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Online technological tools to develop English pronunciation of Senior students at “V́ctor Manuel Guzmán” High school during the scholar year 2020-2021

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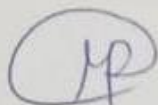
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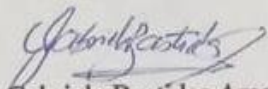
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After being appointed by the Honorable Directing Council of the Faculty of Education Science and Technology at Universidad Técnica del Norte, I have accepted to participate as Thesis Advisor of the research work: "Online technological tools to develop English pronunciation of senior students at "V́ctor Manuel Guzmán" High school during the scholar year 2020-2021". Work by Mariza Marí Paredes Reascos before obtaining of Bachelor's Degree of Science in Education Specialization English.

As a direct witness and co-responsible for the development of this research work, I certify it meets the necessary requirements and merits to be publicly supported.

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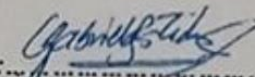
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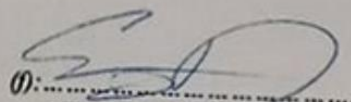
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The members of the Tribunal approve on behalf of Universidad Técnica del Norte the undergraduate work, with the topic: "Online technological tools to develop English pronunciation of senior students at "V́ctor Manuel Guzmán" High school during the scholar year 2020-2021" done by Mariza Mari Paredes Reascos, prior to obtaining the Bachelor Degree of Science in Education, Specialization English.

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DEDICATORY

This research work is for all the students who want to learn English and teachers who need the information to help their learners.

To English teachers and students at “Víctor Manuel Guzmán” High School who allowed the development of this research work.

To Universidad Técnica del Norte, a prestigious institution, makes students grow up and create opportunities to become better professionals.

To teachers of English Major at UTN who worked hard since the beginning and became examples of life.

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ABSTRACT

The following research is about the Online Technological tools to develop the English pronunciation of Senior students at “V́ctor Manuel Guzmán” High School during the scholar year 2020-2021. This research aimed to help develop English pronunciation and delimit why Senior students have pronunciation problems in English classes. Also, the methodology chapter determines the suitable online technological tools to develop English pronunciation in senior students. Surveys and interviews were applied to English teachers and students, analyzing the online tools students and teachers used during English classes. Based on the information obtained from the surveys and interviews, a guide was developed to find online tools to help students improve their English pronunciation. The main conclusions were that there were some reasons for English pronunciation problems as differences between English pronunciation of words and time to practice. Using the online technological tools in a guide can help improve senior students’ English pronunciation.

Keywords: English, pronunciation, students, online technological tools.

RESUMEN

La siguiente investigación trata sobre las herramientas tecnológicas en línea para desarrollar la pronunciación en inglés de los estudiantes de último año del Bachillerato “Víctor Manuel Guzmán” durante el año académico 2020-2021. El propósito de esta investigación fue ayudar a desarrollar la pronunciación del inglés y delimitar las razones por las cuales los estudiantes de último año tienen problemas de pronunciación en las clases de inglés. Así mismo, el capítulo sobre metodología determina las herramientas tecnológicas online adecuadas para desarrollar la pronunciación del inglés en estudiantes de último año. Durante el proceso se aplicaron encuestas y entrevistas a profesores y alumnos de inglés, que analizan las herramientas online que los alumnos y profesores utilizan durante las clases de inglés. Con base en la información obtenida de las encuestas y entrevistas, se desarrolló una guía en la que los profesores de inglés pueden encontrar herramientas en línea para ayudar a los estudiantes a mejorar su pronunciación en inglés. Las principales conclusiones fueron que había algunas razones para los problemas de pronunciación en inglés como diferencias entre la pronunciación de las palabras en inglés y tiempo para practicar. El uso de herramientas tecnológicas en línea en una guía puede ayudar a mejorar la pronunciación del inglés de los estudiantes de último año.

Palabras clave: Inglés, Pronunciación, Estudiantes, Herramientas tecnológicas online.

CONTENT TABLE

IDENTIFICACIÓN DE LA OBRA	II
CONSTANCIAS	III
DIRECTOR'S CERTIFICATION	IV
COURT APPROVAL	V
DEDICATORY	VI
ACKNOWLEDGEMENT	VII
ABSTRACT	VIII
RESUMEN	IX
CONTENT TABLE	X
LIST OF TABLES.....	XIV
LIST OF FIGURES.....	XV
ACRONYMS.....	XV
INTRODUCTION	1
BACKGROUND.....	2
PROBLEM.....	2
JUSTIFICATION.....	3

SIGNIFICANCE OF STUDY	3
LINGUISTIC IMPACT.....	4
ACADEMIC IMPACT.....	4
AFFECTIVE IMPACT	4
OBJECTIVES.....	4
GENERAL OBJECTIVE	4
SPECIFIC OBJECTIVES	4
CHAPTER I: THEORETICAL FRAMEWORK	5
1.1 ENGLISH AS A FOREIGN LANGUAGE.....	5
1.1.1 ENGLISH EDUCATION IN ECUADOR.....	5
1.1.2 ENGLISH LEVEL REQUIRED BY SENIOR STUDENTS IN ECUADOR.....	5
1.1.3 ENGLISH SKILLS	6
1.1.4 ENGLISH SPEAKING OR ORAL PRODUCTION	6
1.1.5 ENGLISH PRONUNCIATION	6
1.1.6 PRONUNCIATION AS PART OF A LINGUISTICS COMPETENCE	6
1.1.7 EFL STUDENTS AND PRONUNCIATION.....	7
1.1.8 THE ROLE OF PRONUNCIATION IN LANGUAGE LEARNING	7
1.2 FACTORS AFFECTING PRONUNCIATION LEARNING.....	7
1.2.1 PERSONALITY	7
1.2.2 MOTIVATION	8
1.2.3 MISTAKES AND CONCERN FOR GOOD PRONUNCIATION	8
1.2.4 MOTHER TONGUE INFLUENCE.....	8
1.2.5 ANXIETY.....	9
1.2.7 PRACTICE AND TIME.....	9
1.3 ENGLISH TEACHING METHODS AND APPROACHES	10
1.3.1 METHODS AND APPROACHES FOCUSED ON DEVELOPING ORAL PRODUCTION	10
1.3.2 LANGUAGE LEARNING METHODS AND PRONUNCIATION TEACHING: A BRIEF HISTORY	10
1.3.2.1 REFORM MOVEMENT.....	10

1.3.2.2 DIRECT METHOD OR NATURAL METHOD	11
1.3.2.3 AUDIO-LINGUAL METHOD AND SITUATIONAL LANGUAGE TEACHING	11
1.3.2.4 COGNITIVE CODE LEARNING	11
1.3.2.5 COMMUNICATIVE LANGUAGE TEACHING	12
1.3.2.6 A MIXED-METHOD APPROACH.....	12
1.3.3 APPROACHES AND METHODS RELATED TO OTHER SKILLS.....	13
1.4 COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)	13
1.5 TECHNOLOGY IN ENGLISH TEACHING AND LEARNING.....	15
1.5.1 TECHNOLOGY AND ENGLISH PRONUNCIATION	15
1.5.2 ADVANTAGES OF USING TECHNOLOGY TO IMPROVE PRONUNCIATION.....	15
1.5.3 CORRECT USE OF TECHNOLOGY TO DEVELOP ENGLISH PRONUNCIATION	15
1.6 THE USE OF TECHNOLOGY IN ECUADOR ENGLISH TEACHING.....	16
1.7 ONLINE TECHNOLOGICAL TOOLS TO LEARN AND TEACH PRONUNCIATION	16
1.7.1 CAMBRIDGE DICTIONARY.....	16
1.7.2 ENGLISH ACCENT COACH	16
1.7.3 ENGLISH CENTRAL	17
1.7.4 GLENDWORLD	17
1.7.5 MANGOLANGUAGES	17
1.7.6 YOUTUBE.....	17
1.7.7 ONESTOPENGLISH.....	17
1.7.8 DUOLINGO	18
1.7.9 POSTTEST.....	18
1.7.10 AMERICAN ENGLISH PRONUNCIATION	18
CHAPTER II: METHODOLOGY	19
2.1 TYPE OF RESEARCH.....	19
2.1.1 RESEARCH SITES	19
2.2 METHODS	20
2.2.1 INDUCTIVE METHOD.....	20
2.5 PARTICIPANTS	21
2.5.1 POPULATION AND CONTEXT	21
2.5.2 SAMPLE	21

2.6 PROCEDURE AND DATA ANALYSIS.....	21
CHAPTER III: DATA ANALYSIS AND DISCUSSION.....	23
3.1 RESULTS FROM VICE-PRINCIPAL INTERVIEW	23
3.2 VICE-PRINCIPAL INTERVIEW SUMMARY.....	25
3.3 ENGLISH TEACHER INTERVIEW	25
3.4 ENGLISH TEACHER INTERVIEW SUMMARY.....	27
3.5 RESULTS OF STUDENTS’ SURVEY	27
3.5.1 INTERPRETATION OF ENGLISH IMPORTANCE FOR SENIOR STUDENTS AND THEIR FUTURE LIFE	28
3.5.2 INTERPRETATION OF CHALLENGING ENGLISH SKILLS FOR SENIOR STUDENTS.....	28
3.5.3 INTERPRETATION OF SPEAKING PARTS DIFFICULT FOR SENIOR STUDENTS.....	29
3.5.4 INTERPRETATION OF FREQUENCY OF MISPRONOUNCING AWARENESS OF WORDS IN ENGLISH	30
3.5.5 INTERPRETATION OF USAGE OF ONLINE TOOLS TO IMPROVE ENGLISH PRONUNCIATION IN CLASS	31
3.5.6 INTERPRETATION OF ONLINE TECHNOLOGICAL TOOLS TO IMPROVE PRONUNCIATION.....	31
3.6 STUDENTS SURVEY SUMMARY.....	32
3.7 DISCUSSION.....	33
CHAPTER IV: PROPOSAL	34
4.1 INTRODUCTION	34
4.2 TOPIC OF THE PROPOSAL:.....	34
4.3 PRESENTATION OF THE GUIDE	34
4.4 GUIDE	35
4.5 PROPOSAL EFFECTS	112
4.5.1 INTRODUCTION	112
4.5.2 PROCEDURE	112
4.5.3 STUDENTS POST SURVEY’S RESULTS TO EVALUATE THE IMPACTS OF THE GUIDE.....	112
4.6 IMPACTS	118
4.6.1 LINGUISTIC IMPACT	119
4.6.2 ACADEMIC IMPACT.....	120
4.6.3 AFFECTIVE IMPACT.....	121

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	123
CONCLUSIONS.....	123
RECOMMENDATIONS	124
GLOSSARY	125
REFERENCES	126
ANNEXES.....	134

LIST OF TABLES

Table 1	13
Table 2	20
Table 3	21
Table 4	112
Table 5	113
Table 6	113
Table 7	114
Table 8	115
Table 9	115
Table 10	116
Table 11	116
Table 12	117
Table 13	117
Table 14	118
Table 15	119
Table 16	120
Table 17	121

LIST OF FIGURES

Figure 1	28
Figure 2	29
Figure 3	29
Figure 4	30
Figure 5	31
Figure 6	32

ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

CEF: Common European Framework

BGU: Bachillerato General Unificado

UTN: Universidad Técnica del Norte

UE: Unidad Educativa

VMG: Víctor Manuel Guzmán

INTRODUCTION

The following research is about the Online Technological tools to develop the English pronunciation of Senior students at “V́ctor Manuel Guzmán” High School during the scholar year 2020-2021. According to the national regulations, in Ecuador, senior students of high schools should have a level B1 of English as a Foreign Language, based on the Common European Framework of Reference. The speaking skill for this level requires “to communicate effectively while traveling in countries that use the target language” (Ministerio de Educaci3n, 2017, p. 5). According to the guidelines for the English language as a required subject, schools should have an academic hour of English of 45 minutes class to complete the required 480 hours of English during a scholar year.

Despite the number of English class hours, reaching the needed goals in the English curriculum has been difficult because of different circumstances. According to Daud, Ras, Novitri, & Putri (2019), students “feel like they have a lack of grammar or structure, limited vocabulary, or bad English pronunciation”(p.418). Those aspects can affect English learning. It is evident that when students are speaking, they are afraid to make mistakes. Because of that frustration, they may even mispronounce words, making it more difficult for them to get the aim of the level. Daud, Ras, Novitri, & Putri (2019) stated that “students’ speaking anxiety is because the students feel afraid of making mistakes” (p.417).

Speaking is a productive skill of English, and pronunciation is fundamental since it is a productive skill. It allows communication. About Ecuadorian students of English as a foreign language (EFL), the British Council (2015) affirmed: “Participants were least comfortable with their speaking skills, with almost half (46%) rating their skills as Poor/basic and a further 38 percent classing their skills as Intermediate” (p.36). This research shows that speaking has a deficient basic level which is necessary to improve since English is a mandatory subject in Ecuadorian High Schools.

The speaking skill development varies from one student to another; some students may have a lower or higher level than others because of many different reasons and circumstances that take place inside and outside the class. Research by Tanveer (2007) stated that “learners are challenged to be able to speak in the target language spontaneously in various social contexts” (p. 9). Inside the class, there can be some factors that avoid the correct development of this skill. Sinaga (2018) said that “teachers should accept the fact that without learners’ participation in the English class, there will not be an effective and enjoyable teaching and learning will be up to failure”(p.109).

A student’s lack of time for English practice can potentially keep the learning-teaching process an ongoing problem. Students and teachers need more time to apply new strategies to practice further and use the language to improve fluency, mainly when referring to speaking skills. The lack of time has a consequence on students’ ability to communicate in their target language.

On the other hand, outside the class, the time to learn English or develop the necessary skills may not be used appropriately by students; some use technological devices and online resources in a

non-academic way. A study made by Yot-Domínguez & Marcelo (2017) stated, “students are not inclined to using technologies when regulating their learning process”(w.p.).

The practice is an essential part to help students to use the target language, but most of the time, students have not been able to fully develop their fluency in speaking because they have other subjects to care about; that is why students focus more on written homework rather than on speaking or oral production. Avoiding practicing produces a lack of confidence in speaking English in the classroom, with their classmates, teacher, and friends (Akkakoson, 2016).

BACKGROUND

English in Ecuador is taught and learned as a foreign language; every institution, private and public, has English as a mandatory subject as a part of their curriculum. Nevertheless, based on research carried out by the EF (2020), the position of Ecuador is #93 out of 100 countries in Latin American on English Proficiency which is a significantly lower percentage. During the year 2020, the level of English in Ecuador was decreasing. It means that students were not developing the skills needed. English is an essential language around the world, and it allows many opportunities to study and work. That is why students need to develop the necessary skills to communicate effectively in English. In order to do so, it is vital to have an accurate pronunciation which helps their communication in English.

An essential part of speaking is pronunciation because it allows understanding. Each language has a way to pronounce its specific words and an appropriate intonation; these and other factors can change the meaning of what people say. When learning a foreign language, some students are reluctant to use the target language; based on previous research findings, some reasons for this are “lack of confidence, fear of making mistakes, cultural factors, and teacher effectiveness” (Savaşçı, 2014. p.2686). That is why English teachers need to find the most appropriate ways and resources to help students produce the target language in a precise way.

How can online technological tools help English learning? It is an essential question for English teachers nowadays because every day, more people are using technology. When computers and the internet appeared, they provided a door to improvement in many aspects of life; one of them is the process of teaching and learning languages. Technology motivates students to learn differently. Currently, teachers and students can update their way of teaching and learn languages. The use of technology is attractive to English learners, and it is an effective and innovative way to teach languages.

PROBLEM

The research problem is how to improve the English pronunciation in senior students from “V́ctor Manuel Guzmán” of Ibarra Cantón through online technological resources to help students communicate with more fluency when using the target language English during the scholar year 2020-2021.

There are some reasons why students have problems getting a correct pronunciation in the English language; as research by Ehrlich & Avery (2013) states, “The sound system of the native language can be seen to influence our students’ pronunciation of English” (p.12).

Other researchers found that students’ confidence and fear of making mistakes are other factors students have when speaking English (Savaşçı, 2014). Commonly, English learners have to deal with affective factors like stress and anxiety when learning a different language as English. Nevertheless, with the correct motivation and enhancement, they can get the pronunciation they need to communicate accurately with others with appropriate teaching sources and guidance.

JUSTIFICATION

Online technological tools are valuable resources to help Senior students of Víctor Manuel Guzmán High School improve their English pronunciation. This research is necessary because it will allow students to use online technological tools for academic purposes like enhancing their English pronunciation. It will demonstrate how pronunciation can become better and can help to develop speaking English skills more accurately. Also, it will be a valuable and innovative way to help teachers and students achieve a better level in English pronunciation with the use of innovative online technology tools.

Senior students from Víctor Manuel Guzmán high school, which will be the direct beneficiaries of this research, will increase their English knowledge. Students will have the opportunity to improve their English pronunciation with accessible and innovative online technological tools. Also, teachers, parents, and members of the high school community will be beneficiaries because they will notice how these tools help students avoid making mistakes and mispronouncing when speaking English. Pronunciation helps to develop speaking English skills. English pronunciation can help students communicate their ideas in English.

This research will be possible because the High School already mentioned is available to help develop this project. The researcher can fully fund it. Students can use the online technological tools and get them quickly since they are free.

Enhance English pronunciation through online technological tools will help students from Víctor Manuel Guzmán High school. English learning can become exciting, and in different ways, the students’ productive English skills will increase, and their English development will be noticed.

SIGNIFICANCE OF STUDY

The realization of this research project has aspects and information which can be helpful for English teachers and students. Besides, it is focused on pronunciation and the use of technology in teaching and learning. The importance of this research is divided into linguistic, academic, and affective impacts.

Linguistic Impact

Through innovative technological tools, senior students from “V́ctor Manuel Guzmán” High School will improve their English pronunciation which allows communication in the target language. Students can be motivated to use the target language, especially the productive part, speaking skills.

Academic Impact

This present research contributed to students of the “V́ctor Manuel Guzmán” High school from Ibarra Canton, promoting the use of technology to enhance the language learning process, and help to improve students’ pronunciation in the English classroom, developing oral activities in the foreign language successfully by applying current methodological strategies.

Affective Impact

The affective impact this research has is the way students will feel when using the target language because by using technological tools, students will be more motivated. Therefore, the affective factors which can interfere with students’ development and learning this foreign language will be lowered. Therefore, the learning will be heightened.

OBJECTIVES

General Objective

To use online technological tools to improve the English pronunciation of senior students at “V́ctor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

Specific Objectives

- To delimit why Senior students have pronunciation problems in English classes at “V́ctor Manuel Guzmán” High School.
- To determine the adequate online technological tools to develop English pronunciation in senior students.
- To create a guide to use adequate online technological tools to improve English pronunciation in senior students at V́ctor Manuel Guzmán High School from 2020-2021.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter is about the theoretical information needed for the Research about the Online Technological tools to develop the English pronunciation of Senior Students at “V́ctor Manuel Guzmán” High school during the scholar year 2020-2021.” This chapter shows the theoretical information to develop this research and achieve the corresponding objectives.

1.1 English as a Foreign Language

English is one of the most important languages which people use around the world. The process of teaching and learning this language in countries where English is not the first language is English as a Foreign Language (EFL). Deshors, Götzt, & Laporte (2016) state that in ”EFL context English is taught and learned primarily as an international means of communication.”(p.131). Through time the way of English teaching has changed, communication being possible and easy with these new methods and approaches developed.

1.1.1 English Education in Ecuador

Ecuador has taught English as a foreign language as a mandatory subject in secondary education since 1992 (Paredes et al., 2018). It is mandatory in school and high school, and the English teaching is based on the Ecuador Education Ministry regulations (2014), which state that ”. There is the need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment”(p.5). English in Ecuadorian public high schools has to follow these regulations and attach to these standards with the correct level per each school year. English is a mandatory subject because of its importance around the world and the communication it allows.

English in Ecuador had being improve with the different governments and projects implemented by the Ecuadorian Ministry of Education. Research made by Cifuentes, Contreras, & Beltrán, (2019) stated “ the English Language Teaching in Ecuador has gradually developed, to such an extent that it is now taught in every school, either public, private or parochial schools” (p. 90). English teaching is in passing through a continuous process of improvement, and it is a positive impact on Ecuadorians.

1.1.2 English level required by senior students in Ecuador

The Common European Framework of Reference (CEFR) states levels from A1 to C2. English Education suit those level to local needs, each school year has a category to achieve in English. A1 is from the eighth and ninth scholar year, A2 for the 10th and first scholar year, and B1 for the 2nd and third scholar year. This research will be focused on senior students who have to get the B1 level. The B1 level implies the communicative competencies and linguistics competencies that have to be achieved by the students. B1 level means students have to be independent users of the language. (Ministerio de Educaci3n, 2014)

1.1.3 English Skills

The English skills in EFL have productive and receptive skills. The productive skills are speaking and writing because students and people use them to communicate and transfer information. The receptive skills are Listening and Reading, in which people get information. Research determined that “listening and reading skills are often referred to as passive language skills” (Metruk, 2018, p. 2545). This research focuses on productive skills especially speaking or called oral production.

1.1.4 English Speaking or Oral production

Speaking skills are essential to express ideas, thoughts, feelings, opinions, or anything people want to say or communicate. Therefore, teachers and students use oral production to communicate between themselves in class. Research states that “Speaking is one of the four basic language skills which are required to be developed by EFL learners to communicate efficiently and effectively in different contexts” (Zafari, Heidari, & Chalak, 2020, p. 50).

1.1.5 English Pronunciation

Pronunciation has suprasegmental features as intonation and stress of words. Bani (2018) explained that intonation “makes others better to recognize and even differ sentence in statement, question or instruction” and “Stress is the emphasis on a particular syllable in one word”(p. 2). Those suprasegmental features develop the communication in a better way and allow understanding.

English pronunciation means “students' ability in stress words of English sentences” (Bani, 2018, p. 1). The correct pronunciation of words helps people understand each other. The stress on words is significant because that makes sentences understandable for everyone who listens to them. English pronunciation could make communication easier or difficult.

English pronunciation in EFL classes has been researched a lot because of its importance in communication. Teaching pronunciation in English classes has been changing and improving for ages. Pronunciation researches have had positive results allowing speaking skill becomes more manageable, more productive, and practical. However, it is still not enough. Researchers have also shown how this part of speaking has been affected by different factors in English classes.

1.1.6 Pronunciation as part of a linguistics competence

Linguistic competence is essential in learning a foreign language, and pronunciation is an essential part of this process. Sajad & Saeed (2017) stated, “pronunciation should play an essential role in any language learning experience”(p.85). The pronunciation accuracy can help English learners to have understandable conversations and use the target language with meaning. This section of linguistics and communicative competence, which is pronunciation, has been analyzed a lot by experts.

Pronunciation activities in the teaching-learning process are part of developing linguistics competencies. It is a “need to integrate pronunciation with communicative activities” (Sajad & Saeed, 2017, p. 83). They are practicing pronunciation using different activities and resources that allow the target language to communicate ideas, feelings, and thoughts with peers. Students' pronunciation will improve, and they will feel motivated to learn their language and develop productive competencies such as speaking. Students can use different kinds of resources to improve their pronunciation. Many of these resources can be found online and imply the use of technology; with this, autonomy in the learning pronunciation process can be unlimited.

1.1.7 EFL students and pronunciation

EFL students need to pronounce words when they are producing language orally. Research states that “Error pronunciation of learners in learning English can hamper communication” (Bani, 2018, p. 2). Language learners mispronounce words, which could cause misunderstandings to their message recipients when they have a conversation in the target language.

English Foreign Language students are gaining linguistics competencies when they do activities that help them use the language. Once they do that, “language learners need to be fluent in spoken interactions to be considered proficient and competent language users” (Topal, 2019, p. 5).

1.1.8 The role of pronunciation in language learning

The ability to communicate with others using English in an intelligibly and comprehensive language in learning-teaching will have an important role. The role of pronunciation is changing with the presence of new language teaching methods. Pronunciation is forming an essential part of new methods and techniques. Awareness in pronunciation is part of learning a language. Learners and teachers know how it can make productive skills as speaking develop more gradually. Some researchers agree that “pronunciation is one critical field most learners have severe difficulty with regarding the significant impact of learner’s mother tongue, age, attitude, motivation, etc.” (Afshari & Ketabi, 2017, p. 69).

1.2 Factors affecting pronunciation learning

Learning something new will always make students aware of what they do not know. Learning a new language will include many aspects that can affect the learning process positively and negatively. Pronunciation is one of the various factors that make students worried about, as well as other factors stated below:

1.2.1 Personality

The student's personality is an essential factor to consider because each student is a different individual with their characteristics. Therefore, the language learning experience will differ from one student to another. Students usually have a positive or negative attitude towards learning a new language depending on different reasons, circumstances, and others facts. Some factors such as

“learning goals, attitude towards the target language, culture, native speakers, and type of motivation, which are beyond the teacher’s control, all influence the development of pronunciation skills” (Afshari & Ketabi, 2017, p. 80). A decent analysis will make teachers understand students better.

1.2.2 Motivation

Motivation is the desire people have to do something. There are many definitions of motivation. A research proved that “In the context of language learning, motivation usually refers to the longing to initiate second language learning and also the exertion, which is basically applied to sustain it” (Ortega as cited by Marashi & Khatami, 2017, p. 44). Language learning motivation can help student development in the target language. It is crucial how students feel towards the language and the learning process “The learners' motivation and the desire to be integrated with the target language” (Afshari & Ketabi, 2017, p. 69).

Motivation has two types as integrative motivation and instrumental motivation. Integrative motivation means “having a longing to learn a second language to acquire the ability to communicate with people from different cultures speaking one language” (Marashi & Khatami, 2017, p. 44). That desire makes language learning feasible for the students because they are motivated. Instrumental motivation refers to “accomplishing goals” (Marashi & Khatami, 2017, p. 44). The feeling of accomplishing a goal is enough motivation to learn a language.

1.2.3 Mistakes and concern for good pronunciation

Mistakes are part of life and learning. Students make mistakes when they learn something new. In language, learning mistakes are an essential element of the process to make learning possible. Mistakes are different from errors. Mistakes are when students do not know something and do it wrong without previous knowledge about it. Errors are the mistakes students make, but after a correction has happened. According to Ababneh, “Errors are not the same as mistakes” (2018, p. 244). In learning, mistakes are an essential part and make learning effective. Students do not have to be worried about making mistakes during the production process of the target language, the problem is when those mistakes get fossilized because of the lack of correction, but it can be prevented with an appropriate guide.

EFL students are usually concerned about having good pronunciation. The influence of students’ mother tongue sometimes interferes with students’ pronunciation and provokes mistakes during their oral production. Students feel unable to use the language as much as they would like to communicate their ideas, feelings, thoughts, and emotions. An incompetence feeling or frustration can be a consequence, which may affect them in their improvement in language learning

1.2.4 Mother tongue Influence

Learning a new language that is different from the mother tongue is always a challenge. The influence of learners’ mother tongue is evident, especially when pronouncing. Ababneh (2018)

said, “the speaker tries to transfer words and meaning of sentences to the second language”(p.258). It helps sometimes, but students make mistakes in the target language due to its influence.

The sound system of students’ native language affects students’ target language pronunciation. Afshari & Ketabi (2017) state, “a sound in the target language, which is absent from the learners’ native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s)”(p. 76). In English, some sounds are not included in Spanish, which students overlook. Besides, intonation and stresses of words or sentences vary from one language to another. This influence in pronunciation sometimes makes students want to avoid speaking in the target language. Teachers teaching must encourage and motivate them to use the language to develop and improve pronunciation when they speak.

Teachers teaching and their model in pronunciation will help students improve their pronunciation. Levis, Sonsaat, Link, & Barriuso (2016) said, “instruction on pronunciation skills is more dependent on knowledgeable teaching practices”(p.1). Mother tongue can influence students, but if they practice, and teachers guide them. Students can get intelligibility in their pronunciation and be able to produce oral communication accurately.

1.2.5 Anxiety

Language learning anxiety is when “learners tend to develop apprehension, worry, or even fear which lead them to have difficulty concentrating, becoming forgetful, sweating, and having palpitations” (Gabonada, 2019, p. 127). The language learning process could, on some occasions, develop an environment where anxiety could affect students.

Anxiety affects any person. In the language learning process, students may feel anxiety many times. The level of anxiety will vary from one student to another. Many reasons in students learning process cause this anxiety. Pronunciation is one aspect that makes language students feel anxious. A study made by Szyszka (2011) said, “statistically significant negative correlations were noted between the levels of anxiety and self-perceived competencies of several suprasegmental aspects of pronunciation” (p.283). Knowledge about it will help teachers control anxiety levels in class and make the English language learning process enjoyable.

1.2.7 Practice and Time

Practice is part of learning. When students use the target language in different contexts and at any time they have, they put what they have learned into practice. Students are developing and improving in the language. An article states that “practice can promote confidence” (Engwall, Lopes, & Åhlund, 2020, p. 1). Language learners need to use the target language more and more. They need to practice as much as possible to gain confidence, improve and develop skills, and become more fluent.

Time in the EFL learning helps to improve language learning. The most extended students practice, the better development of skills they will acquire “if the practice time is limited to the class time,

the learners may forget the correct pronunciation of the words” (Navaie, 2018) (p.63). Students need to use the learning time properly, which allows the improvement to happen.

1.3 English Teaching Methods and Approaches

English teaching has changed very much through time. Some many different methods and approaches have been used, and English teachers still use them. The way people learn the language is now different. Some methods and approaches were developed to make learning easier around the world. The methods and approaches are currently changing the way English teachers teach the language. All of the methods and approaches improve the way of teaching. Richards & Rodgerds (2014) stated, “the foundations of contemporary approaches to language teaching were developed during the early part of the twentieth century “ (p. 3) . English education improved with these new methods and approaches.

1.3.1 Methods and approaches focused on developing Oral Production

Even though the methods and approaches focus on English teaching in general and how students learn the language. Richards & Rodgerds (2014) state, “The impetus for change in approaches to language teaching is generally a response to increased demand for speakers of second and foreign languages. Nevertheless, in history, people had different needs, one of them is oral communication world War II, for example, prompted the need for new ways of teaching oral skills in foreign languages“ (p. 3). The following information will present the most important methods and approaches to develop the accuracy, learning, proficiency, and fluency of a second language L2, all of which are necessary for English teaching and learning.

1.3.2 Language learning methods and pronunciation teaching: A brief History

Language learning methods and approaches were changing since English started to being teaching and learning around the world. Some methods, especially from the first and following, did not pay attention to pronunciation as an essential part of learning a language and use it to communicate comprehensively and intelligibly with others as native speakers of the target language. Experts agree that “that pronunciation ought to be included in all EFL/ESL textbooks and curriculums” (Afshari & Ketabi, 2017, p. 85). Develop and improve learners' pronunciation will help language students produce the target language easier. There are some methods and approaches that emphasize pronunciation.

1.3.2.1 Reform movement

This reform movement was the first method to take into account pronunciation in language teaching. This method introduced speaking as part of the learning because the methods before focused only on writing and grammar. The reform movement started to “focus on spoken language also led to recommending the use of proper pronunciation and the use of conversation in the classroom” (Thomas, 2016, p. 3). This method created an opportunity for learners to communicate in the target language orally too. Besides the pronunciation (phonetics) became a fundamental part

of classes. The International Phonetics Association was founded, it created a new International Phonetics Alphabet, which made the way to aim the proper pronunciation of sounds. (Afshari & Ketabi, 2017).

1.3.2.2 Direct Method or Natural Method

This method appeared during the nineteenth century, after Grammar Translation, and the main principles of this method are Teach language inductively, Only use the target language, and Oral communication is the main objective. It was a change from the Grammar Translation Method, which did not use oral communication, and its teaching was focused more on grammar and writing. Teachers in the Direct Method encourage “students to speak, even if they make grammatical mistakes, so they can get their point across and put into practice what they are learning in their classrooms” (Millsaps, 2020, p. 5). The encouragement of oral communication in teaching pronunciation was a part of it, besides the English teaching includes inductively presentation of the target language where the sounds were reproduced through imitation and repetition during classes (Afshari & Ketabi, 2017).

1.3.2.3 Audio-Lingual Method and Situational Language Teaching

The appearance of the Audio Lingual Method was because of the need to communicate in World War II. That is why this method was called the Army method. People were traveling where the war was, and many languages were spoken. New ways to learn were required to be found. At that time, especially American soldiers have to “become orally proficient in the languages of their allies and enemies alike” (Thanasoulas, 2002). Communication and understanding in the target language were essential. The learning was to focus on pronunciation, memorization, repetition of phrases, and fewer grammatical structures. The context became an essential part of the learning, including vocabulary. Errors or mistakes were not bad seen in the learning.

This situation Language teaching developed between 1940 and 1960 in British. The pronunciation in this method had the same importance as in the audiolingual method. Skills as listening and speaking were required. So, to improve oral production and pronunciation, some new ways of teaching were developed. “Listening and speaking exercises were designed to concentrate on the area of pronunciation” (Afshari & Ketabi, 2017, p. 71). Pronunciation was taught via imitation and memorization drills which allow preparation for oral communication. During the nineteen’s teaching languages improved, and research was

1.3.2.4 Cognitive Code Learning

Chomsky established cognitive Code learning in 1960. The main characteristic is meaningful learning and practices of the target language. Demirezen (2014) states, “Learning occurs through internal processing of information”(p.309). It was a new way to teach the second language in contrast to the Audio Lingual Method. Language learning was seen as a complex system that can

develop control of lexical and grammatical patterns of the language. It became a kind of Grammar translation inductive teaching-learning process. Some substantial parts of other methods and approaches made not mandatory to a teacher to apply in classes. Language learning considers some cognitive aspects.

Regarding pronunciation in this Cognitive code, it had been emphasized less because native pronunciation was not needed in class and communication. It provides a new view of pronunciation teaching, and teachers were not to focus on perfect pronunciation, and mistakes were part of learning. Students focused on vocabulary and grammar proficiency of pronunciation in classes was not necessary to gain as other aspects of language learning (Afshari & Ketabi, 2017).

1.3.2.5 Communicative Language Teaching

Communicative Language Teaching began in the 1980s to achieve communicative competencies in the four skills as listening-speaking, reading, and the role of the teacher is “is to act as an independent participant within the learning-teaching group” (Parrula, 2019). Besides, teachers have other roles in this communicative language teaching to facilitate communication in the target language, researcher, and learner.

This approach indicates communicative activities and drills during classes. Research by (Nasrin & Atefeh, 2017) said, “the instruction starts with the explicit teaching of pronunciation features and then moves to communicative activities and tasks”(p.862). Pronunciation in this method is essential because it makes students feel confident when they are speaking. Meaningful activities and authentic conversations help students to pronounce better in class. It allows communication in the target language, practice, and use of it.

The teacher’s goal for teaching pronunciation with CLT should reduce the native influence in pronunciation. Teaching pronunciation is connected with teaching vocabulary, stress intonation, listening, and grammar. The use of communicative tasks and drills makes learning more practical during the class and honest. Students and teachers can notice how pronunciation activities and communicative drills permit language learners' oral skills.

1.3.2.6 A Mixed-Method Approach

Teaching pronunciation was a research topic between language teachers and researchers. Pronunciation learning and teaching vary with each teacher and group of students. Teachers apply their procedures which used to be a mix of methods and approaches. It works differently for each group of EFL students because of their background in the language. Research developed by (Melor, Hadi, & Mahdi , 2016) states, “teachers’ previous language learning experiences establish and develop cognitions about language learning and language in general” (p.23). The use of a mixed-method approach in pronunciation fluctuates results in teaching English pronunciation. It means that pronunciation will be taught and learn in many ways.

1.3.3 Approaches and Methods related to other skills.

During the history of language Education, there were developed and applied methods and approaches that may not focus on speaking skills. Those are the following:

- Grammar Translation Method
- Behaviorism
- Total Physical Response
- Suggestopedia
- Whole Language
- The Lexical Approach
- Competency-Based Language Teaching
- Silent Way
- Content-Based Instruction
- Task-Based Language Teaching

1.4 Common European Framework of Reference (CEFR)

English has aspects and standards regulated by the Common European Framework of Reference (CEFR). Language is graded with the A1, A2, B1, B2, C1, and C2, which start from the beginning to experts. This scale considers some aspects in each level. Based on those levels of English or any language learning resources, classes, courses, books, and any resource to help the language learning process are elaborated.

Table 1

Global-scale according to Common European Framework Reference Levels

Proficient User	C2 Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
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	<p>C1 Can understand a wide range of demanding, longer texts and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.</p>
Independent User	<p>B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.</p> <p>B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinion and plans.</p>
Basic User	<p>A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.</p> <p>A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

Taken from: (Common European Framework of Reference for Languages, 2001)

1.5 Technology in English teaching and learning

Nowadays, technology has become part of daily life. The improvement in technology helps people to do more things faster. Education adds technology to the learning process because it allows students and teachers to develop the knowledge and skills needed more quickly. The use of technology to help the process of English teaching and to learn each time grows. People are using technology and online resources every day for different purposes. The primary purpose of teachers is to make learning better. English teachers who use online tools have an extensive library and resources to help students develop language competencies.

1.5.1 Technology and English pronunciation

English pronunciation is one of the parts of speaking skills that people want to achieve in English learning. Technology is an excellent tool to improve it; the resources, pages, and apps to improve and learn English appear more and more. Those have a variety of aspects that facilitate learning. English pronunciation learning and teaching resources each day are becoming more common and easier to use. Students and teachers can use them to improve their speaking skills.

1.5.2 Advantages of using technology to improve pronunciation

Online technological tools have become valuable for education; English pronunciation teaching and learning have advantages in classes. The learning becomes innovative and exciting for English language students, and it facilitates the teaching. Using these tools as online technological resources can be adequate in learning English and students' pronunciation in this target language. Advantages of using online technology are for teachers and students in the teaching-learning process.

Student's advantages of using online technological resources are the input students received. Research by (Abbas & Narjes , 2017) states, “Learners can have access to infinite input. It can automatically provide individualized feedback for learners.”(p.78). The advantages for teachers and students are that they “ can compare their sounds to that of a native speaker” (Abbas & Narjes , 2017). Technology has a variety of fields in English pronunciation which can be used in classes to improve the English learning pronunciation intonation and stress to allow the understanding in the communication.

1.5.3 Correct use of technology to develop English pronunciation

The use of technology in Education has to be effective, and teachers have to avoid the incorrect use of it and make students use it effectively to allow the learning to be possible. Young people as high school students are using technology more and more each time. Walden University (2020) stated that “According to the Pew Research Center, 92% of teachers said that the internet has a major impact on their ability to access content, resources, and materials” (parr. 1). It means that education has to be adding technology to engage students in language learning.

Currently, technology is used to improve some aspects of humans life as education. That allows students can get it and use it to improve their learning. Technology allows increasing resources to learn a language, but it is essential to use it accurately, mainly to communicate in another language. Technology has a speedy development, but students do not use it for academic purposes in most cases. That is why teachers have to find a way to motivate students to use technological resources to develop and improve students' language learning and, as a result of it a better communication and pronunciation.

1.6 The use of Technology in Ecuador English teaching

The use of technology in Ecuador for English teaching varies from one school to another, public and private, and from Urban zones to Rural areas. Depending on the different circumstances, technology can be used or not used at all. During the years 2020 and 2021, because of the pandemic of Covid 19, schools and high schools have to use technology to teach all the classes online.

Schools need to use this kind of resource to communicate with students. The use of them allows some teachers and students to keep and continue with their Education. Research by (Asanov, Flores, McKenzie, Mensmann, & Schulte, 2020) shows that “most students engage in remote learning. Access to remote learning technologies are reasonably high, with 74 percent having internet access at home, and 59 percent also have a computer or tablet.”(p.2) It means that technology in education through this time was needed to students and teachers.

1.7 Online technological tools to learn and teach pronunciation

Online technological tools are resources that help people to do a specific activity via the internet. They could be apps, websites, and others. These online tools can be used through computers, laptops, tablets, smartphones. There are many online technological tools, but this research focused on the online tools to develop or improve English pronunciation, allowing better communication in this language. Some of the online technological tools are mentioned below.

1.7.1 Cambridge Dictionary

Cambridge Dictionary is a website where people can find the meaning of words, the translation in some languages as Spanish, the British and American pronunciation. Besides, the grammar and examples of accurate English. This website can be reached at the following link <https://dictionary.cambridge.org/>. Teachers and students can practice listening to the pronunciation they prefer, improving their learning English.

1.7.2 English accent coach

English accent coach is a website where there are some interactive activities and games to improve English pronunciation. According to Thomson (2017), it “trains the brain to recognize the sounds”(parr.1). This website can also be download as an app to cellphones in the app store (iPhone). On the website, students and teachers can practice while listening to the pronunciation and recognizing the sounds in words. Research made by Petterson (2018) stated, “English learners

who still have difficulty pronouncing some English vowels could use these games to overcome their particular difficulties. Although these games seem intended for individual use, a creative teacher might be able to use them” (p.39). The website can be reached at the following link: <https://www.englishaccentcoach.com>

1.7.3 English central

English central is a website that has a dynamic way to make practice English and pronunciation. Research completed by Petterson (2018) stated that “English Central’s activities revolve around short video clips graded for difficulty. More advanced videos tend to contain more academic vocabulary, while beginner and intermediate-level videos contain simpler language, as well as subtitles in the learners’ native tongue”(p. 43). This website also provides one free lesson with a tutor, and the student can schedule it. This website can be reached at the following link <http://www.englishcentral.com>.

1.7.4 Glendworld

Glendworld is an interactive website to practice English. Glendworld works with games English learners can use to practice their English and improve it. This website can be reached by the following link <https://apps.glenworld.org/glenlearn>.

1.7.5 Mangolanguages

Mango languages is a website with students can practice their English. The objective is “listening perception and speech production” (Petterson, 2018, p. 49). This website can be reached at the following link <https://learn.mangolanguages.com/pathway/from/es-419/to/en-US/792/1/1>.

1.7.6 Youtube

Youtube is a platform where people upload videos and share content with the rest of the world. It also can post comments. There is a variety of content, especially for Education and learning English. Video of pronunciation, or about different teacher or native speaker of English post videos with educational purposes. It is a helpful tool in language teaching. This website can be reached at the following link <https://www.youtube.com/>.

1.7.7 Onestopenglish

Onestopenglish is a website to practice English academically with different materials and videos. The objective is “One-Stop English provides English language teachers with lesson plans, worksheets, flashcards, audio, and videos. The resources are organized by skill areas” (Petterson, 2018, p. 54). Teachers and students can have fun while learning English and learn about pronunciation parts to improve this area. This website can be reached by the following link <https://www.onestopenglish.com/>.

1.7.8 Duolingo

Duolingo started with an evaluation. This website provides the users with different activities and games to keep learning English daily. Teachers can make assignments for students, see how they improve and work on their English skills. This website can be reached by the following link <https://www.duolingo.com/learn>.

1.7.9 Posttest

Posetest is divided into students or teachers. Once the student chooses the part for students, the learning and practice of English start. Research by Petterson (2018) “the POSE Test focuses on the perception of both segmental and suprasegmentals. The problematic areas that this instrument can diagnose include vowels, consonants, word stress, sentence-final intonation, and sentence stress.”(p.56). This website can be reached by the following link <https://posetest.com/>.

1.7.10 American English pronunciation

American English pronunciation is a website that had different activities and lessons to practice English A research made by Petterson (2018) stated that it “provides articulatory explanations with pictures and audio files, production and practice (quizzes), and awareness-building activities” (p.59). This website can be reached by the following link <https://pronuncian.com/>.

CHAPTER II: METHODOLOGY

This chapter states the research methodology used throughout this research. The different types of research and methodology were helpful during the inquiry. A variety of instruments were used with teachers and students from “V́ctor Manuel Guzmán” High school. Likewise, this chapter shows the research sites, the Population needed to apply the instruments and get the results for the inquiry about the pronunciation issues students have, and the online tools students and teachers used to develop and improve English pronunciation.

2.1 TYPE OF RESEARCH

The methodology used in this research was a mixed method. The mixed method includes quantitative and qualitative research. The mixed methodology has a way to get the objective of this research. Shorten & Smith (2017) said that this method “can provide opportunities for participants to have a strong voice and share their experiences across the research process, and they can facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply. Those methods can help this research collect the information needed to develop online technological tools for developing speaking.

During this research, the kind of method used allowed the interpretation and analysis. Muńoz (2020) stated:

Mixed methods research integrating quantitative and qualitative research to collect data simultaneously from teachers and students to capitalize on the strengths of each approach and explore different layers of the areas of this study to withdraw a more comprehensive answer to the study's research questions (p. 25).

The information collected from the Population supported the research analysis and allowed the achievement of the objectives. The mixed qualitative and quantitative research provided a holistic view of the resources teachers and students used during the English classes to improve English pronunciation.

2.1.1 Research sites

The analysis unit is a public high school called "V́ctor Manuel Guzmán." AMIE CODE:10H00131 It is located in Ecuador, Imbabura province, in Ibarra city, parroquia San Francisco, on El Retorno Avenue 3176 number between Ŕo Chimchipe street and Tahuando street. The institution has another environment for kindergarten. Since March 2020, all the academic activities were developed in a telematic way, which means different platforms usage, emails, and other online resources. The following table provided the information of the physical buildings as address of the High school.

Table 2

Research site information

Sector	High school	Streets
Los Ceibos	Víctor Manuel Guzmán	El Retorno Avenue between Río Chinchipe street and Tahuando street.

Note: researcher elaboration.

2.2 METHODS

Methods were essential during this research because they contributed to developing the parts of the inquiry. The methods used were the inductive method, deductive method, and the analytic method. Which are described below:

2.2.1 Inductive Method

During this research, the inductive method was applied. The aim of it is “developing a theory,” and it “moves from specific observations to broad generalizations” (Streefkerk, 2018, p. 1). The inductive method allowed us to go through the results from the surveys and interviews.

2.2.2 Deductive Method

The deductive method was used to get the results from the surveys because it is based on hypotheses in quantitative research. The surveys were analyzed using this method which allowed to find the causality of the research problem (Deborah, 2013).

2.2.3 Analytic Method

The analytic method was used to develop this research until the results from surveys and interviews were obtained. Research made by Kosterec Milos (2016)states:

Thus the use of an analytic method enlarges the researcher’s knowledge without traversing the logical closure of such knowledge. In other words, one uses an analytic method to obtain, decode or make explicit information that is hidden, encoded, or entailed by the information in a preexisting knowledge base (p.84).

This method provided logical analysis during data collection and, after that, in the results gotten from the surveys and interviews.

2.3 RESEARCH INSTRUMENTS

The research techniques or research instruments allowed the correct development and data collection for this research. The data collection was a survey, which was to senior students. Besides, another instrument was the interview applied to English teachers and English coordinator teachers, and a survey applied to the vice-principal. Every instrument followed an order in the questions that allowed the accurate development of the inquiry. Each instrument was developed by the researcher. All the research instruments were validated by an English teacher from the English Major of UTN.

2.3.1 Interview

Structured interviews were applied in the present research to English teachers and coordinators from senior students Tercero de Bachillerato General Unificado (BGU). The questionnaire was created to have information about students' pronunciation during English classes and the online technological tools.

The vice-principal interview was structured and divided into five questions to obtain information about senior students' English curriculum; further, the speaking difficulties in the student's goals required by the Education Ministry, especially pronunciation issues.

2.3.2 Survey

The survey is “the collection of information from a sample of individuals through their responses to questions” Check & Schutt in (Ponto, 2015,p. 5). A structured survey was applied to 68 students from senior-level (BGU). Students answered the survey about their English pronunciation problems, the causes, and the possible technological tools they would like to use in English classes.

2.5 PARTICIPANTS

2.5.1 Population and context

The Population of the present research was senior students of Bachillerato General Unificado from Víctor Manuel High school. Besides, English teachers' participation, English teacher-coordinator, and the vice-principal. The observation units correspond to 35 from parallel A and 33 from parallel B students in the senior level. The total of students able to participate in the research was 68. The institution's data is presented in the following table:

Table 3

Population information

Sector	High school	Senior “A and B”	Teachers Coordinator	Vice-principal	Total Number
Los Ceibos	Víctor Manuel Guzmán	68	2	1	71

Note: researcher elaboration.

2.5.2 Sample

The sample was not applied in this research because the Population was less than 100 participants.

2.6 PROCEDURE AND DATA ANALYSIS

The procedure to develop the research methodology, data collection, and analysis started with the research of the theoretical foundation to create the instruments. These target instruments created by the researcher were a survey to be applied to senior students, an interview for teachers, and an

interview for the vice-principal, all of them focused on the English curriculum, mainly on oral production, especially on the English curriculum the pronunciation and online tools. These instruments were checked and validated by a teacher from English Major (Appendix 1).

A letter of permission was addressed to District 10D01 (Appendix 2) to fulfill all the legal requirements to collect the data. Then, with the District's permission (Appendix 3), "V́ctor Manuel Guzmán" Authorities wrote the acceptance to proceed in a telematic way with the research. (Appendix 4) The target population was then informed about the investigation and signed an informed consent letter to participate in the research voluntarily (Appendix 5). The information obtained was confidential and just for academic purposes.

Data collection started with the vice-principal interview (Appendix 6). The approximate time was 15 minutes. Then, the first contact with the senior English teachers was in a telematic way, informed by authorities about the permissions to develop the research. After that, the teacher agreed to proceed with the interview; the approximate time was 20 minutes. Then the English coordinator teacher was interviewed in around 20 minutes (Appendix 7). Students survey was carried out during their English classes (40 minutes). Each parallel answered the interview on different days with the guidance of the student-researcher and their English teacher; (Appendix 8). The results and analysis are in the following chapter.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter shows the data analyzed after applying the research instruments as surveys and interviews used for this investigation. The first interview applied was to the authority of the target institution, the vice-principal, who provided vital information about the English curriculum. Another interview was applied to the English teacher of the senior students, parallels A and B. An interview with the English coordinator teacher has also been applied to triangle the information. The information obtained was about students' difficulties to achieve the English curriculum goals for senior students focused on communicative skills as speaking, primarily centered on pronunciation and the use of online tools in class. Finally, the students' survey provided information on students' issues in their English speaking skills, especially in pronunciation, and their preferences in using online tools to learn English. This information was necessary for the development of the guide as part of the proposal due to this research work. The discussion and the interpretation of the results described the main findings of the research.

3.1 RESULTS FROM VICE-PRINCIPAL INTERVIEW

The interview questions allowed the vice-principal to provide information based on the institution's reality, mainly of senior students and teachers from BGU parallels A and B. The objective of this interview was to know the institution's reality in the English area from his point of view based on his experience. The interview was developed in Spanish because the Vice-principal does not speak English. However, the questions and answers have been translated into English (Appendix 6). The questionnaire contained five questions

Questionnaire

Question 1: According to the Ministry of Education (2017), a Level B1 must be reached following the Common European Framework at the end of the senior year.

Do you consider that the curricular objectives are met, as regards the oral production of the English language established by the Ministry of Education, that students must have a B1 level according to the CEFR, which implies that they can communicate with a certain confidence, reasonably fluent relating to a straightforward narrative?

The response to this question, which was related to the academic curriculum for students in the English area, the authority answered based on the reality of the high school, focused mainly on senior students.

According to the Vice-principal of the institution, getting a B1 level in the English language. It is a challenging goal to achieve. The authority mentioned some factors as the teachers' training and resources; another difficulty was the curriculum, which was challenging to complete. Those were some of the most relevant reasons why the achievement of this objective may not be possible.

Question 2: From your perception, what are the most significant difficulties in implementing and developing the English curriculum?

The second question was about the most significant difficulties in implementing and developing the curriculum in the English area. The authority responded based on the experience and reality because of the institution's pandemic during the academic year 2020 – 2021.

In response to the difficulties, the vice-principal stated them as the lack of daily practice because of the emergency. The necessity to apply a regular foreign language practice in classes, vice-principal said, is missing in the curriculum. The authority suggested that language teaching should be practical rather than structured. Also, the content and procedures, vice-principal mentioned, may still be more structured than practical, and practicing the language will help improve fluency.

The implementation and development of the English curriculum are not completed for reasons such as the structured teaching-learning process and the lack of adequate practice of the target language.

Question 3: Taking into account the four skills: speaking, writing, reading, and listening, What skill do you consider to be the most difficult to develop in the students of the Institution you represent?

The third question mentioned the four skills speaking, listening, reading, and writing; it was focused on the most difficult to develop in students. The authority responded by adding information that some skills could be more straightforward than others to develop in students and may be the most difficult to achieve.

The response showed that the productive skills were the most difficult to develop in students, especially the pronunciation. The other skills became more achievable because students had the opportunity to read in books, internet, in class, and they get familiarized with listening because of music and the internet. But, the productive skills, as writing and speaking, may be more challenging for them to develop because of the different grammar and pronunciation. Also, writing gets complicated to achieve for students.

Question 4: Do you know if research processes related to the area of oral production, such as the pronunciation of the English language, have previously been implemented into this Institution?

Question four asked about the researches already carried out in the institution related to the oral production area, such as pronunciation. The response indicated that there had been applied other researches on the methodology and techniques used in teaching English, but not in the area of oral production.

Question 5: Do you consider it necessary to use online technological tools that facilitate students' performance in pronunciation of the foreign language? Why?

This question was about the online technological tools that facilitate the performance of students' pronunciation. The answer presented the importance of using these resources, like games, to practice the computer, cellphone, or tablet. Because we are in a technological era, the authority mentioned that technology facilitated the process somehow.

3.2 VICE-PRINCIPAL INTERVIEW SUMMARY

This interview indicated that students' achievement of a B1 level when they finish high school was challenging in the institution because of many reasons such as lack of teachers training, structured learning and teaching processes, lack of resources, among others. Students needed more practice to reach the goals required by the Ministry of Education. The most difficult skills to accomplish by students were the productive skills: speaking, especially pronunciation and writing. In addition, some researches had been previously developed within the institution, but none of them were about oral production. On the other hand, technology is an essential part of the teaching and learning process. Moreover, using online technological tools to improve production skills as speaking is vital because technology facilitates the learning process.

3.3 ENGLISH TEACHER INTERVIEW

The English teachers interviewed were teachers from the Senior year (BGU), parallels A and B, and the English area coordinator. The objective of this interview was to know, based on their teaching experience in situ, the reasons why Senior students have pronunciation problems in English and the online technological tools teachers used to develop English pronunciation.

Questionnaire

1.- According to the Ministry of Education (2017), at the end of the Senior year, students must have a B1 CEFR. Do you consider this objective is achievable or not? Why?

This question was about the English goals required by the Ministry of Education of Ecuador for the senior students. The teachers answered based on their experience and students' reality during the academic period 2020-2021. The responses analyzed the new difficulties presented because of the pandemic.

The teachers mentioned some reasons why the goal of students getting a B1 is challenging to achieve. First, the students' low attendance to classes, because of the problems of internet connection. Second, nowadays, they were working through projects, not focusing on specific skills. Third, teachers mentioned that the students' differences in the development of abilities, their self-motivation, and other personal circumstances that help or hinder their learning are other reasons why some of them may be able to reach the goal and others will not. Fourth, the lack of teachers' training and the techniques and strategies used to provide input to students can be another reason. Fifth, the student's commitment and awareness to know the importance of learning English are not desired. Finally, the lack of interaction because of the impediment to physically attending classes is another essential factor to mention.

2.- Which skill (listening, speaking, reading, or writing) do you consider is the most difficult to teach?

This question was related to teachers' difficulties when teaching English listening, speaking, reading, and writing.

The teachers said that listening and speaking are the most difficult skills to develop for students. The first reason was that English listening and speaking skills were not taught independently but integrated into a students' learning. The second reason was that students had difficulty understanding what they listened to in English, so they got bored or frustrated. The third reason was that students do not use English enough, not even in class and even less outside, so the input is impoverished. The teachers' answers showed that if students do not attend classes regularly, they have little hope to produce English orally as expected.

The main finding of this question was that there was not just one skill that was the most difficult to teach, but there were two: Listening and Speaking. Speaking and listening to English outside of the classroom were hindered due to the complexities of a pandemic. It is a complex situation because the teaching process did not provide enough English input for students to grasp.

3.- What are the possible reasons why pronunciation in English may be difficult for students?

The third question was focused on the possible reasons for English pronunciation difficulties for students.

The teachers answered that the language does not have a one-to-one correspondence in writing and speaking, as students are used in their mother tongue. There are more vowel and consonant sounds in English, which the native language does not have. The second reason teachers mentioned was that English was not used all the time in the English classes. The teachers did not always speak English to avoid frustration. Teachers suggested that speaking English would be a great benefit because it could help students be familiar with the language. Teachers try to do their best to teach English, but there is not enough time or resources to model the oral production and pronunciation as desired.

4.- Do you use any technological tools to improve your students' pronunciation?

Yes No

This question was about using online technological tools to improve students' pronunciation, and the teachers answered that they did not use a specific resource to teach pronunciation. It means that this research could be beneficial for English teachers.

5. Which technological tools do you use to improve their pronunciation?

This question was focused on the tools teachers used to improve students' pronunciation. The response to this question showed that the teachers did not use a specific tool to develop pronunciation. It is included in the speaking lesson as dialogues, role-plays, oral presentations,

voice recordings, or videos. However, the teachers mentioned that the online tool they explained to students was a dictionary on the internet. Teachers said that students could use it to listen to the pronunciation and with it improve their English. Online dictionaries are the only tool used that could help pronunciation.

6.- Would you be willing to use a guide that provides innovative online tools to improve English pronunciation in students?

Question number six was about using a guide that provides innovative online tools to improve English pronunciation.

The teachers answered that they would like to have and use a guide with online tools. Teachers mentioned that they need to learn more about online tools to make classes more exciting and motivating. Furthermore, teachers suggested that the guide should be accessible for all the students.

3.4 ENGLISH TEACHER INTERVIEW SUMMARY

The results of the English teachers' interview and English teacher coordinator interview indicated that the curriculum goals were more challenging to achieve during this academic period because of the pandemic situation, which made the learning process more difficult due to projects and classes being virtual, which made some students unable to attend all the classes. In the question about the skills, the main finding was that the teacher's challenge was to teach listening and speaking. The reasons why students have problems with pronunciation were: The first one was the differences between pronouns in English and Spanish. The second was that the input of English in students' lives during class hours was not enough.

On the other hand, the teachers mentioned that they did not use specific online tools to teach pronunciation. They just explained to students how to use an online dictionary and through activities in class to practice speaking. The teachers agreed on the necessity of having a guide to use online technological tools and enhancing teachers' ability to have more productive outcomes.

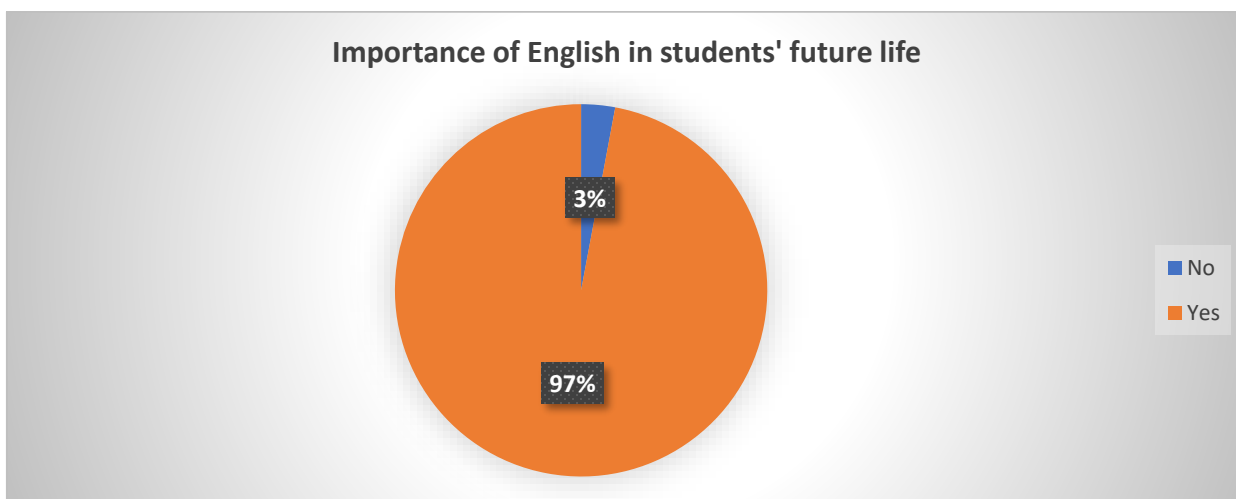
3.5 RESULTS OF STUDENTS' SURVEY

The student's survey was applied during their English classes through the platform Microsoft Forms to 68 students from BGU parallels A and B. Students' results showed the importance of English in their future life. The objective of this survey was to delimit the reasons why Senior students have pronunciation problems in English classes and to determine the adequate online technological tools to develop English pronunciation. The results were as shown below with the figures and the corresponding analysis.

3.5.1 Interpretation of English importance for senior students and their future life

Figure 1

Do you consider English is essential for you and your future life?



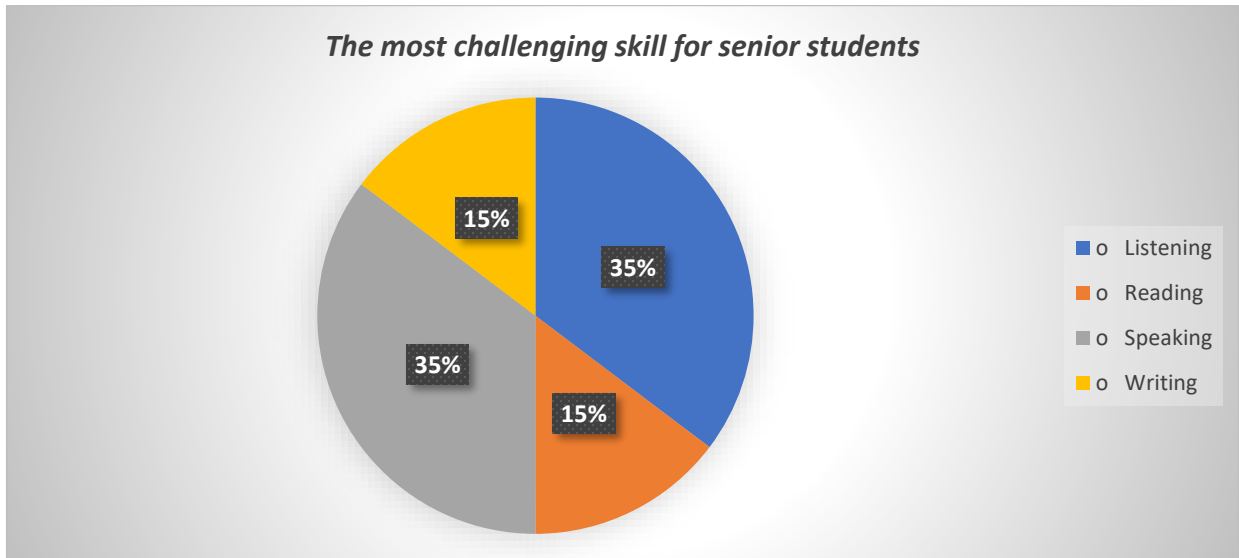
Note: researcher elaboration. Source: students' survey 2021

The figure shows the answers to the first survey question applied to senior students about the importance of English in students' future lives. The majority of the students answered that English is essential for them and their future lives. Only a tiny minority responded no, which means that English is not as crucial for their classmates.

3.5.2 Interpretation of Challenging English skills for senior students

Figure 2

What is the most challenging skill for you to achieve in English classes?



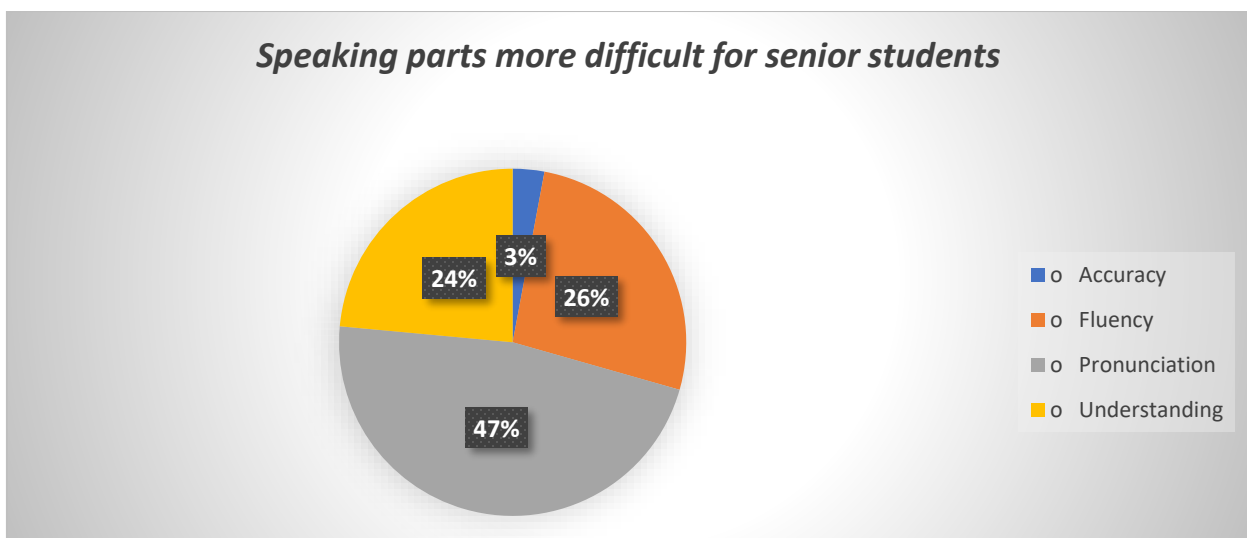
Note: researcher elaboration. Source: students' survey 2021

The English language has four skills such as listening, speaking, reading, and writing. This question was about the most challenging skills to achieve in English language classes. Students had to choose according to their reality. The figure showed that listening and speaking were the most challenging skills for Senior students to achieve, representing 70%, followed by reading and writing skills representing 30%.

3.5.3 Interpretation of Speaking parts difficult for senior students

Figure 3

What part of speaking is more difficult for you?



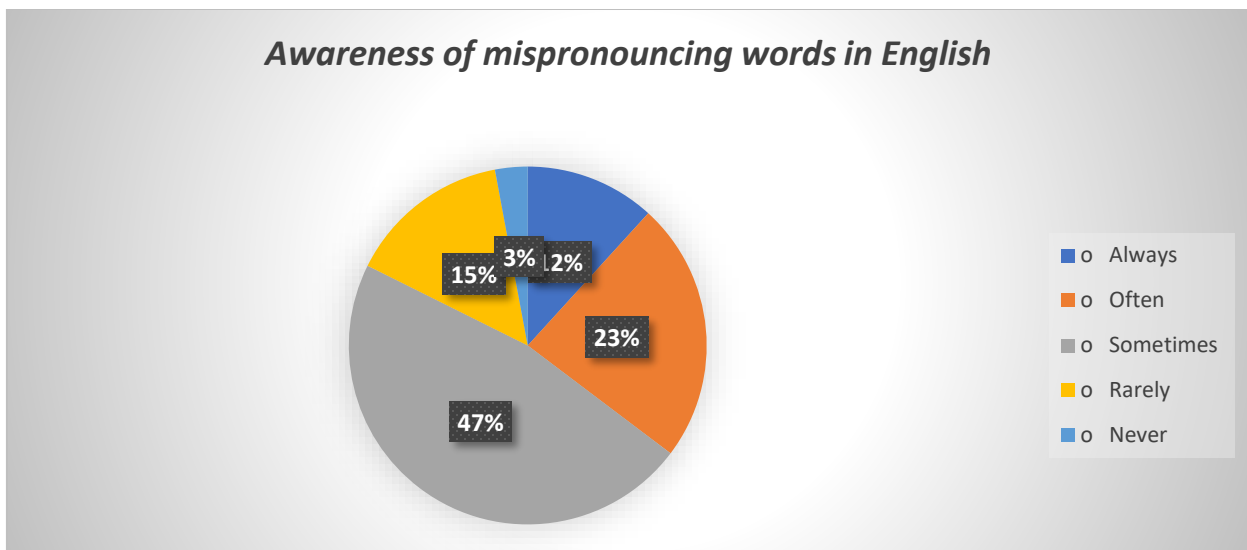
Note: researcher elaboration. Source: students' survey 2021

This question was about the more difficult speaking parts for students, and the options were accuracy, fluency, pronunciation, and understanding. The figure showed that pronunciation was the most difficult for almost half of the population. A small minority considered that accuracy is challenging for them.

3.5.4 Interpretation of Frequency of mispronouncing awareness of words in English

Figure 4

How often are you aware of mispronouncing words in English?



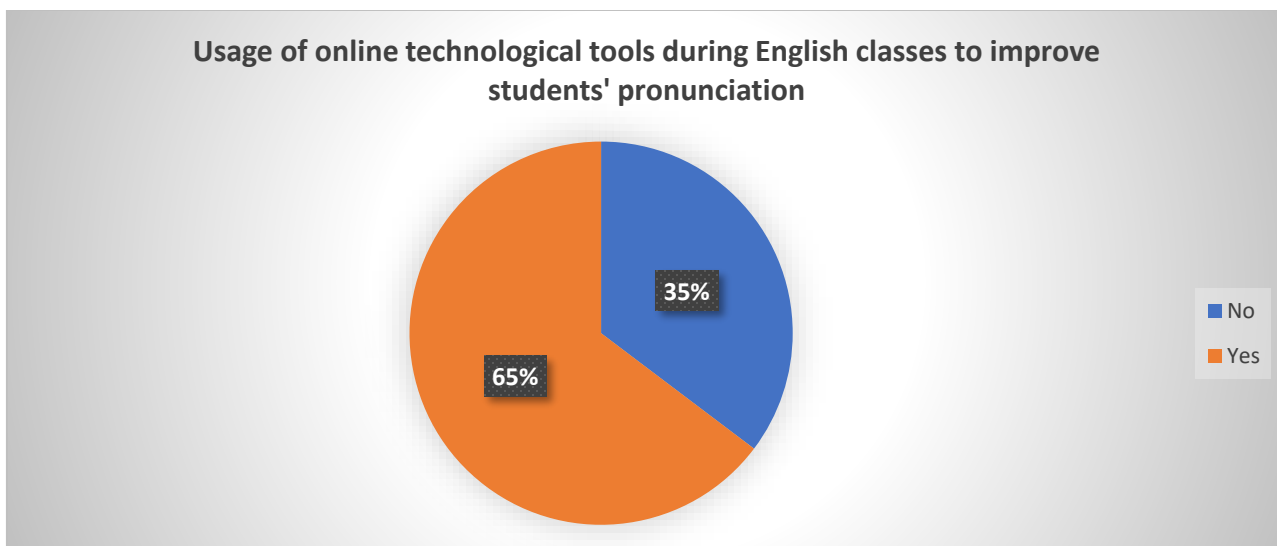
Note: researcher elaboration. Source: students' survey 2021

Students mispronounce words in English when they are learning. This question focused on the frequency of students' awareness of mispronouncing words in English. The options were always, often, sometimes, rarely, and never. Nearly half of students said sometimes are aware of mispronouncing words. However, a minority of the students are not mindful of mispronouncing words in English.

3.5.5 Interpretation of Usage of online tools to improve English pronunciation in class

Figure 5

Do you like to use any online technological tools during English classes to improve your pronunciation?



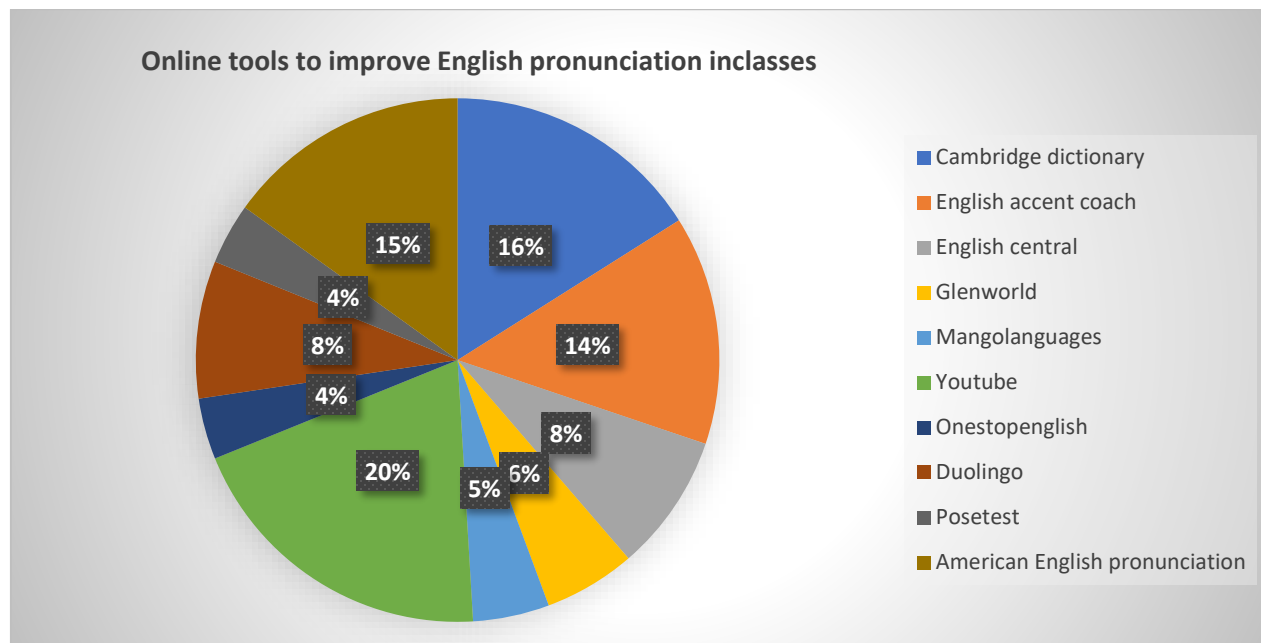
Note: researcher elaboration. Source: students' survey 2021

There are various online tools on the internet, and this question focused on using online technological tools to improve English pronunciation during English classes. More than half of the participants answered that they like to use online tools to improve their pronunciation. Nevertheless, a significant percentage of the population responded that they do not use online tools to improve their pronunciation during English classes, which could mean they used after classes or do not use them.

3.5.6 Interpretation of Online technological tools to improve pronunciation

Figure 6

Which of these online tools to improve English pronunciation would you like to use in your classes?



Note: researcher elaboration. Source: students' survey 2021

The previous graph shows the results of the last question of the survey. The question referred to the online tools to improve English pronunciation that students would like to use in their English class.

Participants chose some online tools which had different levels of acceptance. The highest percentage of acceptance was Youtube. Some online tools with similar percentages were Cambridge Dictionary, American English pronunciation, and English accent, coach. Finally, the less preferred options were English central and Onestopenglish.

3.6 STUDENTS SURVEY SUMMARY

The results from the survey showed the reality students had in their classes. The majority of the participants (97%) thought that English was essential for their future lives. In addition, English learning has four skills which are listening, speaking, reading, and writing. The ones that students selected as the most challenging to achieve in English classes were listening and speaking. Besides, the part of speaking which was burdensome for students was pronunciation with almost half of the population. When students mispronounce words in English, their awareness frequency was 83% between sometimes, often, and always. That was a high percentage of awareness.

Further, senior students would like to use online technological tools during English classes to improve their pronunciation, that had high positive responses; more than half of the participants' answers showed that they would like to use some online tools like Youtube, Cambridge dictionary,

American English pronunciation, English accent couch, English central, and Duolingo. Those were the online tools with the most considerable acceptance. In conclusion, the online tools to improve English pronunciation in students will be helpful for the population researched and future English teachers and students to improve their English pronunciation, thus, their oral skills.

3.7 DISCUSSION

Based on the interviews and the surveys' answers, it is possible to state that the reality of senior students from BGU of Victor Manuel Guzmán High School had become more difficult during the pandemic time. It is the same reality as for many students around the world. Most schools had to use online tools to allow the learning process, as research made in Jordan by Younesi & Mousa (2021) stated that "to sustain learning during the pandemic, the Ministry of Education has turned to distance learning tools" (p.16). This same situation was happening in Ecuador. The high school "Victor Manuel Guzmán" was not the exception. It had to work in a telematic way, with the students who had an internet connection and could join online classes. For those who could not access online classes, the study guides provided by the Ministry of Education had to be used at home.

The interview's findings of the most challenging skills to teach and achieve during English classes were listening and speaking. Students answered that listening and speaking are the most difficult skills to learn. In a similar situation, the research made by Pérez (2021) stated that "students consider that the most difficult skill is speaking. For this reason, teachers must apply strategies in order to help students develop this difficult skill in an easy, fun, and attractive way" (p.51). This research was made in a public high school as the target high school of this study. The research highlights the importance of developing the speaking skill of students in different ways.

After analyzing the instruments, it can be said that students and teachers would like to use online tools to develop and improve their English oral skills. Online tools to improve English pronunciation had been studied a lot. Research developed by Petterson J. (2018) mentioned that "language learners and teachers are coming to rely on online resources and mobile apps to help them develop their English language knowledge and skills" (p. 24). These kinds of resources online provide a variety of input that helps the English learning process. Teachers and students recognize the necessity and benefits of using online tools as part of the English classes.

The discussion revolves around looking back at this past year and realizing the necessity for valuable online tools to improve English language learning. After examining the evidence, the data points to the school system not being well prepared to meet the challenges of online learning. Therefore, it is crucial to set up a guide that provides online learning tools that best address a student's language needs. The discussion leads to the question, what is the best online model to follow? Students found six different online tools to be most helpful for them: Cambridge Dictionary, Youtube, American English pronunciation, English accent couch, English central, and Duolingo.

CHAPTER IV: PROPOSAL

4.1 INTRODUCTION

This present proposal was developed to help to improve the English pronunciation of senior students and contribute to the teaching process of English teachers from “V́ctor Manuel Guzmán” High school. This proposal has as a primary objective to improve Students’ English pronunciation through online technological tools. A variety of online tools will be provided so that students and teachers could use them during their English classes to have a more innovative and motivating way to enhance oral skills.

The online technological tools contribute to the English learning and teaching process, making it more interactive and innovative. Teachers and students could use them as a guide or additional source in the English learning process.

Significantly, the pronunciation and the speaking of English language learners could improve a lot. They will be able to have better and more understandable communication. The online tools selected focused on improving pronunciation, but teachers and students could use them in the process to assess it, too.

The online tools used to develop this guide are the ones that Senior students selected during the data collection of this research.

4.2 Topic of the proposal:

English Pronunciation Practice Guide

4.3 Presentation of the guide

In this guide, each unit will present different online technological tools and activities to develop and improve pronunciation

Objectives

General

- To create a guide to using adequate online technological tools to improve English pronunciation in senior students at V́ctor Manuel Guzmán High School during the academic period 2020-2021.

Specific

- To identify the useful online technological tools to improve pronunciation in senior students.

- To create activities with the online technological tools to improve pronunciation in senior students.
- To develop an evaluation that determines the utility of the online technological tools to improve pronunciation in senior students.

4.4 GUIDE

The guide was developed in an online source called Book creator. Which helps to have an interactive booklet. The link to the guide is the following: <https://n9.cl/onlineguide>

It is also available in format epub, which can be used in different devices like computers, smartphones, tablets, etc. As an interactive way to be able to watch embedded videos, listen to audio, and more. The link is: <https://n9.cl/englishpronunciation>

This format can also be downloaded to be used without the need for an internet connection. A cd with a sample file is attached to facilitate teachers and students, ready to be used.

However, a Pdf, printable version will be available to facilitate people who do not have an internet connection or access to the different technological devices.



Universidad Técnica del Norte
Facultad de Educación Ciencia y Tecnología
Pedagogía de los Idiomas Nacionales y Extranjeros-
Inglés



English Pronunciation Practice Guide



Available

Book creator: <https://n9.cl/onlineguide>
Epub: <https://n9.cl/englishpronunciation>
Pdf version: <https://n9.cl/practiceguide>

Online tools

Activities in word and pdf

Interactive activities

Author: Mariza Paredes

2021



Introduction

This present proposal was developed to help to improve the English pronunciation of senior students and contribute to the teaching process of English teachers from "Victor Manuel Guzmán" High school. This proposal has as the main objective to improve Students' English pronunciation through the use of online technological tools. A variety of online tools will be provided so that students and teachers could use them during their English classes to have a more innovative and motivating way to enhance oral skills.

The online technological tools contribute in many ways to the English learning and teaching process making it more interactive and innovative. Teachers and students could use them as a guide or extra source in the English teaching-learning process.

Significantly, the pronunciation and the speaking of English language learners could improve a lot. They will be able to have better and more understandable communication. The online tools selected focused on the improvement of pronunciation, but teachers and students could use them in the process to assess it, too.

The online tools used to the develop of this guide are the ones that were selected by Senior students during the data collection of this research.

Guide Objective

To improve Students' English pronunciation through the use of online technological tools.




2

Presentation of the guide



English pronunciation practice guide contains five units with online tools. Which were the most chosen by the target of the research. The units have different topics with activities to engage students with the topic. Each unit has three activities. The activities were divided into pre, during, and after listening and speaking. To differentiate each activity there is information about the online tools or parts of pronunciation. Some activities showed the American and British pronunciation.

At the end of the guide, there is information about other online tools to improve English pronunciation, answer sheets, and rubrics. All the activities and online tools were focused on English pronunciation improvement in senior students.

UNIT 1
Places and people



Topic: 1 hour
Resources: computer, tablet, or smartphone, internet access, this English pronunciation practice guide, pen or pencil, paper or notepad or take notes app.
Students Level: Senior
CEFR descriptors (2020): B1
Understanding skills (at speed): media and recordings can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in the standard language.
General oral production: can successfully handle a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.



Pronunciation of letters

Spanish speakers have problems with the pronunciation of some letters. Alanís Frederik (2005), mentioned that "there are 15 phonemes that occur in both languages, 5 that occur in Spanish only, and 9 that occur in English only. Here are a few examples".

- There are other allophonic variations of the 'b', 'd' and 'g' sounds that exist in Spanish that we do not produce in English, also the letter 'rr' is a phoneme in Spanish and will carry a different meaning than a word produced with an 'r'. For example, perro means "dog" and pero is the conjunction "but".

16

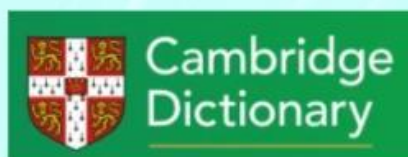
Content

Unit 1	5
Places and people	
Cambridge dictionary	
Unit 2	31
Take care of others	
YouTube	
Unit 3	57
Clothes and fashion	
American English pronunciation	
Unit 4	77
Take care of the environment	
English accent coach	
Unit 5	97
Food and culture	
English central-Duolingo	
Extra Online technological tools information.....	117
Answer sheets	120
Rubrics	132

4

UNIT 1

Places and people



Time: 1 hour per activity approx

Resources: computer, tablet, or smartphone; internet access, the English pronunciation practice guide, pen or pencil, paper or notebook or take notes app.

Students Level: Senior

CEFR descriptors (2020) **B1**

Understanding audio (or signed) media and recordings

Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.

Overall oral production

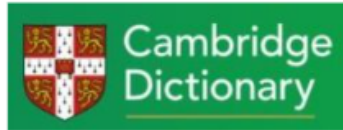
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.



Taken from:
Picture 1 <https://iamaris-charter.com/>
Picture 2 <https://www.sharingourexperiences.com/>

5

Online technological tool



Aim

To use Cambridge Dictionary to improve and develop English pronunciation through different activities.

Cambridge Dictionary is a website where people can find the meaning of the words, translation, and pronunciation in British and American. Just write the word you want to know. Then, try to practice the pronunciation by listening and imitating.



<https://dictionary.cambridge.org/es/diccionario/ingles/thought>

thought

verb

UK /θɔ:t/ US /θɑ:



Pre-listening and speaking

Teachers

Explain how to use the Cambridge Dictionary.
Provide the Activities students have to search in the Cambridge Dictionary.
Explain the activities students have to do. Students have to find the meaning and translation of the words and practice the pronunciation.

Students

Pay attention to the teachers' explanation about the Cambridge Dictionary.
Search some words and try to repeat the pronunciation of the words.
Complete the activities.

6

How to use the Cambridge Dictionary

1.- Enter the following link, or go to google and type Cambridge Dictionary.

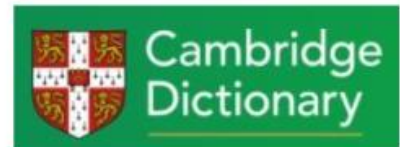
<https://dictionary.cambridge.org/es/diccionario/ingles/thought>

2.- Select the language and type the word you want to know.

3.- Click the sound of the word.

4. Try to imitate the sound.

5.- Erase the word and type a new one and keep doing it with the words you want to know and practice.



<https://app.animaker.com/video/FF05UJJUVP7SYG53>

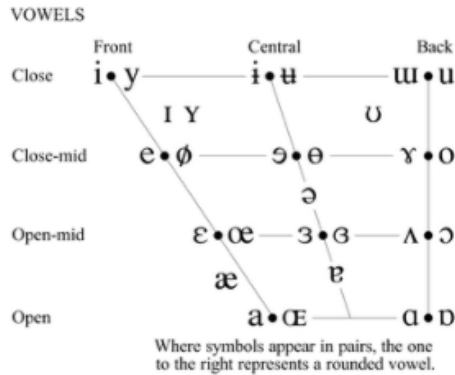
7

What do you need to know about pronunciation?

Pronunciation in English was taken into account with the Reform Movement. This method created an opportunity for learners to communicate in the target language orally too. Besides the pronunciation (phonetics) became a fundamental part of classes. The International Phonetics Association was founded, it created a new International Phonetics Alphabet, which made the way to aim the proper pronunciation of sounds. (Afshari & Ketabi, 2017).



International Phonetics Alphabet



		monophthongs			diphthongs			Phonemic Chart	
		i:	ɪ	ʊ	u:	ɪə	eɪ	voiced	unvoiced
VOWELS	eep	sheep	ship	good	shoot	here	wait		
	bed	teacher	bird	door	tourist	boy	show		
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ		
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g	
	f	v	θ	ð	s	z	ʃ	ʒ	
	m	n	ŋ	h	l	r	w	j	
									television















Taken from:
EnglishClub
Phonemic Chart | Pronunciation | EnglishClub
<https://www.englishclub.com/pronunciation/phonemic-chart.htm>

Unit 1- Activity 1- Pre-listening and speaking

Activities

Name: _____ Date: _____

Vocabulary 1 Enter in Cambridge Dictionary and search for the translation and pronunciation of the words. Practice the pronunciation.

  Threw _____ translation _____ Pronunciation	  Three _____ translation _____ Pronunciation	  Throws _____ translation _____ Pronunciation	  Free _____ translation _____ Pronunciation
  Sell _____ translation _____ Pronunciation	  seashells _____ translation _____ Pronunciation	  Seashore _____ translation _____ Pronunciation	  Think _____ translation _____ Pronunciation









Taken from:
Image 1,3 <https://learnenglishkids.britishcouncil.org>
Image 2 <https://www.vectorstock.com/>
Image 4 <https://giphy.com/explore/free-animation>
Image 5 <https://www.reginaldchan.net/>

Image 6 <https://www.amazon.com/>
Image 7 <https://unsplash.com/>
Image 8 Pixton

Activities

Name: _____ Date: _____

Vocabulary 2 Enter in Cambridge Dictionary and search for the translation and pronunciation of the words. Practice the pronunciation.

 <p>Thank translation Pronunciation</p>	 <p>Thought translation Pronunciation</p>	 <p>Fresh translation Pronunciation</p>	 <p>Fish translation Pronunciation</p>
 <p>Fried translation Pronunciation</p>	 <p>Round translation Pronunciation</p>	 <p>Around translation Pronunciation</p>	 <p>Ground translation Pronunciation</p>

During-listening and speaking



What to do ...

Teachers	Students
<p>Make students listen to the tongue twisters and repeat them. Tell the student to repeat the tongue twister and try to figure out the words they have problems with. Make students practice those words and repeat the tongue twisters.</p>	<p>Pay attention to the teacher's instructions. Use the vocabulary learned before to help to practice the tongue twister funny. Enjoy practicing your tongue twister faster. Record yourself saying the tongue twister.</p>

Tongue twisters



Tongue twisters are phrases with words with the same sounds, with funny meanings. The international day of tongue twisters is November 11th. Try to do it as fast as possible. Try to pronounce the words well. Listen to the audios and repeat them as similar as possible.



Image 1 Free throws



He threw three free throws.



Image 2 Seashells in the seashore



Sally sells seashells by the seashore.



Image 3 Four fried fish



Four Fresh Fried Fish.

12

Taken from:
Image 1 <https://gfyca.com/gifs/search/chuck+hayes>
Image 2,3 [Dreamstime.com https://www.dreamstime.com/](https://www.dreamstime.com/)

Tongue twisters



Practice the tongue twisters. Try to say them faster and pronounce them well. Listen to the audios and repeat them as similar as possible.



Image 1 Ground



Round around the ground.



Image 2 Thanking you



I thought of thinking of thanking you.



Image 3 Black and brown background



Black and brown, background.



Image 4 Norman Rockwell "Butter Girl"



Betty Botter has some butter, but a bit of better butter.

Taken from:
Image 1 <https://sunrise-montessori.com>
Image 2 <https://www.vectorstock.com>
Image 3 <https://www.publicdomainpictures.net>
Image 4 <https://www.worthpoint.com>

Taken from:
Tongue twisters: <https://www.youtube.com/watch?v=yIQHGIGGQQ>

13

After-listening and speaking



What to do ...

Teachers	Students
<p>Explain to students how to make their own tongue twister. Provide the questions they will answer to make their tongue twister. It could be a group activity or on their own.</p> <p>Group activity Make groups of 5 students, each student has to answer a question complementing the answer of their classmates. At the end of the activity make them repeat their tongue twister faster.</p> <p>One student Give the student the activity with the questions. At the end of the activity, the student has to repeat his or her tongue twister faster. Make students record themselves saying their tongue twisters.</p> <p>Rubrics page 132</p>	<p>Pay attention to the teacher's instructions. Use the vocabulary learned before to help to make the tongue twister funny. Use your imagination. Enjoy practicing your tongue twister faster. Record yourself saying the tongue twister. Send the audio you record to your teacher.</p>

Online tools to record the voice

voki
www.voki.com
vocaroo
<https://vocaroo.com/>



14

Unit 1- Activity 1- After-listening and speaking

Activities

Names: _____

Date: _____



Create your own tongue twister. (Group)

Try to use words that sound similar to make your tongue twister.

1. Write your first name. (Student 1)
2. What did she or he do? (Student 2)
3. Where? (Student 3)
4. When? (Student 4)
5. Why?/ Because (Student 5)

Example:

Mari writes ride on the road, it is a perfect day because she loves writing.
Mari makes mucky mud pie in the museum during May for mother's day.

Write your tongue twister.

Repeat it faster. Enjoy it. ;)

Record voice.

Send it to your teacher

Enter the link and evaluate your progress.

<https://forms.office.com/r/wGwfmF1EpN>

15

Activities

Name: _____ Date: _____



Create your own tongue twister. (Individually)

Try to use words that sound similar.

1. Write your first name.
2. What did she or he do?
3. Where?
4. When?
5. Why?/ Because

Example:

Mari writes ride on the road, it is a perfect day because she loves writing.

Write your tongue twister.

Repeat it faster. Enjoy it ;)

Record your voice.

Send it to your teacher.

Enter the link and evaluate your progress.

<https://forms.office.com/r/wGwfmF1EpN>

16

Other Activities

Play Broken Telephone

Groups

Make groups of 5 students give one of the students a tongue twister, the student has to repeat the tongue twister as a secret to the next student. They have to keep doing it until the last student. When they finished the last student must say it aloud to everybody.

Try to see how many words are similar to the original tongue twister.

Enjoy it.

Online

Make groups of five students give to one of the students a tongue twister. The students have to send audio to another student. The student has to listen and try to repeat what the student heard to another student. In the end, the last student says what he or she listened to in the audio.

Enjoy it.



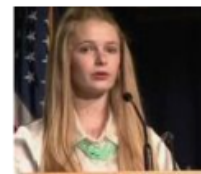
Contest

Give five students one tongue twister.

Tell them, they have 5 minutes to practice it.

Then make them say it aloud.

The winner will be the one who says the tongue twister well and fastest.



Further tongue twisters

50 tongue twisters

<https://www.engvid.com/english-resource/50-tongue-twisters-improve-pronunciation/>

Pronunciation of letters

Spanish speakers have problems with the pronunciation of some letters. Melanie Frederick (2005) mentioned that "There are 15 phonemes that occur in both languages, 5 that occur in Spanish only, and 9 that occur in English only. Here are a few examples".

- There are other allophonic variations of the "b," "d," and "g" sounds that exist in Spanish that we do not produce in English. Also the trilled "rr" is a phoneme in Spanish and will carry a different meaning than a word produced with an "r." For example, perro means "dog" and pero is the conjunction "but."



18

Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-micr%3fb3fono-queda-esta%3fb1o-238488/>

Pre-listening and speaking

Teachers

Provide the activities to the students.
Explain what students have to do, students will have some pictures and words about professions and countries. They have to match them. Search the meaning and pronunciation of the words with Cambridge Dictionary.

Students

Pay attention to the teacher.
There are some pictures and words about professions and countries. Match the words and pictures. Search the meaning and pronunciation of the words with Cambridge Dictionary.



During-listening and speaking

What to do ...

Teachers

Explain to the students what to do with the information table.
There a table with information about names, countries, and professions.
Make students write sentences to help them to explain the table to a partner or to the class.

Students

Read the table and think on sentences with the information in the table.
There a table with information about names, countries, and professions.
Write sentences to explain the information in the table to a partner or to the class.

Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-micr%3fb3fono-queda-esta%3fb1o-238488/>

19

Activities



Name: _____ Date: _____

Vocabulary 1 Match the words with the pictures using the letters. Search for the translation and pronunciation of the words, and practice them.

A



B



C



D



E



1.- Builder (___)

translation

pronunciation

2.- Dentist (___)

translation

pronunciation

3.- Engineer (___)

translation

pronunciation

4.- Fireman (___)

translation

pronunciation

5.- Farmer (___)

translation

pronunciation

20

Taken from:
Image <https://pixabay.com/es/fotos/laja-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Vocabulary 2 Match the words with the pictures using the letters. Search for the meaning and pronunciation of the words and practice them.

A



B



C



D



E



1.- Australia
(___)

translation

pronunciation

2.- China (___)

translation

pronunciation

3.- Ecuador (___)

translation

pronunciation

4.- France (___)

translation

pronunciation

5.- Nigeria (___)

translation

pronunciation

Taken from:
Image <https://pixabay.com/es/fotos/laja-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Look at the table and write sentences with the information you have there. Talk with a friend about it.

Names	Professions	Country
Alan	Fireman	France
Lizeth	Engineer	Ecuador
Carlos	Farmer	Australia
Sara	Dentist	Nigeria



- 1 _____
- 2 _____
- 3 _____
- 4 _____

22

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do at the table.
Make them complete the table with information about a friend, family o famous people they like.
Then practice and class, or record a video in flipgrid to practice their English pronunciation.

Rubrics page 132

Students

Pay attention to the teacher to know what to do at the table.
Complete the table with information about a friend, family o famous people they like.
Then practice and class, or record a video in flipgrid to practice your English pronunciation.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Write in the table below information about, friends, family or famous people you like.

Names	Professions	Country

Write sentences with the information to help you to record the video.

- 1 _____
- 2 _____
- 3 _____
- 4 _____



Intonation

What is the intonation?

Based on Oxford definitions, the intonation is *the rise and fall of the voice in speaking*. It can help to understand better what we are saying.

For example, in questions like:

Information questions

What's your name? The intonation **rise**.

Yes/ No questions

Are you in high school? The intonation **fall**.



Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will have some questions and answers. Make students have to match them. Search the meaning and pronunciation of the words students do not know with Cambridge Dictionary.	Pay attention to the teacher. There are some questions and answers about directions. Match the words and pictures. Search the meaning and pronunciation of the words with Cambridge Dictionary.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do with the information table. There two audios about people talking and giving some direction to others. Make students complete the dialogue. Then, make students talk to a partner or to the class.	Listen to the audios about people giving some information to meet. Fill the blanks. Talk to a friend about it.

26

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

Unit 1- Activity 3- Pre-listening and speaking



Activities

Name: _____ Date: _____

Questions and Answers

Match the questions with answers. Search for the translation and pronunciation of the words that you do not know, and practice them. Take notes in your notebook, if it is necessary.

Questions



1. Where is the bathroom?
2. Is it near to the high school?
3. Excuse me, where can I find a hospital?
4. Where can I take the bus?
5. I'm looking for a bank. Is it near the park?

Answers



- ___A. No, there is one in the center of the city.
- ___B. There a bus stop in the corner.
- ___C. Two blocks that way.
- ___D. Near to the high school there are a lot of bars and shops. Maybe you can find it there.
- ___F. There's a bathroom in the middle of the park

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

27

Activities



Name: _____ Date: _____

Listen to the audio and fill the blanks. Try to pay attention to the audio, then practice the dialogue with a friend.



Conversation A

Davito: Hi Mariza, I am in the _____ of the city. Where _____?

Mariza: Great! _____ in the bank.

Davito: ok, I am in a park near a _____ like a castle.

Mariza: you just have to _____ to the other corner. There is the back.

Davito: I'll wait for you _____ the bank.



Conversation B

Sami: Mary, I am in the Cumbaya _____. Are you _____ the UTN?

Mariza: Yes, I am at the _____. You can leave at the gas station or leave at the bus station _____.

Sami: ok, I'll call you when I am _____ Dianita's house.

Mariza: great, because I _____ where it is.

Sami: It is _____ the university. But wait for me, I'll show you.

28

Taken from:
Image google maps

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students draw their own neighborhood, they make a dialogue with a friend or with someone about it.
Then practice and class, or record a video in flipgrid to practice their English pronunciation.

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Draw your neighborhood then write how to go there to friends, family o famous people. Write a dialogue.
Then practice and class, or record a video in flipgrid to practice your English pronunciation.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Draw your own neighborhood. Write a dialogue about giving information to others. Giving directions. Practice the dialogue and the pronunciation of the words. Record yourself giving information about your neighborhood. Send it to your teacher. (You can do it alone or with a friend)

Write sentences with the information to help you to record the video.

- 1 _____
- 2 _____
- 3 _____
- 4 _____



UNIT 2

Take care of others



Time: 1 hour per activity approx
Resources: computer, laptop, smartphone, or tablet; microphone, earphones, something to take notes.
Students level: senior
CEFR (2020) B1
Overall oral comprehension
Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
Sustained monologue: describing experience
Can clearly express feelings about something experienced and give reasons to explain those feelings. Can give straightforward descriptions on a variety of familiar subjects within their field of interest. Can reasonably fluently relate a straightforward narrative or description as a sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.



Online technological tool

YouTube



<https://www.youtube.com/>

Aim

To use YouTube to improve and develop English pronunciation through different activities.

YouTube is an online platform that can provide a variety of content of different subjects and languages. It could be used for academic purposes and to improve English learning skills. Students can listen to music in English, or watch different videos about English learning.



Pre-listening and speaking

Teachers	Students
Explain how to use YouTube. Provide the Activities students have to figure out on the online tool youtube. Explain the activities students have to do. Students have to match the words with the translation, pronunciation, and with the image.	Pay attention to the teachers' explanation about the Lyrics training. Try to figure out the meaning the words you hear and try to repeat the pronunciation of the words. Complete the activities.

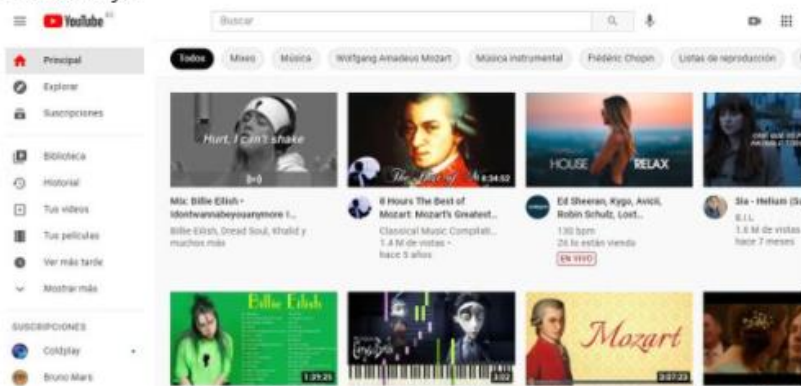
32

Taken from:
<https://www.pinterest.es/>

How to use the YouTube

YouTube

- 1.- Enter the following link, or go to google and type YouTube.
<https://www.youtube.com/>
- 2.- Write in the search section the name of the song you want to hear with lyrics.
- 3.- Listen and try to imitate the difficult words for you from the song.
4. Practice the song.
- 5.- Write the words you do not know in your notebook, and try to find the meaning of the words (Cambridge Dictionary).



33

Activities



Name: _____ Date: _____

Vocabulary 1 Match the words with the meaning and the picture. And listen to the pronunciation of the words.



__oscuridad__
translation
___ /dark/ ___
Pronunciation

count



__encontrar__
translation
___ /fand/ ___
Pronunciation

dark



__atascada/o__
translation
___ /st:k/ ___
Pronunciation

lost



__perdido__
translation
___ /lost/ ___
Pronunciation

stuck



__contar__
translation
___ /kaunt/ ___
Pronunciation

find



34

Taken from:
Vocabulary: <https://www.youtube.com/watch?v=6k8cpUk0K4c>
Images: <https://www.pinterest.es/>

Activities



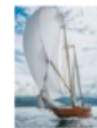
Name: _____ Date: _____

Vocabulary 2 Match the words with the meaning and the picture. And listen to the pronunciation of the words.



__guía/guía__
translation
___ /gaid/ ___
Pronunciation

suppose



__medio__
translation
___ /'mid·al/ ___
Pronunciation

sail



__luz, ligero__
translation
___ /lat/ ___
Pronunciation

middle



__navegar__
translation
___ /seil/ ___
Pronunciation

guide



__suponer__
translation
___ /se'pouz/ ___
Pronunciation

light



Take from:
Image 1 <https://www.collinsdictionary.com/>
Images <https://www.pinterest.es/>

35

Activities



Name: _____ Date: _____

Vocabulary 2 Match the words with the meaning and the picture.
And listen to the pronunciation of the words.



__desteñirse,
desvanecerse__
translation
__ /fɛd/ ____
Pronunciation

envy



__Hambre__
translation
__ /'hʌŋgə/ ____
Pronunciation

starving



__superficie__
translation
__ /sɜːfɪs/ ____
Pronunciation

fades



__famélico__
translation
__ /'stɑːvɪŋ/ ____
Pronunciation

hunger



__envidia__
translation
__ /'en-vi/ ____
Pronunciation

surface



Activities



Name: _____ Date: _____

Vocabulary 2 Match the words with the meaning and the picture.
And listen to the pronunciation of the words.



__precipitarse,
darse prisa__
translation
__ /rɪʃ/ ____
Pronunciation

shame



__fuerte, alto__
translation
__ /laʊd/ ____
Pronunciation

back



__adivinanza__
translation
__ /pɪz-əl/ ____
Pronunciation

puzzles



__de vuelta__
translation
__ /bæk/ ____
Pronunciation

loud



__vergüenza__
translation
__ /feɪm/ ____
Pronunciation

rush



During-listening and speaking



What to do ...

Teachers	Students
<p>Make students listen to the songs and repeat them.</p> <p>Tell the student to repeat the songs and try to figure out the words they have problems with.</p> <p>Make students practice those words and repeat the songs.</p>	<p>Pay attention to the teacher's instructions.</p> <p>Enjoy practicing your songs.</p> <p>Record yourself singing the songs you like.</p>

38

During-listening and speaking

Karaoke



Karaoke is when people sing a song without the singer just with the music and the lyrics. The international day of Karaoke is on the 3rd Saturday in October. Try to listen to the song many times. Try to pronounce the words you do not know well. Listen to the song and repeat it as similar as possible.

Count on me - Bruno Mars

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you
Find out what we're made of
When we are called to help our friends in need

**You can count on me like one, two, three
I'll be there
And I know when I need it
I can count on you like four, three, two
You'll be there
'Cause that's what friends are suppose to do
Oh, yeah**

(Ooh, ooh, ooh, uh, uh)
(Ooh, ooh, ooh, uh, uh)
(Yeah, yeah)

If you tossing and you turning and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Everyday I will remind you
Oh

Find out what we're made of
When we are called to help our friends in need
**You can count on me like one, two, three
I'll be there
And I know when I need it
I can count on you like four, three, two
You'll be there
'Cause that's what friends are suppose to do
Oh, yeah**
(Ooh, ooh, ooh, uh, uh)
(Ooh, ooh, ooh, uh, uh)
(Yeah, yeah)
You'll always have my shoulder when you cry
I'll never let go, never say good bye
**You know you can count on me like one, two, three
I'll be there
And I know when I need it
I can count on you like four, three, two
And you'll be there
'Cause that's what friends are suppose to do
Oh, yeah**
(Ooh, ooh, ooh, uh, uh)
(Ooh, ooh, ooh, uh, uh)
You can count on me
'Cause I can count on you



Song



Karaoke

Taken from:
Image 1 <https://www.collinsdictionary.com/>
Image 2 <https://www.youtubed.org/>
Lyrics <https://www.letras.com/bruno-mars/1683319/>
Video <https://www.youtube.com/watch?v=6k8cpLkK4c>

Karaoke app:
<https://play.google.com/store/apps/details?id=com.smule.singandroid>

39

Karaoke



She just wants to be, beautiful
She goes, unnoticed she knows, no limits
She craves, attention she praises, an image
She prays to be, sculpted by the sculptor
Oh, she don't see, the light that's shining
Deeper than the eyes can find it
Maybe we have made her blind
So she tries to cover up her pain
And cut her woes away
'Cause covergirls don't cry
After their face is made

But there's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
And you don't have to change a thing
The world could change its heart
No scars to your beautiful
We're stars and we're beautiful

Oh-oh-oh-oh
Oh-oh-oh-oh
(CHORUS)

And you don't have to change a thing
The world could change its heart
No scars to your beautiful
We're stars and we're beautiful

40

Taken from:
Image <https://pixabay.com/es/photos>
Video <https://www.youtube.com/watch?v=epVgBDPB0g>

Scars to your beautiful- Alessia Cara



She has dreams to be an envy, so she's starving
You know, covergirls eat nothing
She says, beauty is pain and there's beauty in everything
What's a little bit of hunger?
I could go a little while longer, she fades away
She don't see her perfect
She don't understand she's worth it
Or that beauty goes deeper than the surface
Oh-oh, oh-oh

So to all the girls that's hurting
Let me be your mirror
Help you see a little bit clearer
The light that shines within
There's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
Chorus

And you don't have to change a thing
The world could change its heart
No scars to your beautiful
We're stars and we're beautiful
No better you than the you that you are x2
No better life than the life we're living x2
No better time for your shine, you're a star x2
Oh, you're beautiful, oh, you're beautiful
There's a hope that's waiting for you in the dark
You should know you're beautiful just the way you are
Chorus x2
Oh-oh-oh-oh

Karaoke app:
<https://play.google.com/store/apps/details?id=com.smule.singandroid>



Song

Karaoke



Come up to meet you, tell you I'm sorry
You don't know how lovely you are
I had to find you, tell you I need you

Tell you I set you apart
Tell me your secrets and ask me your questions
Oh, let's go back to the start
Running in circles, coming up tails

Heads on a science apart
Nobody said it was easy
It's such a shame for us to part
Nobody said it was easy
No one ever said it would be this hard

Taken from:
Image 1 <https://www.collinsdictionary.com/>
Lyrics : [Musicmatch](https://www.musicmatch.com/)

The Scientist - Coldplay



Oh, take me back to the start
I was just guessing at numbers and figures
Pulling the puzzles apart
Questions of science, science and progress
Do not speak as loud as my heart

But tell me you love me, come back and haunt me
Oh and I rush to the start
Running in circles, chasing our tails
Coming back as we are
Nobody said it was easy
Oh, it's such a shame for us to part

Nobody said it was easy
No one ever said it would be so hard
I'm going back to the start
Oh ooh, ooh ooh ooh ooh
Ah ooh, ooh ooh ooh ooh
Oh ooh, ooh ooh ooh ooh
Oh ooh, ooh ooh ooh ooh



song

Karaoke app:
<https://play.google.com/store/apps/details?id=com.smule.singandroid>

41

After-listening and speaking

What to do ...



Teachers	Students
<p>Explain to students how to make their song. Provide instructions they will follow to make their song. It could be a group activity or on their own.</p> <p>Group activity Make groups of 5 students, each student has to follow the instructions with their classmates. At the end of the activity, students can sing the song with a melody.</p> <p>One student Give the student the activity with the instructions. At the end of the activity, the student has to sing the song. Make students record themselves singing their songs.</p> <p>Rubrics page 132</p>	<p>Pay attention to the teacher's instructions. Use the vocabulary learned before to help to make a song. Use your imagination. Enjoy practicing your song. Record yourself singing your song. You could make a video if you want it.</p>

Online tools to record the voice

voki
www.voki.com
vocaroo
https://vocaroo.com/
Flipgrid
https://info.flipgrid.com/



42

Unit 2- Activity 1- After-listening and speaking

Activities

Names: _____

Date: _____



Create your own song. (group)

Instructions

Try to use words you have to learn before and use similar sounds to make your song.

1. Select a topic.
2. Brainstorming about the topic chosen.
3. Make sentences with similar words' sounds.
4. Write the chorus.
5. Check the song to write the title.
6. Add a melody.(optional)

Write your song.

Title: _____

Chorus: _____

Chorus: _____

Enjoy it. :)

Record the song.

Send it to your teacher

Activities

Name: _____ Date: _____



Create your own song.

Instructions

Try to use words you have to learn before and use similar sounds to make your song.

1. Select a topic.
2. Brainstorming about the topic chosen.
3. Make sentences with similar words' sounds.
4. Write the chorus.
5. Check the song to write the title.
6. Add a melody.(optional)

Write your song.

Title: _____

Chorus: _____

Chorus: _____

Enjoy it. :)

Record your song.

Send it to your teacher

44

Pronunciation of letters

Spanish speakers have problems with the pronunciation of some letters. Melanie Frederick (2005) mentioned that "There are 15 phonemes that occur in both languages, 5 that occur in Spanish only, and 9 that occur in English only. Here are a few examples".

- "ch" and "sh" are two different phonemes in English. However, in Spanish, students may pronounce these interchangeably without changing word meanings. For example, students may pronounce chimenea as "chimenea" or "shimenea."



Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will have some pictures and words about diseases and doctors. They have to match them. Search the meaning and pronunciation of the words with Cambridge Dictionary.	Pay attention to the teacher. There are some pictures and words about diseases and illnesses. Match the words and pictures. Search the meaning and pronunciation of the words with Cambridge Dictionary.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video with information about illnesses and diseases. Make students write sentences answering the questions. Make students search for the words they do not to help them to explain their answers to a partner or to the class.	Watch the video with the information about illnesses and diseases. There a video with information about illnesses and diseases. Write sentences to answer the questions. Search words you do not know explain the information you write to a partner or to the class.

46 Taken from: Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>






Unit 2- Activity 2- Pre-listening and speaking

Activities



Name: _____ Date: _____

Vocabulary 1 Match the diseases with the pictures using the letters. Search for the translation and pronunciation of the words, and practice them.

- | | | |
|---|---|----------------------------|
| A |  | ___1.-headache |
| B |  | ___2.- stomachache |
| C |  | ___3.- High blood pressure |
| D |  | ___4.- Pediatrician |
| E |  | ___5.- Surgeon |

Taken from: Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Watch the video about illness and diseases. Answer the questions. Talk with a friend about it.

1. Which diseases or illnesses do you hear?

2. What kind of people do you see in the video?

3. What do people do when they feel bad?

4. What would you do when you feel bad?



48

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>
Video <https://www.youtube.com/watch?v=RLG8Nyve2vg>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students think about a situation they did not feel well or a family member's illness.
Then practice and class, or record a video in flipgrid to practice their English pronunciation.

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Think about an illness that you have or a family member has.
Then practice your pronunciation while you speak in class, or record a video in flipgrid to practice your English pronunciation.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Name: _____ Date: _____

Practice the pronunciation of the difficult words for you. Record a video telling your experience or the experience of a friend or family in an illness time. Answer the questions to help you.

Answer the question with your information about an illness to help you to record the video.

1. When did that illness happen?

2. Were you alone? How old were you?

3. What were the symptoms?

4. Did you go to the doctor? What did the doctor say?

5. How do you feel? How much time did you take to recover?

6. What do you recommend to others?



50

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

Intonation

What is the intonation?

Based on Oxford definitions, intonation is *the rise and fall of the voice in speaking*. It can help to understand better what we are saying.

Why is intonation important in English?

It conveys meaning in many ways.

For example:

Changing the pitch in your voice – making it higher or lower - allows you to show surprise **"Oh, really!"** (higher) or boredom **"Oh, really"** (lower).



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>
Example: <https://www.abc.net.au/education/learn-english/intonation/7518108>

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will have some pictures and questions about taking care of others. They have to match them. Search the meaning and pronunciation of the words with Cambridge Dictionary.	Pay attention to the teacher. There are some pictures and questions about taking care of others. Match the questions and pictures. Search the meaning and pronunciation of the words with Cambridge Dictionary.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about taking care of others. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Practice your pronunciation. Talk to a partner or to the class about it.

52

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Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Unit 2 - Activity 3- Pre-listening and speaking



Activities

Name: _____ Date: _____

Vocabulary 1 Match the questions with the pictures using the letters. Search for the translation and pronunciation of the difficult words for you, and practice them.

A 

B 

C 

D 

E 

___1.- How can I help you?

___2.- Can you help me, please?

___3.- Can you bring me some water, please?

___4.- Excuse me, can you tell me what is the menu?

___5.- Hi, how are you? I am here to help you.

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

53

Activities



Name: _____ Date: _____

Watch the video about taking care of others. Answer the questions about it. Talk with a friend about it. Ask your friend some questions and practice the pronunciation of the words.

1. Where was the video development?

2. What were the kids doing?

3. What was happening with the kid?

4. What did he decide to do when he sees his classmates eating?

5. What did the boy's classmates do?

6. How do you think he feels about it?

7. What would you do in a similar situation?



54

Taken from:
Image <https://pixabay.com/es/photos/leia-hablar-micr%C3%B3fono-quede-esa%C3%B1a-238488/>
Video https://www.youtube.com/watch?v=OT16D_516ps

After-listening and speaking



What to do ...

Teachers	Students
<p>Explain to students what to do. Make students think about situations they can help others or they could need help. Make students take notes about it. Then talk in the class, or record a video in flipgrid to practice their English pronunciation. Rubrics page 132</p>	<p>Pay attention to the teacher to know what to do. Think about situations people need help or you can need help. Then practice and class, or record a video in flipgrid to practice your English pronunciation.</p>

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Name: _____ Date: _____

Think about situations people need help or you can need help. Practice your pronunciation before recording. Then, write your notes and record a video saying what could you do in those situations.

Write sentences with the information to help you to record the video.



UNIT 3 Clothes and Fashion



American English pronunciation

Time: 1 hour per activity approx
Resources: computer, laptop, smartphone, or tablet; microphone, earphones, something to take notes.
Students level: senior
CEFR descriptors (2020) **B1**
Overall oral comprehension
Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.
Understanding conversation between other people
Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.



Online technological tool



Aim

To use American English pronunciation to improve and develop English pronunciation through different activities.

American English Pronunciation is a website. Where English teachers and students can practice their English pronunciation. It offers Minimal pairs, Lessons, podcasts, Products, videos, and assessments.

<https://pronuncian.com/>



Taken from:
Image <https://pixabay.com/>

58

How to use American English pronunciation

1.- Enter the link.

<https://pronuncian.com/>



2.- There are some options you can choose such as Minimal pairs, Lessons, podcasts, Products, Video, and Assessment.

3.- Choose the option you want, depending on what you have selected there will be some activities with audios, podcasts, or other things. Those will help you to improve your English pronunciation.



59

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will have some words called minimal pairs. They have to differentiate their pronunciation. Search the meaning and pronunciation of the words with Cambridge Dictionary.	Pay attention to the teacher. There are some words called minimal pairs. Identify the differences and similarities in the pronunciation of the words. Search the meaning and pronunciation of the words with Cambridge Dictionary.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about uniforms. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

60

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Unit 3- Activity 1- Pre-listening and speaking



Activities

Name: _____ Date: _____



Vocabulary 1

Enter to the link and practice the minimal pairs. Find the differences and similarities in the pronunciation.

<https://pronuncian.com/long-a-long-o-1>

Differences

Similarities

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Watch the video, listen carefully to the pronunciation of the words, and talk about the use of uniforms. Answer some questions.



1.- What are the advantages the video mentioned about wearing a uniform?

2.- Think about the disadvantages of wearing a uniform.

62

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Image <https://pixabay.com/es/ohotos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make 4 groups of students. Give two groups the same topic and another two groups the other topic.
- Uniforms
- Color for men and women in clothes
Make them discuss in their group. Then students have to debate the pros and cons of the topics. (You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Talk with your partners to decide what are the pros and cons of the topic.
Prepare your speech.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Taken from:
Image <https://pixabay.com/es/ohotos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Think about the pros and cons of the following topics. Practice your pronunciation. Prepare your speech.

Uniforms



Wear uniforms yes or not
In what situations.

Color for men and women in clothes



Are specific colors for men or women to wear?

Why or why not?

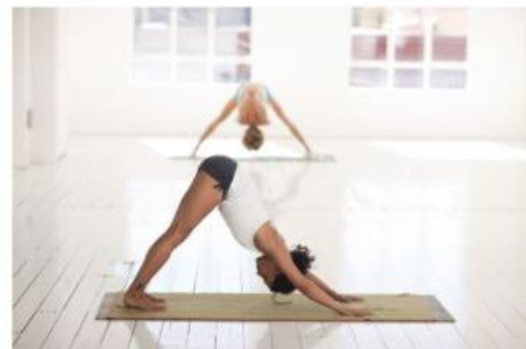
64

Taken from:
Image <https://pixabay.com/es/fotos/taia-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

Pronunciation of letters

Spanish speakers have problems with the pronunciation of some letters. Melanie Frederick (2005) mentioned that "There are 15 phonemes that occur in both languages, 5 that occur in Spanish only, and 9 that occur in English only. Here are a few examples".

-"v" and "b" are two different phonemes in English. However, in Spanish, both letters appear in written words but the typical pronunciation is "b" (depending on dialect). For example, vaca sounds like "baca" just as baja sounds like "baja."



Taken from:
Image <https://pixabay.com/es/fotos/taia-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

65

Pre-listening and speaking

Teachers	Students
<p>Explain what students have to do, students will enter the American English pronunciation and listen to a podcast about pronunciation issues.</p> <p>Make students take notes about the tips of pronunciations the speaker mentioned in the podcast.</p>	<p>Pay attention to the teacher.</p> <p>Enter the link and listen to a podcast about pronunciation issues take notes about the tips. Discuss with your partners about it and practice your pronunciation.</p>



During-listening and speaking

What to do ...

Teachers	Students
<p>Explain to the students what to do.</p> <p>There a video about uniforms.</p> <p>Make students watch the video and answer the questions.</p> <p>Make students explain it to a partner or to the class.</p>	<p>Watch the video and answer some questions.</p> <p>Use the words learn to practice your pronunciation.</p> <p>Talk to a partner or to the class about it.</p>

66

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Unit 3- Activity 2- Pre-listening and speaking

Activities



Name: _____ Date: _____

Enter the link and listen to a podcast about pronunciation issues take notes about the tips. Discuss with your partners about it and practice your pronunciation. <https://podcasts.apple.com/us/podcast/american-english-pronunciation-podcast/id276921054?mt=2>



Tips

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Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

Activities



Name: _____ Date: _____

Watch the video, listen to the pronunciation of the words, practice them, and comment what do you think about it. Answer some questions.



What did the video say about cheap clothes?

What did the video say about expensive clothes?

What is the main message about clothes?

68

Taken from:
Image <https://pixabay.com/>
Video <https://www.youtube.com/watch?v=sRz0WRaCymw>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students imagine that they are customers and sellers of clothes.
Make them sell and buy clothes for each other.

(You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.

Imagine that you are a seller of clothes or a customer who wants to buy some clothes.

Talk to a partner selling or buying clothes.

Online tools to record the video

Whats App
Facebook
Instagram



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

Activities



Name: _____ Date: _____

Imagine that you are a seller of clothes or a customer who wants to buy some clothes. Practice the pronunciation of the words you do not know. Talk to a partner selling or buying clothes.



What do you sell?

What do you buy?

70

Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-micr%C3%B3fono-puede-esta%C3%B1o-238488/>

Pitch

What is Pitch?

Pitch is the rise and fall of our voice when we speak, sometimes called "highness" or "lowness." We use pitch to give subtle meaning to sentences. The use of pitch is called intonation, but the words "pitch" and "intonation" are often used interchangeably. Pitch is directly related to word and syllable stress.

English speakers mark words with a higher pitch for many reasons, including:

- to make a simple statement (neutral statement)
- to contrast or clarify information
- to give new information
- to show emphasis
- to ask questions



Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-micr%C3%B3fono-puede-esta%C3%B1o-238488/>
Example: <https://pronuncian.com/pitch-lessons>

71

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do. Make students enter the link and listen to the audios about the different vowels and consonants sounds in words. Make students practice the pronunciation.	Pay attention to the teacher. Enter the link and practice the vowels or consonants sounds. Practice the pronunciation.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about uniforms. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

72

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Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esa%3fb1o-238488/>

Unit 3- Activity 3- Pre-listening and speaking



Activities

Name: _____ Date: _____

Enter to the link and practice the vowels or consonants sounds.
Practice the pronunciation. <https://pronuncian.com/pronounce-short-a>
[-https://pronuncian.com/short-a-spellings](https://pronuncian.com/short-a-spellings)
[-https://pronuncian.com/short-a-spellings](https://pronuncian.com/short-a-spellings)
Vowels and consonants
[-https://pronuncian.com/sounds](https://pronuncian.com/sounds)

What letters do you practice?

What sounds were difficult for you to pronounce?



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esa%3fb1o-238488/>

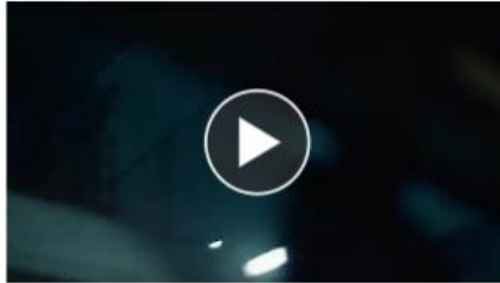
73

Activities



Name: _____ Date: _____

Watch the video and answer some questions. Practice the pronunciation of the words. Talk to a partner.



How many different styles do you see in the video?

Do you see your style of clothes in the video?

What was the main message of the video?

Do you like the video? Why or Why not?

74

Taken from:
Image <https://pixabay.com>
Video <https://www.youtube.com/watch?v=s4kmyr2mCui>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students think about their clothing style. Make them answer some questions and comment to other students about it. (You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Talk with your partners about your style clothes and comment about them.
Practice your speaking skills.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

75



Activities

Name: _____ Date: _____

Think about your cloth style and comment about it to a classmate. Practice your pronunciation.

Describe your style.

Have you ever felt judge for your style?

What did you do?



76

Taken from:
Image <https://pixabay.com/es/fotos/fala-hablar-micric3%b3fono-cuede-esta%ic3%b1o-236488/>

UNIT 4 Taking care of the environment



Time: 1 hour per activity approx

Resources: computer, laptop, smartphone, or tablet; microphone, earphones, something to take notes.

Students level: senior
CEFR descriptors (2020) **B1**

Understanding as a member of a live audience

Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard language or a familiar variety.

Understanding announcements and instructions

Can follow detailed directions. Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated with minimum interference from [auditory/visual] background noise.



Online technological tool



Aim

To use English Accent coach to improve and develop English pronunciation through different activities.

English Accent Couch is a website where people can develop and improve their English pronunciation. This website provides different activities and games of pronunciation.
<https://www.englishaccentcoach.com>

This website provides different games to practice pronunciation with vowels and consonants.

The English accent couch is an easy way to identify the vowels you are saying when you speak.



78

Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

How to use the English Accent Couch

- 1.- Enter the following link.
<https://www.englishaccentcoach.com/>
- 2.- You can take a tour of the page or you can click on play a game.
- 3.- You are going to start the game.
4. There are some games about vowels and consonants in English pronunciation. You can try as a guest or create an account.
5. Practice your pronunciation playing.



79

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will enter a link and practice the vowels. Make students write the vowels you are master and the vowels you have to practice more.	Pay attention to the teacher. Enter a link and practice the vowels. Write the vowels you are master and the vowels you have to practice more.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. Make students listen to a podcast about people talking about science and the environment and answer the questions. Talk with your friends about it.	Listen the podcast and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

80

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

Unit 4- Activity 1- Pre-listening and speaking



Activities

Name: _____ Date: _____

Vocabulary 1

Enter the link and practice the vowels.

<https://www.englishaccentcoach.com/vowels.aspx>

Write the vowels you are master and the vowels you have to practice more.

Mastered

Need more practice



Register your percentage and then practice again and register your second percentage to see your advantage.

First try percentage: _____

Second try percentage: _____

You can download your results in each vowel in pdf.

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>

81

Activities



Name: _____ Date: _____

Listen to the podcast about the environment and science. Listen carefully to the pronunciation of the words.

Answer some questions about it and talk to a friend about it.



Where are the seals?

What does the speaker promoting?

What do you think about it?

82

Taken from: <https://pixabay.com/es/photos/la-a-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>
Podcast: <https://earthwatch.org/stories/podcast-ejvts/>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make groups of two. Make students imagine that one is the expert and the other is the interviewer. Think about an area that has been affected or the animals have been affected somehow and find a solution.
(You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Talk with your partner imagine that one is the expert and the other is the interviewer. Think about an area that has been affected or the animals have been affected somehow and find a solution.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Name: _____ Date: _____

Talk with your partner imagine that one is the expert and the other is the interviewer. Think about an area that has been affected or the animals have been affected somehow and find a solution. Practice the pronunciation of the words.

Interviewer
Questions



Expert
Answers



84

Taken from:
Image <https://pixabay.com/es/photos/una-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

Pronunciation of letters

Spanish speakers have problems with the pronunciation of some letters. Melanie Frederick (2005) mentioned that "There are 15 phonemes that occur in both languages, 5 that occur in Spanish only, and 9 that occur in English only. Here are a few examples".

-**s**" and **z**" in English are two different phonemes. However, in Spanish, both letters appear in written words but the typical pronunciation is "s" (depending on dialect). For example, zapato sounds like "sapato" just as sopa sounds like "sopa."



Taken from:
Image <https://pixabay.com/es/photos/una-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

85

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, make students enter to English accent couch, and practice the vowels they had problems with before. Make students choose just those vowels and practice them.	Pay attention to the teacher. Enter to the English Accent couch, and practice the vowel you have problems with in activity 1. Practice them.



During-listening and speaking

What to do ...

Teachers	Students
Explain to students what to do. Make students watch a video and answer some questions. Make them discuss with their classmates. Then students have to talk with others about it.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

86

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Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Unit 4- Activity 2- Pre-listening and speaking

Activities



Name: _____ Date: _____

Enter the link and practice the vowels.

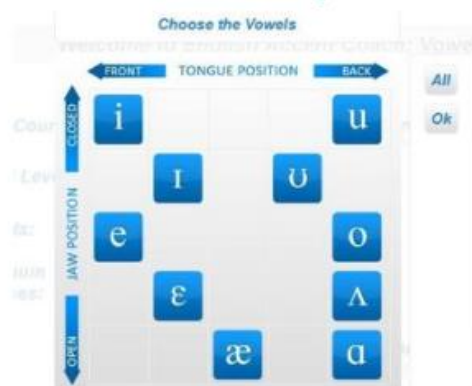
<https://www.englishaccentcoach.com/vowels.aspx>

Write the vowels you are master and the vowels you have to practice more.

Choose just the vowels you have problems with in the exercise in activity one.

What are the vowels you had chosen?

What is your percentage now?



You can enter the link and read about the vowels and consonants.

<https://www.englishaccentcoach.com/tour.aspx?sp=3>

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Watch the video. Listen carefully to the pronunciation of the words. Talk with your partners about the video, and comment on what you think about it. Answer the questions.

What are people doing?

What are the transports they use?

What are the suggestions they give to protect the environment?

What can you do in your city?



88

Taken from:
Image <https://pixabay.com/es/imagenes/foto-hablar-micr%C3%B3fono-quede-esta%C3%B1o-238488/>
Video https://www.youtube.com/watch?v=Q_f6zHLL

After-listening and speaking



What to do ...

Teachers	Students
<p>Explain to students what to do. Make students draw the transport they think can help the environment. Make them describe it to the class. (You can make them record themselves if it is necessary) Rubrics page 132</p>	<p>Pay attention to the teacher to know what to do. Draw the transport you think can help the environment. Describe it to the class.</p>

Activities



Name: _____ Date: _____

Draw the transport you think can help the environment. Practice your pronunciation. Take note to help you to describe it. Describe it to the class. Try to pronounce the words well.



Describe

90

Taken from:
Image <https://pixabay.com/es/photos/>

Stressed Syllables

What are Stressed Syllables?

Spoken English follows a loose, rhythmic pattern of soft beats. Stressed syllables form the underlying basis of that rhythm. Unstressed and secondarily-stressed syllables are necessary off-beats that fill the space between stressed syllables in spoken English.

The vowel sound of the stressed syllable is emphasized by being pronounced longer, louder, and often at a higher pitch than the surrounding syllables. Vowel sounds of stressed syllables are more likely to be phonetic (pronounced as the spelling would suggest).

The symbol / / is used to represent the stressed syllable of a multi-syllable word.



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb7fono-puede-esta%3fb1o-238488/>
Information <https://pronuncian.com/introduction-to-syllable-stress>

91

Pre-listening and speaking

Teachers

Provide the activities to the students.
Explain what students have to do, Make students enter the link, and practice consonants. Then, make students practice just the consonants they had problems with. Make them write their percentages each time.

Students

Pay attention to the teacher.
Enter the link and practice the consonants. Once you finish writing your percentage. Then, practice just the vowels you have a low percentage. Write your percentages to notice the difference.



During-listening and speaking

What to do ...

Teachers

Explain to the students what to do.
Make students watch the video about recycling. Answer the question and talk to a friend about how you recycle.
Make students explain it to a partner or to the class.

Students

Watch the video and answer some questions.
Use the words learn to practice your pronunciation.
Talk to a partner or to the class about it.

92

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Unit 4- Activity 3- Pre-listening and speaking



Activities

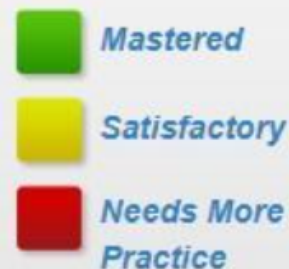
Name: _____ Date: _____

Enter the link and practice the consonants. Once you finish writing your percentage. Then, practice just the vowels you have a low percentage. Write your percentages to notice the difference.

What are the consonants you have problems with?

First percentage: _____

Second percentage: _____



Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

93

Activities



Name: _____ Date: _____



Watch the video about recycling. Listen carefully to the pronunciation of the words and practice them. Answer the question and talk to a friend about how you recycle.

What are the things people do about recycling?

What are the problems in some cities?

What can we do?

What do you do?

Taken from:
Image <https://pixabay.com/>
Video <https://www.youtube.com/watch?v=R7N5e476DKQ>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students create a story about recycling and taking care of the environment.
Make students tell their stories to the class.
(You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Create a story about recycling and taking care of the environment.
Tell the story to the class.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Taken from:
Image <https://pixabay.com/es/photos/la-hablar-mic%C3%B3fono-puede-esta%C3%B1o-238488/>



Activities

Name: _____ Date: _____

Create a story where people recycle things. Make draws something to make the story vivid for others. Read in the next link the elements of a story:

http://www.katiekazoo.com/pdf/KK_FiveEssentialElements.pdf Tell your story to the class. (Practice your pronunciation)

Title: _____

Characters: _____

Setting: _____

Plot: _____

Conflict: _____

Resolution: _____

UNIT 5

Food and Culture




English central
Duolingo

Time: 1 hour per activity approx

Resources: computer, laptop, smartphone, or tablet; microphone, earphones, something to take notes.

Students level: senior
CEFR descriptors (2020) **B1**

Understanding audio (or signed) media and recordings
Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.

Watching TV, film and video
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.




Taken from: Image <https://ps.abov.com/en/photos/lata-hablar-micr/c3p63fona-queda-esa/c3kb1o-238488/>

Online technological tools



Aim

To use the English Accent coach and Duolingo to improve and develop English pronunciation through different activities.

English Central is a website to improve English pronunciation in students and teacher around the world.

It provides videos interactives, where people can learn new vocabulary. Also, different courses with the levels Beginners, Intemediete and advance. <http://www.englishcentral.com>



duolingo

Duolingo is a platform where you can find also an app for your smartphone.

It takes a test to help you know how much you know about English.

It has many levels that you can pass while you are playing daily and learn with different activities. <https://www.duolingo.com/learn>

98

How to use English Central and Duolingo

- 1.- Enter the link.
<https://es.englishcentral.com/browse/courses>
- 2.- Register with Google or Facebook.
- 3.- You can program a free class with a tutor, and if you do not want then you can cancel it.
- 4.- Choose your level Beginner, Intermediate, or Advance.
- 5.- Choose the videos and practice.

- 1.- Enter the link.
<https://www.duolingo.com/learn>
- 2.- Register with Google or Facebook.
- 3.- Start the test.
- 4.- Complete the activities
- 5.- Keep practicing.



99

Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will enter the link, register en starts watching videos and learning new words. Write the new words you have learned.	Pay attention to the teacher. Enter the link, register en starts watching videos and learning new words. Write the new words you have learned.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about Culture. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

100 Taken from: Image <https://pixabay.com/es/ghotos/lata-hablar-micr%3fb3fono-puede-esta%3fb1o-238488/>

Unit 5- Activity 1- Pre-listening and speaking



Activities

Name: _____ Date: _____

Vocabulary 1

Practice in the following link <https://es.englishcentral.com/course/1851>
Choose the video you want.
enter the link, register en starts watching videos and learning new words. Write the new words you have learned. Practice your pronunciation.

What video do you watch?

What is the main idea of the video?

What words do you learn?



Taken from: Image <https://pixabay.com/es/ghotos/lata-hablar-micr%3fb3fono-puede-esta%3fb1o-238488/>



Activities

Name: _____ Date: _____

Watch the video, listen carefully, and comment on activities people do in the video, to a classmate. Answer questions. Pay attention to your pronunciation.



What do you see in the video?

What activities do people do there?

102 Taken from:
Video <https://www.youtube.com/watch?v=bxad5NUMUyQ>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students search for recipes of traditional food from different countries.
-Ecuador, Guiana, and Surinam.
Make the choose what recipe and they have to describe the process.
(You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Search recipes from the traditional food from other countries such as Ecuador, Guiana, and Surinam.
Describe the process of one recipe.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one





Activities

Name: _____ Date: _____

Search recipes about the traditional food from other countries such as Ecuador, Guiana, and Surinam. Describe the process of one recipe. Draw or put a picture of the dish. Practice the pronunciation of the words.

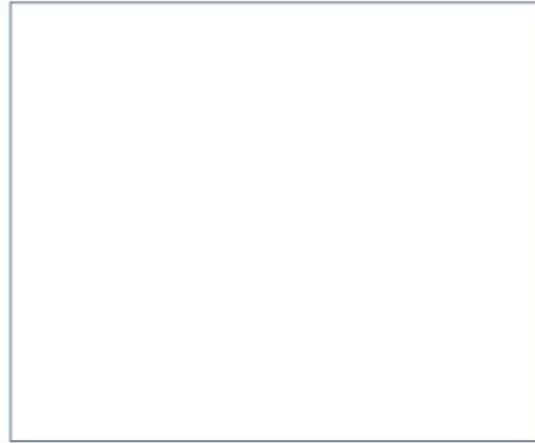
Ecuador: _____

Guiana: _____

Surinam: _____

Ingredients:

Process:



Pronunciation of letters

Vowels: There are only five vowels found in the Spanish language. There is no unstressed schwa / ə / as found in the English word “above.” This is very different from the 30+ vowels found in English. Spanish speaking children may substitute a tenser vowel for the unstressed vowels in an English word. Also, in addition to diphthongs, triphthongs are also common in Spanish (though not typically found in English). (Frederick Melanie, 2005, p.2)

- The following are the five Spanish vowels:

- / i / = keep
- / e / = made, vet
- / a / = cot
- / u / = you
- / o / = sew



Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will enter English central and practice the vocabulary. The student will write the words they have learn.	Pay attention to the teacher. Enter the link and complete the vocabulary. Write the word you have learned.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about uniforms. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

106 Taken from:
Image <https://pixabay.com/es/fotos/laja-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Unit 5- Activity 2- Pre-listening and speaking

Activities

Name: _____ Date: _____



Enter the link and complete the activities with vocabulary.

<https://es.englishcentral.com/course/1851>

Write the vocabulary learn. Listen to the pronunciation of the words and practice them.

Vocabulary

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Taken from:
Image <https://pixabay.com/es/fotos/laja-hablar-micr%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Watch the video. Listen carefully to the pronunciation of the words. Practice the pronunciation of the words. Answer the questions and comment with a partner about it.



Where was the video development?

What was happening in the video?

What kind of food do you see?

108

Taken from:
Image <https://pixabay.com/>
Video <https://www.youtube.com/watch?v=bc47-8xgjs>

After-listening and speaking



What to do ...

Teachers

Explain to students what to do.
Make students report news about different countries about the culture, food or something interesting.
-Angola
-Ethiopia
Search information and present it to the class.
(You can make them record themselves if it is necessary)

Rubrics page 132

Students

Pay attention to the teacher to know what to do.
Report news about different countries about the culture, food or something interesting.
-Angola
-Ethiopia
Search information and present it to the class.

Online tools to record the video

flipgrid
<https://flipgrid.com/f88d6831>
Write (nickname): one



Activities



Name: _____ Date: _____

Report news about different countries about the culture, food or something interesting.

-Angola

-Ethiopia

Search information and present it to the class.

Before your present practice your speech.

Pay attention to your pronunciation.

Title:

Country:

News:



Unstressed syllables

What are Unstressed syllables?

Within a multi-syllable word, an unstressed syllable is frequently located next to a stressed syllable. Often, this vowel sound is not phonetic (not pronounced the way it is spelled), and is instead pronounced with a quick, neutral vowel sound called schwa. Because schwa is a function of syllable stress and not spelling, schwa can have almost any spelling.

For example:

In dictionary transcriptions, the vowel sound schwa is represented with an upside-down e: /ə/.



Pre-listening and speaking

Teachers	Students
Provide the activities to the students. Explain what students have to do, students will enter Duolingo and test their level. Then, students have to keep working on the first level of it.	Pay attention to the teacher. Enter Duolingo and test your level. Keep passing at least the first part of it.



During-listening and speaking

What to do ...

Teachers	Students
Explain to the students what to do. There a video about Chinese culture. Make students watch the video and answer the questions. Make students explain it to a partner or to the class.	Watch the video and answer some questions. Use the words learn to practice your pronunciation. Talk to a partner or to the class about it.

112 Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-mic%3fb3fono-quede-esta%3fb1o-238488/>

Unit 5- Activity 3- Pre-listening and speaking

Activities



Name: _____ Date: _____

Enter Duolingo and test your level. Keep passing at least the first part of it. Write the vocabulary you learn and practice the pronunciation of the words.

Vocabulary



Taken from:
Image <https://pixabay.com/es/fotos/lata-hablar-mic%3fb3fono-quede-esta%3fb1o-238488/>

Activities



Name: _____ Date: _____

Research about a country and its culture and food.

-Kazakhstan

-Nepal

Make a presentation about one of them and present it to the class.

Prepare your speech. Practice your pronunciation.

Country:

Culture aspects:

Food:



116 Taken from:
Image <https://pixabay.com/es/photos/una-hablar-micr%C3%B3fono-queda-esta%C3%B1o-238488/>

**Extra
Online
Technological
Tools
Information**

More online tools to improve English Pronunciation

Mangolanguages

<https://learn.mangolanguages.com>

Onestopenglish

<https://www.onestopenglish.com>

Posetest

<https://posetest.com>

Glendworld

<https://apps.glenworld.org/glenlearn>



118



Online Games

Unit 1

<https://garticphone.com/es>

Unit 2

<https://es.lyricstraining.com/>

Unit 3

<https://www.gamestolearnenglish.com/fast-english/>

Unit 4

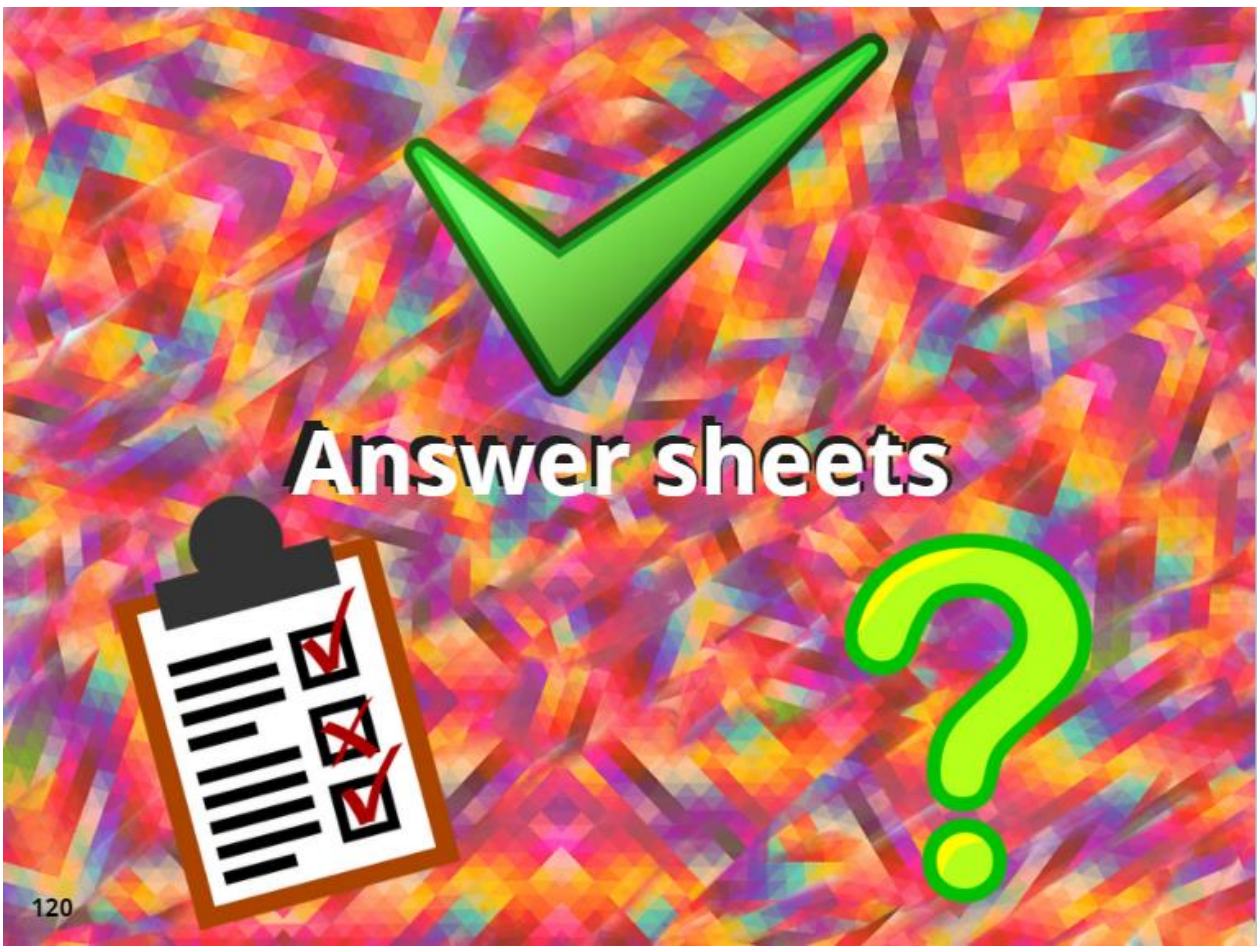
<https://www.waywordradio.org/listen/>

Unit 5

<https://learnenglishkids.britishcouncil.org/es/games>



119



120

Unit 1- Activity 1- Pre-listening and speaking

Activities



Name: _____ Date: _____

Vocabulary 1 Go to Cambridge Dictionary and search for the translation and pronunciation of the words. Practice the pronunciation.



Threw
 __tiró__
 translation
 __/θru/____
 Pronunciation



Three
 __tres____
 translation
 __/θri/____
 Pronunciation



Throws
 __lanza____
 translation
 __/θrou/____
 Pronunciation



Free
 __libre, gratis____
 translation
 __/fri/____
 Pronunciation



Sell
 __vender____
 translation
 __/sel/____
 Pronunciation



seashells
 __conchas marinas____
 translation
 __/'si:ʃel/____
 Pronunciation



Seashore
 __costa____
 translation
 __/'si:ʃɔ:, -'fɔ:ɹ/____
 Pronunciation



Think
 __pensar____
 translation
 __/θɪŋk/____
 Pronunciation

Activities



Name: _____ Date: _____

Vocabulary 2 Go to Cambridge Dictionary and search for the translation and pronunciation of the words. Practice the pronunciation.



Thank
agradecer
translation
_/θæŋk/____
Pronunciation



Thought
pensamiento
translation
_/θɑ:t/____
Pronunciation



Fresh
_fresco____
translation
_/fref/____
Pronunciation



Fish
_pez____
translation
_/fif/____
Pronunciation



Fried
_frito____
translation
_/fraid/____
Pronunciation



Round
_redondo____
translation
_/raund/____
Pronunciation



Around
_alrededor____
translation
_/ə'raund/____
Pronunciation



Ground
_suelo____
translation
_/graund/____
Pronunciation

Activities



Name: _____ Date: _____

Vocabulary 1 Match the words with the pictures using the letters. Search for the translation and pronunciation of the words, and practice them.

A



B



C



D



E



1.- Builder (E)
_constructor____
translation
_/ˈbɪl-dər/____
pronunciation



2.- Dentist (D)
_Dentista____
translation
_/ˈden-tɪst/____
pronunciation



3.- Engineer (A)
_ingeniero/a____
translation
_/en-dʒəˈnɪər/____
pronunciation



4.- Fireman (B)
_Bombero____
translation
_/ˈfaɪər-mən/____
pronunciation



5.- Farmer (C)
_granjero____
translation
_/ˈfɑːr-mər/____
pronunciation

Activities



Name: _____ Date: _____

Vocabulary 2 Match the words with the pictures using the letters. Search for the meaning and pronunciation of the words and practice them.

A



1.- Australia (_B_)
 ___Australia___
 translation
 ___/ɑ:ˈstreɪ.l.jə/___
 pronunciation

B



2.- China (_C_)
 ___China___
 translation
 ___/ˈtʃaɪ.nə/___
 pronunciation

C



3.- Ecuador (_D_)
 ___Ecuador___
 translation
 ___/iˈdo:ɾ/___
 pronunciation

D



4.- France (_A_)
 ___Francia___
 translation
 ___/fræns/___
 pronunciation

E



5.- Nigeria (_E_)
 ___Nigeria___
 translation
 ___/ˈdʒɪr.i-/___
 pronunciation

124 Taken from: <https://pixabay.com/es/imagenes/foto-de-hablar-micr%C3%B3fono-que-de-esta%C3%B1o-238488/>

Activities



Name: _____ Date: _____

Look at the table and write sentences with the information you have there. Talk with a friend about it.

Names	Professions	Country
Alan	Fireman	France
Lizeth	Engineer	Ecuador
Carlos	Farmer	Australia
Sara	Dentist	Nigeria



- 1 Alan is a farmer who lives in France.
- 2 Lizeth is an Ecuadorian engineer.
- 3 Carlos is a farmer in Australia.
- 4 Sara is a Nigerian Dentist.

Taken from: <https://pixabay.com/es/imagenes/foto-de-hablar-micr%C3%B3fono-que-de-esta%C3%B1o-238488/>



Activities

Name: _____ Date: _____

Questions and Answers

Match the questions with answers. Search for the translation and pronunciation of the words, and practice them.

Questions



1. Where is the bathroom? -F
2. Is it near to the high school? -D
3. Excuse me, where can I find a hospital? -C
4. Where can I take the bus? -B
5. I'm looking for a bank. Is it near the park? -A

Answers



- A. No, there is one in the center of the city.
- B. There a bus stop in the corner.
- C. Two blocks that way.
- D. Near to the high school there are a lot of bars and shops. Maybe you can find it there.
- F. There's a bathroom in the middle of the park

126

Taken from: <https://pixabay.com/es/photos/lata-hablar-micri%3fb3fono-queda-esa%3fb1o-238488/>



Activities

Name: _____ Date: _____

Listen to the audio and fill the blacks. Try to pay attention to the audio, the practice the dialogue.



Conversation A

Davito: Hi Mariza, I am in the center of the city. Where are you?

Mariza: Great! I am in the bank.

Davito: ok, I am in a park near a big building like a castle.

Mariza: you just have to cross the park to the other corner. There is the back.

Davito: I'll wait for you outside the bank.



Conversation B

Sami: Mary, I am in the Cumbaya Park. Are you close the UTN?

Mariza: Yes, I am at the gas station. You can leave at the gas station or leave at the bus station in the school.

Sami: ok, I'll call you when I am there to go to Dianita's house.

Mariza: great, because I do not know where it is.

Sami: It is straight to the university. But wait for me, I'll show you.

Taken from: [Image google maps](https://www.google.com/maps/)

Activities



Name: _____ Date: _____

Vocabulary 1 Match the words with the translation and with the picture.



__oscuridad__
translation
___ /dark/ ___
Pronunciation



__encontrar__
translation
___ /fand/ ___
Pronunciation



__atascada/o__
translation
___ /stak/ ___
Pronunciation



__perdido__
translation
___ /lost/ ___
Pronunciation



__contar__
translation
___ /kaunt/ ___
Pronunciation

count

dark

lost

stuck

find



128

Taken from:
Vocabulary: <https://www.youtube.com/watch?v=6k8cpUkKK4c>
Images: <https://www.pinterest.es/>

Activities



Name: _____ Date: _____

Vocabulary 2

Match the words with the meaning and the picture.



__guía/guiar__
translation
___ /gaid/ ___
Pronunciation



__medio__
translation
___ /'mid-əl/ ___
Pronunciation



__luz, ligero__
translation
___ /lat/ ___
Pronunciation



__navegar__
translation
___ /seil/ ___
Pronunciation



__suponer__
translation
___ /sa'pouz/ ___
Pronunciation

suppose

sail

middle

guide

light



Take from:
Image 1 <https://www.collinsdictionary.com/>
Images <https://www.pinterest.es/>

129

Activities



Name: _____ Date: _____

Vocabulary 1 Match the diseases with the pictures using the letters. Search for the translation and pronunciation of the words, and practice them.

A



_E_1.-headache

B



_A_2.- stomachache

C



_D_3.- High blood pressure

D



_B_4.- Pediatrician

E



_C_5.- Surgeon

130

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-puede-esta%C3%B1o-238488/>

Activities



Name: _____ Date: _____

Vocabulary 1 Match the questions with the pictures using the letters. Search for the translation and pronunciation of the words, and practice them.

A



_A_1.- How can I help you?

B



_E_2.- Can you help me, please?

C



_C_3.- Can you bring me some water, please?

D



_B_4.- Excuse me, can you tell me what is the menu?

E



_D_5.- Hi, how are you? I am here to help you.

Taken from:
Image <https://pixabay.com/es/photos/lata-hablar-micr%C3%B3fono-puede-esta%C3%B1o-238488/>



Rubrics

132

Rubric Unit 1 Activity 1

	2	1.5	1	0.5
Questions	Answer all the questions	Answer most of the questions	Answer some of the questions	Answer less than the half of the questions
Recording	Record the audio with the online tools asked in the time asked.	Record the audio with the online tools asked in almost the time asked.	Record the audio not with the online tools asked in less time asked.	Record the audio not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instruction given by the teacher.	Student follows most of the instruction given by the teacher.	Student follows some the instruction given by the teacher.	Student follows almost any of the instruction given by the teacher.
Speaking	Student practices a lot the speaking with the tongue twister.	Student practices enough the speaking with the tongue twister.	Student practices a little the speaking with the tongue twister.	Student does not practice the speaking with the tongue twister.

Rubric Unit 1 Activity 2

	2	1.5	1	0.5
Table	Complete all the table and write sentences with the information of the table.	Complete most of the table and write sentences with the information of the table.	Complete some of the table and write sentences with the information of the table.	Complete less than the half of the table and write sentences with the information of the table.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instruction given by the teacher.	Student follows most of the instruction given by the teacher.	Student follows some the instruction given by the teacher.	Student follows almost any of the instruction given by the teacher.
Speaking	Student practices a lot the speaking with the table of information.	Student practices enough the speaking with the table of information.	Student practices a little the speaking with the table of information.	Student does not practice the speaking with the table of information

134

Rubric Unit 1 Activity 3

	2	1.5	1	0.5
Map	Draw the map of the neighborhood and give clear instructions to get there.	Draw the map of the neighborhood and give almost clear instructions to get there.	Draw the map of the neighborhood and give enough clear instructions to get there.	Draw the map of the neighborhood and give unclear instructions to get there.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instruction given by the teacher.	Student follows most of the instruction given by the teacher.	Student follows some the instruction given by the teacher.	Student follows almost any of the instruction given by the teacher.
Speaking	Student practices a lot the speaking with the table of information.	Student practices enough the speaking with the table of information.	Student practices a little the speaking with the table of information.	Student does not practice the speaking with the table of information

V

Rubric Unit 2 Activity 1

	2	1.5	1	0.5
Song	Create the song with a topic related with take care of others.	Create the song with a topic almost related with take care of others.	Create the song with a topic kind of related with take care of others.	Create the song with a topic none related at all with take care of others.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the songs.	Student practices enough the speaking with the songs.	Student practices a little the speaking with the songs.	Student does not practice the speaking with the songs.

136

Rubric Unit 2 Activity 2

	2	1.5	1	0.5
Illness experience	Answer all the questions about your Experience.	Answer most the questions about your Experience.	Answer some of the questions about your Experience.	Answer less than the half of the questions about your Experience.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the questions.	Student practices enough the speaking with the questions.	Student practices a little the speaking with the questions.	Student does not practice the speaking with the questions.

14

Rubric Unit 2 Activity 3

	2	1.5	1	0.5
Need help	Talk about situations and things you can do to help others.	Talk about almost situations and things you can do to help others.	Talk a little about situations and things you can do to help others.	Talk about other things not about situations you can do to help others.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

138

Rubric Unit 3 Activity 1

	2	1.5	1	0.5
Pros and cons	It seems that the student prepared the pros and cons of the topic.	It seems that the student is enough prepared with the pros and cons of the topic.	It seems that the student is kind of prepared with the pros and cons of the topic.	It seems that the student not prepared with the pros and cons of the topic.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

Rubric Unit 3 Activity 2

	2	1.5	1	0.5
Sell or buy clothes	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

140

Rubric Unit 3 Activity 3

	2	1.5	1	0.5
Clothing style	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

141

Rubric Unit 4 Activity 1

	2	1.5	1	0.5
Interview	It seems that the students are more than prepared the information.	It seems that the students are enough prepared the information.	It seems that the students are kind of prepared with the information.	It seems that the students are not prepared with the information.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

142

Rubric Unit 4 Activity 2

	2.5	2	1.5	1
Transport	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

143

Rubric Unit 4 Activity 3

	2	1.5	1	0.5
Story	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Recording	Record the audio or video with the online tools asked in the time asked.	Record the audio or video with the online tools asked in almost the time asked.	Record the audio or video not with the online tools asked in less time asked.	Record the audio or video not with the online tools asked in less time asked.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher]
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

144

Rubric Unit 5 Activity 1

	2.5	2	1.5	1
Traditional food	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

145

Rubric Unit 5 Activity 2

	2.5	2	1.5	1
News	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

146

Rubric Unit 5 Activity 3

	2.5	2	1.5	1
Culture	It seems that the student is more than prepared the information.	It seems that the student is enough prepared the information.	It seems that the student is kind of prepared with the information.	It seems that the student not prepared with the information.
Pronunciation	It is noticed that the student practice the pronunciation of the words.	It is noticed that the student practice the pronunciation of most the words.	It is noticed that the student practice the pronunciation of some words.	It is noticed that the student did not practice the pronunciation of the words.
Follow the instructions	Student follows all the instructions given by the teacher.	Student follows most of the instructions given by the teacher.	Student follows some the instructions given by the teacher.	Student follows almost any of the instructions given by the teacher.
Speaking	Student practices a lot the speaking with the information.	Student practices enough the speaking with the information.	Student practices a little the speaking with the information.	Student does not practice the speaking with the information.

147

Scan the QR code and have access to the guide and its resources in an online way.



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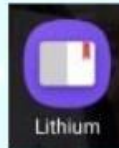
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2021



4.5 PROPOSAL EFFECTS

4.5.1 Introduction

Once the guide was completed with the online tools, the activities and strategies to improve English pronunciation. Unit one, called Places and People, was applied to the senior students in a 40-hour class. A survey was applied to know how students feel and what students learn from the guide in the class.

4.5.2 Procedure

The procedure to apply the guide started with the approval of the vice-principal. Then, the agreement of the day with the teacher to apply the guide with the students. A part of the guide is applied in a class. The class was virtual because of the pandemic. (Appendix 9) One of the activities from Unit 1 of the guide was applied with the students. Then, a post-survey was sent to the students to answer questions about the effects and impacts of the guide. (Appendix 10). The teacher monitors the class and completes a checklist about the impacts of the guide. (Appendix 11) Also, the guide was socialized with the English teachers. A copy of the guide was delivered to High school. (Appendix 12)

Then the data collected from the post-survey was analyzed, and the following are the results.

4.5.3 Students post survey's results to evaluate the impacts of the guide

The student's post-survey had ten questions that analyzed the class and the Unit with the activity of the guide that was applied during the 40 minutes class. The majority of the questions contains the options strongly agree (high positive affect), agree (medium positive effect), slightly agree (low positive affect), neutral (no effect), slightly disagree (low negative effect), disagree (medium negative effect), and strongly disagree (high negative effect).

Question 1 Were the online tools useful to improve English pronunciation in class?

Table 4

Were the online tools useful to improve English pronunciation in class?

Options	Percentage
Strongly agree	62.50%
Agree	12.50%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%

Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table shows the answers to the first question, which has some options. The majority of the participants who selected the option strongly agree. The following options selected were agreed, slightly agree, and neutral. Any of the participants selected the options with negative impacts.

Question 2 Were the online tools useful to avoid mispronunciation awareness when you spoke English words?

Table 5

Were the online tools useful to avoid mispronunciation awareness when you spoke English words?

Options	Percentage
Strongly agree	50%
Agree	25%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The results show that most of the population considered the online tools used during the class helpful in avoiding mispronunciation awareness with a high positive affect and medium positive effect. Followed by the options Slightly agree and neutral with an equal percentage. Any of the participants selected the options with disagreement meaning.

Question 3 Was the environment comfortable to improve your pronunciation in the class?

Table 6

Was the environment comfortable to improve your pronunciation in the class?

Options	Percentage
Strongly agree	37.50%
Agree	50%

Slightly agree	0%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table results show that most of the population considered that the environment helped improve the pronunciation with a positive impact. Just a tiny part of the population selected the option with no impact. Furthermore, the negative impact options had no been chosen by any of the participants.

Question 4 Do you consider the activities helped you to improve your English pronunciation?

Table 7

Do you consider the activities helped you to improve your English pronunciation?

Options	Percentage
Strongly agree	37.50%
Agree	37.50%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table results show the options more selected by the participants. Those are the different levels of agreement about the question. It means the activities developed during the class helped students to improve their English pronunciation at different levels. Any of the participants thought that the activities caused a negative impact.

Question 5 Were the strategies applied helpful to create a safe environment to improve your English pronunciation?

Table 8

Were the strategies applied helpful to create a safe environment to improve your English pronunciation?

Options	Percentage
Strongly agree	37.50%
Agree	50%
Slightly agree	0%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The results show the level of the agreement the participants had about the strategies applied in the class. The majority of the population selected the option strongly agree and agree. A small part of the participants selected the option neutral and the other options: the disagreement levels.

Question 6 Were the strategies, online tools, and activities helpful to motivate you to improve your English pronunciation?

Table 9

Were the strategies, online tools, and activities helpful to motivate you to improve your English pronunciation?

Options	Percentage
Strongly agree	50%
Agree	25%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table shows the different levels of agreement and disagreement of the participants to the activities. The most selected was strongly agree with half of the population. Followed by agreeing with a quarter of the population. Any of the participants selected the disagreement options.

Question 7 Did you feel engaged in the activities to improve English pronunciation?

Table 10

Did you feel engaged in the activities to improve English pronunciation?

Options	Percentage
Strongly agree	50%
Agree	37.50%
Slightly agree	0%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The results about the feeling of engagement in the table show that the options “strongly agree” and “agree” were the most selected with 87.50%. Followed by a small percentage in the neutral option. The levels of engagement were positives.

Question 8 Did the strategies, online tools, and activities promote class participation?

Table 11

Did the strategies, online tools, and activities promote class participation?

Options	Percentage
Strongly agree	62.50%
Agree	12.50%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table shows the results of question 8, where the option selected with more than half of the population strongly agrees. Followed by the options agree, slightly agree, and neutral, which represent 37.50%. Any of the participants considered that the strategies, online tools, and activities caused a negative impact.

Question 9 Were the strategies, online tools, and activities help to understand the topic?

Table 12

Were the strategies, online tools, and activities help to understand the topic?

Options	Percentage
Strongly agree	62.50%
Agree	12.50%
Slightly agree	12.50%
Neutral	12.50%
Slightly disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The table shows the highest percentage, strongly agree, then slightly agree and neutral with a small percentage. The other options, which are the disagreement, were not selected by any of the participants.

Question 10 Do you consider the guide's regular use will help you improve your English speaking skills? Why?

Table 13

Do you consider the regular use of the guide will help you to improve your English speaking skills? Why?

Options	Percentage
Yes	87.50%
No	12.50%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: Post-survey June 2021

The results of question ten show that option yes was the most selected by the participants, and a small minority selected option no. Any of the participants selected the option maybe. Some of the answers students mentioned were that the guide and the class were engaging and help them to improve their pronunciation and understand the topic.

4.6 IMPACTS

The impacts of the guide applied to the senior students were divided and analyzed in Linguistic impacts, Academic impacts, and Affective impacts.

The indicators of the impacts were analyzed based on the post students survey and the teacher's checklist, and they are the following:

Linguistic impacts

- a) Using the online technological tools to improve L2 pronunciation
- b) Improving L2 pronunciation with different activities divided into Pre, During, and After stages.
- c) Motivating to develop L2 pronunciation in students through different strategies.

Academic Impacts

- a) Encouraging engagement in the L2 pronunciation class.
- b) Promoting class participation with the different activities, strategies, and online tools.
- c) Understanding the topic in the L2 with the different activities, strategies, and online tools.

Affective impacts

- a) Avoiding mispronunciation awareness when pronouncing a word in the L2.
- b) Creating a safe environment in class with the activities, online tools, and strategies.
- c) Making comfortable the environment in class with the activities, online tools, and strategies

Table 14

Table of equivalence

Number	-3	-2	-1	0	1	2	3
Impact	High	Medium	Low	No impact	Low	Medium	High
	Negative	Negative	negative		positive	Positive	positive

Note: Researcher elaboration.

4.6.1 Linguistic Impact

The following table shows the linguistic impacts after applying the guide.

Table 15

Linguistic Impact table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Using the online technological tools to improve L2 pronunciation.							X
Improving L2 pronunciation with different activities divided into Pre, During, and After stages.						X	
Motivating to develop L2 pronunciation in students through different strategies.							X
Total						2	6

Note: researcher elaboration. Source: Post-survey and checklist June 2021

$$\Sigma=8$$

$$\text{Level of Linguistic impact} = \frac{\Sigma (8)}{\# \text{ Indicators } 3} = 2.6$$

Level of Linguistic Impact= Medium positive impact

Analysis

Using the online technological tools to improve English pronunciation in the students was considered high positive because they were designed for that purpose. Teachers can use them to teach and improve English pronunciation in the students. The students could use them quickly and efficiently.

-The improvement of English pronunciation with different activities divided into stages (pre-during- after) was considered medium positive because the time was short, and students need more

time to complete the activities. Not all the students could participate in all the stages, but most of the students at least were able to participate in one stage.

-Students' motivation to improve English pronunciation was considered high positive. Teacher strategies and activities were helpful to motivate the students. Students enjoyed the activities to improve their English pronunciation. It was noticed when they participate in the class.

4.6.2 Academic Impact

The table shows the academic impact analyzed with a rubric.

Table 16

Academic Impact table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Encouraging engagement in the L2 pronunciation class.							X
Promoting class participation with the different activities, strategies and online tools.							X
Understanding the topic in the L2 with the different activities, strategies and online tools.							X
Total							9

Note: researcher elaboration. Source: Post-survey and check list June 2021

$$\Sigma=8$$

$$\text{Level of Academic impact} = \frac{\Sigma (9)}{\# \text{ Indicators } 3} = 3$$

Level of Academic Impact= High positive impact

Analysis

-Students' engagement in English pronunciation class had a high positive impact because students followed the class and the activities. The activities were interactive with the students in the different stages.

Promoting class participation through different activities, strategies, and online tools was highly positive because students could participate in class. All the activities were designed to make students participate. The stages helped to make students participate at least once in the class.

-The understanding of the topic had a high positive impact on the L2. The activities were addressed to follow a sequence. That made the topic easier to understand for the students and easy to teach to the teacher.

4.6.3 Affective Impact

The information below shows the affective impacts.

Table 17

Affective Impact table

Impact levels	-3	-2	-1	0	1	2	3
Indicators							
Avoiding mispronunciation awareness when pronouncing a word in the L2.							X
Creating a safe environment in class with the activities, online tools, and strategies.						X	
Making comfortable the environment in class with the activities, online tools and strategies.						X	
Total						4	3

Note: researcher elaboration. Source: Post-survey and checklist June 2021

$$\Sigma=7$$

$$\text{Level of Affective impact} = \frac{\Sigma (7)}{\# \text{ Indicators } 3} = 2.3$$

Level of Affective Impact= Medium positive impact

Analysis

Avoid mispronunciation awareness when pronouncing a word in English had a high positive impact because students could participate in class in English. The activities help students to be sure of the

pronunciation of the word before speaking. The activities pre and during helped them to encourage their pronunciation.

-The creation of a safe environment has a medium positive impact. The activities helped students to know what they have to do. The time was short, but the students were able to develop the activities.

- Making the environment comfortable had a medium positive impact. The strategies, the activities, and the online tools helped to create a comfortable environment. The whole class was developed in English, and the students could not accustom to it.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Chapter V shows the conclusions and recommendations about this research. The conclusions and recommendations were based on the research objectives General and specifics.

CONCLUSIONS

- Pronunciation is vital to communicate in a better way in the English language. The improvement of English pronunciation can help students to develop their speaking skills. The use of online technological tools can help to improve English pronunciation in language learners.

-There are some tools students prefer to use at the moment of checking their pronunciation. Six online tools were selected based on the survey applied to them: YouTube, Cambridge Dictionary, English American Pronunciation, English Accent Coach, English Central, and Duolingo.

-Based on the results obtained, the reasons for pronunciation problems were the following. First, students find it challenging to learn listening and speaking skills, which allows pronunciation production. Second, because of the pandemic, not all the students were able to attend all the English classes for their internet connection. Third, in the interview, teachers mentioned that another reason was the differences in Spanish and English pronunciation. Finally, the input in English students was exposed was not enough.

-A guide was created with the online technological tools selected by the target population. To the elaboration of the guide, the results of the survey and interviews were taking into account. The guide has activities (Pre-During- After), with information about pronunciation and the online tools chosen. A part of the guide was applied to the target population. A post application students survey and teachers checklist helped to define the impact the guide caused on the target population. This guide caused different impacts on the target population, such as Linguistic, Academic, and Affective. The guide produced a medium positive Linguistic impact, high positive Academic impact, and medium positive Affective impact.

RECOMMENDATIONS

- The online technological tools can help to develop and improve English pronunciation in senior students. To use them in an interactive and deductive way, teachers and students can use the English Pronunciation Practice guide during the English classes.

Some of the causes of students' English pronunciation problems can be solved if teachers and students use the English Pronunciation Practice Guide in the English classes and for those students who cannot connect at home. It can also be used without internet connection in the epub version or the pdf version, and still listen to the audios and videos to do the activities, improving their English pronunciation to have better communication in English.

-Many resources on the internet could also be added. Some of them were used in the guide with specific activities, and others were just mentioned. The use of online technological tools with different activities to motivate students' English learning can be helpful to improve the student's pronunciation.

-The English Pronunciation Practice Guide can have positive impacts in the Linguistic, Academic, and Affective impacts with the continuous use during the English classes. The activities, online tools, and strategies can motivate students and make them practice their English pronunciation differently. Also, senior students can be familiarized with a new vocabulary of different topics.

GLOSSARY

Online tools: something that helps people to do an activity via the internet.

Online learning tools: something as it can be any program, app, website, or technology that can be accessed via an internet connection and enhance the teaching and learning process.

Pronunciation: it is the way people pronounce a word in a language.

Pitch: the quality of sound produced by vibrations made of high or low tones.

Intonation: the accuracy of the pitch, the rise and fall of the voice in speaking.

Stress: stress is the degree of emphasis given a sound or syllable in speech.

Guide: something that advises others to do something in a way.

Epub: it is a format that combines images, text, and audio, called electronic publication.

Pdf: it is a format in images and text as a printed file that could be read electronically.

Letters: a character that represents symbols of the alphabet and sounds used in speech.

Phoneme: a unit of sound that distinguishes one word from another.

Speech: discourse or the expression of thought, ideas, or emotions by articulations of sound delivered to an audience.

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ANNEXES

Vice principal and Teacher's interviews

(Appendix 1)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 27 de abril del 2021

Magister

Msc. Mantilla Marcia

DOCENTE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los cuestionarios de Investigación del Proyecto “ Online technological tools to develop English pronunciation of Senior students at “Victor Manuel Guzmán” High school during the scholar year 2020-2021” Previo a la obtención del Título Licenciatura Pedagogia de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

A handwritten signature in blue ink, appearing to be the initials 'MP' enclosed in a circle.

Mariza Mari Paredes Reascos





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Online technological tools to develop English pronunciation of Senior students at “Victor Manuel Guzmán” High school during the scholar year 2020-2021

Objetivo: To use online technological tools to improve the English pronunciation of senior students at “Victor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
<p>GRADUATION WORK</p> <p>“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”</p>
<p>Fecha: Posición: Vicerrector</p>
<p>Objetivo:</p> <p>Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año de la Unidad Educativa “Victor Manuel Guzmán” de Ibarra durante el año académico 2020-2021.</p>
<p>Cuestionario</p> <p>Pregunta 1:</p> <p>Según el Ministerio de Educación (2017), al finalizar el 3er año de Bachillerato se debe alcanzar el Nivel B1 acorde con el Marco común Europeo.</p> <p>¿Considera usted que los objetivos curriculares se cumplen, en cuanto se refiere a la producción oral del idioma inglés establecidos por el Ministerio de Educación, de que los estudiantes deben salir con un nivel B1 según el CEFR, lo que implica que puedan comunicarse con cierta confianza, relacionar razonablemente con fluidez una narrativa sencilla?</p> <p>Pregunta 2:</p>

Desde su percepción, ¿cuáles son las mayores dificultades en la implementación y desarrollo del currículo del inglés?

Pregunta 3:

De las 4 habilidades que son producción oral, escrita, de lectura y de escucha. ¿Qué habilidad considera usted que es la más difícil de desarrollar en los estudiantes de la Institución a la Ud. representa?

Pregunta 4:

¿Conoce usted si se han implementado anteriormente en su Institución procesos de investigación relacionados al área de la producción oral, como es la pronunciación del idioma inglés?

Pregunta 5

¿Considera usted necesario el uso de herramientas tecnológicas online que faciliten el desempeño de los estudiantes en pronunciación de la lengua extranjera? ¿Por qué?

Gracias



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-
INGLÉS**



GRADUATION WORK

“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”

Interview date:

Interviewed: English teacher

Objective

To use online technological tools to improve the English pronunciation of senior students at “Victor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

Questionnaire

1.- According to the Ministerio de Educación (2017), at the end of the Senior year, students must have a B1 CEFR. Do you consider this objective is achievable? Why?

2.- Which skill (listening, speaking, reading, or writing) do you consider is the most difficult to teach?

3.- What are the possible reasons why pronunciation in English may be difficult for students?

4.- Do you use any technological tools to improve your students' pronunciation?

Yes No

5. Which technological tools do you use to improve their pronunciation?

6.- Would you be willing to use a guide that provides innovative online tools to improve English pronunciation in students?

Thanks for your help.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS
GRADUATION WORK

“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT “VICTOR MANUEL GUZMAN” HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.

Survey date:

Class:

Objective:

To use online technological tools to improve the English pronunciation of senior students at “V́ctor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

Questionnaire

1.- Do you consider English is important for you and your future life?

- Yes
- No

2.-What is the most challenging skill for you to achieve in English classes?

- Speaking
- Listening
- Reading
- Writing

3.- What part of speaking is more difficult for you?

- Fluency
- Pronunciation
- Accuracy
- Understanding

4.- How often are you aware of mispronouncing words in English?

- Never
- Rarely
- Sometimes
- Often
- Always

5.- Do you like to use any online technological tools during English classes to improve your pronunciation?

- Yes
- Not

6.- Which of these online tools to improve English pronunciation would you like to use? Choose five.

- Cambridge dictionary
- English accent coach
- English central

To use online technological tools to improve the English pronunciation of senior students at "Victor Manuel Guzmán" High School in Ibarra during the scholar year 2020-2021.

Questionnaire

1.- Do you consider English is important for you and your future life?

- Yes
- No

2.-What is the most challenging skill for you to achieve in English classes?

- Speaking
- Listening
- Reading
- Writing

3.- What part of speaking is more difficult for you?

- Fluency
- Pronunciation
- Accuracy
- Understanding

4.- How often are you aware of mispronouncing words in English?

- Never
- Rarely
- Sometimes
- Often
- Always

5.- Do you use any online technological tools during English classes to improve your pronunciation?

- Yes
- Not

6.- Which of these online tools to improve English pronunciation would you like to use? Choose five.

- Cambridge dictionary
- English accent coach
- English central

- o Glenworld
- o Mangolanguages
- o Youtube
- o Onestopenglish
- o Duolingo
- o Posetest
- o American English pronunciation

Thanks for your help.

Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	28/04/2021

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Firma del Evaluador

C.C.: 1711539690

Apellidos y nombres completos	Marcia Lucia Mantilla Guerra
Título académico	Mgs. Lingüística Aplicada Mgs. Docencia Superior
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909

Request to the district

(Appendix 2)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 130-D
Ibarra, 24 de marzo de 2021

25 MAR 2021 # 0346-AD
DISTRITO
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
UNIVERSIDAD TÉCNICA DEL NORTE
ATENCIÓN: DECANATO
P

Magister
Juan Pablo Rojas
DIRECTOR DISTRITAL IBARRA – PIMAMPIRO – URCUQUÍ

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Mariza Mari Paredes Reascos, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 1004675490, para que obtenga información y desarrolle el trabajo de grado con el tema: "Online technological tools to develop English pronunciation of Senior students at Victor Manuel Guzmán High school during the scholar year 2020-2021" en Unidad Educativa Victor Manuel Guzmán, ubicado en la ciudad de Ibarra, siendo Rectora de la institución la Mgs. Myriam Tapia.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Raimundo Alonso López Ayala

Mgs. Raimundo Alonso López Ayala
CC: 1001308905
DECANO FECYT

District Letter of acceptance

(Appendix 3)

MINISTERIO DE EDUCACIÓN

Oficio Nro. MINEDUC-CZI-10D01-DDASR-2021-0347-O

Ibarra, 25 de marzo de 2021

Asunto: RESPUESTA: SOLICITUD AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN EN LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

Señor Magister
Raimundo Alonso López Ayala
Decano de la Facultad de Educación Ciencia y Tecnología
UNIVERSIDAD TÉCNICA DEL NORTE
En su Despacho

De mi consideración:

En respuesta al Documento No. PAC-71-OTRO-I-0346-AP, en el que solicita se brinde las facilidades necesarias, a la señorita Mariza Paredes Reascos, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Técnica del Norte, para que obtenga información y desarrolle el trabajo de grado con el tema: "Online technological tools to develop English pronunciation of Senior Students at Victor Manuel Guzmán High school during the scholar year 2020-2021", debo indicar que su pedido es procedente para lo cual debe comunicarse con la Autoridad de la institución educativa, además indicar que esta prohibido la asistencia de manera presencial a las instituciones educativas y que todo el trabajo que se vaya a realizar debe ser de manera telemática y en coordinación con las Autoridades de la Institución Educativa.

Con sentimientos de distinguida consideración.

Atentamente




Leda Paula Daniela Buenaño Pulles
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACION
(LIDER)

Referencias:

- MINEDUC-CZI-10D01-UDAC-2021-1847-E

Institution Letter of acceptance

(Appendix 4)

MINISTERIO DE EDUCACION

Oficio Nro. MINEDUC-CZ1-10D01-DDASR-2021-0347-O

Ibarra, 25 de marzo de 2021

Asunto: RESPUESTA: SOLICITUD AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN EN LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

Señor Magister
Raimundo Alonso López Ayala
Decano de la Facultad de Educación Ciencia y Tecnología
UNIVERSIDAD TÉCNICA DEL NORTE
En su Despacho

De mi consideración:

En respuesta al Documento No. PAC-71-OTRO-I-0346-AP, en el que solicita se brinde las facilidades necesarias, a la señorita Mariza Paredes Reasco, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Técnica del Norte, para que obtenga información y desarrolle el trabajo de grado con el tema: "Online technological tools to develop English pronunciation of Senior Students at Víctor Manuel Guzmán High school during the scholar year 2020-2021", debo indicar que su pedido es procedente para lo cual debe comunicarse con la Autoridad de la institución educativa, además indicar que esta prohibido la asistencia de manera presencial a las instituciones educativas y que todo el trabajo que se vaya a realizar debe ser de manera telemática y en coordinación con las Autoridades de la Institución Educativa.

Con sentimientos de distinguida consideración.

Atentamente,



Lda. Paula Daniela Buenaño Pulles
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACION (LIDER)

Referencias:
- MINEDUC-CZ1-10D01-UDAC-2021-1847-E

Asc. Fanny Reasco, dar las facilidades a la srta. Mariza Paredes para que aplique una encuesta en línea a los estudiantes de 3ro BCU A y B. Igualmente colaborar con la entrevista en línea.



Informed consent letter

(Appendix 5)

Vice principal



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención
Inglés



Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por Mariza Mari Paredes Reascos estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es “Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año de la Unidad Educativa “Victor Manuel Guzmán” de Ibarra durante el año académico 2020-2021”.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Vicerrector

Nombre del participante



Firma del participante

Nombre del investigador : Mariza Mari Paredes Reascos

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por Mariza Mari Paredes Reascos estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es “Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año del Unidad Educativa “Victor Manuel Guzmán” de Ibarra durante el año académico 2020-2021”.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Profesor de Inglés

Nombre del participante Msc. Fanny Reascos

Firma del participante

Nombre del investigador : Mariza Mari Paredes Reascos

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención
Inglés



Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por Mariza Mari Paredes Reascos estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es “Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año del Unidad Educativa “Víctor Manuel Guzmán” de Ibarra durante el año académico 2020-2021”.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Profesor de Inglés-Coordenador de area

Nombre del participante Lic. Nelly Margoth Lucero G. **Firma del participante**

Nombre del investigador : Mariza Mari Paredes Reascos **Firma del investigador**



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención
Inglés

Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por Mariza Mari Paredes Reascos estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es "Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año del Unidad Educativa "Victor Manuel Guzmán" de Ibarra durante el año académico 2020-2021".

Me han indicado también que tendré que responder preguntas en una encuesta, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Estudiante Firma del participante (Luz Maria Lara)

Nombre del investigador : Mariza Mari Paredes Reascos Firma del investigador

Vice-principal interview

(Appendix 6)





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-
INGLÉS



GRADUATION WORK

“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”

Fecha: 07/05/2021

Posición: Vicerrector

Objetivo:

Utilizar herramientas tecnológicas en línea para mejorar la pronunciación en inglés de los estudiantes de último año de la Unidad Educativa “Víctor Manuel Guzmán” de Ibarra durante el año académico 2020-2021.

Cuestionario

Pregunta 1:

Según el Ministerio de Educación (2017), al finalizar el 3er año de Bachillerato se debe alcanzar el Nivel B1 acorde con el Marco común Europeo.

¿Considera usted que los objetivos curriculares se cumplen, en cuanto se refiere a la producción oral del idioma inglés establecidos por el Ministerio de Educación, de que los estudiantes deben salir con un nivel B1 según el CEFR, lo que implica que puedan comunicarse con cierta confianza, relacionar razonablemente con fluidez una narrativa sencilla?

Muy buenos días en lo relacionado a la ... a alcanzar el nivel B1 lamentablemente si bien es una propuesta del ministerio de educación no se la ha logrado alcanzar muchas han sido las dificultades no primero la , primero la preparación que tienen los docentes en ciertos momentos ha impedido que se cumpla este objetivo, en los últimos años muchos de los docentes recién han alcanzado este nivel y la mayoría, he o recientemente el ministerio de educación ha exigido que los docentes de inglés alcancen el nivel B2, entonces esto ha sido una de las dificultades, además que el currículo que se implementa no se lo logra completar , entonces de esta forma no se logra alcanzar este objetivo que es que los estudiantes alcancen el B1 al finalizar el bachillerato.

Pregunta 2:

Desde su percepción, ¿cuáles son las mayores dificultades en la implementación y desarrollo del currículo del inglés?

Ya el currículo de inglés maneja 3 destrezas básicas que es leer, escuchar, hablar y escribir, no. Entonces, al ser un lenguaje se tiene que manejar de una forma distinta a

la que se maneja en las aulas. Como usted bien conoce los idiomas se aprenden practicando, vamos a poner de ejemplo el lenguaje materno, que utilizamos lo hemos aprendido sin necesidad de aplicación de la gramática sino más bien con la práctica y la cotidianidad, hemos aprendido a hablar el castellano. Entonces, de esa misma forma debería ser la aplicación del idioma inglés en las aulas, debería ser mucho más práctico, mucho menos estructurado en lo que tiene que ver a contenidos y procedimientos que se realiza. Debería ser, enfocarse mucho más a la práctica al que deben hacer los estudiantes para alcanzar una fluidez en el idioma.

Pregunta 3:

De las 4 habilidades que son producción oral, escrita, de lectura y de escucha. ¿Qué habilidad considera usted que es la más difícil de desarrollar en los estudiantes de la Institución a la Ud. Representa?

He sin duda la más difícil es la pronunciación, entonces siempre ha sido más complicado, se les hace un poco más fácil la lectura ya que se trabaja con los textos, entonces observan en internet, observan publicaciones, leen. Entonces es un poco más fácil la lectura, a la vez, la escucha también es más sencilla, por vamos a decir, por escuchar películas, escuchar música, entonces se les hace mucho más familiar. En cambio la escritura y la pronunciación es lo más, lo que considero más difícil en la actualidad. Primero, la escritura al no tener , al ser una gramática diferente, se hace bastante complicado pese a que el estudiante, en ciertos momentos sepa que es lo que quiere , o en su mente sepa lo que quiere escribir o lo que quiere decir, se le hace complicado plasmarle tanto en el papel y peor pronunciarle. Entonces, las dos áreas más difíciles son la escritura y la más complicada aún es la pronunciación.

Pregunta 4:

¿Conoce usted si se han implementado anteriormente en su Institución procesos de investigación relacionados al área de la producción oral, como es la pronunciación del idioma inglés?

No, Se han realizado otras investigaciones sobre la metodología y técnicas utilizadas en la enseñanza del Inglés, pero en el área de producción oral no.

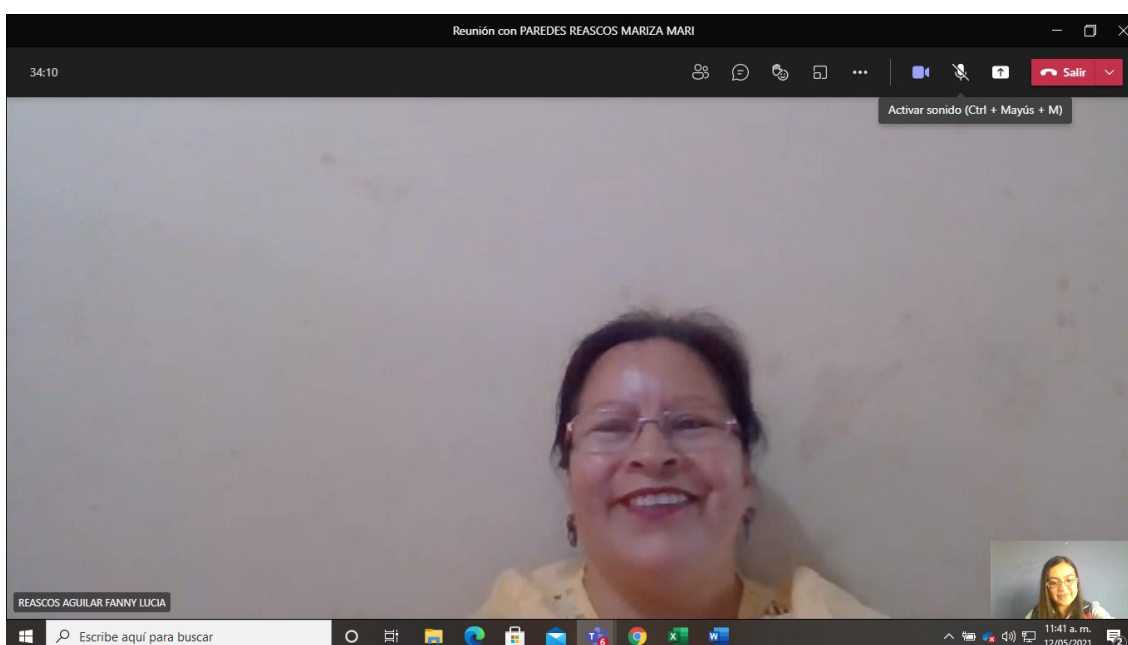
Pregunta 5

¿Considera usted necesario el uso de herramientas tecnológicas online que faciliten el desempeño de los estudiantes en pronunciación de la lengua extranjera? ¿Por qué?

Si, estamos en una era tecnológica y sin duda es importante, utilizar estos recursos para de alguna forma facilitar los procesos , hablamos de nuevas metodologías como por ejemplo la gamificación, que pueden ser utilizar juegos para que los estudiantes alcancen esta, a través del juego de la práctica, con el computador ,con el celular, o con la Tablet que se les hace muy fácil utilizar para que nos ayude en la práctica de estos idiomas. De esta forma poder pronunciar de forma correcta y practicar este lenguaje, esta lengua extranjera que sin duda entendemos le servirá mucho en su futuro.

Teachers' interview

(Appendix 7)



	<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p>	
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GRADUATION WORK

“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”

Interview date: 12/05/2021

Interviewed: English teacher

Objective

To use online technological tools to improve the English pronunciation of senior students at “V́ctor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

Questionnaire

1.- According to the Education Ministry (2017), at the end of the Senior year, students must have a B1 CEFR. Do you consider this objective is achievable? Why?

This is the main objective of a the Education Ministry to get B1 in, the students get B1 when they finish the year. But now they have a problematic situation which is the pandemic. And, I think , it is difficult to achieve this goal because not all the students attend the classes. Because some of them do not have internet connection. They have some difficulties, and they can't attend the classes. So I think, nowadays it is challenging for them to get B1, this is the actual situation. How we are working today, apart from that we are working through projects. And, I think, it is not impossible but the thing it is more challenging to get this. But of course, if we work of if we continue working in this way we are going to have difficulties. But if we work, attending classes in the schools and the high schools. I think we can get B1 in the students. Of course not in all of the students, because it depends on the abilities too. Because some students are good at English and they love English, and they study by themselves, they apart from the English classes, students like to read, they like to listen to music in English. Also, of course it is going to help them. But, some students don't like and prefer a different subject. I think it is more difficult for them. So, what I can say in summary, it is possible to get B1 if we have the same opportunities to study but now in this situation because of the pandemic. It is complicated. So, we hope we can working in the classes, in the high schools. So, we get the students can attend the classes, maybe it is going to be achievable for them.

2.- Which skill (listening, speaking, reading, or writing) do you consider is the most difficult to teach?

Well, I think the most difficult to teach for me is listening, because of course we have to follow the process of the class. But, in high schools, we don't teach skills by skill. We teach in general. When we teach skill by skill, I think we have to follow a process. For example, pre listening, during and after. But, in the high school the reality, we don't teach skills by skill, we teach in general. But, I think listening is one of the most challenging skills to teach, the students say they can't understand because they are not costume to listen to English all the time. So we speak Spanish all the time, and we teach English as a foreign language, not as a second language, they do not listen all the time English. That is why it is difficult for them, it is complicated. For me as a teacher, I think guide the process a listening lesson. I think It is kind of tricky because not all the students like to listening. They say they can't understand. They don't want to listen all of the time. So, I think, as teachers we have to look for some tools that cand help them to make the listening activity listening. In summary the listening is the most difficult for me.

3.- What are the possible reasons why pronunciation in English may be difficult for students?

So the pronunciation is difficult, I think the best thing, of course English is writing in a way and we speaking or pronounce in a different way. As our native, mother tongue is Spanish we read and pronounce in the same way. When they have to pronounce words in English or they read. They realize that they have the word written in a way and they have to pronounce in a different way. This is the first thing. The first difficult that they have, when they have the word written in a way and pronounce in a different way. I think this is the first thing. The second thing, is that, in the English classes, not all the time we use English, not Teachers all the time don't speak in English. Because, I think we should speak all the time speak in English. Because in this way students can consume to this. But it is difficult, the reality is different. So, they try to understand but it is not at easy at it seems. So every day, we try to do our best and improve our skills as teachers to make the classes easer. And the students can continue learning.

4.- Do you use any technological tools to improve your students' pronunciation?

Yes

No

5. Which technological tools do you use to improve their pronunciation?



Basically during the English classes, I don't use any specific tool to improve pronunciation, to improve students' pronunciation. Because in high school, we don't teach specific classes about pronunciation, or specific classes about the skills of the language, we just teach in general. So I think pronunciation is included during the

lesson for example when we are going to practice speaking. I also emphasize the pronunciation in some words, the words we are going to use in the speaking activity. So I make them to pronounce the words, or maybe I play an audio, and they listen the pronunciation. Then, we started with a speaking activity for example we do in this way because It is crucial the pronunciation because when they speak it is vital to the rest of the people understand. What we want to say. And apart from that, just I explain to my students that they can use a dictionary on the internet, and they just write the word. And, then they can listen the pronunciation, in this way they can improve their pronunciation. But apart from this, I don't use any other technological tools specific for pronunciation.

6.- Would you be willing to use a guide that provides innovative online tools to improve English pronunciation in students?

Yes, of course. I think, it could be fascinating to have tools to improve pronunciation not only pronunciation about students, of course for the teachers too. Because everyday teachers as teacher, we need to improve our English. We need to know more things, and we need to learn more things that we can share with our students, and make our classes more interesting. And this way we can help to students to improve their English too. So, I would like to know of course, I would like to know tools to improve the pronunciation.

English teacher coordinator interview

	<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p>	
<p>GRADUATION WORK</p>		
<p>“ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”</p>		
<p>Interview date: 25/05/2021</p>		
<p>Interviewed: English teacher coordinator</p>		
<p>Objective</p>		

To use online technological tools to improve the English pronunciation of senior students at “Victor Manuel Guzmán” High School in Ibarra during the scholar year 2020-2021.

Questionnaire

1.- According to the Education Ministry (2017), at the end of the Senior year, students must have a B1 CEFR. **Do you consider this objective is achievable? Why?**

It could be possible, but I think it depends of some factors. First, I think that we must be updated and we must train all the time. yah Second, I think it depends on the techniques and strategies we use in , to give students enough input in order they can produce English. And, the third factor is students commitment yah, that sadly the reason. He students don't fell the necessity to learn English, they are not motivated because when they leave school. In real context they don't use English. So, they just practice English in the class and they aren't interested. Yah. So, our work is to continue they can students understand or making they awareness about the importance of English and the opportunities that English opens in their future life.

2.- Which skill (listening, speaking, reading, or writing) do you consider is the most difficult to teach?

All of them are difficult because they are integrated skills. Yah, but it you ask me what are the most difficult I think that listening and speaking yah. Why I'll tell you speaking. Listening first, because when I perform personally when I perform my listening task. I realize that the students do not understand and they get born. Yah. He yes, I know we must look for interesting lectures I don't know but they don't like lo listen. They like to listen to music ok, but lectures about educational topics no. And they get born listening tasks. And if they get born with listening tasks they can't produce English, they can't answer questions, they can't give opinions and so listening tasks for me is terrible at the end. Because two, just two or three students speak. yah and if they don't listen they can't speak obviously yah. Ajam For this reason for me to teach listening is so difficult.

3.- What are the possible reasons why pronunciation in English may be difficult for students?

Ok first, he we don't write it as the way we speak. Second, in English we have, there are a lot of sounds and vowels and consonants. That are so different the vowels and consonants that we have in our native language. he the stress, the intonation, are different. So for this reason is difficult for the students to pronounce well in English.
ajam

4.- Do you use any technological tools to improve your students' pronunciation?

Yes

No

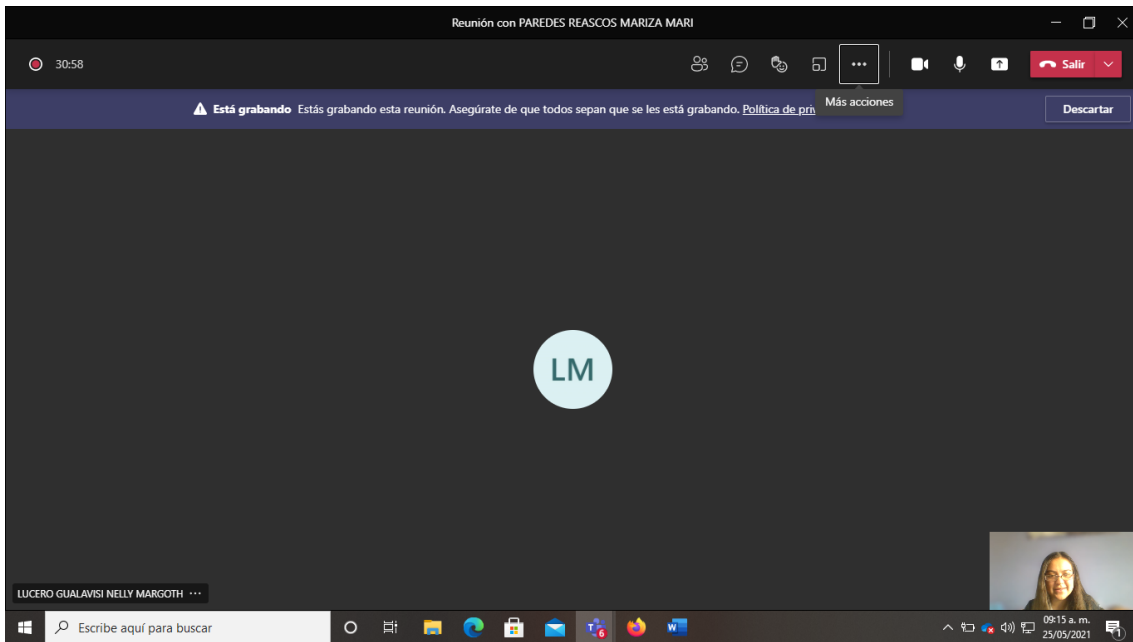
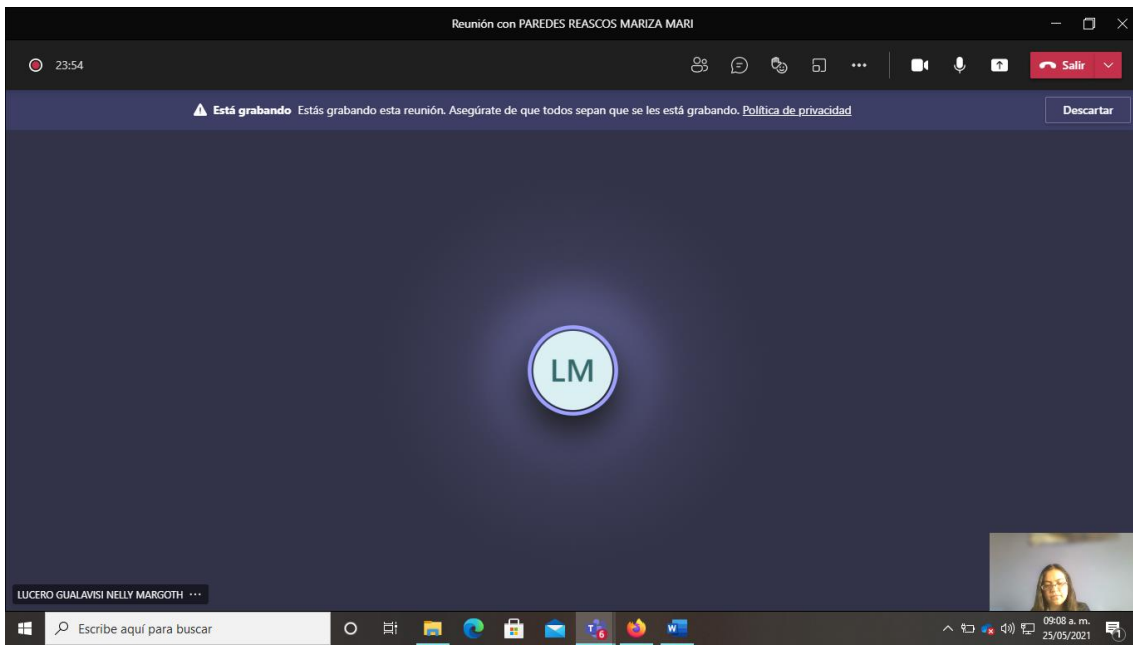
To improve English pronunciation we perform obviously oral presentations, power point presentations, dialogues, role plays, yes we do it. And we sometimes recorded and after we checked it. Or sometimes they record their voice in Whats app and nothing else. But to tell that I use a technological tool just to improve pronunciation not. Definitely not.

5. Which technological tools do you use to improve their pronunciation?

As I told you before, if you help me with one technological tool to you use not because he, oral presentation yes, power point presentation, roles plays, they record in the videos. They record they voice on Whatsapp but a technological device for example talky voki, I don't remember, no. I don't use it. Because we have a problem with our students. In order to use tools in class we need a smartphone at least and most of the students in VMG high school, doesn't have a smartphone. Five months ago, neither me have a smartphone. Yah.so, To use, well is my criteria to use a technological tools to improve pronunciation. We need smartphones, and students can afford to this. Well I think that. When we have the class obviously we work with a topics, we analyze, we generally make and answer questions. Hee we make group working etcetera, that in this way we check the pronunciation, they work in grouping yah, and after they perform they work in from of the class. And we check pronunciation in this way.

6.- Would you be willing to use a guide that provides innovative online tools to improve English pronunciation in students?

Yes of course, I would like it. I would love it. I would love it to have the chance to use a technological tool that it must be accessible to all the students because as I told you before hee. Most of the students because of the economic situation they have, the can't afford for a technological tool. So I think is good, the idea is excellent. But they must be accessible for all of them not just for a group of students.



Students survey

(Appendix 8)

Links:

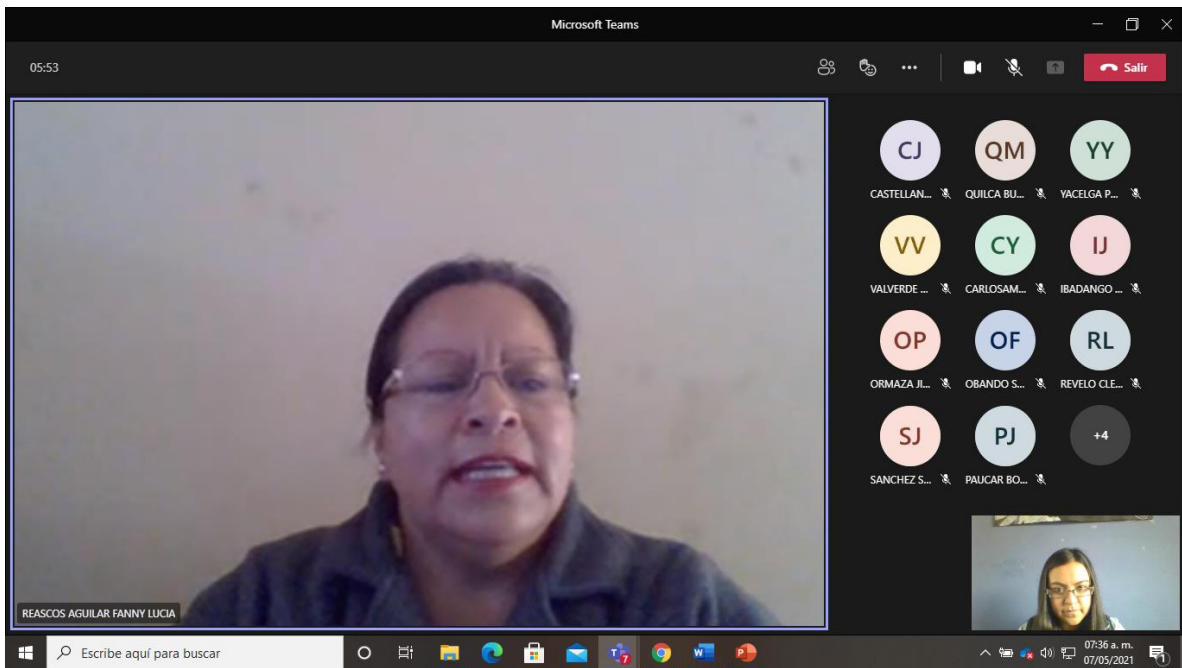
Concent letter: <https://forms.office.com/r/6WKduC1chB>

Survey: <https://forms.office.com/r/AKx0auHcyg>

Parallel A

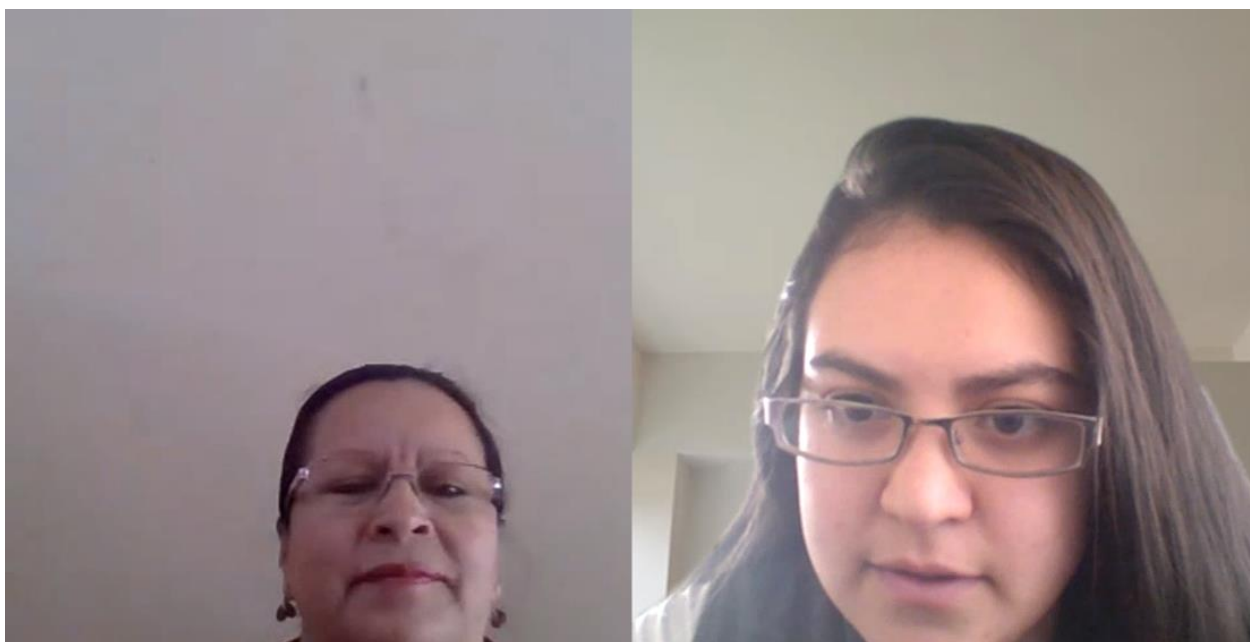


Parallel B



Class to apply the guide

(Appendix 10)











Páginas Deshacer Página 8 de 129 + i ▶

Unit 1- Activity 1- Pre-listening and speaking

Activities

Name: _____ Date: _____

Vocabulary 2 Go to Cambridge Dictionary and search for the translation and pronunciation of the words. Practice the pronunciation.

 Thank translation Pronunciation	 Thought translation Pronunciation	 Fresh translation Pronunciation	 Fish translation Pronunciation
 Fried translation Pronunciation	 Round translation Pronunciation	 Around translation Pronunciation	 Ground translation Pronunciation


8 Taken from: <https://www.pinterest.es>

¿qué para buscar

SRPEAYPB



21°C Chubascos10:14 a. m.30/06/2021

PASTILLO VIVAS LEIDY ESTEFANIAALTA QUILUMBAQUI LESLY YARINAPUPALES QUILCA ERIKA BARBARITAAMAGURIA LLAMUICA KATHERINE...PEREDES REASCOS MARIZA MARIPEAFIEL MANDOSALVAS BRAWAN...



Impacts students' survey

(Appendix 10)

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
GRADUATION WORK “ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”
Date:
Objective To assess the use of guide with online technological tools to improve English pronunciation.

Students

1.- Were the online tools useful to improve English pronunciation in class?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

2.- Were the online tools useful to avoid mispronunciation awareness when you spoke English words?

- Strongly agree
- Agree
- Slightly agree
- Neutral

- Slightly disagree
- Disagree
- Strongly disagree

3. Was the environment comfortable to improve your pronunciation in the class?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

4.- Do you consider the activities helped you to improve your English pronunciation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

5.- Were the strategies applied helpful to create a safe environment to improve your English pronunciation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

6.- Were the strategies, online tools and activities helpful to motive you to improve your English pronunciation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

7.- Did you feel engage in the activities to improve English pronunciation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

8.- Did the strategies, online tools and activities promote class participation?

- Strongly agree
- Agree
- Slightly agree
- Neutral
- Slightly disagree
- Disagree
- Strongly disagree

9.- Were the strategies, online tools and activities helpful to understand the topic?

- Strongly agree
- Agree

-Slightly agree

-Neutral

- Slightly disagree

-Disagree

- Strongly disagree

10.- Do you consider the regularly use of the guide will help you to improve your English speaking skills?

Yes



Not

Maybe

Why?:

Check list of the guide

(Appendix 11)

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
GRADUATION WORK “ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”
Date:
Objective To assess the use of guide with online technological tools to improve English pronunciation in class.

Teachers

	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
The online tools improve students English pronunciation in class.							
The activities improve English pronunciation in students.							
The guide create a safe and comfortable environment in class.							
The online tools and activities can motivated the students English learning.							
The activities help students understand the main topic of the unit.							
The activities in the guide promote the class participation.							

The activities and online tools in the guide engage students English pronunciation learning.							
--	--	--	--	--	--	--	--



Suggestions:

The signature is proof that the guide was socialized.

Signature:

Name:

ID:

 UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS 
GRADUATION WORK “ONLINE TECHNOLOGICAL TOOLS TO IMPROVE THE ENGLISH PRONUNCIATION OF SENIOR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN IBARRA DURING THE SCHOLAR YEAR 2020-2021.”
Date: 30/06/2021
Objective To assess the use of guide with online technological tools to improve English pronunciation in class.

Teachers

	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
The online tools improve students English pronunciation in class.	X						
The activities improve English pronunciation in students.	X						
The guide create a safe and comfortable environment in class.	X						
The online tools and activities can motivated the students English learning.	X						
The activities help students understand the main topic of the unit.	X						
The activities in the guide promote the class participation.	X						
The activities and online tools in the guide engage students English pronunciation learning.	X						

Suggestions:

It is an excellent guide that will contribute to the process of teaching- learning English and improve English pronunciation .

The signature is proof that the guide was socialized.

Signature: 

Name: Fanny Reascos|

ID: 1001846474

Copy of the guide to the high school

(Appendix 12)





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés



Constancia de la entrega de la guía

Posición: Vicerrector

DATOS INSTITUCIONALES:

COORDINACIÓN ZONAL / SUBSECRETARÍA DE EDUCACIÓN:	1	PROVINCIA:	Imbabura	CÓDIGO Y NOMBRE DEL DISTRITO:	10D01
NOMBRE INSTITUCIÓN EDUCATIVA:	U.E. VÍCTOR MANUEL GUZMÁN	AMIE:	10H00131	RÉGIMEN / AÑO LECTIVO:	2020-2021

Fecha	Descripción	Firma Entregado	Firma Recibido
29/6/2021	Practice Guide English		



Este documento es constancia de que la guía “English Pronunciation Practice Guide” fue entregada a la Unidad Educativa “Víctor Manuel Guzmán” como parte del Trabajo de Grado Online technological tools to develop English pronunciation of Senior students at “Víctor Manuel Guzmán” High school during the scholar year 2020-2021.

Urkund analysis

(Appendix 13)



Document Information

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Analysis address	agbastidas.utn@analysis.orkund.com