categorize AI tools in education into learner-facing, teacher-facing, and system-facing tools. Learner-facing tools, like ELSA Speak, help students develop skills, while teacher-facing tools assist educators with tasks like assessments. System-facing tools provide institutions with valuable insights into student performance. Adaptive Educational Systems (AES) are a particular type of learner-facing

tool that adapts content and activities based on the needs of each learner (Brusilovsky & Peylo, 2003). In this study, ELSA Speak acts as an AES, offering personalized pronunciation feedback and adjusting activities to fit students' individual needs.

Overall, while Elon Musk's vision of a future without jobs raises concerns about the integration of ICT and AI in language classrooms, it is crucial to recognize AI's potential in enhancing English skills. From routine tasks to creative activities, AI's evolution from rule-based systems to adaptive learning has transformed various domains. Baker and Smith's definition emphasizes AI's relevance in education, with tools supplying to learners, teachers, and institutional needs. Adaptive Educational Systems within AI promise personalized learning experiences. Educators should understand and apply all the benefits while addressing ethical considerations for innovative and effective learning environments. This perspective is closely related to this project, where ELSA Speak was used to support students' pronunciation in a more personalized and engaging way. The app acted like a learning companion, adapting to each student's needs while easing the teacher's role in giving constant and personalized feedback, which is useful in larger classrooms. It shows that when used thoughtfully, AI can become a helpful tool in the classroom, enhancing learning without replacing the human teacher's touch.

### **Teacher's Strategies for English Pronunciation**

This project addresses different issues that have long been debated regarding the teaching of English pronunciation. It is important to highlight that pronunciation was not always a prominent topic in language curricula; in fact, it is only within the last fifty years that English pronunciation teaching has gained greater attention in international education. Nowadays, the Communicative Language Teaching (CLT) approach is considered one of

the most relevant and effective methodologies for learning and teaching English (Richards & Rodgers, 2001). Since the teaching process is constantly evolving, it demands a critical perspective from educators, who must assess which methods are truly effective for the development of English skills in Colombian students. In this context, pronunciation must be addressed carefully, recognizing its fundamental role in enhancing language proficiency. Clear and intelligible pronunciation is crucial for effective communication, and without it, learners may struggle to make themselves understood despite having strong vocabulary or grammar skills. Therefore, the development of pronunciation skills must be fostered through appropriate and informed guidance.

The communicative approach has introduced significant changes in language teaching. Noam Chomsky's concept of linguistic competence advocated for prioritizing communicative proficiency over the isolated study of language structures (Richards & Rodgers, 2001). This paradigm shift emphasized communication as the central focus of language pedagogy, moving away from traditional, structure-focused approaches. Communicative Language Teaching (CLT), rooted in these ideas, promotes the use of language in meaningful and authentic situations (Celce-Murcia et al., 2010), and in doing so, also redefines the way pronunciation must be taught.

However, the integration of pronunciation teaching within the CLT framework has presented unique challenges. Because CLT prioritizes meaning and communication over isolated language items, pronunciation can sometimes be neglected or insufficiently addressed. In real communicative situations, learners often face multiple cognitive demands simultaneously selecting vocabulary, ensuring grammatical accuracy, and managing prosodic features like stress, rhythm, and intonation. This multitasking environment can

lead to pronunciation difficulties, especially if specific pronunciation instruction is overlooked. Critics argue that although CLT successfully shifted focus toward communication, it did not fully establish effective strategies for teaching pronunciation within its framework (Celce-Murcia, 2010).

As communicative goals gained prominence, pronunciation teaching also evolved to prioritize intelligibility and fluency over perfect accuracy. In this sense, CLT recognizes that features such as stress patterns, rhythm, and intonation play a more decisive role in being understood than isolated sounds do (Celce-Murcia, 2010). Consequently, teaching pronunciation became less about perfect native-like accuracy and more about enabling learners to communicate clearly and confidently. Moreover, CLT promotes learner autonomy, encouraging students to take greater responsibility for their own learning processes, including the monitoring and adjustment of their pronunciation skills (Morley, 1991). Recognizing learners as individuals with distinct learning styles and needs reinforces a more personalized and student-centered approach to pronunciation development.

Building on these ideas, this research focused on promoting learner autonomy in pronunciation improvement through the use of the ELSA Speak app. Students were not only introduced to activities designed to enhance their confidence and motivation, but they also received personalized feedback from the app, allowing them to work at their own pace and address their individual pronunciation challenges. This method supported the development of pronunciation skills in a way that respected each student's learning process, encouraging self-monitoring and reducing unhealthy comparisons among peers. In this way, the integration of technology complemented the principles of CLT, showing how

thoughtful implementation of AI tools can strengthen the role of pronunciation in communicative competence.

### **The Role of Emotional Factors in Language Learning**

The theory of Stephen Krashen's Affective Filter Hypothesis (1982) highlights how emotional factors such as anxiety, motivation, shyness, and confidence can directly influence or affect the success of language learning in students, no matter the age. This theory states that when learners feel relaxed, supported, and motivated, their affective filter is low, allowing language input to be processed more easily. On the other hand, when learners feel anxious or afraid of making mistakes, that filter becomes a barrier, blocking input and making it harder to participate or retain what they hear. In this view, language learning is not just a cognitive process; it is also deeply emotional.

This barrier not only impedes their ability to learn but also prevents them from fully engaging in the language-learning process. Krashen's hypothesis underscores the importance of a positive emotional environment in which learners feel safe to experiment and make mistakes, thus fostering a more effective learning experience.

Students feel better practicing English with this type of tools, as it provided a private, judgment-free space for them to make mistakes and improve. This helps building their confidence and making students more willing to speak in some spaces of the class. These observations align with Krashen's theory, showing that lowering emotional pressure through technology can positively impact students' engagement and language learning.

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter aims to explain the research paradigm, the study type, the data collection tools, and the procedures that guided this proposal. These explanations are provided to demonstrate the organization and implementation of this research.

#### **Research paradigm**

This study employed a mixed-methods research approach, which combines both qualitative and quantitative techniques to provide a comprehensive understanding of the research problem. This methodology allows the researcher to have a deep exploration of human behavior and motivations, as well as the collection of measurable data to support or contrast findings or patterns followed by the participants. Mixed methods are particularly valuable when investigating complex or emerging topics, such as understanding individuals' beliefs and behaviors with different stimuli while also identifying patterns and trends through statistical analysis. By integrating both approaches, researchers can gain detailed insights into people's experiences and perceptions, while also addressing the "why" and "how" questions with empirical evidence (Creswell & Plano Clark, 2011). In this study, the mixed methods design enabled appreciation and analysis of language use, especially in the context of enhancing language skills in EFL classrooms.

#### **Type of Study**

The research proposal of this study was guided by the foundations of action research (AR). This approach empowers educators and researchers to analyze their teaching methods, identify challenges, and develop effective strategies for language improvement. In this case,

the emphasis was on existing English classes and addressing the specific needs of a specific student group. Action research (AR) can be utilized to address challenges and enhance the outcomes of daily learning activities across cognitive, physical, and behavioral areas. Cohen, et.al (2007)

Nowadays, it is possible to find different studies showing that action research (AR) offers a variety of benefits for teacher researchers. Initially, AR empowers teachers by enabling them to gather their data and utilize it in making informed decisions regarding their schools and classrooms (Hensen, 1996; Zeichner & Noffke, 2001).

Action Research (AR) combines analysis, action, and reflection, addressing practical issues that are both challenging and adaptable to change. At its core, AR is centered on transformation and improvement (Cohen et al., 2007). As Somekh (2005, p. 91) highlights, AR is driven by a desire for change and innovation, achieved by deepening participants' understanding social processes and developing effective strategies for improvement. The process followed by teacher-researchers to implement desired changes and improve their practices involves action research cycles comprising four main phases: planning, acting, observing, and reflecting as it is possible to see in the image below (Somekh, 2006).



*Image 1. Action research cycle (Own source).*

In summary, the proposal research was conducted in action research (AR), which empowers the teacher to analyze and improve teaching methods for language enhancement. AR bridges theory and practice, allows teachers to make informed decisions, fosters new knowledge, and contributes to more effective learning communities. Its systematic approach promotes continuous improvement and innovation, driving positive change in educational settings.

**Data Collection Instruments**

<b>DATA SOURCE #1</b>	<b>DATA SOURCE #2</b>	<b>DATA SOURCE #3</b>	<b>DATA SOURCE #4</b>
<b>Field notes</b>	<b>Surveys</b>	<b>Artifacts</b>	<b>Pre and post-recorded tests</b>

*Table 2. Plan of triangulation*

The instruments selected for data collection were field notes, surveys, artifacts which were qualitative, and the quantitative instruments pre and post-tests. The first key is triangulation, which involves using multiple methods to study the same research question and examine different dimensions of the problem (Jick, 1979, p. 602). Triangulation helps ensure the validity of research findings by seeking relevance among collected data. This approach strengthens study conclusions, making them more credible to qualitative methods advocates.

### **Field Notes.**

In Action Research (AR), field notes serve as a valuable tool for researchers to diagnose classroom dynamics and provide a record that allows teachers to track progress over time. Maxwell (2012) emphasized that observation enables educators to infer perspectives that might not be accessible through interviews or other data collection methods alone. To ensure authenticity, researchers advise students not to alter their behavior due to the presence of observations and field notes. Kawulich (2005) further explained that field notes function as a detailed record of observed activities, ceremonies, and informal discussions, capturing insights directly from the field.

### **Surveys.**

A survey enables researchers to collect data at a specific point in time, aiming to describe and analyze existing conditions or identify relationships between particular issues (Cohen et al., 2011). In this study, the survey is designed to explore students' attitudes and opinions on using ELSA Speak for learning English and improving pronunciation. This

method allows educators to identify common perceptions and reflections on the tool, gaining insights into how students engage with and respond to its use.

### **Artifacts.**

Goetz and LeCompte (1984) define artifacts of interest to researchers as things that people make and do, including tangible products made by students such as artworks, written assignments, projects, and classroom activities. In the context of this study, which focuses on pronunciation, artifacts like scripts and recorded audios are gathered to get information on verbal and non-verbal details. These artifacts serve as tangible evidence of students' progress in each class, adaptation to the topics, and their acceptance of the research aims.

### **Pre and Post-test**

The researcher developed a speaking test to evaluate the progress of participants' pronunciation abilities by using recording tools. This test was administered twice, initially as a pre-test and then as a post-test. A pre-test was given to all participants to ensure that the group had an equal understanding of the pronunciation competency under examination. The post-test was conducted after the research and after completing the activities in the application. Significant effort was made to ensure that the pre-test and post-test items were matched in terms of complexity. This type of test allows the educator to analyze the progress, and to clarify if significant results are compared before and after the intervention the tests were evaluated in a quantitative way, which helped the study to recognize the improvements, if any. A rubric was applied to grade each pre and post-test recordings from 1 to 5, allowing the researcher noticing the changes from the beginning to the end of the research.

### **Population and Sample.**

This investigation takes place at IPN, located in Bogotá, Colombia, with 30 students from seventh grade whose ages range between 12 and 14 years old. The entire group was included in the research, which means that the collection was conducted uniformly without being divided into subgroups; all of the participants participated under the same conditions, ensuring consistency for the whole group in the findings and eliminating potential differences in the results. The group is diverse, some students present different personalities, learning styles, and engagement in the class. Some of the students are highly participative and confident, while others are more reserved or require additional support. This diversity provided important insights into how different student profiles interact with the class and how this interferes with the implementation of the resources for the learning process. These characteristics helped to observe their progress in a natural classroom, allowing a comprehensive analysis of their academic and personal development.

### **Ethical issues.**

An informed consent document was created to inform both students and the responsible parents or legal tutors about the study's objectives. It also outlined their rights and responsibilities, as well as the potential benefits and disadvantages associated with participating, considering the necessity to collect data and involve the students. Additionally, participants were assured that the data and information collected would not be disclosed or used for purposes other than those outlined in the research objectives. Furthermore, participants voluntarily expressed their willingness to participate in the study after fully understanding the provided information.

To ensure the protection of the participants, all names have been changed, and for security purposes and agreement, a consent form was signed by the parents and tutors of the students to ensure the reliability and confidence of this research.

## CHAPTER IV

### PEDAGOGICAL INTERVENTION

This chapter aims to introduce and describe the visions of language, this chapter emphasizes the teacher and student roles in the process of learning, acknowledging the functions of the activities, resources, and tests carried out in this research, according to Communicative Language Teaching. It also includes the proposal of the pedagogical research intervention with its stages, accompanied by the cycles of actions followed by lesson plan samples.

#### **Curricular Vision**

In order to address the curricular vision, this study aims to develop different perspectives and knowledge about the learning process, considering that education goes beyond academic purposes. The digital transformation of society, along with globalization processes, requires the adaptation of various educational aspects such as knowledge, values, and educational environments to create global perspectives in school curricula. This adaptation will help students become better global citizens and contribute to "*la construcción de una sociedad democrática, pluralista y en paz*" (Instituto Pedagógico Nacional, 2025).

Additionally, it is crucial to focus on developing critical thinking, digital literacy, and intercultural competencies. Teachers play an important role in the transformation and adaptation of inclusive teaching practices in the creation of innovative learning environments. By teaching students these skills and values, the teacher will ensure they are well-prepared and contribute positively to the intercultural world.

### **Vision of Learning**

In this project, the communicative competence was explored holistically. Chomsky (1965) describes grammatical competence as the capacity to form grammatical sentences in one's native language. However, Hymes (1971) extended this theory by assuring that communicative competence is about not just linguistic accuracy but also the understanding of when, how, and in which context the language is used appropriately. Hymes described communicative competence as "the most general term for the speaking and hearing capabilities of a person.". This competence relies on both implicit language and the ability to use it effectively. In this study, the competence of communication was based on recognizing the effectiveness of the usage of language in different contexts. Consequently, this proposal aims to enhance students' awareness and ability to use English with good pronunciation in different social situations through interactive exercises and practical applications such as Elsa Speak. Moreover, students had the opportunity to analyze, reflect, and receive feedback on their language use in diverse contexts.

### **Vision of language**

Concerning the vision of language, this pedagogical proposal is prepared in the oriented communication approach to language teaching from the 1980s, which highlighted the essential role of pronunciation in enhancing learners' oral skills and ensuring successful communication. Celce Murcia (1987) established that one of the most important goals for teaching a foreign language is to improve pronunciation, even if the native language interferes with the accent in the act of communication. Murcia determined that teachers should not try to eliminate foreign accents but rather to achieve a reasonable, intelligible pronunciation. Morley (1991) emphasized that achieving intelligible pronunciation is essential for learners to boost their self-confidence and facilitate social interactions in and

outside the classrooms. This project adopts these principles, recognizing that clear and understandable pronunciation is crucial for learners' communicative success.

### **Instructional design**

The implementation of this pedagogical proposal is mainly guided to enhance the pronunciation in English communicative competences of students who are participating in this research study. Therefore, the Elsa Speak app was utilized to achieve such a goal. ELSA Speak is an educational platform that provides personalized pronunciation feedback through speech-recognized artificial intelligence. This app offers interactive exercises and activities designed to improve English pronunciation, fluency, and intonation, making it an ideal tool for language learners.

Taking into account the above, different modules from the ELSA Speak App were used pedagogically in each cycle of the intervention, with previous classes related to the topics viewed in class. These activities aimed to teach students the importance of pronunciation, including sounds, stress patterns, and intonation, as well as improving their vocabulary. Each of these cycles of intervention was composed of different lesson plans designed for a variety of classes, where each class lasts one and a half hours. Every lesson plan is divided into four sections,: the first introduces the lesson with warm-up activities; the second section details the topic and its explanation as an input section, the third section emphasizes the output activities to apply the knowledge learned, then, the fourth section and the last one, is to complete the related ELSA Speak activities for the day according to the topic addressed.

To conclude, it is important to note that the intervention was carried out during the first and second semesters of 2024, and the classes took place every Tuesday and Friday

from 11:00 to 12:30 (1 hour and 30 minutes per session) with grade 703. The classes aimed not only to develop pronunciation and communication skills competencies, but also to motivate students to view the target language as a meaningful tool for creating a better, more interactive, and appealing learning environment. This goal was achieved through the design and implementation of communicative activities in the classroom, allowing students to actively participate in real-life situations of language use. Additionally, the Elsa Speak App plays a key role in this process of research, providing students with feedback in real time about their performance. By integrating technology and artificial intelligence with interactive classroom activities, this intervention represents a different and innovative strategy for EFL, fostering pronunciation, communication, and motivation.

Lastly, to provide comprehensive detail on the research project's pedagogical intervention, a table of the study cycles was designed, and each cycle of intervention was deeply detailed, as it provided pieces of evidence for the future analysis.

Cycle	Elsa Speak	Lessons	Objectives	Vocabulary and grammar
<p><b>Cycle I</b> <b>Mastering pronunciation.</b></p>	<p><b>Name: Introduction to the sounds.</b></p> <ol style="list-style-type: none"> <li>1. Content: Ending Sounds</li> <li>2. Common mistakes: switching ending sounds.</li> <li>3. Challenge lesson.</li> <li>4. Schwa fundamentals</li> <li>5. Recognizing the schwa sound.</li> <li>6. Schwa sound drills.</li> </ol>	<p>My past weekend -My last vacation</p> <p>-What should Spider-Man do?</p> <p>-The Oracle crystal ball of the future.</p>	<p><b>- To use simple past in communicate what they did on the weekend. (Hobbies, Sports, and other themes)</b></p> <p>-Identify and use the simple past to tell real stories from the past. (Christmas, Halloween, Vacations)</p> <p>- To give advice and suggestions as a superhero. - To talk about future plans.</p> <p>-To motivate students to enhance their pronunciation for better communication.</p>	<p><b>Cycles' vocabulary.</b> <b>Advice.</b></p> <p>Hobbies Sports Vacations, tourism, Future dreams and desires.</p>
<p><b>Cycle 2</b> Word stress</p>	<p>Name: Common word stress patterns.</p> <ol style="list-style-type: none"> <li>1. Dropping ending sounds.</li> <li>2. Recognizing ending sounds.</li> <li>3. Can you stress these city words?</li> </ol>	<p>-Places I would like to visit. -Halloween's party -Recipes class.</p>	<p><b>-To talk about the quantity of my food.</b></p> <p>-To recognize and use countable and uncountable nouns for real life conversations. -To enhance spoken clarity and confidence -To build progress from the</p>	<p>Food, quantities, parties vocabulary, following steps.</p>

			first cycle through class activities and homework	
<b>Cycle 3 practicing free speech</b>	<b>Name: Elsa Speak Analyzer</b>	-I speak about what I'm and I'm not able to do. -To speak about actions people, characters, and me can or can't do.	<b>To evaluate and check the grammar and pronunciation of can and can't in real life situations.</b> -To improve pronunciation using Elsa Speak's free speech analyzer.	<b>Free speaking</b>  Modal verbs as can, can not, could.  Giving advice what should and should not.

**Table 3. Cycles of study**

Before describing each cycle, it is important to recognize that each lesson plan includes activities related to the application of the project with ELSA Speak, focusing on the learning of new vocabulary and its pronunciation, helping students in their comfortability when speaking English.

**Cycle 1. Introducing to the sounds**

First, this cycle was named “Mastering Pronunciation” because it was focused on helping students improve their pronunciation skills by introducing them to essential sounds in the English language, starting with basic sounds and progressing to the schwa sound.

The main purpose of this cycle was to motivate students to enhance their pronunciation for better communication, familiarize them with phonetics and the elements of the language, and engage them in using proper electronic devices and tools. This cycle was centered on the ELSA speak app with two core lessons “Introducing the sounds” and “Understanding the Schwa Sound”.

On session 1, students were introduced to the app and engaged in different interactive activities focused on English sounds, including repetition, listening and pronunciation skills. On the second session, the students explored the *schwa* sound through identification tasks, practice with the app’s personalized feedback and assessment addressed on class. Finally, the students applied the schwa sound in class activities, enhancing their overall pronunciation, that was the main aspect of this research. This structured use of the AI tools offered an effective framework for developing pronunciation and language skills in general.

### **Cycle 2. Presenting the stressed words.**

This second cycle, named “Common Word Stress Patterns”, focused on improving students’ pronunciation by teaching characteristics of English speech, particularly word stress in common vocabulary for daily conversations. The main goal was to enhance spoken clarity and confidence; also, the target was to build progress from the first cycle through class activities and homework, connecting the class content to the usage of ELSA Speak.

One important element was helping students understand how word stress impacts meaning and communication. They practiced emphasizing the correct syllables in everyday

common words, such as places, city vocabulary, among others. Also, it was connected to the content of their textbook to give the students a different engagement.

The Cycle also addressed ending sounds, with tasks where students discussed food quantities and dishes from around the world. These activities aimed to apply the vocabulary in real-life situations like cooking, promoting fluency and natural language use, also promoting motivation for language use. Through the combination of AI and classroom pronunciation activities, some students were able to speak more clearly and confidently.

### **Cycle 3. Practicing free speech.**

During this cycle, the researcher was focused on improving pronunciation using Elsa Speak's free speech analyzer, a new feature added by the app after starting the project. This tool allows students to talk about any topic they want to practice while receiving personalized feedback. It does not only show their mistakes but also congratulates them on the good aspects, it also provides videos and explanations to further help.

Before using the app, the lessons were guided to work on key pronunciation topics not only in previous cycles but continuously, working on ending sounds, common mistakes, separation on mother tongue sounds with L2 too. In class, topics like recipes, quantities, songs, and different guided practices were applied to have a context for free speaking practice. These activities helped students get comfortable with their speech before working with the app.

At the end of the session, we used Elsa Speak on the computers to analyze pronunciation and check progress. However, it was not always possible to have access to the language hub, so on those days, the classes were focused on alternative exercises in class. Also, the app feature allows the teacher to upload audio, allowing the teacher to

check the progress of the students in their free-speech conversations without being directly with them.

## **CHAPTER V**

### **DATA ANALYSIS AND FINDINGS**

This chapter presents the analysis of the data collected throughout the pedagogical intervention, focusing on the categories and indicators designed to evaluate the effectiveness and relevance of the research. It also examines the level of success achieved, as well as the limitations found during the study, using theoretical frameworks and instruments that provided insights into students' language production, specifically in the communicative, and the researcher's observations.

The findings in this study were interpreted through the lens of grounded theory, which allowed for the data to be the primary factor in understanding and interpreting the results objectively. The researcher allowed patterns and ideas to naturally emerge from students' experiences with the Elsa Speak app, classes, activities, and all the resources

applied in this investigation, which also led to the categories presented in this chapter. This approach enabled a thorough exploration of students' experiences, not only in using the ELSA speak app but also in terms of their motivation, engagement, and perceptions throughout the learning process. The analysis of the applied instruments in this study was essential to identify recurring themes within the data, leading to a grounded understanding of how artificial intelligence can support English pronunciation and can also develop motivation and confidence in the students' perspective (Glaser & Strauss, 1967).

## **5.1 Category #1. Effectiveness of AI Tools for Pronunciation Improvement**

This category explores the impact of using AI-powered tools, specifically ELSA Speak, on the English pronunciation skills of seventh-grade students in the Instituto Pedagógico Nacional. By analyzing pre- and post-test results, field notes, and artifacts, this section identifies specific areas of improvement in pronunciation, such as phonetic clarity, intonation, and all the specific aspects needed for correct pronunciation. The findings present how AI applications enhanced students' ability to articulate words accurately, self-correct errors by instant feedback, and build overall confidence in speaking English. The effectiveness of these tools is also evaluated.

### **5.1.1 Improving Pronunciation Accuracy through Technology in Classroom Communication.**

Pronunciation is essential in language learning, involving both mental and physical processes to produce speech accurately. According to Levelt (1989), speaking occurs in stages from creating ideas to selecting sounds and articulating them. Learners must develop both, the ability to recognize sounds and the skill to pronounce them clearly. This subcategory explores the impact of AI tools for pronunciation training on students' ability

to communicate clearly and comfortably in the classroom. The structured use of ELSA speak throughout the cycle and the activities developed in class allowed the students to focus on essential sounds and patterns that commonly appear in typical English classes, such as asking and answering questions, giving instructions among others.

The Critical Period Hypothesis, proposed by Lenneberg (1967), provides further insight into the importance of early and deliberate pronunciation training in young learners. This hypothesis presents that younger learners possess a natural capacity for acquiring native-like pronunciation due to increased neural plasticity during early developmental stages. Within this study, pre-test results identified specific phonological challenges, particularly in the production of phonemes absent in the learners' native language. For example, Student 2 (Martin) initially struggled with the /θ/ sound in the word "third" and often pronounced it as /tʃ:d/, which made phrases like "March third" unclear. In the post-test, she successfully articulated /θ/ with greater accuracy and improved stress on multi-syllabic words like "teacher". Similarly, Student 6 (Andrea) had difficulty distinguishing between /ɪ/ and /i:/ in "English" and "teacher", producing them with a flat or inconsistent vowel sound. Following systematic and targeted practice, students demonstrated marked improvement in their post-test performance, notably in the areas of sound articulation and phoneme recognition. These findings underscore the importance of sustained exposure, guided feedback, and structured practice to facilitate the development of pronunciation skills among language learners.

In addition to cognitive and developmental factors, the role of pronunciation in communicative competence is paramount, as highlighted by Canale and Swain (1980). Effective communication extends beyond the accurate production of isolated sounds to

address overall intelligibility and the ability to convey meaning within real-world contexts. Recognizing this, the present study incorporated conversations and answers for common questions into the pre- and post-test assessments, accompanied with exercises such as reading sentences aloud reading paragraphs, and saying and repeating common sentences.

To identify the development and improvement of the students' pronunciation skill a pre and post-test were applied, these instruments allowed the researcher to quantify expected improvement taking into account a rubric for pronunciation.

### **Pre and post-test rubric design.**

Criterion	Description	Score (1-5)
1. Sound Accuracy	How well the student pronounces individual sounds in English.	0 = Many mistakes, unclear 1 = No mistakes, very clear
2. Intonation	How natural the student's intonation sounds in sentences and questions.	0 = No intonation, sounds flat 1 = Natural, very expressive
3. Rhythm and Fluency	How smooth and natural the student's speech is, without unnecessary pauses or breaks.	0 = Very choppy, hard to follow 1 = Smooth, natural flow
4. Word Stress	How well the student emphasizes the correct syllables and key words.	0 = Many stress mistakes 1 = Perfect stress placement
5. Overall Clarity	How easy it is to understand the student's speech.	0 =Hard to understand 1=Very easy to understand

The following chart presents the results of both tests and the improvements in pronunciation skills.

<b>Name</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
Carolina	4	5
Martin	1	3
Manuel	3	5
Santiago	2	4
Katherin	4	5
Andrea	1	2
Henry	3	3
Danielle	4	4
Maria Fernanda	4	5
Karla	5	5

The findings based on the 5 criteria (sound accuracy; intonation; rhythm and fluency; word stress and overall clarity) of pre and post-test evaluations demonstrate some trends of students' progress in pronunciation. Students overall showed some increase in scores, some by a large margin. For example, Manuel moved from 3 to 5 and improved a number of points in many aspects of pronunciation, which is most likely due to either a specific intervention as the usage of Elsa Speak or lots of practice. Likewise, Martin's movement from 1 to 3 indicates improvement in elementary skills, even though further growth is still potential. On the other hand, while Henry and Dannielle who were below 5 on both tests, have the same scores on both tests suggesting even more individualized strategies are needed for them to work on their continuing challenges.

The results of the group are analyzed and some patterns are highlighted. Students who entered with higher scores, like Karla and Carolina, had smaller gains or retained their scores. As these students may have already attained a high level of baseline pronunciation skills, it may also suggest that they need to engage with much more advanced and varied

activities in order to make further gains. In comparison, Santiago and Andrea, starting with lower scores, showed significant growth, but still were moving less than the others. These results confirm assumptions that some learners benefit more conspicuously from targeted feedback and structured opportunities to engage in practice in beginning learning environments.

The constancy of scores for students like Henry and Danielle suggests possible barriers to increase their positive perception of English in the educative context. These could be about some specific aspects of pronunciation that were not completely covered in the activities implemented, or issues regarding the level of commitment to the tools and practices. For example, Harry always scores 3, indicating a certain level of mastery in rhythm and fluency or word stress that might need more advanced input, or maybe it would be more prudent to use a different type of intervention in areas like rhythm and fluency or word stress. These are broad themes, but they show the importance of adjusted pedagogy for students' varied needs and entry points to create a norm of maintained growth for every learner, that according to the Zone of Proximal Development from Vygotsky's theory, the learning processes are more effective when students are given tasks that are beyond their current level, meaning that if students like Henry and Danielle are subjected to harder tasks that will be more possibilities to increase their pronunciation level, because, as it is possible to recognize (Vygotsky, 1930), if Henry and Danielle consistently score the same, it could indicate that they are not being adequately challenged or that the activities are not addressing their needs fully. Adjusting the intervention for higher challenge, incorporating alternative activities could help them develop their pronunciation skills.

These results were reflected in classroom observations. In one of the speaking activities, students participated in a dialogue about recipes for baking cookies, sharing their recipes, using vocabulary and sentences similar to the ones on the tests. Their pronunciation showed some improvement in areas that were weak at the beginning of the intervention, and something that was unexpected was the improvement in other areas of personality. Additionally, it was noticeable that a variety of students developed confidence. Some students who were hesitant or constantly corrected began to speak more clearly and with better rhythm and intonation.

**Field Note Class 14** *“During the presentation of recipes to bake cookies, Martin pronounced ‘The third step’ clearly and with noticeable improvement and clear and appropriate intonation. The rest of the group, who were paying attention to his group, understood without difficulty. This was a noticeable change from the first sessions in which Martin struggled with that type of pronounced words.”*

The analysis of the results of pre- and post-tests showed that some of the students pronounced fluently, and used stress patternation, which are common issues in the performance of students. An area that many of the students need to improve on is keeping a natural rhythm and flow in their speech; many of them were explicitly pausing or hesitating, which affected their fluency overall, as it was possible to notice on the post tests and exercises developed in the class environment. Likewise, some issues were observed in word stress, where learners sometimes stressed the wrong syllables, especially in multisyllabic words. However, at least at the level of segmental sounds, high accuracy with particular sounds was a stable group characteristic, indicating good grounding in phonetic basics despite these issues.

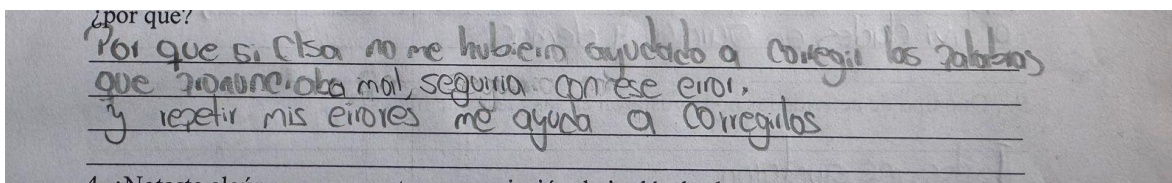
A specific finding is that most students corrected their errors independently in conversations or presentations, which was possible to notice in the class in some classes.

For example, in class number 18, when the students were presenting their recipes, and in the middle of each presentation, they were actively aware of their pronunciation, repeating themselves, trying to pronounce correctly.

**Field Note – Class 12:** 1. *“One good signal was that while Andrea was presenting, she corrected herself while speaking and after hearing her first attempt, being aware of pronunciation and order of words. This behavior highlights their growing awareness of pronunciation skills, as well as their ability to actively self-correct and make real-time adjustments to their speech. It suggests that they are not only recognizing errors but also developing the confidence and skills to improve their pronunciation independently, helping to more accurate and natural communication.”*

This behavior is an indication of their increasing awareness of the norms of pronunciation, and their increasing ability to consciously monitor and adjust their own speech in the moment. For example, during role plays and recipe presentations, it was frequent to witness a student pause, reconsider a word, and articulate more precisely. This self-correction of pronunciation demonstrates that interventions done by using ELSA Speak and interactive speaking tasks could improve students’ metacognitive skills of pronunciation.

Students’ reflections in the survey responses reinforced these observations. A student said: *“Porque si ELSA no me hubiera ayudado a corregir las palabras que pronunciaba mal, seguiría con ese error. Y repetir mis errores me ayuda a corregirlos”*



[Final Survey. October 29<sup>th</sup>, 2024. Student #6.]

These comments point to the affective side of pronunciation improvement, showing how the control over the sound production can lead to stronger participation in class and confidence while speaking.

The improvements observed across the pre- and post-tests, field notes, observations, and students' feedback from the surveys confirm that the targeted use of AI and ELSA Speak supported learners in developing key pronunciation skills, beyond just the word's sound. The personalized feedback provided by the app enabled a variety of students to recognize and correct their own mistakes, while classroom activities allowed them to apply these skills in realistic interactions of language usage.

In conclusion, this indicator demonstrates that integrating AI tools like ELSA Speak into English classes and activities can enhance both the accuracy and the confidence of students in English classes and other spaces. The alignment between assessment results, classroom behaviors, and students' reflections highlights the functionality of combining technology with context-based language practice.

### **5.1.2 Enhancing the intonation and Word Stress through ELSA Speak and class activities.**

This indicator is centered on analyzing and documenting the progress achieved by students in their English intonation and word stress, two key elements for natural and intelligible English speech through daily engagement with ELSA Speak and practical classroom activities. These analyses offer a comprehensive record of students' initial challenges, the pedagogical strategies implemented to address these issues, and the subsequent improvements observed throughout the intervention period. The instructional strategies included a variety of activities such as ELSA Speak exercises, role plays,

presentations, and interactive discussions. These activities were strategically designed to target frequent pronunciation errors and to enhance students' fluency and confidence in spoken English. A systematic review of the collected field notes enabled the identification of developmental patterns, provided insights into the efficacy of the implemented strategies, and facilitated the alignment of these findings with established theoretical frameworks. The following table created with the field notes information shows a timeline of some of the discoveries noticed while implementing the project in the institution.

Date	Area of Observation	Initial Issue	Improvement Noted	Notes/Context
March 5, 2024	Pronunciation of Cardinal Numbers	Students pronounced numbers like "first" and "third" incorrectly, as if reading in Spanish.	No improvement observed at this point.	Notorious difficulty pronouncing English sounds distinct from Spanish phonetics.
March 18, 2024	Dates and Months	Students struggled with months of the year and reading years, often applying Spanish intonation.	Some improvement noted after using ELSA Speak's activity on months.	The app's activity focused on stress and correct pronunciation.
May 10, 2024	WH Questions	Many students mispronounced WH questions like "where" and "when," applying Spanish pronunciation rules.	Minor improvements observed after using ELSA Speak for WH questions.	Students used the app to practice, though errors persisted during initial attempts.
September 27, 2024	WH Questions and Quantities	Students confidently and correctly pronounced most WH questions during presentations.	Significant improvement observed during a speaking exam with parents.	Students applied WH question forms in practical speaking tasks about recipes and quantities.

Date	Area of Observation	Initial Issue	Improvement Noted	Notes/Context
October 15, 2024	Cardinal Numbers and Baking	Pronunciation of "first" and "third" was noticeably better across the class during recipe presentations.	Clear improvement in pronunciation of cardinal numbers.	Progress attributed to consistent practice and feedback from ELSA Speak over time.
Final Classes	Dates and Months	Initially, students struggled with dates and months, mispronouncing words and applying Spanish rules.	Near-perfect accuracy improvement to date-related questions.	Regular practice at the beginning of every class reinforced learning and ensured retention.

As such, this indicator represents a key element in understanding how targeted interventions contributed to the development of students' intonation and speech awareness abilities.

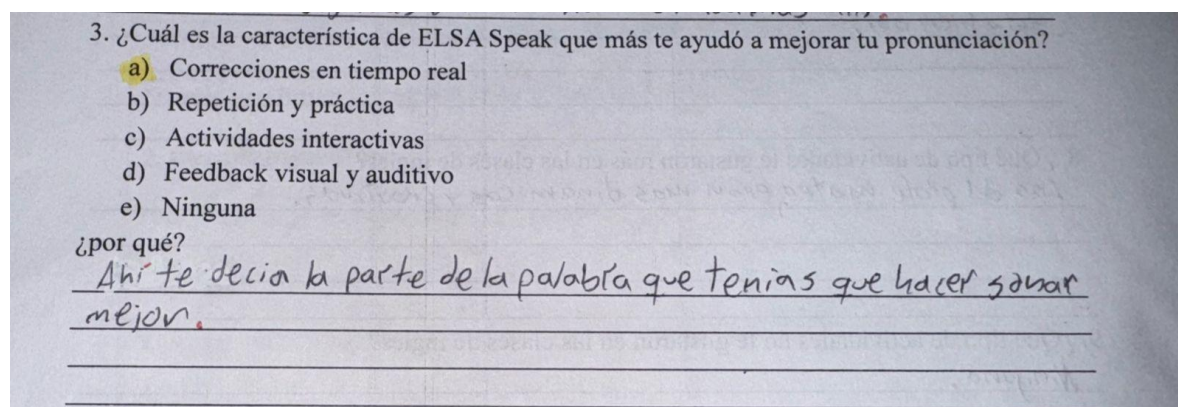
Derwing and Munro (2005) underscore the pivotal role of feedback in pronunciation instruction, highlighting its ability to promote significant improvements when delivered effectively. Through consistent engagement with ASR technology and active participation in interactive classroom activities, students demonstrated some improvements in both the accuracy of their pronunciation and their overall confidence in speaking English.

**Field Note – Class 19:** *“During the speaking test, the group of students, at the moment of answering questions like ‘What do you do after mixing the ingredients’ and ‘What should you do once the flour, the butter, and the eggs are already mixed?’ corrected themselves multiple times, especially with the ingredients vocabulary the word **flour** and **butter** were the most repeated one, in which them most of the times corrected the pronunciation and intonation after realizing it was mispronounced”*

Evidence from field notes, documented by the trainee teacher, illustrates progress in key areas, including the accurate articulation of cardinal numbers and the use of WH

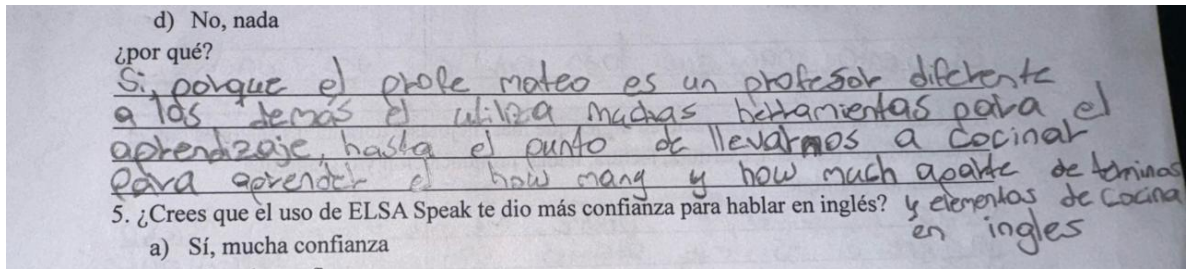
questions during class presentations and discussions. These advancements reflect the effectiveness of integrating technological tools with communicative teaching methods in addressing common pronunciation challenges.

In the same way, other important aspects were reflected in student surveys, which reveal that the ELSA Speak app helped them to be aware of the intonation and the stress in pronunciation. As an example, the following answer from the survey: *“Las correcciones en tiempo real. Porque ahí te decía la parte de la palabra que tenías que hacer sonar mejor.”*



[Final Survey. October 29<sup>th</sup>, 2024. Student #20.]

Class activities were designed to reinforce these skills in a fun and meaningful way. For instance, students took part in the “Halloween party” using vocabulary from the celebration and the textbook activities, developed through October. The students showed improvements in intonation when using the app and during the lessons, and it was noticeable their desire to participate in this type of activity, as shown in the following survey answer, which says *“Si, porque el profe Mateo es un professor diferente a los demás, él utiliza muchas herramientas para el aprendizaje, hasta el punto de llevarnos a cocinar para aprender el how many y how much aparte de términos y elementos de cocina en inglés.*



[Final Survey. October 29<sup>th</sup>, 2024. Student #7.]

The daily moments in class, such as warming up activities, conversations and others, helped students to internalize some patterns of English stress intonation. More importantly, they started to show this awareness in some of the vocabulary used in class, contributing to more fluent communication.

In conclusion, this indicator highlights how ELSA Speak, combined with intentional classroom activities, can effectively support the development of prosodic features in EFL learners. Through repeated activities and participation, consistent and repeated feedback, most students developed better pronunciation and more naturality speaking English.

### 5.1.3 Student's ability to self-correct pronunciation after using Elsa Speak.

After using ELSA Speak, the students' pronunciation skills, and self-correction is also an important requirement for determining whether the app has improved skills. Derwing and Munro (2005) state that no matter the learners age, experience with a second language (L2), or pronunciation test scores, if the feedback is not immediate and accurate, learners will not be able to recognize and fix their own pronunciation problems. For example, in the post-test, students often corrected their own pronunciation of words such as library, breakfast, garden, and holiday, indicating greater attention and awareness to proper

pronunciation and stress in the English language. The fact they can correct themselves shows they are beginning to understand the language better and are able to internally check and change how they speak without relying on an adult. This, by the way, is a good sign in terms of acquiring language; it shows students are trying, and that they have good foundations to improve.

**Field Note – Class 19:** *While answering the speaking questions, group #3 were not trying to speak too fast, in contrary, they were trying to select the words and sometimes repeated more than 2 times the same word in order to say it correctly, cardinal numbers such as ‘First’ and ‘Third’ were the most common words that were repeated and with some of them kitchen vocabulary as ‘Bowl’.*

ELSA Speak provided real-time feedback, helping students adjust and strengthen their pronunciation independently. Field notes showed that while students initially relied on written scripts and struggled with common pronunciation errors, after different sessions with ELSA Speak and guided practice, the majority were able to self-identify and correct mistakes during speaking tasks and exams. Classroom observations confirmed significant progress, especially in the accurate pronunciation of cardinal numbers and WH questions by the end of the intervention.

A key marker of ELSA Speak’s success in improving students’ pronunciation will be whether they are able to mentally self-correct for their pronunciation errors in the future while speaking English in EFL classes. Derwing and Munro (2005) also point that it is important to provide immediate feedback and accurate feedback to the language learners so that they can identify their pronunciation errors and correct them. With automatic speech recognition (ASR) integrated into ELSA Speak, learners can receive immediate feedback, helping them to correct and improve their pronunciation. This fits their responsibility to pronunciation as expressed by a wider knowledge of language acquisition theory that

corrective feedback, when given precisely and easily, will have a considerable impact on the acquisition of pronunciation (Long, 1996).

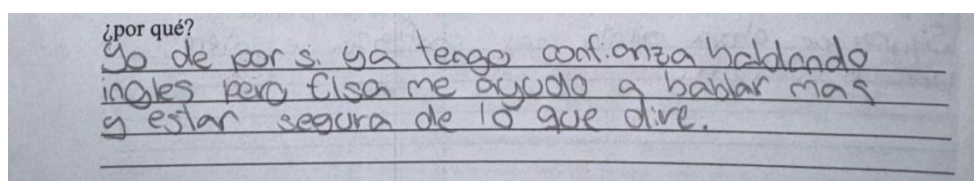
During the initial observations and as presented in the field notes, students struggled with foundational aspects of pronunciation, such as cardinal numbers and WH questions, frequently reverting to Spanish phonetics. As observed in the first class

### Field

**Notes - Class 1:** *“The teacher started the class first, asking about the previous topic, that were the dates with the usage of cardinal numbers. at that moment, the teacher asked she started giving positive points to the ones who participated, most of the students that answered and tried to, mentioned significantly repeated the word ‘First’ with Spanish accent as /first/, same with ‘Third’ /terd/, and the teacher accepted those answers”*

But upon using ELSA Speak regularly for pronunciation drills, they started to be more conscious of their mistakes. Importantly, in the post-test, some students as Katherin and Maria Fernanda were seen correcting their pronunciation during the task, in contrast to their previous reliance on scripts and prompts.

While some fluency issues persisted, especially in spontaneous speaking, their increased attention to pronunciation shined and showed a raise peak. In the speaking was noticeable that they were not fluent, but it was possible to check how conscious they were of their pronunciation. They worked to pronounce words correctly even if that meant taking a moment to correct themselves.



[Final Survey. October 29<sup>th</sup>, 2024. Student #14]

As evidenced in the previous survey “*Yo de por si ya tengo confianza hablando inglés pero Elsa me ayudó a hablar más y estar segura de lo que dire*”, answers written from the perspective of the students, they not only started to develop a self-monitoring ability, but they subsequently became confident enough to recycle the feedback demonstrated through the app, indicating a greater handle of control over their pronunciations.

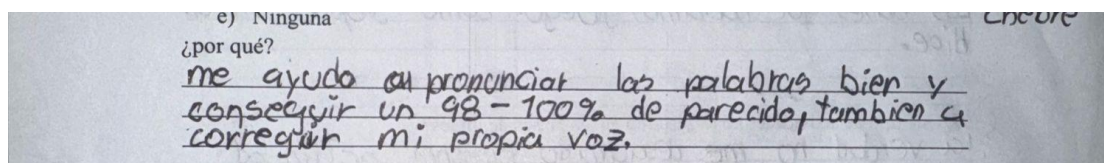
## **5.2 Student Perspectives on AI Tools/Elsa Speak**

This category focuses on the feedback provided by students regarding their experiences with the classes and Elsa Speak for improving pronunciation. Using data from questionnaires, some artifacts, and field notes, this section examines how students perceived their engagement, and the overall effectiveness of the ELSA Speak app. It highlights the extent to which students felt their pronunciation improved, the motivation they derived from using technology, and the challenges they faced during the process. The analysis also considers how AI tools influenced their attitudes in language learning, particularly among shy or less confident learners.

### **5.2.1 Students’ pronunciation confidence improvement.**

Improvements in confidence and accuracy of pronunciation as reported by the students themselves indicate how the ELSA Speak pronunciation training was working. According to the analysis of Dörnyei (1994), attitude and self-confidence are the significant factors contributing to the effectiveness of language learning, which affects students' willingness to learn the target language as well as their development. The more confident the students become in terms of pronunciation, the more likely they are to answer questions

and keep trying to improve. Derwing and Munro (2005) also state that feedback regarding pronunciation contributes to developing accuracy and increasing the learners' self-assurance to speak. The study showed learners becoming more confident in their pronunciation skills with the use of ELSA Speak; they conquered sounds that they felt insecure about and provided feedback about their grammar and stress, where the learners would have naturally felt naive as a student mentioned “*Me ayudó a pronunciar las palabras bien y conseguir un 98 -100% de parecido, también a corregir mi propia voz*”.



[Final Survey. October 29<sup>th</sup>, 2024. Student #6.]

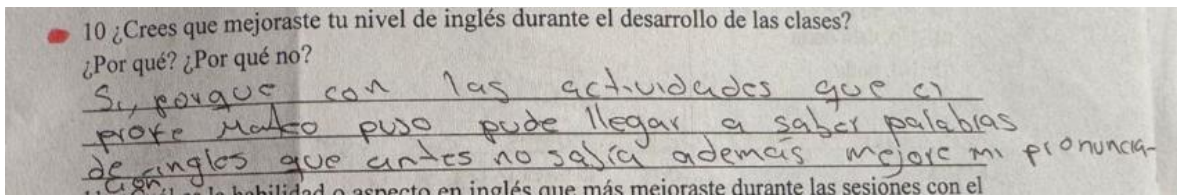
The justification for this perception of students getting better is shown from the post-test results and during classroom activities where students were more confident to be asked to speak a lot and do pronunciation exercises. Students' own perceptions of how they had improved in their pronunciation accuracy and confidence is well captured by the following questionnaires taken by the trainee teacher. These observations give the intervention some insights about the consistent practice offered by ELSA Speak and the timely feedback it generates.

This was also noticeable in cycle 3, in which it was visible for the pre-service teacher to look at the reactions of the students to the immediate feedback from the app with the new feature.

**Field Notes – Class 12:** “*At the end of the exercise, the students looked so interested in the results and the feedback. The activity was developed by each student, they started to compare their results among them, and also were trying to repeat the activity without telling them to do so. Some*

of the students showed competitiveness and wanted to get a higher score; the engagement of the activity was more than expected.”

One major improvement perceived was that students reported being able to hear and pronounce new English words, which gave them confidence in their overall language development. As one student said: “*Si, porque con las actividades que el profe Mateo puso pude llegar a saber palabras de inglés que antes no sabía, además de mejorar mi pronunciación.*”

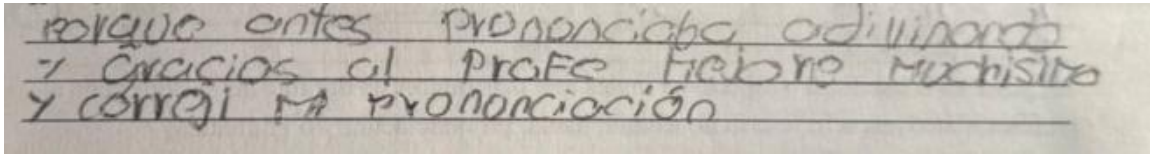


[Final Survey. October 29<sup>th</sup>, 2024. Student #19.]

The fact that this is not only about pronunciation, but also vocabulary, shows how students felt this combination of focused activities and ELSA Speak feedback created real development. As the Feedback Intervention Theory (Kluger & DeNisi, 1996), corrective feedback, when done right, can make a huge difference in performance enhancements.

Realizing that ELSA Speak gave students immediate corrective feedback that allowed them to understand and adjust, which enhanced their awareness of progress and enabled them to engage with the learning process. Therefore, the theory correlates with students’ reflections on how the activities contributed to their improvement in pronunciation and confidence at the same time. On another note, a student emphasized how ELSA Speak has helped them correct their oral pronunciation, as much contrast to their previous struggles with guessing pronunciation. This student said: “*Porque antes*

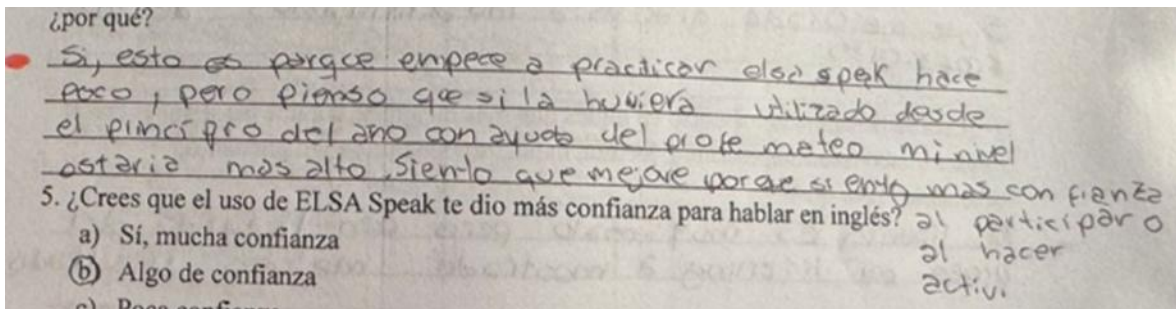
*pronunciaba adivinando y gracias al profe mejoré muchísimo y corregí mi pronunciación.”*

A photograph of a piece of lined paper with handwritten text in Spanish. The text reads: "porque antes pronunciaba adivinando y gracias al profe Mateo mejoré muchísimo y corregí mi pronunciación". The handwriting is in dark ink and appears to be from a student.

[Final Survey. October 29<sup>th</sup>, 2024. Student #23.]

This response highlights how, through guided teacher classes and the use of the app, students transitioned from uncertainty to greater pronunciation accuracy. MacIntyre (2007) argues that how willing a learner is to speak largely stems from their perception of their own competence in the language, and this is closely associated with their pronunciation ability.

With regular practice using ELSA Speak, students were able to correct their pronunciation mistakes and show increased confidence in speaking activities. This shift from guessing to more accurate pronunciation, along with their greater willingness to speak, demonstrates how tools like ELSA Speak, combined with guided activities, can improve both pronunciation skills and students' readiness to communicate. Lastly, one student wrote about how using ELSA Speak made them more confident in their pronunciation, *“Si, esto es porque empecé a practicar hace poco, pero pienso que si hubiera utilizado desde el principio del año con ayuda del profe Mateo mi nivel estaría más alto, siento que mejoré porque siento más confianza al participar o hacer actividades.”*



[Final Survey. October 29<sup>th</sup>, 2024. Student #19.]

This quote shows a very high level of increased confidence in speaking tasks. The student notes that as they practiced more with ELSA Speak, their confidence grew, which aligns with the Technology Acceptance Model (Davis, 1989) in that when students see technology as being useful and easy to use, they will use it. Moreover, being that students are just more confident and feel that if they can improve their pronunciation by continuing to use a valuable and helpful tool, they are more likely to use the tool.

Summarizing using ELSA Speak daily helped students improve their pronunciation and gain confidence in speaking English. They highlighted the app's real-time feedback and teacher support as key factors, aligning with Feedback Intervention Theory (Kluger & DeNisi, 1996). Increased confidence also encouraged greater participation, as supported by MacIntyre's WTC theory (2007). According to the Technology Acceptance Model (Davis, 1989), students were motivated by the app's perceived value, leading to more consistent use and progress. Overall, technology supported self-correction, boosted awareness, and fostered a more communicative and empowering learning environment.

### 5.2.2 Engagement levels during class activities due to ELSA Speak use.

The engagement presented in the classes in which the app was included was noticeable, when ELSA Speak was laid out for use in the classroom, with immediate feedback, and the teacher to guide, students were encouraged to do so. One of the things

that represented a big key was on September 13th, when a new feature of ELSA Speak was included, where students could speak on any subject, no matter the topic, and receive real-time feedback, students were participating actively in every single moment of the class.

**Field Notes – Class 12:** *“The activity that was prepared for the class was with Elsa Speak in the computers. The students looked very engaged with the app and the feature, The main teacher told the researcher that most of these activities are the students’ favorite activity, and they were engaged because they could apply the knowledge studied in previous classes with individualized feedback.”*

The fact, as the field notes said, is that students were not just dedicated but were also prepared to work harder than was expected. The interactive nature of the ELSA Speak platform may further relate to Vygotsky’s Sociocultural Theory (1978) and has been associated with increased engagement in class. So supportive was the environment, and so immediate the feedback, that students were more into the use of the App, having both the liberty to express themselves and the capability for real-time error correction.

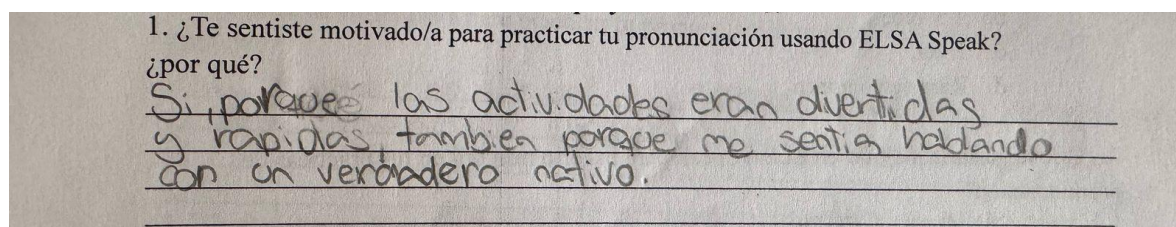
Another significant factor influencing student engagement was the way students can personalize their learning process, through the experience Elsa Speak provides. This method of learning is different from the students’ textbooks that they also have, which. With the app, it is possible to follow their progress at their own pace, focusing on areas where they need the most improvement. This adaptation played a crucial role in fostering motivation, as they feel free to study whenever possible. With the passing of the classes was possible to notice how the learners became more confident in speaking English as L2, participating more frequently compared to the first interventions, in which they constantly avoided participation.

On the other hand, students were mostly not engaged when ELSA Speak tasks were specifically assigned for homework. Although many students were enthusiastic about classroom-based activities, our field notes indicated that not everybody participated

**Field Notes – Class 12:** *“The teacher started the class asking for the topic that was developed in the previous class, some students answered and the teacher asked about the activity on ELSA Speak, however, just less than half of the students answered that they made the activity for that class, which could mean that they forgot it or they did not even try. The teacher gave positive points to the ones who made the activity for that class. This might happen since they do not usually do homework, all activities are done at school.”*

when the same activities took place outside of the classroom.” Deci & Ryan’s Self-Determination Theory (1985) explains this, as motivation increases when students feel supported by a social context. In-class, peer interaction and the presence of a teacher increased motivation and engagement. However, students did not seem to be as driven to finish these home assignments, which missed the element of immediate social reinforcement and accountability that came when students were in class together.

In comparison with their traditional learning (like the students’ books) also affected the engagement levels. The nature of textbook exercises or classwork was passive and rendered students to be less engaged however, using the app students commonly said that was more fun, as the following student that said *“Si, porque las actividades eran divertidas y rápidas, también porque me sentía hablando con un verdadero nativo.”*



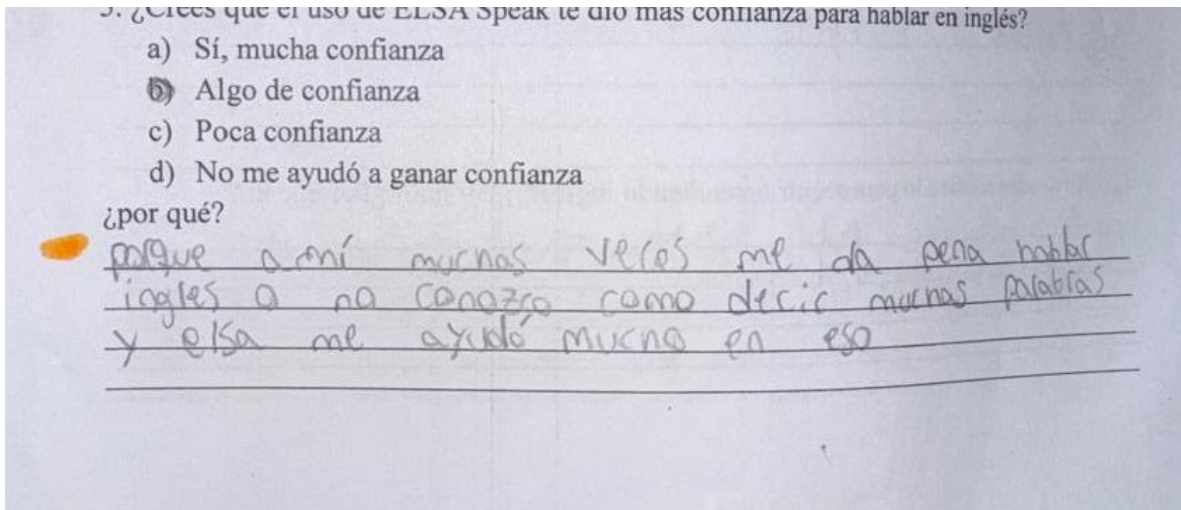
[Final Survey. October 29<sup>th</sup>, 2024. Student #14.]

With the field notes here, students experienced took the instant feedback as something useful in their learning process, Although this experience is not as seamless as voice recognition offered by other technologies, ELSA Speak provides students with a greater level of interactivity and access to classroom and teacher-based support than other methods. They suggest that ELSA Speak-related effects are more likely to be higher when students are in a setting with direct peer feedback and social interaction.

### **5.3 Category #3 Self-motivation While Practicing English Speaking.**

#### **5.3.1 Advancement in Pronunciation Which Boosted the Levels of Motivation**

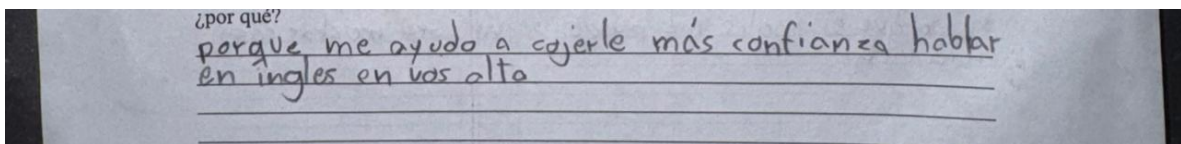
Such pronunciation improvement leads to a remarkable impact on students' motivation when learning English, which is well-supported by Krashen's Affective Filter Hypothesis (1982). According to Krashen, when learners experience anxiety and doubt their language skills, their "affective filter" goes up, making it harder for them to participate and acknowledge the language. With practice and improvement in pronunciation, this anxiety decreases, and students feel able and motivated to speak more freely, openly, and surely. Within the scope of this research, speaking learning using ELSA Speak tools to practice consistently increased students' pronunciation followed by motivation to practice English. This was true of students' participation during class activities and their desire to voice their ideas in front of their peers. As an example of this next quote, one student said: *"Porque a mí muchas veces me da pena hablar inglés o no conozco como decir muchas palabras y elsa me ayudó mucho en eso."*



[Final Survey. October 29<sup>th</sup>, 2024. Student #2.]

Moreover, Gardner’s Socio-Educational Model (1985) proposes that motivation is considerably impacted by emotional factors and the social setting in which the learning of the language occurs, and by the students’ answers, it is possible to mention that Elsa Speak motivates them to speak in English because they felt secure. The intrinsic desire to speak English also increased as students became more conscious of their pronunciation improvements. They reported being able to express themselves better, which led to increased confidence.

The data coming from students' comments and field notes illustrated that those students who could hear even slight changes in pronunciation were more open to trying



other ways. As one students explained, “*Porque me ayuda a cojerle más confianza en hablar inglés en voz alta*”

It shows that pronunciation change (improvement) is directly related to the increased students' tendency to contribute with oral tasks, as their fear of making mistakes and being judged was decreased.

The above was noticeable specifically in the cycle 3, in which the students were able to use the app in front of the in-service teacher.

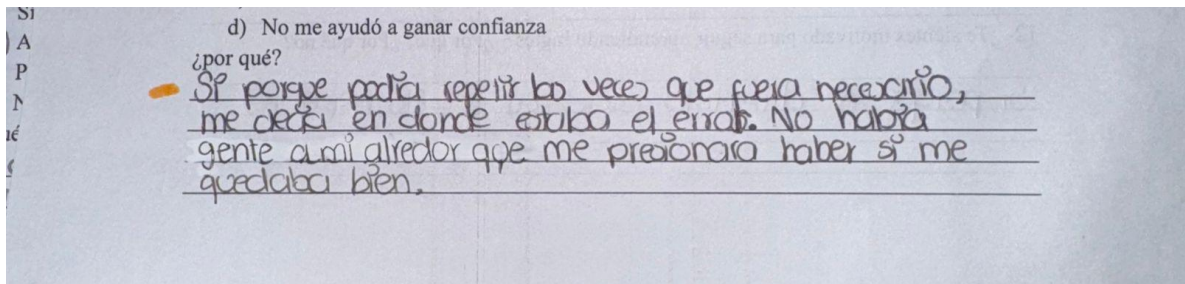
**Field Notes – Class 12** *“Even most of the shyest students looked focused on the activity, the teacher was supervising the activity and they expressed that they wanted to use again the tool, they were not comparing their scores with the others as most of the students were doing it, however, they tried and checked the videos recommended to improve the pronunciation. This can reflect how the technology and AI can help students who suffer with the judgement in class, it looked as if they did not care about what the others were doing”*

As students improved their pronunciation, Vygotsky's Sociocultural Theory (1978) supports the idea that a supportive, low-pressure environment fosters language development. ELSA Speak provided a private, non-judgmental space where learners could focus on pronunciation without fear of making mistakes. This reduced their affective filter, boosting motivation and improving classroom participation. Over time, students became noticeably more willing and motivated to speak in English, moving from hesitation to active involvement in real communication.

As part of the evidence collected, an audio artifact recorded during a Spelling Bee training session was analyzed. In this recording, the student practices spelling and pronouncing several words, including "weekend." It is particularly noticeable that the pronunciation of the vowel /i:/ in the first syllable of "weekend" (/ˈwi:k.end/) showed clear improvement compared to earlier sessions. The student articulates /ˈwi:k/ with greater precision and confidence, reflecting better phonological awareness and pronunciation skills.

Additionally, it was observed that some students were motivated to participate in the Spelling Bee contest as they felt more confident with their pronunciation abilities after training with ELSA Speak. This motivation highlights how a supportive, low-anxiety environment can positively impact students' willingness to engage in oral activities and challenges.

Since ELSA Speak provides the opportunity to practice pronunciation in a private, judgement-free setting, students have quickly gained increased confidence speaking English as we can see in the following response: *“Si porque podia repetir las veces que fuera necesario, me decía en dónde estaba el error. No había gente a mi alrededor que me presionara haber si quedaba bien”*

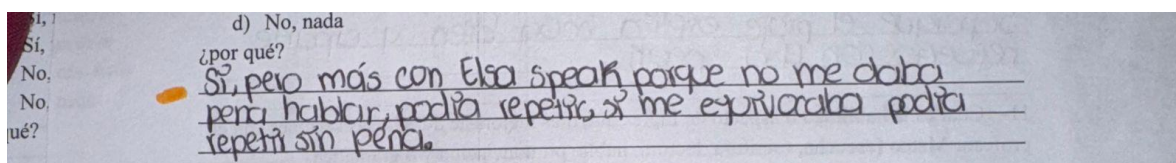


[Final Survey. October 29<sup>th</sup>, 2024. Student #2.]

Providing an environment where students could work at their own pace and receive real-time feedback, ELSA Speak boosted students' motivation by fostering a greater sense of competence and autonomy. The safe, judgment-free space reduced fear of embarrassment and encouraged active participation, making students more willing to engage in speaking tasks. This supports Swain's Output Hypothesis and Krashen's Affective Filter Hypothesis, emphasizing how lowering emotional barriers can increase motivation. By practicing without pressure, students felt more motivated to improve their speaking skills and fluency.

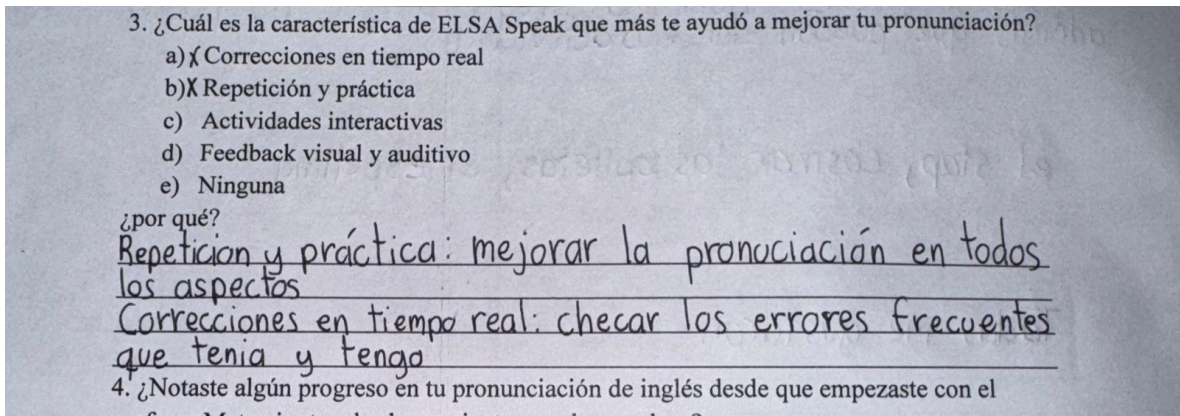
### 5.3.2 Use of ELSA Speak to Practice Speaking Reducing Anxiety.

According to Swain's Output Hypothesis (1985), in order to become fluent and accurate speakers, language learners have to actively use the language. Yet, production of language in a public space can lead to anxiety, especially when learners feel their pronunciation is off. ELSA Speak provides students with a space to practice speaking in a controlled and private environment so they can focus on pronunciation without the fear of being criticized by their peers or teachers. This has also proved to be especially helpful for students who may care more about their speaking and might feel embarrassed. As they practiced individually with the app, students expressed less anxiety about speaking, and this allowed them to speak more confidently during class activities. One student quoted "*Si, pero más con Elsa Speak porque no me daba pena hablar, podía repetir si me equivocaba, podía repetir sin pena.*"



[Final Survey. October 29<sup>th</sup>, 2024. Student #19.]

Along with providing a private space for practice, Deci and Ryan (1985) describe how autonomy, competence, and relatedness are necessary conditions for intrinsic motivation, all elements that they argue help build positive, active behavior. This autonomy leads to a greater sense of competence, as students recognize quantifiable differences in their pronunciation when using the app's feedback mechanism. Having the room to fix their own mistakes without immediate external feedback also contributes to a sense of achievement and increases their confidence. "*Mejorar la pronunciación en todos los aspectos. Correcciones en tiempo real: Checar los errores frecuentes que tenía y tengo*" was mentioned by a student.



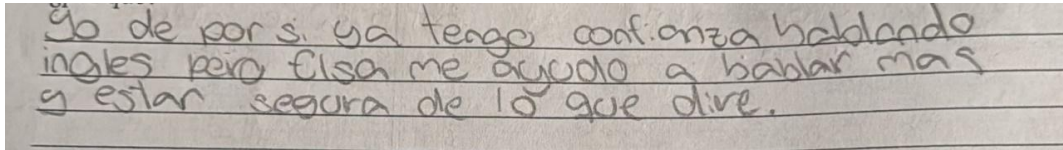
[Final Survey. October 29<sup>th</sup>, 2024. Student #19.]

In the analysis of some surveys, students mentioned that they felt better by practicing by themselves because no one was there to hear them, they did not feel fear about speaking in English.

The analysis emphasizes the impact of emotional factors on language learning. ELSA Speak aligns with this by providing a secure, low-pressure environment for pronunciation practice.

The Affective Filter Hypothesis (Krashen, 1982) is another theory that agrees with this, as it suggests that not hearing students in front of others can decrease their emotional barriers. In a situation where students do feel more vulnerable, language production is much less likely as students are afraid of making mistakes in front of each other, whereas ELSA Speak offers students a much more secure environment. This tool also creates a more supportive and low-stakes learning environment, which has contributed significantly to students' greater willingness and motivation to practice speaking with the tool and refine their pronunciation. This was echoed in field notes when students said that practicing on

ELSA felt as if it had given them the confidence to speak English in class with less inhibition. One student said, “*Elsa me ayudó a hablar más y estar segura de lo que diré*”



[Final Survey. October 29<sup>th</sup>, 2024. Student #14.]

ELSA Speak significantly enhances students' motivation by providing a private, non-judgmental environment for practicing pronunciation. The app allows students to work at their own pace, fostering a sense of autonomy and control over their learning, which boosts their intrinsic motivation. Immediate feedback further fuels their sense of competence, encouraging continued practice and engagement. As students experience success without the fear of being judged, they become more motivated to participate in speaking activities, leading to improved confidence and a more positive attitude towards language learning. This motivation-driven approach supports their overall language acquisition and fluency.

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language learning. This motivation approach supports their overall language acquisition and fluency.

## **CHAPTER VI**

### **FINDINGS**

#### **6.1 Pronunciation Improvements**

A key finding of the study was that students' pronunciation improved in some cases after using ELSA Speak. Results from a pre- and post-test demonstrated improvements in sound articulation, phoneme recognition, and word stress. Additional comments in field notes also recorded that some students who had previously struggled in key phonological constructs, such as cardinal numbers and WH questions, made significant development. This was especially noticeable in their ability to self-correct while giving in-class presentations and during role plays.

The artifacts and activities developed in classes were crucial understanding how the implementations went beyond the development and improvement of pronunciation. Those artifacts allowed the researcher to find new categories of analysis and different impacts of the project.

The findings are consistent with theories, including the Critical Period Hypothesis (Lenneberg, 1967) that emphasize the need for guided and systematic exposure to pronunciation at the early stages of the second language learning process.

## **6.2 Students Self-Confidence improvement when speaking.**

Students' self-confidence in speaking English increased when pronunciation became better. Some students said that they were less shy to speak in the lesson after frequent use of ELSA Speak, as shown in the responses to the questionnaire. These findings parallel that of Krashen's (1982) Affective Filter Hypothesis, which claims that anxiety levels can facilitate or inhibit learning a language, suggesting lower anxiety levels improve language learning.

## **6.3 Motivation and Autonomy**

Student engagement was notably higher during classes and ELSA Speak activities compared to traditional methods such as textbook-based tasks. For example, on September 13th, when students began using the app with real-time feedback, their engagement levels exceeded the teacher's expectations, with nearly all students actively participating and showing enthusiasm. This finding in engagement can be attributed to the immediate, personalized interaction that the app provides, making the learning experience more dynamic and relevant.

However, a decrease in engagement was observed during at-home activities, where the absence of peer or teacher interaction limited motivation. This contrast is supported by Deci and Ryan's Self-Determination Theory (1985), which emphasizes the importance of both autonomy and a social learning environment in fostering motivation. While students appreciated the freedom to practice independently, the lack of social context at home and their customs not to do homework sometimes led to reduced consistency and focus.

## CHAPTER VII

### CONCLUSIONS AND IMPLICATIONS

#### Conclusions

In conclusion, the added value to ELSA Speak improved students' pronunciation in using sound pronunciation, phonemes, and word stress. The app also enabled students to practice regularly and receive real-time feedback, which allowed them to recognize and rectify their own mistakes, thus raising their awareness of pronunciation norms. Especially during class presentations, role plays, and even speaking exams, the self-correction capacity of the students was notorious, and they seemed way above the regular levels concerning the ability to analyze their speech patterns and monitor their language. These results highlight the need for practicing pronunciation with technology, such as ELSA Speak, which can give students immediate, accurate and actionable feedback that other means often cannot. This helped students improve their pronunciation but also helped them develop metacognitive skills that are critical to becoming lifelong language learners. However, when it is about making the activities as autonomous work at home, it showed a lack of discipline in students, who are not used to making academic activities outside of the school.

Better pronunciation directly played a role in students' greater confidence in their ability to speak English. At first, most of the students were hesitant and afraid of being judged, which made them unwilling to engage in class. Their pronunciation improved with the help of ELSA Speak, and they felt more confident in their skills. This contributed to their increased motivation to participate in oral activities (role plays, recipe scenes, participations, etc.). This reduction in anxiety corresponds directly to Krashen's (1982)

Affective Filter Hypothesis in terms of how lowering the emotional barriers to language acquisition process allows language acquisition to take place. Additionally, the app's judgment-free atmosphere supported students who wanted to practice privately and allowed them to experiment and sharpen their skills without the threat of being criticized. This combination of enhanced accuracy and decreased anxiety was transformative, enabling students to gain both competence and confidence in their spoken English.

The key finding of this initial research study, as was the case in the phonics project, was that classroom-based activities of ELSA Speak appeared to enhance significantly higher levels of engagement than independent use of ELSA Speak however, classes developed by the in-service teacher were also significantly important to the students, which presented engagement and participation dropped when the work was autonomous, where students missed the social affirmation of class and the immediacy of feedback. This disparity highlights the significance of combining technology with support in class to maximize learning outcomes. Independent practice, while useful, needs to be well-planned and purposeful so that students remain motivated to practice outside of the classroom and this practice leads to incremental improvement.

These results have several pedagogical implications for language teaching practice, especially in contexts with limited language resources, such as in Colombian public schools. The case of success in ELSA Speak shows us that AI tools can be embedded into English classroom to address frequent problems with pronunciation. The use of technological tools integrated with interactive and communicative teaching methods can also help to make the process of learning foreign languages meaningful while supporting the development of linguistic competence and confidence of the students. The findings

underpin the need to help teachers get the most out of AI tools, as their involvement in leading and enabling technology-enhanced learning is critical to seeing benefits.

The main objective of this study was to assess how the integration of artificial intelligence by using Elsa Speak's app could enhance students' pronunciation. These advancements were evident in their improved class participation and more effective use of English pronunciation.

By the end of the intervention, even some of the shyest students demonstrated the confidence to speak in front of the class and during speaking exams, overcoming their initial nervousness and mistakes. Additionally, students began to use English to talk about their thoughts and personal conversations more effectively orally.

The gradual shift in students' confidence, particularly among those initially hesitant to participate, highlighted the app's role in improvement. Integrating cell phones as learning tools proved to be a practical and accessible way to extend practice beyond the classroom. The comparison of initial and final pronunciation exercises demonstrated significant progress, demonstrating the effectiveness of technology in addressing pronunciation difficulties and enhancing students' overall language proficiency. These findings affirm the potential of AI applications like ELSA Speak to innovate and improve language education.

### **Implications**

This study exposes the potential of artificial intelligence as a valuable tool for improving English pronunciation, particularly in EFL classrooms like those in Colombia. One of the most important findings is that AI-powered applications, such as ELSA Speak, can provide students with real-time feedback, something that traditional classroom methods may not always achieve. By using AI, students had a chance to practice not only

pronunciation but also other language skills such as grammar, writing, and even reading, with different sources at their own rhythm, and receive immediate corrections, which helped them recognize their mistakes and make improvements. This suggests that AI can be a great complement to traditional teaching methods, reinforcing learning in a way that is both engaging and effective.

Despite all the successes, the study found different challenges and opportunities to improve. Time significantly impacted the intervention, due to the need to cover and complement the school's syllabus, prepare for exams, and integrate Elsa Speak activities limited the frequency of the pronunciation practice. While smartphones and computers facilitated accessible learning through the app, some students presented difficulties due to technical issues or a lack of familiarity with some specific features of the app, which sometimes affected students' progress. Shy students, somehow, gradually built confidence, initially struggled to participate actively, particularly in front of the whole group, and fear of judgment persisted. Classroom dynamics also presented obstacles, as not all students were equally supportive of their peers, and moments of trouble in the class emerged. Additionally, the use of smartphones and computers required careful management by the teacher to ensure their effective use for improving the pronunciation rather than distractions. These factors, combined with all activities made for the study, created limitations to realizing the intervention's potential and its generalizability.

Another key implication is the boost in confidence that students experienced when using ELSA Speak. Many students who were initially hesitant to speak English became more comfortable after practicing with the app. The ability to self-correct and track progress gave them the reassurance they needed to participate more in class. Confidence

plays a major role in language learning, and this study highlights how AI tools can help students overcome the fear of making mistakes. Students felt able to learn and practice English pronunciation without feeling judged.

In the context of Colombian education, where English exposure outside the classroom is limited, AI-based tools offer a practical solution to bridge the gap. These applications provide students with extra opportunities to practice pronunciation, even when they do not have access to native speakers, however, Colombia has limited access to technology in some regions of the country, which generates inequality in terms of applying this research. Additionally, AI tools allow for a more personalized learning experience, adjusting to each student's learning process and needs, which can be particularly beneficial in classrooms with diverse learning styles.

Finally, this study reinforces the idea that language education is evolving, and incorporating technology into teaching can lead to better learning outcomes. However, while AI is a powerful tool, it should not replace traditional instruction. Instead, it should be used alongside teaching strategies to create a well-rounded approach that enhances both pronunciation and overall communication skills.

### **Limitations**

Despite the positive outcomes, this study had some limitations that should be acknowledged. First, the research was conducted with a relatively small group of seventh-grade students. While their progress was evident, a larger study involving students from different grade levels and schools would provide a more comprehensive understanding of how AI impacts pronunciation learning in different contexts.

Another challenge was the usage of technology. Since ELSA Speak requires internet access and a device, students who did not have consistent access to these resources faced difficulties in practicing outside of class. This highlights the digital divide in education—while AI can be incredibly helpful, it is not equally accessible to all students because some of them reported that their parents do not allow them to use technology sometimes. Also the IPN was a school that addressed the necessity for ICTs tools, but even with that, sometimes schools with limited technological resources may struggle to implement these tools effectively.

Additionally, student engagement with AI tools varied. Some students used ELSA Speak and practiced regularly, while others showed less motivation, especially when asked to use it outside of class as homework. This suggests that AI tools work best when combined with in-class activities that encourage participation.

The study also focused specifically on pronunciation, which is just one aspect of spoken communication. While students improved their ability to pronounce words correctly, the research did not deeply explore how AI might impact their fluency, conversation skills, or confidence in spontaneous speaking situations. Future studies could take a broader approach to assess AI's role in developing overall oral proficiency.

The research also was affected by the price of the full access to the app, limiting the opportunities to explore more features of the app and integrate them in class, but due to the subscription fee students could not use it, with the full access the study will be more effective.

Lastly, the success of AI tools in the classroom also depends on the teacher's ability to integrate them effectively. Not all educators are familiar with AI-powered pronunciation applications, and without proper training, some might not use them to their full potential. This highlights the need for professional development opportunities that help teachers incorporate technology into their lessons in meaningful ways.

### **Further Research**

To future researchers, educators, and anyone interested in continuing the topic of this investigation, this study is presented as a foundation for exploring the role of AI in English language learning as a second language, it could also be applied to other languages, particularly in pronunciation development if applications such as ELSA Speak are applied. The arriving of AI could also help students in other different skills as fluency, vocabulary, listening among others, with the correct management. There is great potential to examine how Artificial Intelligence (AI) impacts not only pronunciation but also fluency, speech confidence, and communication skills. Expanding research in Colombia and beyond, across various educational settings, age groups, among others. would provide deeper insights into this technology's effectiveness. Additionally, addressing the digital inequality is essential, as not all students in Colombia have equal access to technology tools, which may affect their learning experiences. Integrating investigation about how socio-economic factors influence the adoption and success of AI in the improvement of pronunciation skills could help make these technologies more inclusive and accessible to all learners, particularly in public schools and for diverse communities.

Another recommendation will be for future teachers to explore the integration of AI, exploring teacher training programs to incorporate this type of tools into their lessons

effectively. By advancing research in the previous areas, future studies can contribute to apply AI applications in language education, enhancing learning experiences, and supporting Colombian students in developing strong communication skills for both academic and personal opportunities.

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## ANNEXES

*Annex 1 – Teacher’s interview (Format)*

### FORMATO ENTREVISTA DOCENTE



En el siguiente formato se encontrarán una serie de preguntas que permitirán de un modo u otro reconocer, entender y comprender diversos aspectos de la vida y profesión de un docente de inglés de la institución \_\_\_\_\_ con el objetivo de conocer su perfil y establecer un acercamiento más profundo con el/la docente y su labor profesional.

**NOMBRE DEL DOCENTE:** \_\_\_\_\_

**FECHA:** \_\_\_\_\_

**ENTREVISTADOR:** \_\_\_\_\_

#### **Preguntas.**

##### **Ámbito personal:**

1. ¿Qué le motivó a ser docente de una lengua extranjera?
2. ¿Tiene alguna experiencia que lo haya marcado durante la práctica docente? ¿Cuál?
3. ¿Qué le parece lo más gratificante de su profesión?
4. ¿Ha tenido que transformar sus clases con el paso del tiempo? ¿Cómo lo ha hecho?
5. Teniendo en cuenta lo educativo, ¿Qué fortalezas y dificultades ha afrontado a lo largo de su profesión?

##### **Clases:**

1. ¿Cree usted que el programa está acorde a las necesidades edad, grado y nivel de inglés de sus estudiantes?
2. ¿Existe algún tipo de proyecto en el cual sea notoria una transversalidad entre áreas en la institución?
3. ¿En la institución existe algún tipo de apoyo extracurricular para los estudiantes en la materia de inglés?
4. ¿Existe algún tipo de relación entre las clases de inglés y los eventos sociales que ocurren en el contexto de los estudiantes?
5. ¿Está usted en constante aprendizaje del inglés?

##### **Metodología:**

1. ¿Cuál es el modelo pedagógico que más le gusta y, por otro lado, cuál es el que más le funciona? ¿Constructivista? ¿Tradicional? ¿Conductista?
2. ¿Cuál es el enfoque que le da a sus clases? ¿Comunicativo? ¿Gramatical?
3. ¿Utiliza algún tipo de estrategias para llamar la atención de sus estudiantes y tener un mejor manejo de aula? ¿Algún consejo?
4. ¿Tiene algún método de evaluación preferida? ¿Tiene libertad para hacerlo en este aspecto?
5. ¿El uso de tecnologías para la educación se ve reflejado en sus clases?
6. Teniendo en cuenta la pregunta anterior, ¿El colegio le brinda algún tipo de herramientas tecnológicas para el desarrollo de sus clases?

**Estudiantes:**

1. ¿Considera que los estudiantes de sus clases implementan el trabajo autónomo en sus casas? ¿El inglés lo usan en otros ámbitos que no sea el educativo?
2. ¿Qué ha notado que se le dificulta más a sus estudiantes a la hora de aprender inglés?
3. ¿Qué tan motivados se les nota a sus estudiantes con relación a las clases de inglés? ¿Hay algún tipo de actividades que los motive más que otras?
4. ¿Qué tanto influye el contexto y entorno del estudiante en sus clases?
5. ¿Qué consejo le daría a un practicante teniendo toda la experiencia que tiene como docente?

*Annez 2 – Student’s diagnostic questionnaire (Format)*

**CUESTIONARIO ESTUDIANTES**



**NOMBRE:** \_\_\_\_\_ **FECHA:** \_\_\_\_\_

• **Intereses de los estudiantes**

1. ¿Te gusta el inglés?

Si

No

2. En una escala del 1 al 5 siendo 1 nada y mucho 5, ¿Qué tan interesado estás en aprender inglés?

1

2

3

4

5

- 

3. ¿Qué tipo de actividades disfrutas realizar con mayor frecuencia?

- a. Actuaciones
- b. Presentaciones orales
- c. Escritos creativos
- d. Guías y/o talleres
- e. Otro, ¿Cuál?

4. ¿Disfrutas las clases de inglés?

Si

No

5. ¿Qué materiales te gustan que existan en las clases de inglés?

- a. Tecnología
- b. Música
- c. Carteleras con los temas
- d. Juegos de mesa
- e. Guías impresas
- f. Otro, ¿Cuál?

6. ¿Qué te parece que es lo más divertido de aprender inglés?

• **Motivación de los estudiantes con respecto al inglés**

7. En una escala de 1 al 5, 1 siendo nada y 5 mucho ¿Qué tanta importancia le das a aprender inglés?

1

2

3

4

5

8. ¿Qué o quién te motiva a aprender inglés?

- a. Mis padres
- b. Mi profesor/a
- c. Motivación propia
- d. Otro, ¿Cuál?

9. ¿Cuál es tu tema favorito para hablar cuando hablas en inglés?

- a. Deportes
- b. Música
- c. Cine/ Series
- d. Cultura
- e. Otro, ¿Cuál?

• **Auto percepción sobre su nivel y habilidades con el inglés**

10. En una escala del 1 al 5, siendo 1 nada cómodo y 5 muy cómodo, ¿cómo te sientes al momento de hablar en una lengua extranjera como en este caso el inglés?

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. En una escala del 1 al 5, siendo 1 nada cómodo y 5 muy cómodo, ¿cómo te sientes al momento de leer en una lengua extranjera como en este caso el inglés?

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. En una escala del 1 al 5, siendo 1 nada cómodo y 5 muy cómodo, ¿cómo te sientes al momento de escuchar una lengua extranjera como en este caso el inglés?

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. En una escala del 1 al 5, siendo 1 nada cómodo y 5 muy cómodo, ¿cómo te sientes al momento de escribir en una lengua extranjera como en este caso el inglés?

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 3                        | 4                        | 5                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. ¿Cuál es la habilidad del inglés que más se te dificulta? (Speaking, listening, writing or reading) ¿Por qué?
15. ¿Cuál es la habilidad del inglés que más se te facilita? (Speaking, listening, writing or reading) ¿Por qué?

• **Relación en el aula**

16. Cuando se trata de la clase de inglés, ¿prefieres los trabajos en grupo o individuales? ¿Por qué?

17. ¿Te sientes cómodo en la clase de inglés con las personas que compartes?

Si

No

• **Apoyo familiar**

18. ¿Tu familia es una fuente de apoyo para aprender inglés?

Si

No

19. ¿Hay alguien de tu familia que te apoye en tus actividades académicas relacionadas con la clase de inglés? ¿Quiénes?

20. En una escala del 1 al 5, siendo 1 nada y 5 mucho ¿Qué tanta importancia le da tu familia a que aprendas inglés?

1

2

3

4

5

21. En una escala del 1 al 5, siendo 1 nada y 5 mucho ¿Qué tanta importancia le das a aprender inglés?

• **Relevancia de los temas tratados en clase**

22. ¿Crees que los temas que ves en clase de inglés te servirán en un futuro?

Si

No

23. ¿Te gustaría ver un tema en específico? ¿Cuál?

- **Estilos de aprendizaje y preferencias**

24. ¿De qué manera te parece más fácil estudiar y aprender inglés?

- Escuchándolo (música, podcasts, etc)
- Leyendo (comics, historietas, libros, etc)
- Viendo (películas, series, videos de youtubers o tiktok, etc.
- Otro, ¿Cuál?

- **Actividades en clase**

25. De todas las actividades que haces en clases, ¿Tienes alguna favorita? ¿Cuál?

*Annex 3 – Field Note (Semester 2024-2)*

Date: October 18 <sup>th</sup> 2024	Subject: English
Start time: 11:30am /End time: 01:00 pm	Class theme: How many, how much questions
School: Instituto Pedagógico Nacional	Class equipment: Board, student books, markers
Teacher: Yeni Camacho	Number of Students: 26 - 30
Grade: 703	Trainee teacher: Mateo Vargas Payares
<b>Description</b>	<b>Analysis</b>
<ol style="list-style-type: none"> <li>The class started at 11:35, and some students were outside the classroom.</li> <li>The trainee teacher started checking attendance.</li> <li>S that came late must complete a challenge.</li> <li>S were making some noise, and looked interested in the activity previously commented for them</li> <li>T requested silence.</li> <li>T checked materials for the class (Dictionary, book, pencil, and eraser.</li> <li>Some students were wearing T-shirts different from the uniform, so the T requested to put on their jackets.</li> <li>T asked for the date and almost all students said it loud in English</li> <li>T started the class by asking the date which 2 students answered in the correct form.</li> </ol>	<ol style="list-style-type: none"> <li>The T has developed a routine to start each class, students are aware about cleaning and bringing the required materials to class.</li> <li>Just one student came late and she completed the challenge, students do not want to complete these types of challenges so most of them came on time to avoid that.</li> <li>More students wanted to participate when the teacher asked for the date, they apparently felt better about this topic.</li> <li>Students looked so interested in the topic, the teacher has been working on this topic because they are going to cook their own food as a purpose from the teacher.</li> <li>Students were so participative, but for one moment the control of the class was lost.</li> <li>Most of the students participated, and some of them were really creative.</li> </ol>

<ol style="list-style-type: none"> <li>10. The first activity was Halloween food, the teacher started asking the students for typical food for this party celebration.</li> <li>11. Most of the students were interested in the topic, and almost all of them participated.</li> <li>12. Some of them mentioned jelly brains, bat-cookies, eye gums, etc.</li> <li>13. The T asked for quantities as they needed to think that this was going to be for a party.</li> <li>14. After that, students must complete a missing activity that they had in their books about quantities from the previous class.</li> <li>15. They took 15 minutes.</li> <li>16. After completing the activity, the T explained to them the next activity, which would be creating a recipe for a hallowing dish.</li> <li>17. T delivered some ingredients to different groups and they will create the step by step of their recipe.</li> <li>18. The activity was for groups of two.</li> <li>19. Some students did not understand so other students helped them.</li> <li>20. The assessment will be presenting the recipe to the whole class.</li> <li>21. They took 15 minutes to plan.</li> <li>22. Each group passed to present, and some groups left for the next class.</li> <li>23. Students presented cookies, sandwiches, pancakes, and cake recipes.</li> <li>24. T left an Elsa speak in their platform to complete one activity,</li> </ol>	<ol style="list-style-type: none"> <li>7. When working on the book, students get lost so easily and start talking to each other about different topics apart from the class.</li> <li>8. Most of them just copy from a partner.</li> <li>9. Students were interested in the recipe activity.</li> <li>10. They constantly asked for help and advice for their upcoming presentations.</li> <li>11. In the presentations, some students looked comfortable while speaking.</li> <li>12. One good signal was that while they were presenting, they corrected themselves while speaking, being aware of pronunciation and order of words. This behavior highlights their growing awareness of pronunciation skills, as well as their ability to actively self-correct and make real-time adjustments to their speech. It suggests that they are not only recognizing errors but also developing the confidence and skills to refine their pronunciation independently, leading to more accurate and natural communication.</li> <li>13. None of the students rejected the presentation, all of them participated.</li> <li>14. Just some students were focused when the explanation about Elsa’s activity.</li> </ol>
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*Annex 4 - Pre And Post-test design*

<b>Pre-Test and Post-Test Design</b>
To evaluate the effectiveness of the ELSA Speak app in improving English pronunciation among 7 <sup>th</sup> grade children, a pre-test and post-test will be applied. These tests are designed to assess participants' pronunciation before and after using the app.
<b>Pre-Test</b>
Objective: To assess the initial pronunciation skills of participants before using the ELSA Speak app.
<b>Components:</b>

<p>Reading of Words: Participants will read a list of 15 words that are commonly challenging but age-appropriate for 7<sup>th</sup> grade students.</p> <p><b>Reading of Sentences:</b> Participants will read 10 short sentences that include a variety of English sounds.</p> <p><b>Reading of a Short Paragraph:</b> Participants will read a paragraph that contains diverse sounds and grammatical structures.</p> <p><b>Sentence Repetition:</b> Participants will listen to and repeat 10 sentences.</p> <p>Free Speech Recording: Participants will speak for 2 minutes on a given topic, such as describing their daily routine or talking about a hobby.</p>
<p><b>Evaluation Criteria:</b></p> <p><b>Clarity:</b> The pronunciation is clear and understandable.</p> <p><b>Accuracy of Sounds:</b> Individual sounds (vowels and consonants) are pronounced correctly.</p> <p><b>Intonation:</b> The intonation is natural and appropriate.</p> <p><b>Fluency:</b> Speech is fluent without excessive pauses or interruptions.</p> <p><b>Post-Test</b></p> <p><b>Objective:</b> To assess the improvement in pronunciation after participants have used the ELSA Speak app for a specified period.</p>
<p><b>Components:</b></p> <p>Reading of Isolated Words: Participants will read the same list of 15 words used in the pre-test.</p> <p>Reading of Sentences: Participants will read the same 10 sentences from the pre-test.</p> <p>Reading of a Short Paragraph: Participants will read the same paragraph from the pre-test.</p> <p>Sentence Repetition: Participants will repeat the same 10 sentences used in the pre-test.</p> <p>Free Speech Recording: Participants will speak on the same topic or a similar one used in the pre-test.</p>
<p><b>Evaluation Criteria:</b></p>
<p><b>Clarity:</b> The pronunciation is clear and understandable.</p> <p><b>Accuracy of Sounds:</b> Individual sounds (vowels and consonants) are pronounced correctly.</p> <p><b>Intonation:</b> The intonation is natural and appropriate.</p> <p><b>Fluency:</b> Speech is fluent without excessive pauses or interruptions.</p> <p>Sample Pre-Test and Post-Test Items</p>
<p><b>Words:</b></p>

Chocolate  
Elephant  
Library  
Internet  
Basketball  
Movie  
Beautiful  
Yesterday  
Vacation  
Homework  
Telephone  
Music  
Breakfast  
Garden  
Holiday

**Sentences:**

I like to play basketball with my friends.  
She has a beautiful garden at home.  
We went to the zoo yesterday.  
He loves watching movies on the weekend.  
My favorite subject in school is science.  
Can you help me with my homework?  
The library is very quiet.  
They went on a vacation to the mountains.  
Breakfast is the most important meal of the day.  
I talk to my friends on the telephone every day.

**Short Paragraph:**

"Last summer, I went on a vacation with my family to the mountains. We stayed in a cabin and enjoyed the fresh air and beautiful scenery. Every morning, we went for a hike and in the evenings, we sat around the campfire and told stories. It was a wonderful experience and I can't wait to go back."


**Sentence Repetition:**

"Please pass me the salt."  
"I will go to the park tomorrow."  
"Can you help me with my project?"  
"The weather is sunny today."  
"She enjoys reading books."  
"They are planning a picnic."  
"The movie was very exciting."  
"We need to finish our homework."  
"He has a new bicycle."  
"I love playing video games."  
Free Speech Topic:  
Describe your daily routine.  
Talk about your favorite hobby.  
Evaluation Method

**Each component of the pre-test and post-test will be scored on a scale from 1 to 5:**

- 1: Very Poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

Participants' scores in the pre-test and post-test will be compared to determine the improvement in their pronunciation skills after using the ELSA Speak app.

  
UNIVERSIDAD PEDAGÓGICA  
NACIONAL

Name: Daniela Rivera V Date: 29/10/21

**Cuestionario final - Implementación proyecto educativo.**

1. ¿Te sentiste motivado/a para practicar tu pronunciación usando ELSA Speak?  
¿por qué?

Si, porque las actividades eran divertidas y rapidas, tambien porque me sentia hablando con un verdadero nativo.

3. ¿Cuál es la característica de ELSA Speak que más te ayudó a mejorar tu pronunciación?

a) Correcciones en tiempo real  
b) Repetición y práctica  
c) Actividades interactivas  
d) Feedback visual y auditivo  
e) Ninguna

¿por qué?

Pues me gusto que cuando me equivocaba me decia como corregirlo exactamente y donde me equivocaba, asi fue mas facil corregirlo y pronunciarlo bien.

4. ¿Notaste algún progreso en tu pronunciación de inglés desde que empezaste con el profesor Mateo junto a las herramientas usadas en clase?

a) Sí, mucho  
b) Sí, un poco  
c) No, casi nada  
d) No, nada

¿por qué?

Pues porque Mateo nos ayudo mucho aunque mi pronunciación era fuera buena y nos ayudo con cosas dinamicas como Elsa, canciones y actividades.

5. ¿Crees que el uso de ELSA Speak te dio más confianza para hablar en inglés?

a) Sí, mucha confianza  
b) Algo de confianza  
c) Poca confianza  
d) No me ayudó a ganar confianza

¿por qué?

Yo de por si ya tengo confianza hablando ingles pero Elsa me ayudo a hablar mas y estar segura de lo que dije.

6. ¿Cuántas veces por semana usaste ELSA Speak durante el año?

- a. Más de 3 veces
- b. 2-3 veces
- c. 1 vez
- d. Rara vez o nunca

7. ¿Qué te gustaría mejorar en ELSA Speak para hacerlo más útil en tus prácticas de pronunciación?

Que a veces solo corrige la pronunciación de las vocales pero no de las letras

8. ¿Qué tipo de actividades te gustaron más en las clases de inglés?

Las canciones y los juegos porque aprendí divirtiéndome y mucho más rápido que con otros profesores

9. ¿Qué tipo de actividades no te gustaron en las clases de inglés?

La verdad todas me gustaron pues eran dinámicas y divertidas

10. ¿Crees que mejoraste tu nivel de inglés durante el desarrollo de las clases?

¿Por qué? ¿Por qué no?

Si, porque me senti mas motivada gracias al profesor y a sus actividades dinamicas.

11- ¿Cuál es la habilidad o aspecto en inglés que más mejoraste durante las sesiones con el profesor Mateo (escucha, escritura, lectura, habla, pronunciación y/o gramática, vocabulario)? ¿por qué?

Gramatica y Vocabulario, porque senti que aprendi expresiones nuevas para sentir mas nativa y palabras que no conocia

12- ¿Te sientes motivado para seguir aprendiendo inglés? ¿Por qué? ¿Por qué no?

Si, porque ahora siento mas confianza e interes por el idioma.

Annex 6 -Written Consent

	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

**AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD**

Clarisa Melo Abril 2/2024 Ciudad y fecha  
 expedida en Bogotá, representando legal del menor  
Juan Diego Betancur C identificado con C.C.  C.E.  No.  
1029 205 995 identificado con T.I.  NUIP  No.  
 declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>3</sup>, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>4</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

Clarisa Melo  
 FIRMA

Nombre: Clarisa Melo

Identificación: 51811608

<sup>3</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

<sup>4</sup> Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 7 - Lesson Plan

<b>LESSON PLAN NUMBER:</b>			
<b>COURSE/GRADE:</b> 703	<b>DATE:</b> September	<b>NUMBER OF STUDENTS:</b> 25-30	<b>NAME OF THE TEACHER:</b> Mateo Vargas Payares
<b>OBJECTIVES</b>			
COMMUNICATION: To speak about actions people, characters, and me can or can't do.			
LANGUAGE: To evaluate and check the grammar and pronunciation of can and can't.			
<b>PROCEDURE:</b>			
	<b>T.O.I</b>	<b>TIME</b>	<b>MATERIALS</b>
<b>ACTIVITY STAGE: Warm Up</b>	<b>T-S</b>	<b>15 min</b>	<b>Participation, markers. Board.</b>
<p>Steps:</p> <ul style="list-style-type: none"> <li>• T starts the class by doing an exercise on the board.</li> <li>• The warm-up consists in creating a monster with the students.</li> <li>• T create the name of the monster <i>Ex: Monkeymoon</i></li> <li>• T starts calling each student randomly to create the monster</li> <li>• S needs to say something that the monster can or can't do. Ex: The monkeymoon can fly or the monkeymoon can't run</li> <li>• The teacher is adding or erasing parts of the monkeymoon.</li> <li>• At the end everyone can see the group's creation.</li> </ul>			
<b>ACTIVITY STAGE: Quiz</b>	<b>T.O.I</b>	<b>TIME</b>	<b>MATERIALS</b>
<p>Steps: By recommendation of the head teacher a quiz to close the topic was elaborated with the following questions:</p> <p><b>Grammar section.</b></p> <p><b>Part 1: Multiple Choice (5 points)</b></p>	<b>T-S</b>	<b>4 min</b>	<b>Participation</b>

Choose the correct option for each sentence.

- I \_\_\_ swim, but I can't ride a bike.

a) can't

b) can

- We \_\_\_ play football today because it's raining.

a) can't

b) can

- My sister \_\_\_ drive a car. She's only 14 years old.

a) can

b) can't

- Can you help me with my homework?

a) Yes, I can't.

b) No, I can't.

c) Yes, I can.

**Part 2: Fill in the Blanks (5 points)**

Complete the sentences using "can", "can't", and include explanations or extra information.

1. I \_\_\_\_\_ play the piano, but I \_\_\_\_\_ play the violin. I've never had lessons.
2. My brother \_\_\_\_\_ drive yet because he is only 15 years old.
3. You \_\_\_\_\_ use your phone during class, but you \_\_\_\_\_ use it during breaks.

**Part 3: Short Answer (5 points)**

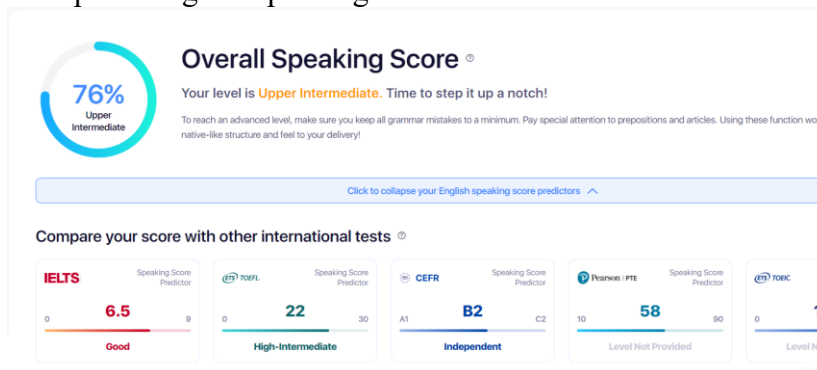
Answer the following questions.

1. Can you eat junk food every day? \_\_\_\_\_
2. Can we go on a trip next week? \_\_\_\_\_
3. Can I borrow your book for the weekend? \_\_\_\_\_

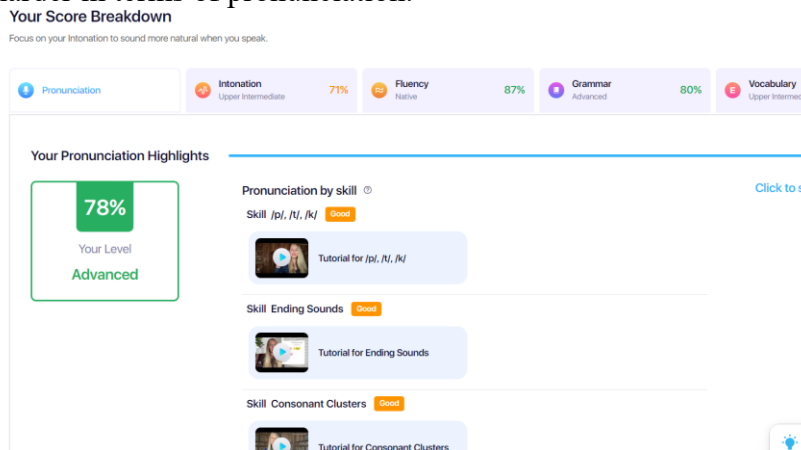
**Part 4. Correct the mistake (5 points)**

<p><i>Each of the following sentences has a mistake. Rewrite the sentence correctly by fixing the error with “can” or “can’t”.</i></p> <ul style="list-style-type: none"> <li>• <i>John cant to leave early.</i> _____ _____</li> <li>• <i>Do They can play football after school?</i> _____</li> <li>• <i>Yes, I Can't help you with your homework.</i> _____</li> <li>• <i>We can't goes to the park today.</i> _____</li> <li>• <i>Can you can help me?</i> _____ _____</li> </ul> <ul style="list-style-type: none"> <li>• T explain each point with one example per point.</li> <li>• The students have 30 minutes to solve the quiz.</li> </ul>			
<p><b>ACTIVITY STAGE: Quizziz Game</b></p> <ul style="list-style-type: none"> <li>• Students are going to their computer classroom or languages room.</li> <li>• T will present a Quizzis game on the TV in which the S are going to play and compete to win the first place.</li> <li>• The game is about selecting which word is the one that completes or better fits on the sentence.</li> <li>• Students can see their mistakes at the same time they are playing.</li> <li>• <a href="https://quizziz.com/admin/quiz/6246b05251a849001dff7938/can-and-cant?fromSearch=true&amp;source=">https://quizziz.com/admin/quiz/6246b05251a849001dff7938/can-and-cant?fromSearch=true&amp;source=</a></li> </ul>	<p><b>T.O.I</b></p> <p><b>T-S</b></p> <p><b>S-S</b></p>	<p><b>TIME</b></p> <p><b>8 min</b></p>	<p><b>MATERIALS</b></p> <p><b>TV, Computers</b></p>
<p><b>ACTIVITY STAGE: Output / Elsa speak speech analyzer.</b></p> <ul style="list-style-type: none"> <li>• The T will present to the students a feature that the Elsa Speak app offers</li> <li>• S are going to record themselves speaking in English about their abilities and things that they are not able to do by using Can and Can’t</li> </ul> <p>Ex: <i>Hi, my name is Mateo and I can play the drums, but I can’t cook.</i></p>	<p><b>T.O.I</b></p> <p><b>T-S</b></p>	<p><b>TIME</b></p> <p><b>7 min</b></p>	<p><b>MATERIALS</b></p> <p><b>Board – words – images – titles</b></p>

- Then, the S are going to read one short paragraph to check their pronunciation reading too.  
*Maria loves sports and is very active. She can run fast and can swim well. Every afternoon, she plays soccer with her friends because they want to join a tournament. Maria's best friend, David, can kick the ball really hard, and they both can work together to score goals. They know they can improve if they practice every day.*  
*Still, there are some things they can't do yet. For example, Maria can't do a handstand, and David can't juggle the soccer ball for more than three seconds. They also can't play in the rain because the field gets too muddy. But they believe that with more practice, they can overcome these challenges and become even better players.*
- After completing the exercise, the S are going to upload their recording in the Elsa Speak Speech Analyzer feature to check their percentage of speaking.



- Also the app provides some feedback with the percentage and some videos that present the things in which you need to work harder in terms of pronunciation.



<ul style="list-style-type: none"> <li>The T finish the class by doing a reflection time in which the students talk about how they felt working with the App and sharing their results to the group.</li> </ul>			
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*Annex 8 - Speaking exams Rubric.*



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ÁREA DE HUMANIDADES: LENGUA EXTRANJERA  
RÚBRICA DE EVALUACIÓN ORAL

These are the considered elements to evaluate your oral test.

Student's name: \_\_\_\_\_ Group: \_\_\_\_\_

Date: \_\_\_\_\_ Term: \_\_\_\_\_

Criteria	Superior (4.5 - 5)	High (3.5 - 4.4) Alto	Basic (2.5 - 3.4) Básico	Low (1 - 2.4) Bajo
<b>Vocabulary Use</b>	Uses a variety range of cooking vocabulary accurately.	Uses cooking vocabulary correctly but is limited.	Uses basic cooking vocabulary with some errors.	Limited vocabulary with many mistakes.
<b>Fluency</b>	Speaks fluently with no significant pauses.	Speaks fluently with some pauses.	Frequent pauses and difficulty expressing ideas.	Constant pauses and severe difficulty.
<b>Grammar</b>	Uses grammatical structures correctly.	Uses some structures correctly, with a few errors.	Makes several grammatical mistakes that affect comprehension.	Constant errors that make understanding difficult.
<b>Pronunciation</b>	Clear and precise pronunciation.	Pronunciation is understandable, with some errors.	Sometimes unclear pronunciation, but generally understood.	Pronunciation is difficult to understand.
<b>Each point has a top of 1.25</b>			<b>Total:</b>	

Teacher's signature \_\_\_\_\_