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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

TITLE

GENIALLY PROGRAM AS METHODOLOGICAL STRATEGY TO IMPROVE THE
PRONUNCIATION OF /θ/ AND /ð/ SOUNDS IN EFL SENIOR STUDENTS AT
ARRAYANES HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020-2021

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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THESIS DIRECTOR CERTIFICATION



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The General Objective of this Thesis was: Determine the Genially Program as a methodological strategy to improve the pronunciation of /θ/ and /ð/ sounds in EFL senior students at Arrayanes high school in Ibarra during the academic year 2020-2021.

Among the Specific Objectives were: Describe the current communicative approaches so as mainstreaming EFL senior students into the correct pronunciation of θ/ and /ð/ sounds, analyze the phonetic errors that EFL fourth level high school students at Arrayanes make when pronouncing the /θ/ and /ð/ sounds, design some pronunciation activities based on Genially Program as a proposal for institutions, teachers, and students to contend with the mispronunciation of /θ/ and /ð/ sounds.

Director

Author

DEDICATION

This and all my future achievements are dedicated to God, who has always blessed my family with life, health, and strength. I would also like to dedicate this project to my parents Rubén and Sonia who have always taught me important values, given me their support, and love.

Marlen Mishell Congo Cervantes

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ABSTRACT

This study investigates the problem that fourth-level high school students commonly make when pronouncing the interdental sounds (/θ/ and /ð/) in English. The aim of this research is to describe and analyze the Genially Program as a methodological strategy to improve the pronunciation of /θ/ and /ð/ sounds in EFL senior students at Arrayanes high school in Ibarra during the academic year 2020-2021. Moreover, this research attempts to answer the following research questions: What are the reasons for the pronunciation errors of interdental voiced and voiceless phonetic sounds made by students at this educational level? Is it possible to minimize and, in the best of cases, solve these phonetic errors made by students at this educational level? The participants were 20 female students from a private bilingual institution called Unidad Educativa Bilingue Arrayanes. It was a mixed study based on a qualitative and quantitative approach of a descriptive and analytical nature. It was found that the majority of students in fourth grade have problems with the recognition and pronunciation of interdental sounds despite being a bilingual institution. This may be due to the fact that classes are not focused on pronunciation. Due to this issue, teachers are interested in the proposal that was presented, which consists of the implementation of some online activities created in the Genially Program, which would help fourth grade students improve their pronunciation of the interdental voiced and voiceless sounds.

Keywords: Pronunciation, interdental sounds, methodology, strategy, Genially Program.

RESUMEN

Este estudio investiga la problemática que los estudiantes de cuarto nivel de bachillerato cometen frecuentemente al pronunciar los sonidos interdientales (/θ/ y /ð/) en inglés. El objetivo de esta investigación es describir y analizar el programa Genially como estrategia metodológica para mejorar la pronunciación de los sonidos /θ/ y /ð/ en los estudiantes de último año de EFL del colegio Arrayanes de Ibarra durante el año académico 2020-2021. Además, esta investigación intenta responder a las siguientes preguntas de investigación: ¿Cuáles son las razones de los errores de pronunciación de los sonidos fonéticos interdientales sonoros y sordos que cometen los estudiantes de este nivel educativo? ¿Es posible minimizar y, en el mejor de los casos, solucionar estos errores fonéticos cometidos por los alumnos de este nivel educativo? Los participantes fueron 20 alumnas de una institución privada bilingüe llamada Unidad Educativa Bilingüe Arrayanes. Fue un estudio mixto basado en un enfoque cualitativo y cuantitativo de carácter descriptivo y analítico. Se encontró que la mayoría de las estudiantes de cuarto grado tienen problemas con el reconocimiento y pronunciación de los sonidos interdientales a pesar de ser una institución bilingüe. Esto puede deberse a que las clases no se centran en la pronunciación. Debido a esta problemática, los docentes están interesados en la propuesta que se presentó, la cual consiste en la implementación de algunas actividades en línea creadas en el programa Genially las cuales ayudarían a los estudiantes de cuarto grado a mejorar su pronunciación de los sonidos interdientales.

Palabras clave: Pronunciación, sonidos interdientales, metodología, estrategia, programa Genial

CHAPTER I

THE PROBLEM

1.1 Introduction

English is an international language used by people to communicate across the world. Therefore, people from different nationalities use English to communicate, even if there is no native English speaker present. In Ecuador, English is a foreign language which is important to learn by Ecuadorian learners. In 2006, the government put English as one of the compulsory subjects to learn in the curriculum and it is still learned by students until now. On the other hand, English is learned through several subjects. One of the subjects is called Phonology.

Furthermore, Ecuador is called a plurinational and multiethnic country in which it is important to note that Spanish is the official language of Ecuador; Spanish, Quechua and Shuar are official languages of intercultural relations. The other ancestral languages are in official use for the other indigenous peoples in the areas in which they live and under the terms established by law. It has also been argued by the Constitution of the Republic of Ecuador (2008) that “the State shall respect and encourage their conservation and use”.

Regarding the importance of good pronunciation that students must have when using their articulations correctly to produce a sound, this study will approach and investigate what problems prevent students from having good pronunciation by examining the pronunciation of the consonant sounds /ð/ & /θ/.

1.2 Problem description

An important element of English language learning that is often overlooked in the classroom is pronunciation instruction. Despite the enormous linguistic need experienced by students who are uncomfortable speaking in a foreign language, pronunciation is often not included in the language teaching curriculum. In addition, according to some reported studies a large percentage of English as a Second Language (ESL) teachers do not receive any pronunciation training. Consequently, “a teacher who clearly demonstrates concern for the pronunciation and speaking skills of learners will stand a good chance of instilling a similar concern in the learners themselves” (Kenworthy, 1994, p. 9).

Therefore, one of the roles of English teachers is help learners detect sounds even though there are some English sounds that do not occur in other languages like Spanish. Kenworthy (1994) states that learners with the help of their teachers, must be able to imitate the sounds produced by their teachers, but if they cannot, the teacher must give them some guidelines to help them produce the sound in which they find the greatest difficulty. Nonetheless, this author still suggested that teachers should consider what type of exercises and activities will be helpful by determined activities that provide practice and experimentation.

There are some sounds in English that can be difficult for any L2 learner. In addition, there are distinctions between sounds that some students may find confusing because there is no such a difference in their mother tongue. Gerhard (2020) points out that English pronunciation errors are sometimes specific to L2 learners who speak a particular language. Nevertheless, many pronunciation errors are made by EFL learners from different countries, including Ecuadorian students.

In addition, one of the problems detected in the teaching-learning process of the English language EFL is the error in the pronunciation of the sounds: 1) interdental voiced /ð/ in initial and middle position and 2) interdental voiceless /θ/ both in initial, middle, and final position. In a first immersion at Unidad Educativa Bilingüe los Arrayanes with the students of the fourth level of school in the 2020-2021 academic period, it was found that the pronunciation of the interdental voiced and voiceless sounds is difficult for the students of this educational institution possibly due to the following causes: firstly, these sounds are not part of the phonetic picture of the Spanish language; secondly, the students do not know which is the articulation and the point of articulation in the production of these interdental voiced /ð/ and interdental voiceless /θ/ phonetic symbols.

For all these aspects mentioned above and to solve this problem, this research project has the purpose of investigating the mispronunciation of /θ/ and /ð/ sounds by EFL fourth level high school students at Unidad Educativa Bilingüe los Arrayanes of Ibarra during the academic period 2020 - 2021. As these sounds do not exist in Spanish, most students tend to mispronounce these English consonant sounds (/θ/ and /ð/).

1.3 Research question

In this sense, the following questions are addressed, which the research project aims to answer:

- 1) What are the reasons for the pronunciation errors of voiced and voiceless interdental phonetic sounds made by students at this educational level?
- 2) Is it possible to minimize and, in the best of the cases, solve these phonetic errors made by students at this educational level?

1.4 Background

The majority of EFL learners have problems about pronunciation due to the differences of the sound systems between their mother language and the target language. In Ecuador, the learning of pronunciation has not been provided in the classroom. Because of this, students find it difficult to produce a phonological sound in English. Most students tend to mispronounce some English consonants such as /θ/ and /ð/ as these sounds do not exist in Spanish. As mentioned, they might not know the pronunciation of English consonant sounds that do not exist in the Spanish language in the same way.

The two primary factors to be considered in English pronunciation would be word stress and speech sound differences. Although there are a variety of Spanish dialects and experiences, the information we present is based on the literature and it is not a steadfast rule for what each person will have difficulty with. Gerhard (2000) cites that there were many factors that could affect the students' ability to speak English with correct pronunciation, such as the first language (L1) interference, learner's attitude, learner's age, earlier pronunciation instruction, the inadequate language knowledge of English phonetics and phonology and the fact that they speak English just inside their classrooms but whenever they leave their classes, they use their own mother tongue. However, Appiah (2019) defined pronunciation as "the production of sounds that is used for making meaning that involves segmental, suprasegmental features, and voice quality" (p.20).

As stated in Gardner (2008), students cannot distinguish the difference between the sounds /θ/ and /ð/ because those sounds are different in voicing quality. The phonology of target language is crucial in pronunciation. Thus, non-native speakers acquire the ability to discriminate the /θ/ and /ð/ in their language acquisition. Brown (2000) claimed that teachers

should provide teaching methods and learning activities to motivate students to be aware of their pronunciation problems and encourage students to have an opportunity to use English in real situations.

1.5 Objectives

1.5.1 General objective

To determine the Genially Program as a methodological strategy for improving the pronunciation of /θ/ and /ð/ sounds in EFL senior students at Arrayanes high school in Ibarra during the academic year 2020-2021.

1.5.2 Specific objectives

- To describe the current communicative approaches for EFL senior students mainstreaming the correct pronunciation of θ/ and /ð/ sounds.
- To Analyze the phonetic errors that EFL fourth level high school students at Arrayanes do wrongly when pronouncing the /θ/ and /ð/ sounds.
- To design some pronunciation activities based on Genially Program as a proposal for institutions, teachers, and students to contend with the mispronunciation of /θ/ and /ð/ sounds.

1.6 Justification

This research project will focus on the mistakes that fourth grade students get when producing a phonetic English sound that does not exist in their native language. EFL students often face pronunciation difficulties in the process of learning the language. The observation and interaction within the English classes where clearly the clues to get acquainted with the lack of didactic strategies for the teaching of English pronunciation. Communication is

complex, pronunciation is part of its components; within verbal communication, pronunciation in another language deserves special attention in all educational institutions, either because of the frequency of use, or because of an updated and effective methodology for its optimal learning. If the sound of the word is not correctly articulated, it can cause confusion and mistakes because the receiver would understand it wrongly. Many misinterpretations are caused by incorrect sound production.

It is important to understand the problem of mispronunciation of the sounds in English in a non-native speaker, a great number of EFL students suffer from this problem and sometimes it gets fossilized. So, a continuous practice and language use can help students to correct those mispronunciation errors. All what has been mentioned above persuaded researchers to investigate more deeply the interdental fricative sounds. After realizing the problem and observing that each student is different and has a his/her own learning style teachers need to respond to it and enhance the correct production of the interdental sounds.

Most research focuses on analyzing phonetic errors in a general way, leaving aside the importance of analyzing the phonetic sounds of the English language that make it difficult for students to pronounce. It is important to emphasize that there are not enough studies on phonetic interference, so consider it relevant to carry out studies like this, especially focused on pronunciation where the teaching and learning of English is one of the main axes. Likewise, this work could contribute to the expansion of studies in thematic areas such as bilingualism, EFL and L2 learning

Based on the research lines established by the Universidad Técnica del Norte (UTN), considering the recommendations of SENESCYT which is the official governing body for Science and Technology in Ecuador, and also taking into account the general lines established

by the English major offered by the UTN, the research line of this proposal is based on management, quality of education, pedagogical processes and languages. This work will offer contributions to the line of research since the main interest is to investigate the mispronunciation of /θ/ and /ð/ sounds by EFL fourth level high school students. In fact, this study is a key contribution for English teachers, students and educational institution; the development of this proposal will help them to improve the pronunciation of interdental phonetic sounds.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Technology integration in the secondary education classroom

Technology is quickly becoming a requirement in high school classes. Using technology allows teachers to vary their lessons by providing more information and improving students' comprehension. As Izzo (2021) mentions that:

Today more than ever, higher education institutions are exploring digital tools for key campus processes, and for very good reason. If you've ever tried to reconcile data from two different spreadsheets, sort through stacks of student assignments, or schedule an appointment to sit in a carrel and evaluate a tenure review binder, you know the downsides of manual processes. Digital tools have important advantages for making processes more consistent, secure, efficient, and effective. As institutions support staff and students across a broader range of geographies with a broader set of needs, the case for digital solutions only grows. (p. 1)

Therefore, e-learning is an innovative tool that helps learners gain information and build the skills they need to get more of their learning experience. Moreover, e-learning aims to promote the value of education and improve teaching and learning by utilizing multimedia elements such as graphics, animation, video, and audio. (Al Aroud & Yunus, 2020).

2.1.1 Most important beliefs for the integration of technology in the classroom.

According to Area (2004), in the last decade educational institutions have tried to provide all their students with better learning environments by equipping them with the latest technology. Therefore, education has undergone major changes in different aspects such as the

role of the teacher, the tools used in the classroom for instruction, the classroom environment, and the role of the student. These changes are part of a process called "Integration of information and communication technologies in education" (Hsu, 2010). However, the integration of technology within education is not fully realized. The following is one of the reasons why this integration has not been fully achieved.

In their article, Turel and Johnson (2012) mention a study conducted by Lumpe and Chambers in 2010, within this study they conclude that although teachers considered the integration of technology as part of their instruction to be important, the probability that they would use it was much lower due to their beliefs and assumptions about the impact technology will have within their professional practices. Intel Corporation (2021) mention that "technology can help educators create blended learning environments and leverage digital tools for formative and summative assessments, bringing new models for learning and teaching to classrooms" (p. 1). The same author state that:

Educators can integrate technology into their programs and lesson plans to build the skills of the future and help students develop cognitive, technical, and social-emotional skills. The right technology tools let students practice skill-building activities anytime, anywhere. These tools help students analyze, evaluate, and create using information as they learn, develop advanced.

Moreover, Pennington & Rogerson-Rewell (2019) imply that the versatility of new technologies like computer-assisted language learning (CALL) and computer-assisted pronunciation training (CAPT) give teachers and students the possibility of personalized, adapted, and self-directed learning "anytime, anywhere" with automatic performance feedback are especially beneficial for pronunciation.

2.2 The role of internet applications in language and learning

Nowadays more and more educational institutions worldwide are joining the use of virtual applications as a methodological strategy. These applications currently play an important role in the teaching and learning process of the student. As it is known, these applications are teaching tools used by teachers to reflect their ideas and likewise make students develop new learning methods through them. Nowadays more and more educational institutions worldwide are joining the use of virtual applications as a methodology strategy. These applications currently play an important role in the teaching and learning process of the student. These applications are teaching tools used by teachers to reflect their ideas and likewise make students develop new learning methods through them.

It has been well established that educational applications within academic institutions offer both advantages and disadvantages. The one undeniable reality is that educational technology is not about to disappear. Schools must learn to integrate the use of educational applications in their classrooms efficiently, without oversaturating the classroom environment. Seedhouse (2017) points out that “technology is embedded in learners’ academic and personal lives. It is used inside and outside the language classroom, not only to learn and construct knowledge, but also helps learners to communicate, create their own identity and relate with their peers” (p.28). In addition, the same author emphasized that technology allows users to have access to real-world communication situations in the target language (Seedhouse 2017).

2.2.1 Advantages of education applications inside the classroom

Internet applications nowadays have become one of the most useful and popular in the educational field. These applications have the purpose of helping teachers and students in a variety of ways; applications are creating a great change in the whole educational field.

Nevertheless, many times teachers ask questions about the right application they can use to teach or reinforce the content in class, but it is vital to understand that each individual teacher works in a different way, and in the same way it could be determined how each technological tool works differently depending on the curriculum they are working with. Goldenberg (2003) assures that teachers sometimes support themselves in technology to find the right way for students to understand something specific, wanting to get out of the pencils or the common ways of teaching. That is the reason why technology can be an excellent choice, if the right tool is chosen for the right age and for what is to be reinforced in the student. Kurubakak & Altinpulluk (2017) assess that educative applications can provide more easily understanding, make learning fun and attractive, increase the motivation of learners, increase participation inside the classroom, provide learners to learn in accordance with their learning styles, allow students to establish natural experience with virtual objects without departing from the reality of the classroom, and allow learners to control their own learning process (p.102).

2.2.2 Disadvantages of education applications inside the classroom

There are some risks about the use of computers in the classroom, among them, the fact that if they are used to reinforce certain academic needs, without considering that other important developmental needs will be ignored, at the same time, there are developmental needs in the educational setting that the computer cannot fulfill. Kurubakak & Altinpulluk (2017) state that the most common disadvantages of classroom education applications are the overstimulation, emotional and attention development, and teachers' unfamiliarity with TeachEd that is why in most cases teachers make emphasis on traditional techniques.

2.3 Recommended applications for technology integration in the classroom

Lye (2018) suggests that the industry of technology has progressed exponentially over the last few decades and has been adding tools to help teachers reach their students. Greater accessibility has made technology a viable option for teachers to include in their education plans. Among these applications is Genially.

2.3.1 Genially as an e-program

The main goal is to allow anyone to create stunning, interactive, and animated content, It helps to improve the way teachers present, communicate, spread information, and teach. According to Genially (2020), this tool is “for creating interactive communication experiences that make your audience fall in love. Communicate, educate, and attract more than ever before”. Additionally, it works perfectly with almost any platform or external tool, making it easy to insert YouTube videos, images, audios, animations, educational activities, google maps, and more into your Genially creations.



Figure 1. Digital tool - Genially (<https://genial.ly/es/>)

Rogowski (2020) claims that “Genially is the world-leader in interactive visual communication. Use Genially as your all-in-one online tool to create stunning presentations, interactive images, infographics, gamification, quizzes, breakouts, portfolios, etc. and enrich them with interactivity and animation effects in seconds”. The same author states that:

Genially is a media creation platform focused on designing and sharing media creations and presentations. From the dashboard, students can start from blank or predesigned templates organized into 12 types, including videos, infographics, interactive images, quizzes, and more. Students can work alone or collaborate with others to design presentations to fit an assignment's guidelines. Some students may opt for simpler designs that include images, text, and video links, while others will choose more complex elements, such as animations, interactivity, or music. Either way, students will have to invest some time learning the features of each of the site's different creation tools. Teachers should guide the students toward the tutorials available in the help section if they get stuck on a feature. Take note that some features require a plan upgrade” (Rogowski, 2020, p.1).

Moreover, genially is beneficial to the overall educational community, either for a big school or a small group. People of different ages used it all around the world. According to Genially (2020), “Genially has achieved the impossible: for students to enjoy learning and creating. When we add interactivity and animation to digital content, we get students more involved, and help make them aware of their achievements” (p.1). That is why in 2020, Genially was recognized as the best educational technology initiative at the Global EdTech Startup Awards and in 2021, they were named as the Best Presentation Tool by EdTech Digest.

Genially (2020) states that teachers’ role by using this app is as a real influencer. Teachers can motivate learners with interactive and gamified content. Moreover, teachers can explain any subject in it, but it's tough to keep learners' attention as they feel enthused about summer vacation. Additionally, educators can bring significant collaborative experiences to all learners.

2.3.2 Teaching pronunciation with Genially Program as an academic tool.

Rogowski (2020) states that with the use of Genially Program teachers can create visually appealing, engaging, interactive content for classroom lessons. Use the quiz template for a quick warm-up or closing activity. Or turn slides of short, impactful text and images into videos. Have students collaborate and analyze an infographic, adding annotations and insights using interactive tool tips. Also, Genially Program focuses on visual communication skills. That way students are thoughtful about what they include in their work, and make sure it is engaging, accurate, and informative. This shows that Genially could be a good tool for professional development, since it offers so many different options for creation.

2.3.3 Is it good the Genially Program for learning pronunciation?

According to Rogowski (2020), Genially can be a great tool to encourage and grow students' design skills if teachers are clear about expectations and learning goals. As a creation platform, it has an impressive set of tools for planning, designing, and presenting material. With guidance and support, students can use Genially to learn how to consider their audience to convey messages appropriately and effectively.

For instance, collaboration opportunities also promote teamwork and cooperation, especially if teachers monitor students to see that everyone is dividing tasks fairly. Corey (2016) implies that a great thing about working collaboratively with people is that “each person can bring different skills and knowledge to the table, so you learn from their experience”. That is why teachers also can see students' progress and students always will receive feedback from the teacher.

2.4 What is a teaching English method?

Anthony (1963, as cited in Brown, 1994) shows that a method is an overall plan for systematic presentation of language based upon a selected approach. Additionally, Westphal (1979, as cited in Omaggio,1986) considered a method as a combination of a given syllabus, a philosophical or theoretical approach, and a choice of teaching strategies, all of which are then seasoned with a teacher's personality style. Additionally, the same author states that since the early 1970s many foreign language teachers have been electing to use selected techniques from a variety of methods in their classrooms or adapting a given method or approach to suit the abilities, needs, and interests of their students. (p. 53). Moreover Brown (1994) found that a method is "a generalized set of classroom specifications for accomplishing linguistic objectives. Methods to be primarily concerned with teachers and students' roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials" (p. 51).

2.5 English teaching methodologies

Several different teaching techniques and procedures have been attempted and tested throughout the history of language instruction, with some being more popular and effective than others. There are very famous and productive methods of teaching English classified by Brown (1994) as follows in table 1:

Table 1

Most Common used approaches and methods in teaching a language

Approaches & Methods	Description
Grammar Translation	Omaggio (1993) described it as the method that was applied to the teaching of modern languages in the late nineteenth and

early twentieth centuries. The main purpose is helping L2 language learners understand their native language better through extensive analysis of the grammar of the target language and translation.

Direct Method

According to Omaggio (1993), the methodology of this method “is based essentially on the way children learn their native language: language is learned through the direct association of words and phrases with objects and actions, without the use of the natural language as the intervening variable” (p.57). Moreover, Richards & Rodgers (1986, as cited in Brown, 1994) stated that one of the principles of this method is to emphasize correct pronunciation and grammar (p.56).

Audiolingual Method

A research study by Brown (1994) cites that the main objective is “control of structures of sound, form, and order, mastery over symbols of the language; goal: native speaker mastery” (p.70). Moreover, the same author commented that the characteristic of these classes is based on a large amount of speaking activities, pronunciation drills and patterns, and conversational practice with virtually no grammar (Brown, 1994).

Suggestopedia

Based on Omaggio (1993), “this method is also known as Suggestive-Accelerative Learning and Teaching (SALT), and the Lozanov Method, originated in Bulgaria” (p. 84). Moreover, students’ role is to maintain a passive state in which teachers create situations where they are more

suggestible and present the material in a way that encourages positive reception and retention using activities such as role-play, question-and-answer and listening exercises (Brown, 1994).

Silent Way

This method was introduced by Gattegno. Omaggio (1993) proposes that “every learner must work with his or her own inner resources (existing cognitive structures, experiences, emotions, knowledge of the world, and the like) to absorb learning from the environment” (p. 81). That is why each learner is responsible for their own learning as they develop their language learning with independency and responsibility as the teacher encourage oral responses without grammatical explanation (Brown, 1994).

Total Physical Response

Omaggio (1993) also points out that “this approach is based on the belief that listening comprehension should be developed fully, as it is with children learning their native language, before any active oral participation from students is expected” (p.72). In which learners play the role as listeners and performers as they learn the second language (L2) as the first language (L1) by performance activities such as drills to elicit physical actions.

Community Language Teaching (CLT)

According to Brown (1994), the teachers’ role is as “facilitator of the communication process, participants’ tasks, and texts;

Community Language Learning (CLL)	<p>needs analyst, counsellor, process manager” (p. 71). The same author argued that the activities should include a genuine communication. In which teachers accomplish meaningful tasks and use the language which is significant to the student (Brown, 1994)</p> <p>Brown (1994) claimed that learning is not seen as an individual achievement, but as something that is achieved collaboratively. However, teachers provide a safe environment for students to learn and grow through innovative activities such as group work, recording, transcribing, reflecting, observing, listening and free discussion (p.71).</p>
Lexical Approach	<p>According to Richards & Rodgers (2001), the lexical approach “in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations (p. 132). The same author also stated that this approach plays an important in language learning because L2 learners can create and interpret sentences without limitations.</p>
The Natural Approach	<p>Brown (1994), suggests that the objective is “give beginners and intermediate learners basic communicative skills through activities that allow comprehension input, about things in the here-and-now” (p. 71). For this reason, teachers need to focus on meaning rather than form.</p>

Task Based Language Teaching	Nunan (1999) argues that “it is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks” (p. 24). In addition, the same author stated that learners learn by performing activities that tend to be language-rich, where different linguistic areas and skills such as reading, writing, listening, and speaking are integrated, which can be conducted either individually or in groups (Nunan, 1999).
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Source: Brown (1994)

Nevertheless, according to the information provided by Teaching.com (2020), the term teaching method “refers to the general principles, pedagogy and management strategies used for classroom instruction” (p.1). Therefore, the same author claims that “teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use” (p.1). In their study they fragment several notable teaching methods as follows in table 2:

Table 2

Major parameters for teaching theories

Approaches	Description
Teacher-Centered Approach to Learning	Teachers function as instructors/authority figures who impart information to their pupils through lectures and direct teaching, with the goal of measuring performance through testing and evaluation. As mentioned in Teaching.com (2020), “students are viewed as “empty vessels” who passively receive knowledge from their teachers through lectures and direct instruction. In this

	<p>style, teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments” (p.1).</p>
<p>Student-Centered Approach to Learning</p>	<p>The major duty of the instructor is to guide and encourage student learning and general grasp of content, as well as to assess student learning through both official and informal means, such as group projects, student portfolios, and class participation (Teaching.com, 2020).</p>
<p>High-Tech Approach to Learning</p>	<p>Teaching.com (2020) stated that in the previous several decades, technological advancements have advanced the education industry. The high-tech approach to learning, as the name implies, employs many forms of technology to assist students in their classroom learning. Many teachers use computers and iPads in the classroom, while others may offer homework over the internet. The internet is also useful in the classroom since it gives limitless resources. Teachers may utilize the internet to link their pupils with individuals all around the world.</p>
<p>Low-Tech Approach to Learning</p>	<p>Technology has advantages and disadvantages, and many teachers think that a low-tech approach allows them to better customize the educational experience to different types of learners. Furthermore, while computer skills are certainly important today, they must be weighed against possible consequences. According to Teaching.com (2020), “some learning styles require a physical presence and interaction between the educator and the student” (p.1). For example, when learning, kinesthetic learners require movement. Teachers</p>

should empower students to walk about and communicate with their hands and gestures.

Source: Teaching.com (2020).

After considering these approaches, it is important to mention that each teacher's way of teaching is unique. Therefore, teachers reflect their personality, experiences, and ambitions when teaching a language. Additionally, their pedagogy, teaching style, is shaped by these characteristics, influenced by their own training, and becomes the guide they use to teach students.

2.6 What is a strategy?

Nunan (1999), claims that “strategy is the mental and communicative procedure learners use in order to learn and use language” (p.171). However, Lan & Oxford (2003) defined language learning strategies as distinct procedures employed by individual learners to promote understanding, retention, retrieval, and application of knowledge in a second or foreign language.

2.7 Learning teaching strategies in second language acquisition

Hong (2008) argues that teachers can discover the tactics that best fulfill the urgent requirements of their language learners, and they may investigate students' reactions to their second language learning approaches. Furthermore, they can employ classroom research to demonstrate to language learners that second language acquisition teaching practices work. The same author in his study classified the teaching strategies as the followings:

- Analyzing characteristics of the second language learners
- Signing classroom contracts to build the language learners' expectation toward

- independence
- Creating the learner-centered classroom to set students' learning responsibilities Setting
- Integrating theories of second language acquisition with practice
- Building second language learner motivation including value, self-efficacy and attributions.

2.8 What is pronunciation?

Disha (2018) states that “the exact meaning of pronunciation is how word is pronounced” (p.16). Additionally, she stated that pronunciation is the generation of sounds that we use to communicate. It involves paying attention to specific sounds of a language (segments), such as intonation, syllable, phrasing, stress, timing, rhythm, and how the voice is produced (voice quality), as well as paying attention to gestures and expressions that are directly tied to how we speak a language. Figure 2 illustrates the different features that are part of the main characteristics that summarize the production of sounds in English.

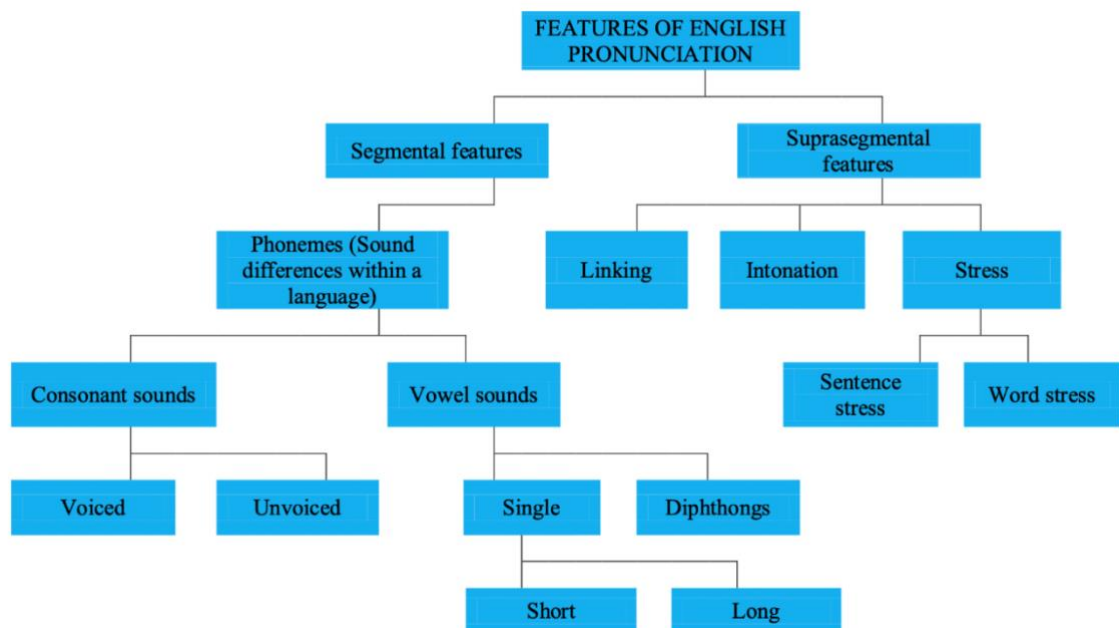


Figure 2. Features of English pronunciation according to Pourhosein (2012, p. 120).

Moreover, Kenworthy (1994) shows that “learning pronunciation is so complex that the teacher must consider what types of exercises and activities will be helpful” (p.2). That is why teachers when developing learning activities, must keep in mind that some activities are more suited to the learning styles and approaches of some students than others. For this reason, a good pronunciation of L2 students is essential for oral communication. Additionally, it's important to realize that foreign language learners should aim to develop good pronunciation, but that doesn't mean they have to sound exactly like a native speaker.

Furthermore, Pennington & Rogerson-Rewell (2019) argues that pronunciation is not only an important and required component of communication to learn, but it is also a feature of speaking language that may result in good interactions and increase the value and influence in aspects of life that rely on language and successful connection with others. As a result, it should be a fundamental basis as well as a value-added aspect for much of cultural, educational, and professional life that focuses around spoken language communication (p.22). Additionally, another author claimed that the:

Views of teaching pronunciation have changed dramatically over the last half-century of language teaching. In the heyday of audiolingualism and its various behavioristic methodological variants, the pronunciation component of a course or program was a mainstay. Language was viewed as a hierarchy of related structures and the base of this hierarchy was the articulation of phonemes and their contrast within English and between English and native languages. Pronunciation classes consisted of imitation drills, memorization of patterns, minimal pair exercises, and explanations of articulatory phonetics (Brown, 1994, p. 258).

2.9 Factors that influence pronunciation

Various pronunciation studies have been conducted over time which embodied that there are several factors that influence the pronunciation of English as a second language (L2) that can be generated within a formal or informal context. Kenworthy conducted a study and concluded that mother tongue, age, exposure, phonetic ability, attitude & identity, motivation, and interest of students are the factors that influence pronunciation when during the acquisition of the second language (Kenworthy, 1987). The factors below are divided into internal and external factors.

2.9.1 Internal factors

- **Attitude and identity**

According to Kenworthy (1994), “It has been claimed that factors such a person’s sense of identity and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language” (p. 7). Additionally, he found that it is difficult to anticipate when or not individuals will change their accents, and if so, to what amount and in what ways.

- **Motivation**

To begin with, it is necessary to emphasize the irrational and involuntary behavior of human beings, since for some reason they tend to procrastinate most of the time when they do not have a goal to achieve, which is why middling or excellent performance depends on this. Kenworthy (1994) implies that “some learners seem to be more concerned about their pronunciation than others” (p. 8). This anxiety is frequently exhibited through complaints about how poor their pronunciation is and requests for correction.

- **Age**

There are a few positions related to this factor and age is an important one in second language learning. Kenworthy (1994), assures that “if a person doesn’t begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary” (p.4). In addition, Vogelgesang (2005), argued that age is not a determinant of second language learning, but it can be said that students who start learning a second language early have succeeded in reaching a higher level of proficiency than students who started learning a second language in adulthood. Likewise, he seemed to suggest that the younger a person is, the better he or she will be in perceiving the sounds of new languages. For example, adults have superior cognitive abilities than children that can render them show them a bit more successful in certain classroom efforts (Brown, 1994).

- **Phonetic ability**

Kenworthy (1994) states that “it is a common view that some people have a better ear for foreign languages than others” (p.6). Additionally, in recent study about ‘auditory discrimination ability’ he found that some people can distinguish between two sounds better than others. In this way, those who have good phonetic abilities benefit from pronunciation drills as against those who are not.

2.9.2 External factors

- **Mother tongue influence**

Clearly, a learner's original language will have the largest influence on his or her pronunciation. Teachers will be able to diagnose students' issues more accurately if you are

familiar with the sounds system of the learner's native language. Kenworthy (1994) explain that native language is a significant role in learning to speak English; this is abundantly illustrated by the fact that a foreign accent has some of the sound characteristics of the learner's original language.

- **Exposure**

Another factor to consider is the learner's prior exposure to English. It's tempting to dismiss this as a simple matter of whether the student resides in an English-speaking country. If this is the case, the learner is "surrounded" with English, and this constant exposure should influence pronouncing talents. If the learner does not reside in an English-speaking environment, there is no such advantage (Kenworthy, 1994).

2.10 English pronunciation improvement

According to Kenworthy (1994), “very often pronunciation teaching has focused on the important sounds contrasts and has almost totally ignored the way these sounds are represented in writing and their role in the learner’s pronunciation development” (p. 9). Moreover, the same author mentions that English pronunciation has different components such as sounds, stress, and variation in pitch, and the student needs understand both their function and their form. He mentions:

Once learners are aware that English words have a stress patter, that words can be pronounced in slightly different ways, that the pitch of the voice can be used to convey meaning, then they will know what to pay attention to and can build upon this basic awareness. Learners also need to develop. A concern for pronunciation. They must recognize that poor, unintelligible speech will make their attempts at conversing frustrating and unpleasant both for themselves and for their listeners. They must also

realize that success in language learning, as in any learning task, involves setting oneself goals, and working hard to achieve them (p.27).

Moreover, Gilakjan (2011) point out that “learners need to be taught pronunciation, as all other aspects of language, in a communicative method. Though communicative methods for teaching vocabulary, grammar and pragmatics have been around for decades, there has been little development of a communicative method for pronunciation teaching” (p.79). Therefore, (Geikhman & Tarpley, 2022), in their study mention fifteen tips to improve L2 learners’ English pronunciation as they classified them as the following:

- Learn to listen.
- Learn with the best English pronunciation dictionaries online.
- Notice how your mouth and lips move.
- Pay attention to your tongue.
- Break words down into sounds.
- Add stress to sounds and words.
- Ask yourself which dialect of English you want to learn.
- Exaggerate certain sounds (make them bigger)
- Write out difficult words by their sounds.
- Write down what you hear.
- Practice with tongue twisters.
- Use pronunciation podcasts and videos.
- Record yourself.
- Practice with a buddy.
- Speak as much as you can.

2.11 Consonant sounds

Consonants are normally specified for three descriptive parameters voicing state, place of articulation and manner of articulation. According to a study by Deterding (2005), the English phonetic alphabet is made up of twenty-four consonants as shown in Figure 3 below.

		MANNER	VOICING	PLACE					
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid	Lateral	Voiced			l			
		Rhotic	Voiced					r (ɹ)	
		Glide	Voiced	w				j	(w)

Figure 3. *English consonants sounds (Roach, 1987)*

2.11.1 Interdental fricative sounds

Two interdental sounds occur in English which are /θ/ and /ð/ (unvoiced and voiced respectively). These two sounds are defined as apico-interdental sounds, as the tip of the tongue articulates with the teeth as observed. Figure 4 illustrates the formation of these sounds.

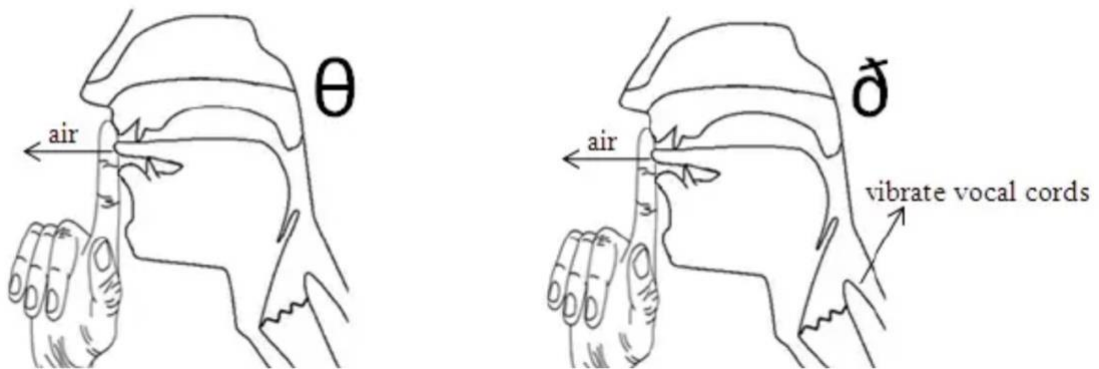


Figure 4. Articulation of interdental fricative (Mannel, 2009)

- **Voiced interdental fricative /ð/**

While producing this sound you will be able to feel vibration on your vocal cords. Also, you can feel how your tongue tip interacts with your top front teeth. As Munro (2021) notes that “to produce the sound you have to stick out your tongue a little. This can feel very unnatural for some people who are not used to it. But it is essential to produce the sound correctly. Rest your top teeth on your tongue and force air out between your teeth whilst voicing out” (p.1). This sound can be found in different position words like initial, middle, and final position. Then, in initial position you can find examples like they /ðeɪ/, though /ðəʊ/, those /ðəʊz/, and then /ðen/. In middle position you can find examples like other /'ʌðə/, although /ɔ:l'ðəʊ/, and brother /'brʌðə/. In final position you can find the sound in words like breathe/ bɪ:ð/, smooth /smu:ð/, and booth /bu:ð/ (Munro, 2021). Some examples are shown in Table 3 below.

Table 3

Example words of the sound voiced interdental fricative /ð/ in initial, middle, and final position

Initial position	Middle position	Final position
that	other	smooth

them	although	booth
then	rather	soothe
that	mother	loathe
there	father	writhe
themselves	weather	swathe
therefore	furthermore	clothe

Source: <https://www.wordexample.com/list/words-containing-voiced-dental-fricative>

- **Voiceless interdental fricative /θ/**

This sound /θ/ is produced through the lips and is Unvoiced, which means you do not utilize your vocal cords to produce the sound. It is determined by the position of your tongue and teeth, and it is a fricative, which is a sound generated by high-pressure air flow in a tight space in your mouth. It is located between the tip of the tongue and the upper teeth in this scenario. To produce the sound, you must extend your tongue considerably. For some people who aren't used to it, this might seem really strange. However, it is necessary to make the sound appropriately. Place your upper teeth on your tongue and blow air between your teeth (Munro, 2021). He also stated that you can this sound in an initial, middle, and final position. A few examples are presented below in Table 4.

Table 4

Example words of the sound voiceless interdental fricative /θ/ in initial, middle, and final position

Initial position	Middle position	Final position
thanks	anything	bath
thirty	nothing	mouth
theatre	author	both

thing	method	death
think	lethal	health
thousand	Cathy	truth
Thursday	everything	teeth

Source: (Lijssels, 2017, p.15)

2.11.2 Place of articulation of interdental fricative sounds

Interdental sounds are articulated with the tip of the tongue and the upper teeth. According to Carr (1993), “/θ/ is a voiceless interdental fricative which occurs in English as in *thing*, and the /ð/ is the voiced equivalent in words like *that*” (p. 2). Figure 5 shows a better visualization of the place articulation, especially of the dental sound, which is marked in red. In an initial position in words like *thank* /θæŋk/, *thousand* /'θaʊzənd/, and *think* /θɪŋk/. Then in a middle position in words like *nothing* /'nʌθɪŋ/, *anything* /'eniθɪŋ/, and *method* /'meθəd/. In a final position in words like *north* /nɔ:θ/, *mouth* /maʊθ/, and *forth* /fɔ:θ/.

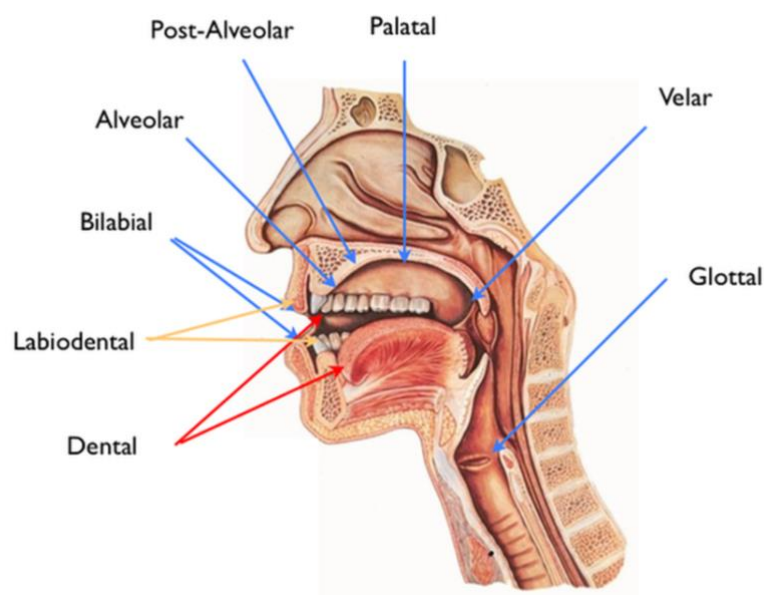


Figure 5. Places of articulation. Source: <https://www.mimicmethod.com/ft101/place-of-articulation/>

2.11.3 Manner of articulation of interdental sounds

Fromkin & Rodman, (1974) states that “the manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth” (p. 40). The same authors claimed that when producing the interdental sounds, the airstream is not completely stopped but obstructed from flowing freely. That is why if you put your hand in front of your mouth and produce a dental sound, you will feel the air coming out of your mouth. Gordon & Weiss (2007) define fricative sound as “consonants produced with partial blockage of the breath stream forcing the air stream through a narrow channel with considerable intraoral breath pressure causing turbulence or friction” (p. 328). In addition, the friction of these two sounds occurs at the opening between the tongue and teeth.

2.11.4 Minimal pairs between /θ/ and /ð/

According to Rachial (2009), “many consonants in English are paired together because one is the unvoiced version of the other. They take the same mouth position, and the same tongue position”. Nevertheless, she considered that children with a lisp, however, have trouble distinguishing /θ/ and /ð/ respectively in speech, using a single /θ/ or /ð/ pronunciation for both, and may never master the correct sounds without speech therapy. However, the sound interdental fricative / ð / is the one with big problems because it does not exist in Spanish as a phoneme and for that they use the sound / d / for that. The difficulty they have is that they don't know when to pronounce each of them because they are always spelt with *th*.

2.12 Problem of pronouncing interdental fricative sounds

A lot of English sounds are not available in a Spanish country like Ecuador. These two sounds may be new for many learners. A suggestion often given is to ask learners to make an

exaggerated version of the sounds, like **1)** Firstly, tell the learner to place the tip of the tongue between the upper and lower front teeth, or to gently bite the tip of the tongue. **2)** Then, ask the learner to push the air through trying to make a hissing sound this will result in /θ/ as in 'thin'. **3)** Finally, for producing the sound /ð/ as in 'that' tell the learners to push the air through making a 'buzzing' noise that is for voicing. This and other exercises can help trainees to produce this sound correctly (Kenworthy,1994).

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter describes the methodological process used to obtain the results proposed in this investigation.

3.1 Research approach

According to Hernández et al. (2014), “the quantitative uses data collection to test hypotheses based on numerical measurement and statistical analysis to establish patterns of behavior and test theories” (p.4). Additionally, Labaree (2018) claims, that the quantitative research focuses on the collection of numerical data through groups of people or to explain a particular phenomenon to be analyzed then. Moreover, the scientific contributions of Labov, W. (1981) have been taken into consideration here, he makes important contributions in his work on the streets of New York on the varieties of pronunciation of these inhabitants. In the first instance, the quantitative research had a deductive process since the information obtained was analyzed objectively based on numerical measurement and statistical analysis by applying a questionnaire designed to English teachers.

In the other hand, Hernández et al. (2014) state that “the qualitative approach uses data collection and analysis to clarify the research questions or reveal new questions in the process of interpretation” (p. 7). Indeed, this research approach uses techniques to collect data, such as unstructured observation, open-ended interviews, document review, group discussion, evaluation of personal experiences, recording of life histories, and interaction and introspection with groups or communities. Furthermore, Nassaji (2015) points out that qualitative data is used to gain a comprehensive understanding of people's experiences, behaviors, opinions, or

perspectives in order to identify themes, patterns, or recurring themes as it is demonstrated in verbal, audiovisual or symbolic text and images forms. That is why this approach is considered descriptive because it focuses on determining the *what* rather than the *why* or *how*.

Moreover, the qualitative research was carried out where a dialogue was applied to the students in order to carry out a descriptive analysis to understand, interpret the phenomena and meanings produced by the participants. In addition, this study has a sequential explanatory design, Hernández et al. (2014) states that this design is distinguished for having a first stage in which quantitative data is gathered and analyzed, followed by a second stage in which qualitative data is gathered and evaluated.

Thus, as stated by Hernández et al. (2014), a mixed approach research consists of gathering, analyzing, and integrating quantitative and qualitative research. For instance, in this investigation the mixed approach was used in order to gain a better understanding of the research problem. The aim of a mixed research is not to replace either quantitative or qualitative research, but to use the strengths of both types of inquiry, combining them and trying to minimize their potential weaknesses (Hernandez et al., 2014). The following graphic shows a scheme designed by the authors mentioned above where the structure of this design can be observed in figure 6:

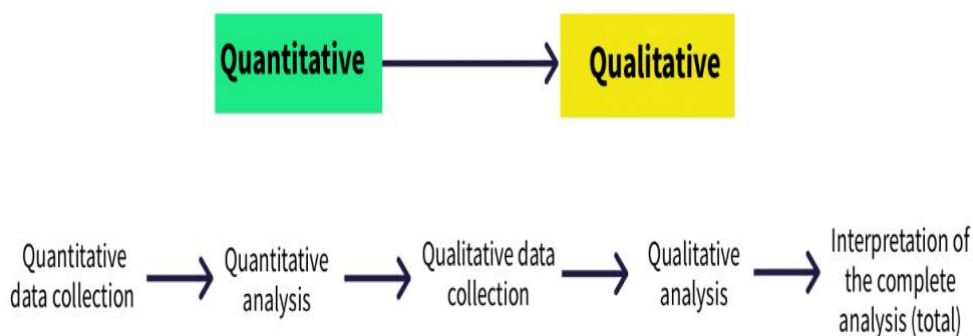


Figure 6. Explanatory design scheme. Hernández et al. (2014)

Source: Source: <http://observatorio.epacartagena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf>

3.2 Research Method/ design

This research work was a mixed one based on the qualitative and quantitative approach of a descriptive and analytical nature, oriented towards the linguistic method. This is so, because after determining the Genially Program as a methodological strategy for improving the pronunciation of /θ/ and /ð/ sounds on students, the phonetic errors that they produce wrongly were analyzed; furthermore, some pronunciation activities based on Genially Program as a proposal for institutions, teachers, and students to contend with the mispronunciation of /θ/ and /ð/ sounds were designed. Hernández et al. (2014), argue that “mixed methods represent a set of systematic and empirical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and combined discussion, in order to make inferences from all the information collected” (p. 534). Additionally, Mertens (2005, as cited in Dornyei, 2007), states that the “mixed methods have particular value when we want to examine an issue that is embedded in a complex educational or social context” (p.164). Moreover, the same author argues that many researchers have used the mixed method; they

found them easily interpretable; combining and expanding the number of research strategies used in a specific project would broaden the scope of the research and enrich the ability of scholars to draw conclusions about the problem under study.

Furthermore, the research methodology used in this proposal is based on a phonological study, as it aims to describe and analyze the mispronunciation of /θ/ and /ð/ sounds by EFL fourth level high school students at the Unidad Educativa Bilingüe los Arrayanes of Ibarra, during the academic period 2020 - 2021. The objective is to describe and analyze the mispronunciation of /θ/ and /ð/ sounds into the phonetic-linguistic paradigm, which also considers the influence of the L1.

3.3 Population and sample selection

This research was carried out at a private educational unit - The Unidad Educativa Bilingüe los Arrayanes. It is an all-female school, located on 17 de Julio Avenue. The study was focused on fourth level students due to academic reasons; I used to work with these students at that institution for about two years and a half; it was here where I realized the mispronunciation of the interdental sounds that students make; due to the fact that the universe was small (20 students), the corpus, information object of analysis of this investigation was constituted by twenty students. Morales (2012) states that when the sample and margin of error are very small, it is recommended to analyze the entire population. According to Morales (2012), when the total sample is less than 30% of 100 which means 30 students, it is recommended to work with the entire universe.

3.4 Instruments / techniques

To collect the information, the primary element was a dialogue provided by the teacher to the students.; it was presented into three activities: First, it was introduced to the students; then, they were asked to mark all the words that they considered to have interdental sounds. Second, the same dialogue was presented again to the students to play a role according to the characters in the dialogue; they read the dialogue where the words that have interdental sounds are already highlighted to verify if the students make mistakes in the pronunciation of the highlighted words. Finally, before carrying out the third activity, teacher and students worked together in the classroom so that they could recognize the interdental phonetic sounds and symbols and produce them correctly; next, a table was handed out where the words of the dialogue that have interdental sounds were listed with their corresponding phonetic transcription; then, students read each of the transcribed words to recognize their corresponding phonetic symbol.

It was observed here, that even after those three exercises, most of the students continued to make mistakes in the pronunciation of these interdental sounds. The technique for the data collection was an online survey for teachers where they were provided a questionnaire to get to know if they use the Genially Program in their English classes, and if not, how willing they are to use it as a tool to improve the pronunciation on their students. Furthermore, students were given a short conversation involving both the interdental voiceless and the voiced sounds in order to later analyze, describe, and as much as possible explain why such pronunciation errors occur in the production of these phonetic sounds. For instance, Labov (1984) argues that the survey and the dialogue are good ways to obtain good and sufficient data on speech.

3.5 Instrumental validation

To validate the instrument, a questionnaire and a dialogue were handed to two teachers who own a third level degree (Master's) to find out whether the instruction and the formulation of the questions in the questionnaire were clear, had realism and coherence with the objectives, were relevant and had order and sequence. Palella and Martins (2012) claim that “the questionnaire is a research instrument that is part of the survey technique. It is easy to use, popular and provides direct results” (p.131). Once the elaboration of the data collection instruments were completed, the validation of the instruments was carried out with the collaboration of the two English professors.

In the first instance, professors were introduced to the topic and the main objective of the research; they completed a matrix divided into seven items and three criteria. In the analysis of the results, the teachers who rated the level of validation of the instrument reported that the instrument was clear and complete; they also stated that the questions were clear, coherent and indicated a high level of comprehension; they pointed out that the content of the questionnaire and dialogue were relevant since it had the right number of questions in the right order. All these items were evaluated by the professors with the criterion of 'very much'. After obtaining the validation of the instrument, it was applied with both the teachers and students of the fourth year of Unidad Educativa Bilingue Arrayanes.

3.6 Bioethical considerations

Since all linguistic works presuppose relations between human beings, the ethical and bioethical implications in the development of this scientific research work was based on the principle of equality, responsibility and respect for autonomy; they were treated with the same respect, fraternity, dignity, justice and charity, always considering the superior character of

human beings in their unique condition of being ethical and moral; they were given adequate information about the objectives, methods and sources of funding; they were informed of the research and the general results of it. This research was covered by a strict ethical framework that was ensuring the veracity of the results and their legality, without violating the rights and principles of all participants. These principles are set forth in the Universal Declaration of Human Rights of 1948 and the research was guided in its entirety in accordance with the Declaration of Helsinki of 1964 and the universal ethical principles (Estrada & Parra, 2006).

CHAPTER IV

RESULTS AND DISCUSSION

The current study was carried out at “Unidad Educativa Bilingüe los Arrayanes”; it is a private institution where teachers and students participated with the study in order to obtain data via a questionnaire and a dialogue respectively.

4.1 Teachers’ questionnaire

To begin the data analysis and research process, a survey was used to examine and interpret in detail the obtained information. Using this data collection instrument, a questionnaire with a total of 10 questions was applied to the 5 teachers who belong to the English area of the institution. It is important to state that the survey was conducted virtually. The objective of the survey was to determine the familiarity that English teachers have with the use of technical applications that help them to improve the academic performance of students in the English area and to know if the students have previous knowledge of the application that is part of this study. The results obtained for each question are described below.

1. How often do you use mobile apps in your classes?

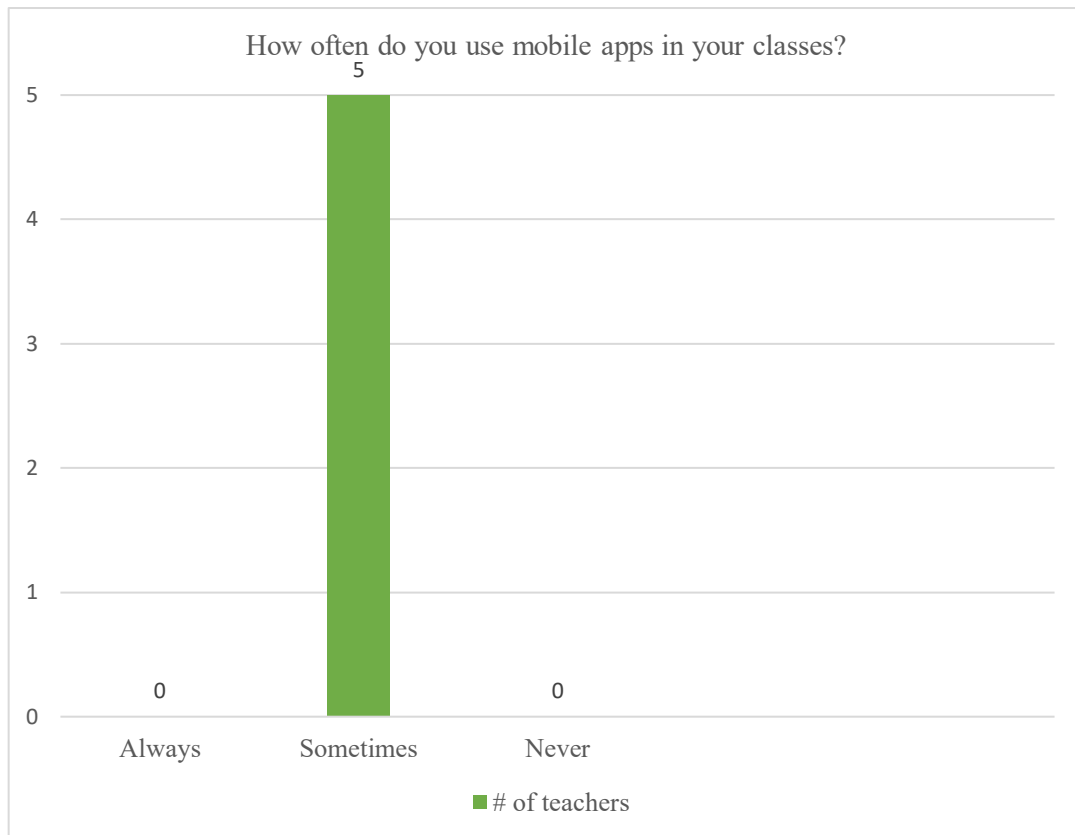


Figure 7. How often do you use mobile apps in your classes?

As seen in figure 7, it illustrates the answer given by the teachers of the educational unit. They answered that the use of apps in the classroom is sometimes used. All five teachers answered "sometimes". It is evident from the graph that none of the teachers regularly use applications in their classes. On the other hand, it is good to notice that there is no teacher who answered "never". This indicates the importance of this research.

2. How much do you like using mobile apps in your listening & speaking classes?

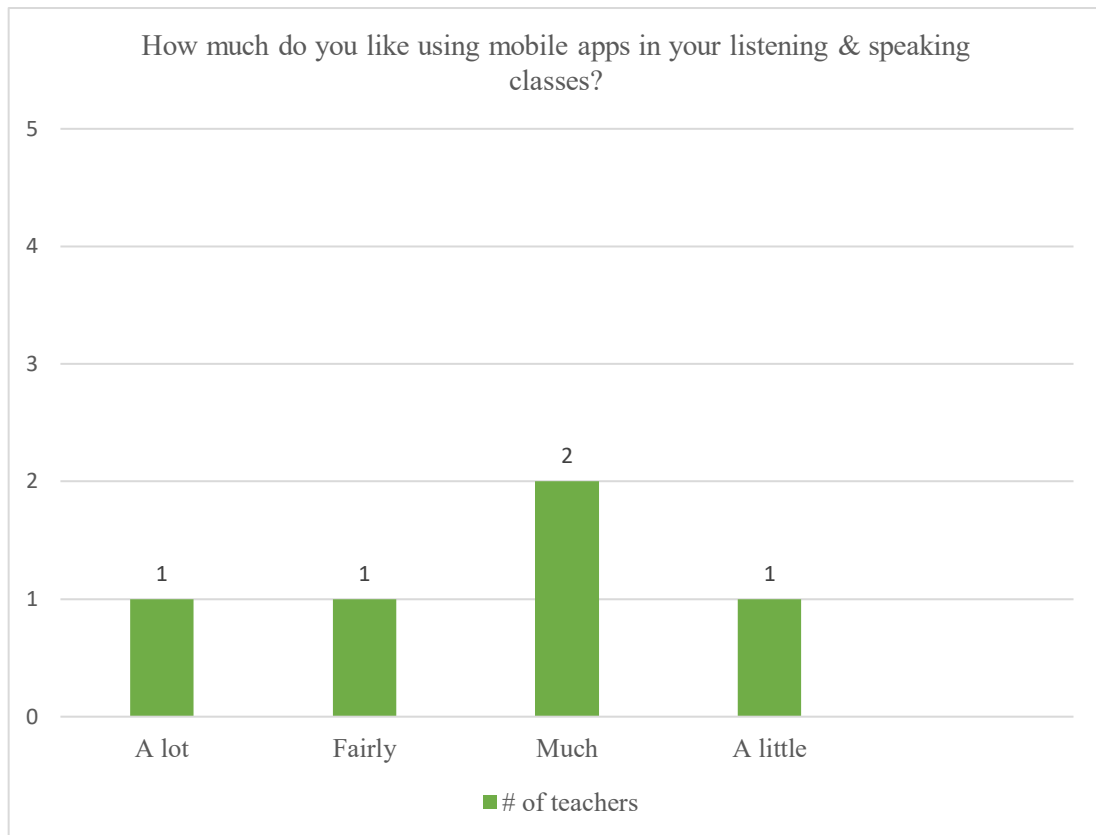


Figure 8. How much do you like using mobile apps in your listening & speaking classes?

Regarding the figure 8 two teachers responded as 'much'. Only one teacher responded with 'a lot'. Another one answered "Fairly", and one more teacher answered, "A little". This showed that most of the teachers interviewed do like to apply applications in their classes.

3. Do you think using English learning apps can improve students' pronunciation?

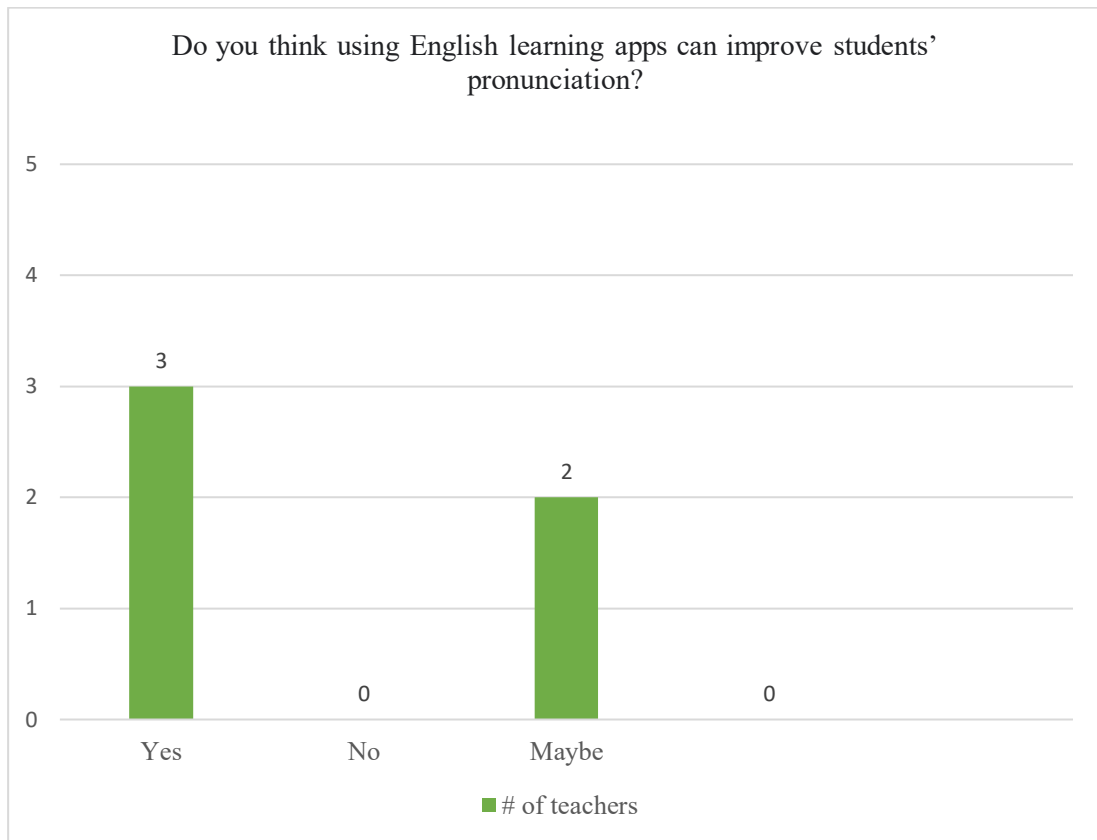


Figure 9. Do you think using English learning apps can improve students' pronunciation?

Figure 9 illustrates that three teachers responded with a "yes" and two of them responded with 'maybe'. It indicates that most of the teachers interviewed consider that the use of apps in and out of the classroom can improve students' pronunciation. As illustrated in the figure, none of the teachers responded with "no".

4. Do you know any English learning app for improving pronunciation? If yes, which one?

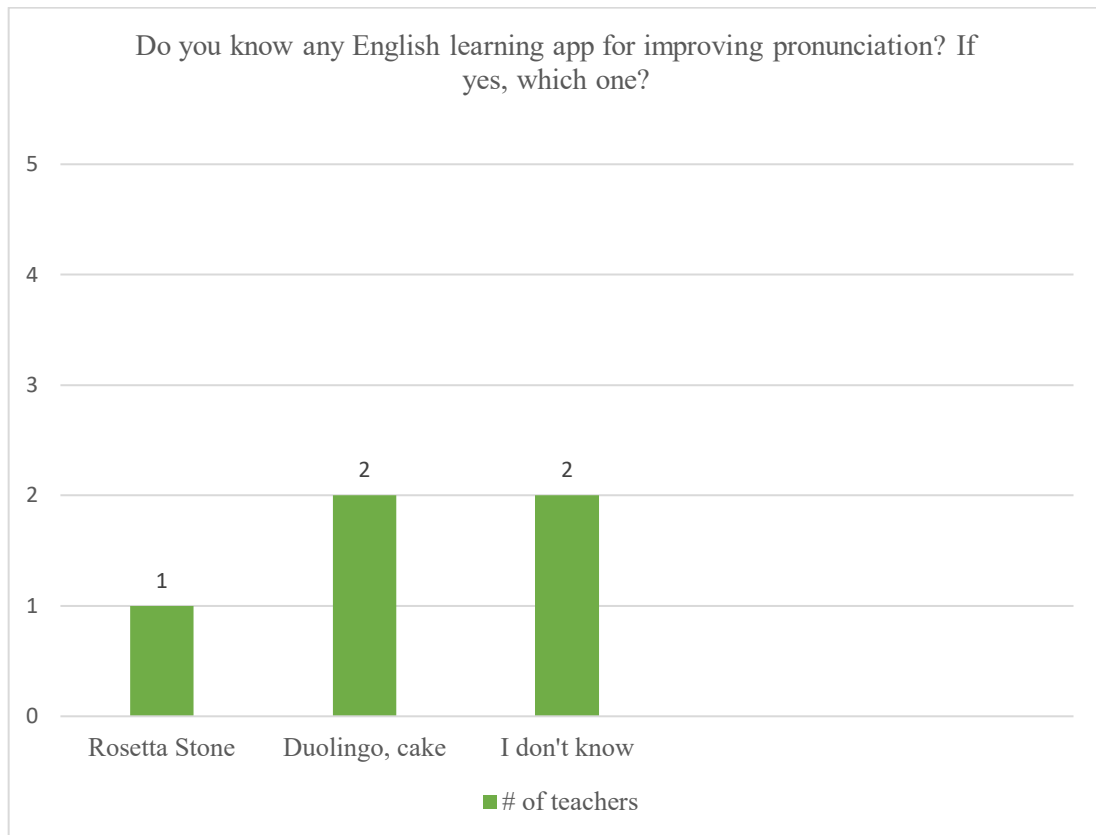


Figure 10. Do you know any English learning app for improving pronunciation? If yes, which one?

Figure 10 observes that three teachers know about some applications that can help their students to improve their pronunciation while learning English. In addition, they mentioned applications such as Duolingo, Rosetta Stone and Cake. However, there were also two teachers who responded that they did not know of any application that would allow them to improve pronunciation in the classroom.

5. How often do you use English learning apps in your English class?

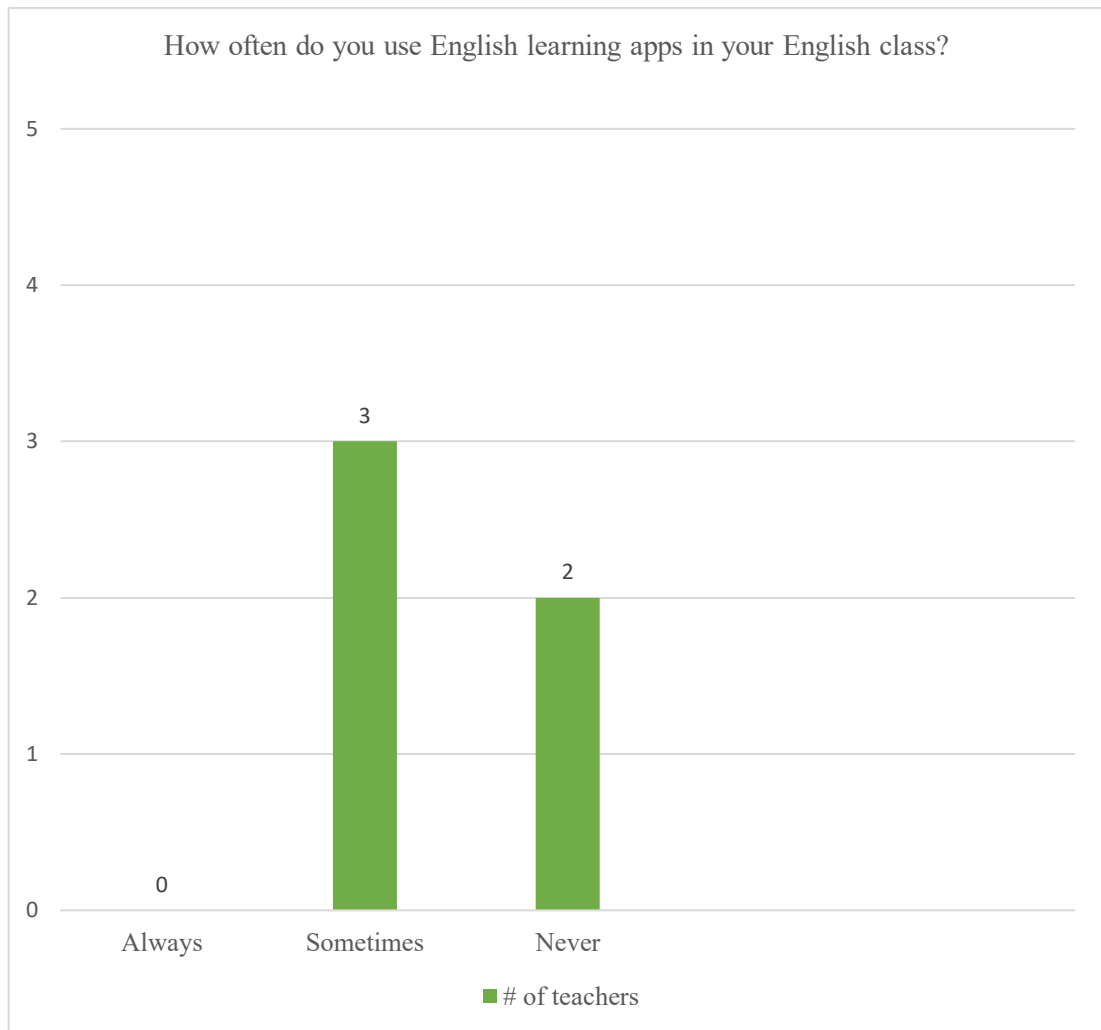


Figure 11. How often do you use English learning apps in your English class?

In figure 11, it can be observed that three teachers out of five answered 'sometimes' and two of them answered 'never'. This indicates that teachers do not always use mobile applications in their classes since none of them responded with 'always'. It should be noticed that there are teachers who never use them in their classes.

6. Would you like to teach English pronunciation with mobile apps?

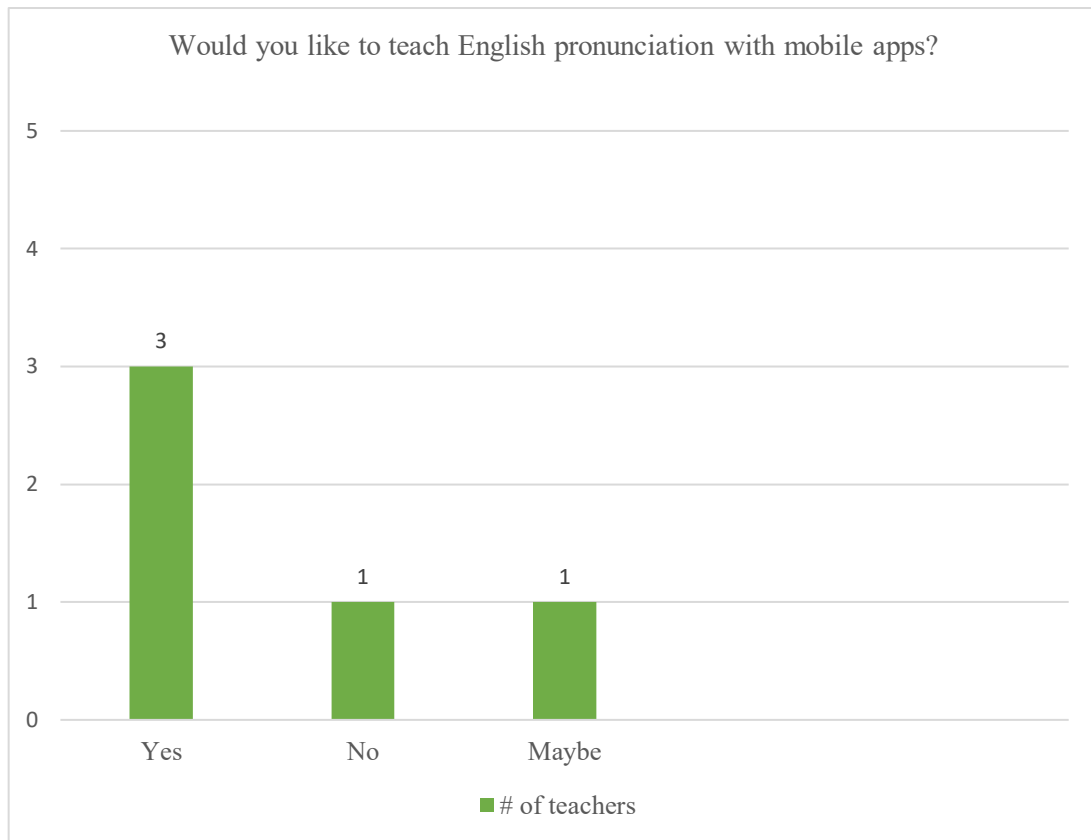


Figure 12. Would you like to teach English pronunciation with mobile apps?

In figure 12, three teachers responded with 'yes'. This indicates that teachers are willing to use mobile apps to teach English pronunciation. one teacher responded with 'no' and another responded with 'maybe'. However, this indicates that there are teachers who may not want to use mobile applications for teaching English pronunciation.

7. Have you heard anything about Genially Program?

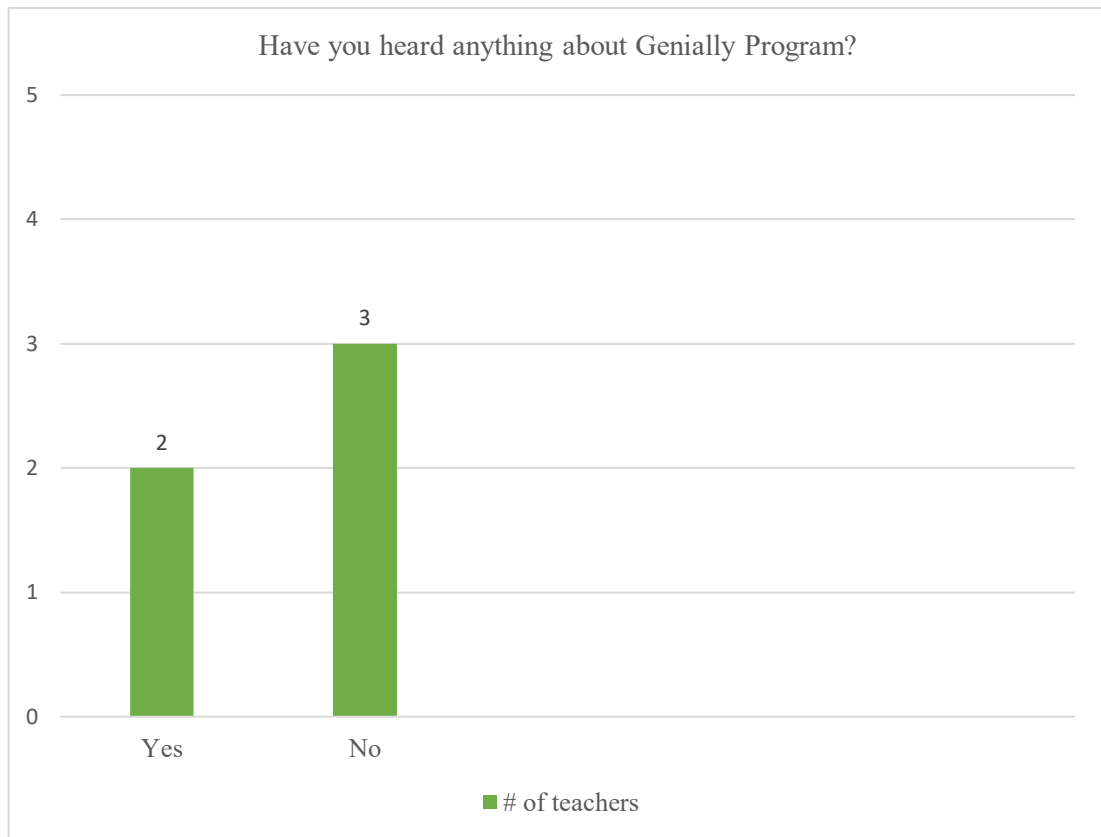


Figure 13. Have you heard anything about Genially Program?

Figure 13 shows the results where the participants were able to answer with yes or no. As shown in the graph, two teachers answered with 'yes', indicating that they have heard about the application. In addition, three teachers answered 'no'. It is worth pointing out that the majority of the five teachers do not know or have heard about the Genially Program application.

8. Have you ever used Genially Program in your English classes?

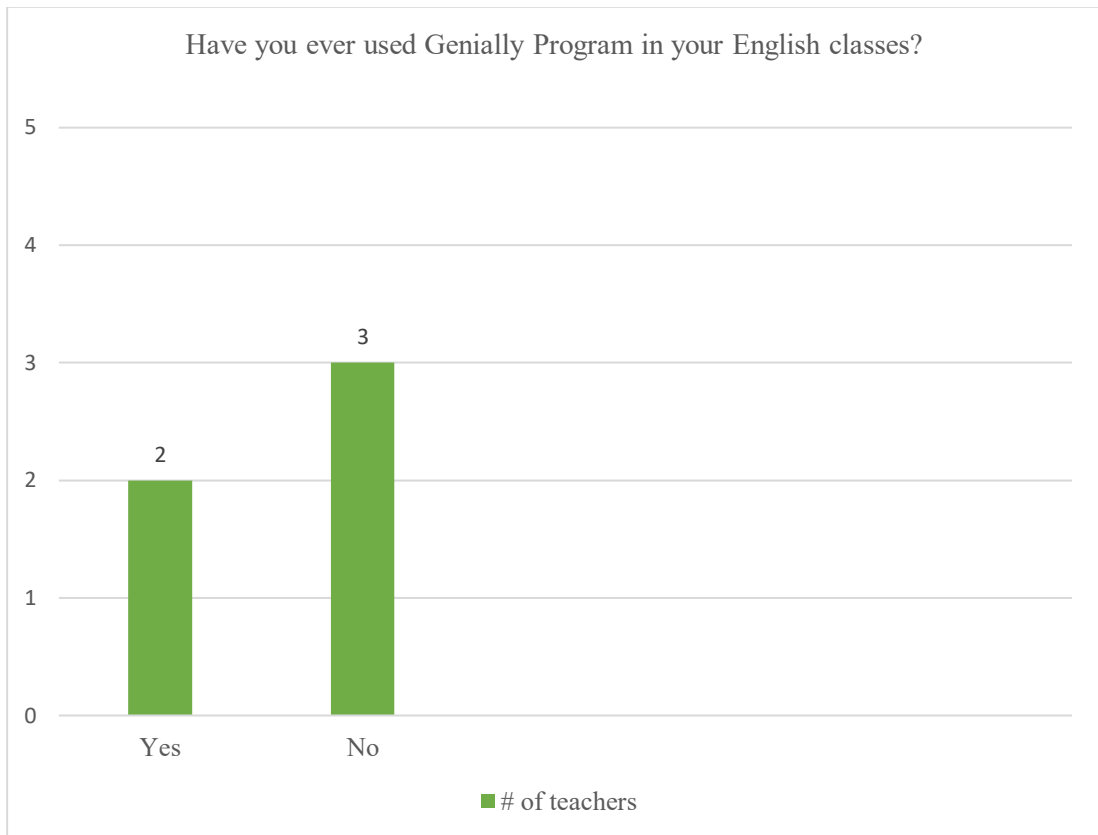


Figure 14. Have you ever used Genially Program in your English classes?

As shown in figure 14, two teachers responded with 'yes', indicating that they have used the application in their classes. On the other hand, three responded with 'no', indicating that most of the teachers interviewed have never used this application before.

9. Did you know that Genially Program can help you design interactive activities where your students can learn in an innovative and fun way?

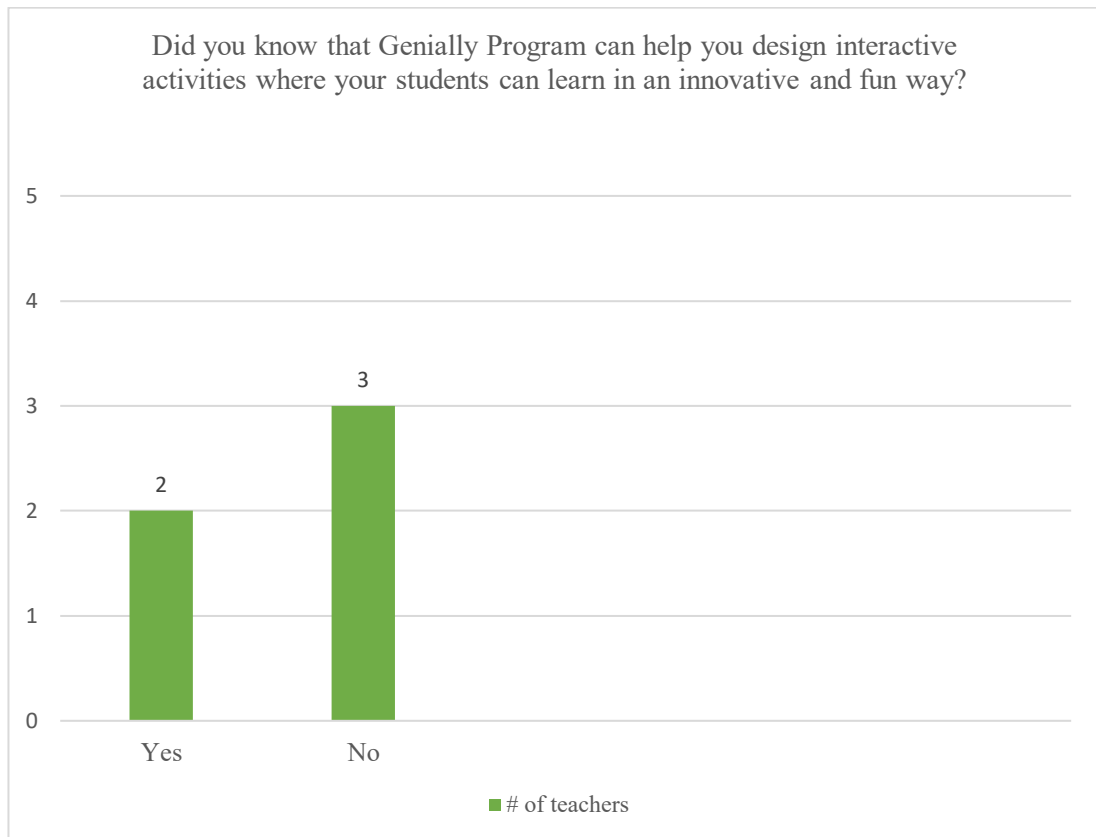


Figure 15. Did you know that Genially Program can help you design interactive activities where your students can learn in an innovative and fun way?

Figure 15 shows the results where two teachers answered 'yes'. This indicates that only two out of the five teachers interviewed knew about the purpose of the application. Moreover, three of them answered 'no', indicating that they are mostly unaware of the function of the Genially Program application in teaching.

10. Are you willing to use the Genially Program as a tool to improve pronunciation in your students?

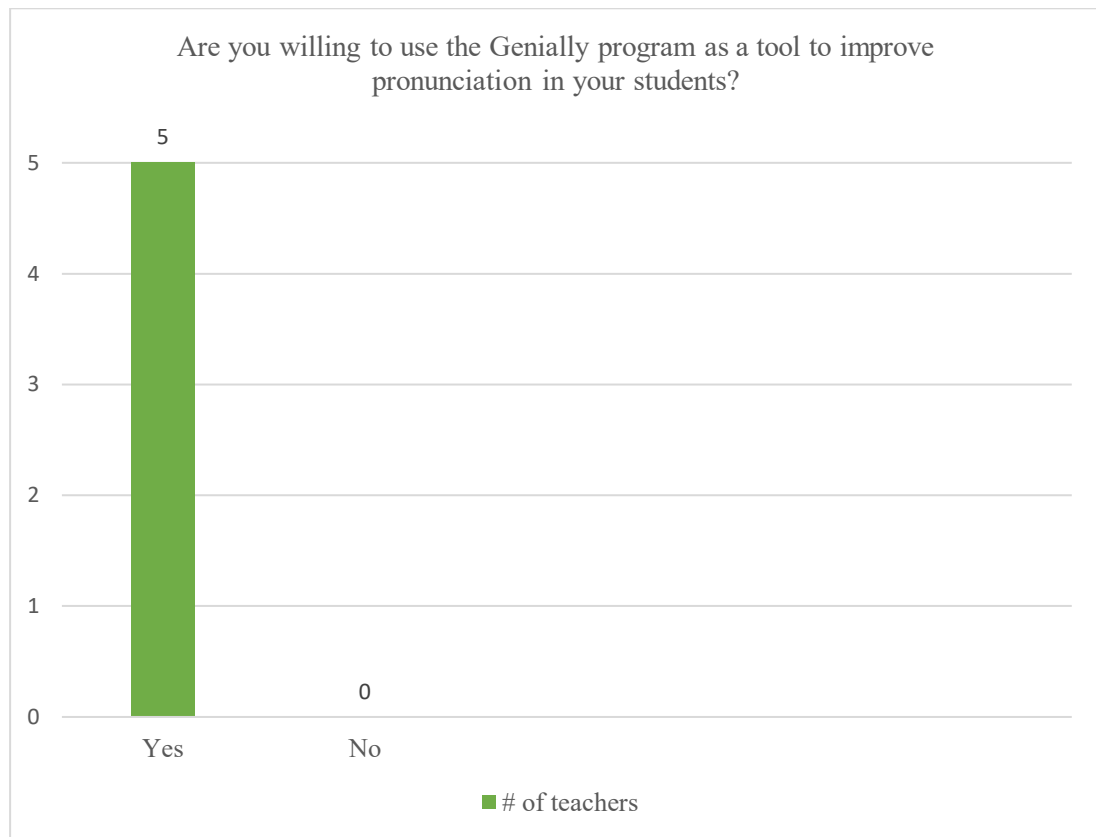


Figure 16. Are you willing to use the Genially Program as a tool to improve pronunciation in your students?

As can be seen in the figure 16, it shows that all 5 teachers interviewed responded with 'yes'. This is very good, since all teachers are interested in using the Genially Program in the classroom in order to promote better learning by students in the area of English.

4.2 Students' dialogue

As mentioned above, a dialogue was conducted to collect the data to evidence all students' progress with their speech, especially with the (/θ/, /ð/) interdental fricative sounds. The same that was addressed to fourth level students. Moreover, students had to develop the dialogue in pairs. On the other hand, within the dialogue, the students found several words marked with bold words that contained the (/θ/, /ð/) interdental fricative sounds. When the students started reading the dialogue, it was possible to identify the number of students who had the greatest difficulty producing the sounds mentioned above. The statistical findings were analyzed, showing some trends and essential connections based on the aims and hypotheses. The data collected with this instrument is described in further detail below:

The first part shares the dialogue with all the students in the same way as represented in Figure 17. Once the students observed the dialogue, they were asked to underline all the words that contained the interdental fricative sounds. To carry out this activity, the students were given a time limit of five minutes. Once the time was up, the students were asked to write on a sheet of paper all the words they had pointed out that had the interdental fricative sound. Once the responses were reviewed, it was determined that few students (6) were able to identify this sound in the dialogue:

Maria: Edith Smith is only thirty.

Fernanda: Is she? I thought she was thirty-three.

Maria: Edith's birthday was last Thursday.

Fernanda: Was it? I thought it was last month.

Maria: The Smiths' house is worth thirty thousand pounds.

Fernanda: Is it? I thought it was worth three thousand.

Maria: I'm so thirsty.

Fernanda: Are you? I though you drank something at my mother's house.

Maria: No, your mother gave me nothing to drink.

Fernanda: Shall I buy you a drink?

Maria: Thank you.

Figure 17. Dialogue with interdental fricative bold sounds. Source: by the author.

As part of the second activity, the students had to read the dialog represented in Table 18 aloud. But this time the dialogue indicated 27 bolding words, which contained the interdental fricative sounds. First, students were divided into pairs. Then, 10 pairs were formed. After the groups were formed, the students were asked to read the dialogue aloud in pairs:

Maria: **Edith Smith** is only **thirty**.

Fernanda: Is she? I **thought** she was **thirty-three**.

Maria: **Edith's birthday** was last **Thursday**.

Fernanda: Was it? I **thought** it was last **month**.

Maria: **The Smiths' house** is **worth thirty thousand** pounds.

Fernanda: Is it? I **thought** it was **worth three thousand**.

Maria: I'm so **thirsty**.

Fernanda: Are you? I though you drank something at my mother's house.
Maria: No, your mother gave me nothing to drink.
Fernanda: Shall I buy you a drink?
Maria: Thank you.

Figure 18. Dialogue with the target sounds /θ/ and /ð/ bold.

Therefore, it was possible to determine that there were several students who had difficulty producing the sounds correctly in the words already mentioned. The results can be seen in table 5, which is represented below.

Table 5

Words with the interdental fricative sound pronounced by the students.

Words with the interdental fricative English sounds		Tottal of students / 20	
Pronounced words	Words transcription	Well pronounced	Mispronounced
Edith	/idɪθ/	3	17
Smith	/smɪθ/	5	15
thought	/θɔt/	1	19
thirty	/'θɜːtɪ/	2	18
birthday	/'bɜːrθdeɪ/	1	19
Thursday	/θɜːzdeɪ/	2	18
months	/mənθs/	1	19
the	/ðə/	0	20
worth	/wɜːrθ/	0	20
thousand	/θaʊzənd/	4	16

three	/θri/	4	16
author	/ɔθər/	0	20
thirsty	/'θɜːrstɪ/	1	19
mathematician	/mæθəmətɪʃən/	0	20
mother	/məðər/	3	17
nothing	/nəθɪŋ/	2	18
thank	/θæŋk/	2	18

Source: by the author

As shown in Table 5, the transcription of each of the words used in the dialogue is indicated. In addition, the number of students who pronounced the words correctly and the number of students who pronounced the words incorrectly are also indicated which contained the interdental fricative sound. After listening to the students pronouncing the words thirty, Thursday, nothing, and thanks, it was possible to hear those 18 students pronounced these words incorrectly and only 2 of them pronounced them correctly. On the other hand, when pronouncing the words Edith and mother, 17 students pronounced them wrongly and 3 of them pronounced them correctly. Additionally, when pronouncing the words, thousand, and three, only 4 of the 20 students pronounced them correctly. Furthermore, with the word Smith, there were 5 students who pronounced this word correctly. On the other hand, with the words thought, birthday, months and thirsty, only 1 student was able to pronounce these words correctly. Finally, it can be appreciated that there were words in which all students were not able to pronounce these words correctly. This is evident in the words like the, worth, author and mathematician. With these results shown in the table above, it is possible to infer that most of the fourth-grade students have difficulty differentiating and at the same time producing these sounds showed in the questionnaire.

4.3 Discussion of results

A questionnaire was applied for all five teachers; that showed that they do not always make use of mobile applications in their classrooms, as not all of them indicated that they like to use mobile applications. However, most of them are aware that there are mobile applications that can help students improve the pronunciation of different phonological sounds in English. Regarding the awareness of Genially, not all of them know and have used this digital program in their classes. In spite of that, all the teachers of the English area are willing and interested in knowing and using the Genially Program in their classes in order to improve the pronunciation in general on the fourth-grade students.

Another important result found was that after the application of a dialogue to the students, it was easy to recognize that they have difficulty recognizing and producing the interdental sounds in English. In the first activity in which the students were asked to point out all the words they considered to have interdental sounds, there were few words in the dialogue that the students were able to identify. In the second activity, the students were again shown the dialogue with the words that contained the interdental phonological sound marked with bold; it makes easy for the students to find a pattern in all the words which were produced with 'th'; then, as part of the second activity, they were asked to read the dialogue in pairs and pay attention to the marked words; with this activity, it was possible to identify the difficulty that the students had in producing the interdental sounds correctly. Finally, in the third activity, students were given a previous explanation regarding the interdental sound symbols; then, they were provided with a chart in which they could find the different words taken from the dialogue and in front of each one the phonetic transcription for them to recognize and pronounce the interdental sounds. However, most of the students were not able to pronounce certain words correctly though.

Additionally, it is important to mention that even though the students found it difficult to produce the interdental sounds, they could improve the pronunciation based on managing a good teaching method and instrument. Tazhina & Parker (2020) emphasize that the importance of mobile applications “is growing not only because of their accessibility and attractiveness in terms of new technologies, but also because of the opportunities they provide: students working together on tasks, taking learning outside the school, everyone has the opportunity to participate” (p. 213). Thus, it is important to design and carry out activities making use of digital programs like the Genially one to help students become familiar with the phonological sounds of the English language. Kenworthy (1994) states that one of the main reasons for the mispronunciation of the interdental sounds in EFL learners in English is because these phonological sounds do not exist in their Phonetic alphabet.

CHAPTER V

ACADEMIC PROPOSAL

5.1 Title: TAUGHT BY LEARNERS

5.2 Rationale

English is one of the most spoken languages around the world in which pronunciation plays an essential role in speaking since it allows L2 learners to communicate their ideas. There are different reasons why learners should improve their pronunciation. One of those reasons is that it can make learners feel more comfortable and confident when holding a conversation with other people.

Learning pronunciation is complex, teachers must consider what types of activities will be helpful for their students as some sounds that occur in English do not occur in Spanish. Sometimes learners can imitate these new sounds, but in case they cannot, then teachers need to guide them to produce the new sound correctly. Moreover, Learners need to know what to pay attention to and what to work on. For example, learners may not realize that when a particular word is stressed or said in a different way this can affect the message that is sent to the listener. Teachers need to make learners aware of the potential of sounds.

This academic proposal is also relevant; students will improve their pronunciation of interdental fricative sounds through activities that are created in Genially Program based on the audiolingual method. Teachers and students will become aware of all those techniques and strategies that should help them not to mispronounce these two interdental fricative sounds. This is so, since in some languages such as Spanish these consonant sounds are not

found within the use of vowel sounds. That is why the activities provided on this website are intended to encourage students to learn the language in an effective manner.

5.3 Objectives

5.3.1 General objectives

- Improve students' pronunciation of /θ/ and /ð/ sounds through activities created in the Genially Program.

5.3.2 Specific objective

- Create activities focused on the Audiolingual Method and Communicative Language Teaching to improve students' pronunciation of interdental fricative sounds.
- Propose a web page based on Genially Program to improve the pronunciation of the interdental fricative sounds.

5.4 Theoretical framework

5.4.1 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is defined as a set of concepts about language teaching goals, how learners acquire a language, the kind of classroom activities that best assist learning, and the roles of teachers and learners in the classroom. According to the same author, this strategy could be used to develop beneficial habits, such as having students generate accurate sentences and avoid mistakes. However, mistakes should be avoided through controlled opportunities for writing and speaking production (Richards, 2006). Moreover,

Nunan (as cited in Brown, 1994) states five features that characterize this method in the following:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic text into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

According to Brown (1994), with the communicative language teaching the class can be focused on different approaches like Learner-centered teaching, cooperative learning, interactive learning, whole language education, Content-centered education, and Task-based learning. Moreover, all these approaches can help teachers to organized students' activities where the learner has a meaningful academic experience while learning a second language.

5.4.2 Audiolingual Method

The audiolingual method has become a well-known method to overseas language teaching withinside the mid-twentieth century. Nevertheless, it is still playing an important role in many classrooms. Since this method emphasizes the spoken language with accurate pronunciation and grammar. Additionally, language mastering is considered as habit development in the audiolingual concept; therefore, audiolingual exercises frequently use

repetition and exercise to teach learners correct behavior in the new language (Richards & Rodgers, 2001).

5.4.2.1 Characteristics of the Audiolingual Method

Brown (1994) states that the audiolingual method has some importance characteristics that allow most L2 learners to develop their listening and speaking skills. The same author summarizes them as follows, which teachers should take them into consideration while applying this method:

- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- There is a little or no grammatical explanation as it is taught by an inductive analogy rather than deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation, stress, rhythm, and intonation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

5.4.2.2 Types of learning and teaching activities based on the audiolingual method

Dialogues and drills form the basis of audiolingual classroom practices. Moreover, dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. According to Brown (1994), dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized.

The use of drills and pattern is a distinctive feature of the Audiolingual methods. Brooks (1964, as cited in Richards & Rodgers, 2001) suggested twelve types of drills that can help learners to improve their pronunciation while learning an L2 as it is shown in Table 6.

Table 6

Most common types of drills

Type of drills	Procedure	Example
Repetition	Students repeat an utterance aloud as soon as he has heard it. They do this without looking at a printed text in which the sound is as important as form and order.	T: I used to know him. – I used to know him. Ss A: I used to know him years ago . Ss B: I used to know him years ago when we were in school.... After a student has repeated an utterance, he/she may repeat it again and add a few words, then repeat that whole utterance and add more words.

Inflection	One word in an utterance appears in another form when repeated.	<p>T: I bought the ticket. – I bought the ticket.</p> <p>Ss A: He bought the candy.</p> <p>Ss B: She bought the candy.</p> <p>Ss C: They bought the candy.</p>
Replacement	One word in an utterance is replaced by another.	<p>Ss A: Helen left early.</p> <p>Ss B: She left early.</p>
Restatement	Students rephrase an utterance and address it to someone else, according to instructions.	<p>T: Tell Pamela to wait for you.</p> <p>Ss A: Wait for me.</p>
Completion	Students hear an utterance that is complete expect for one word, then repeat the utterance in completed form.	<p>T: I'll go my way and you go ...</p> <p>Ss A: I'll go my way and you go yours.</p>
Transposition	A change in word order is necessary when a word is added.	<p>Ss A: I am hungry. (so). – So am I.</p>
Expansion	When a word is added it takes certain place in the sequence.	<p>T: I know him. (hardly)</p> <p>Ss A: I hardly know him.</p>
Contraction	A single word stands for phrase or clause.	<p>T: Put your hand on the table.</p> <p>Ss A: Put your hand there.</p>
Transformation	A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.	<p>Tense:</p> <ul style="list-style-type: none"> • He knows my address. • He doesn't know my address.

		<ul style="list-style-type: none"> • Does he know my address? • He used to know my address.
Integration	Two separate utterances are integrated into one.	<ol style="list-style-type: none"> 1. They must be honest. 2. This is important. <p>Integration: It is important that they be honest.</p>
Rejoinder	Students make an appropriate rejoinder to a given utterance. In which in advance they are asked to respond in different ways like be polite, answer the question, agree, agree emphatically, express surprise, express regret, disagree, disagree emphatically, or fail to understand.	<p>Be polite:</p> <p>Ss A: Thank you.</p> <p>Ss B: You are welcome.</p>
Restoration	Students are given a sequence of words that have been culled from a sentence but still bear its basic meaning. Then, they use these words with minimum of changes and additions to restore the sentence to its original form. Finally, they may be told whether the time is present, past, or future.	<p>T: student/ waiting/bus</p> <p>Ss A: Students <u>are waiting</u> <u>for the bus</u>.</p>

Source: (Richards & Rodgers, 2001).

As shown in table 6, these drills focused on the audiolingual method help students to use grammatical sentence patterns, as spoken language law in foreign language education aims to develop listening and speaking skills. Therefore, with a focus on repetition, it is a great way to help learners learn new vocabulary in a short amount of time.

5.4.2.3 Ways to use the audiolingual method inside class

Well, teachers should consider the following activities where audiolingual method is applied, which can be easily adapted to their classrooms. Arroway (2021), states three ways which are:

- ***Focusing on practical pronunciation***

Firstly, the author suggest that teachers should identify the sound system from their mother tongue, then from the target language. That is why in these ways learners will be able to articulate and recognize the most common and necessary sounds between both languages. Secondly, by moderating the occurrence of similar sounds which is known as minimal pairs. Finally, through the use of tongue twisters, indicating the easy accessibility of this type of exercises online.

- ***Doing structural drilling exercises***

The author argued that drills are good in different ways like for building strong habits in structural interaction and establishing natural answers in everyday spoken interaction as drilling can become a constant activity.

- *Using dialogue practice*

Dialogue, the exchange of information between two or more individuals, is the necessary next stage in the building of language from sound to phrase. Many verbal exchanges, structural linguists discovered, followed fundamental forms that can be studied and taught.

5.4.2.4 Learners' role

It is very relevant to mention that “Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning” (Richards & Rodgers, 2001, p.62). Moreover, it can be inferred that students play a passive role when teachers apply this method in their listening and speaking classes.

5.4.2.5 Teachers' roles

Teachers' role is to model the target language by controlling the direction, pace of learning, monitoring, and modifying learner performance. In addition, teachers need to draw the learner's attention through various exercises and assignments through selecting relevant situations for practicing the structure (Richards & Rodgers, 2001).

5.4.3 Comparison between the Audiolingual Method and Communicative Language

Teaching

Finiocchario & Brumfit (1983, as cited in Brown, 1994) made a comparison of 22 aspects (p.79). They pointed the differences of these two teaching methods as shown in table

7:

Table 7

Differences between the Audiolingual Method and Communicative Language Teaching Finiocchario & Brumfit (1983, as cited in Brown, 1994)

#	Audiolingual Method	Communicative Language Teaching
1	Attends to structure and form more than meaning.	Meaning is paramount.
2	Demands more memorization of structure-based dialogs.	Dialogs, if used, center around communicative functions and are nor normally memorized.
3	Language items are not necessarily contextualized.	Contextualization is a basic premise.
4	Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
5	Mastery or overlearning is required.	Effective communication is required.
6	Drilling is a central technique.	Drilling may occur, but peripherally.
7	Native speakers like pronunciation are required.	Comprehensible pronunciation is required.
8	Grammatical explanation is avoided.	Any device which helps learners is accepted – varying according to their age, interest, and others.
9	Communicative activities only come after a long process of rigid drills and exercises.	Attempts to communicate may be encouraged from the very beginning.
10	The use of the student's native language is forbidden.	Use of native language is accepted where feasible.
11	Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12	Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.

13	The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best though the process of struggling to communicate.
14	Linguistic competence is the desired goal.	Communicative competence is the desired goal.
15	Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methods.
16	The sequence of units is determined solely by principles of linguistic complexity.	Sequencing is determined by any consideration of content function or meaning which maintains interest.
17	The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way to motivates them to work with the language.
18	“Language is habit” so error must be prevented at all costs.	Language is created by the individual often through trial and error.
19	Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language are the primary goals: accuracy is judged not in the abstract but in context.
20	Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, though pair and group work, or in their writing.
21	The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22	Intrinsic motivation will spring from an interest in the structure of language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

Source: Differences between the Audiolingual Method and Communicative Language Teaching Finiocchario & Brumfit (1983, as cited in Brown, 1994)

As shown in table 7, the audiolingual and communicative methods are very different, but we can say that both methods are very useful when applying activities connected to the good management of the foreign language, in this case pronunciation.

5.4.4 Bilingual education

According to Richard (1988), “bilingual education involves teaching students in some combination of their first and second language” (p. 223). Moreover, Garcia (2009) study found that:

Bilingual education is different from traditional language education programs that teach a second or a foreign language. For the most part, these traditional secondar foreign-language programs teach the language as a subject, whereas bilingual education programs use the language as a medium of instruction; that is, bilingual education programs teach content though an additional language other than the children’s home language (p.4)

Table 8

Differences between Bilingual Education and Language Education according to Garcia (2009)

	Bilingual Education	Foreign or Second Language Education
Overarching Goal	Educate meaningfully and some type of bilingualism	Competence in additional language
Academic Goal	Educate bilingually and be able to function across cultures	Learn an additional language and become familiar with an additional culture
Language use	Languages used as media of instruction	Additional language taught as subject
Instructional use of language	Uses some form of two or more languages	Uses target language mostly

Pedagogical Emphasis

Integration of language and content

Explicit language instruction

Source: <https://books.google.com.ec/books?id=bW6V>**5.5 Description of the institution and beneficiaries**

The Unidad Educativa Bilingüe Los Arrayanes is an accredited institution. The institution is private, and it is located in the Imbabura province, Ibarra canton.

Table 9*Specific information about the beneficiary institution*

Institution name	Type of institution	Location	Address
Unidad Educativa Bilingüe Los Arrayanes	Private	Ecuador, Imbabura province, Ibarra city	Av. 17 de Julio 10108

Source: <https://arrayanesalamos.edu.ec/es/contactUsArrayanes>

Figure 19. Location: Unidad Educativa Bilingüe Los Arrayanes (Google Maps, 2021)

5.5.1 History

The institution was founded in 1998, as an initiative and with the purpose of committing society in the creation and promotion of educational centers where children and young people are formed under three clear guidelines: academic, human, and spiritual, the Arrayanes Alamos Corporation was born. This is a private non-profit entity. It is governed by the Ecuadorian law and its regulations. It has its own patrimony and a permanent functional organic structure to sponsor and develop educational entities. (Translated by the author)

5.5.2 Mission

This educational institution has the mission of forming integral people, with human and Christian virtues, who seek the truth with a contribution to create a more supportive world, through a personalized and innovative education of excellence with highly trained professionals identified with the philosophy of the institution. (Translated by the author)

5.5.3 Vision

Their vision is to be a reference at regional level, in innovative educational projects, family orientation and involvement in society, assuming the challenges of modernity that allow it to contribute to a changing world. (Translated by the author)

5.5.4 Educational project

One of their main projects is Bilingual Education where they apply the methodology CLIL (Content and Language Integrated Learning) which allows the learning of a subject and a second language at the same time. Our curriculum includes subjects taught in English from the second grade on. Language proficiency is evaluated annually through international tests.

Moreover, they apply the project called PBL (Project-Based Learning). This is a teaching method in which students learn by actively engaging in meaningful projects related to the current reality. The methodology consolidates long-term learning, as well as the development of the 21st century skills suggested by UNESCO. (Translated by the author)

5.6 Impacts

This proposal will cause a great impact into both, Unidad Educativa Bilingüe Los Arrayanes, the institution where this research is being carried on, and also into the community: For the institution, it will serve as an academic input for students and teachers to be engaged into a correct pronunciation of the interdental fricative sounds (/θ/ and /ð/). For the community, it will be a great impact as everybody can have access to the website. Moreover, Taught by Learners is a web page that contains didactic activities carried out in the Genially Program, it is a friendly tool that students can use to promote their learning of the interdental sounds and not only that, teachers and students can share information and make comments about the activities they find in the web page.

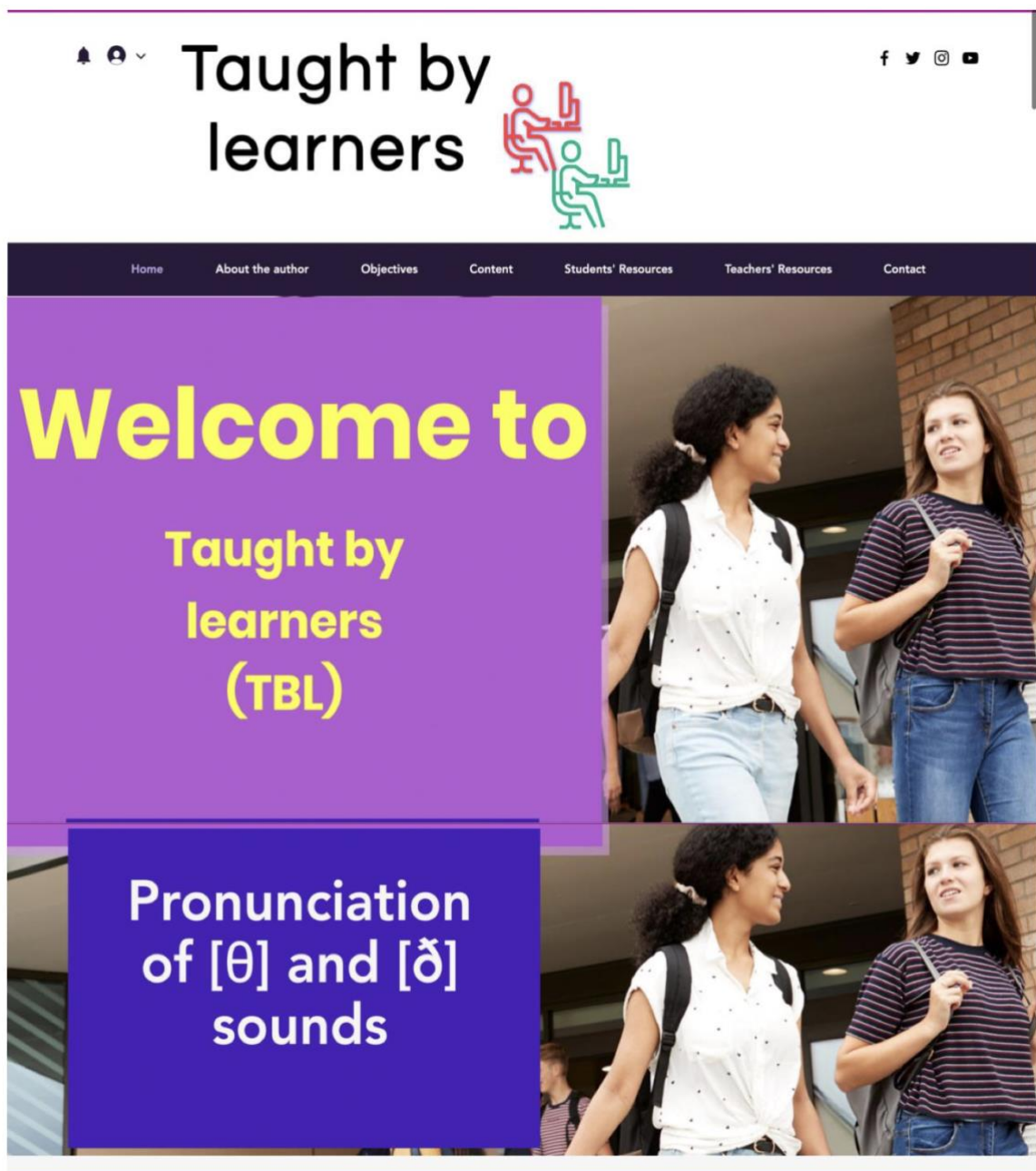
In addition, Taught by Learners will allow students to learn in any context, inside or outside the classroom, as the application of new technologies in education is becoming easier and easier.

5.7 Development of the proposal

Into the following link you will get to see the whole proposal making use of Genially Program: <https://cmarllen.wixsite.com/marlen-pagina-web-2>

- **Home page**

This first page of the website is called "Home". Here users will appreciate the title of the site which is 'Taught by learners'. The title was inspired by the students and their use of technology. Over the years the students have demonstrated that they can handle technology without much difficulty. That is why this name was inspired. Moreover, interdental sounds are also shown since these are the sounds that were analyzed in the research.



- **About the author**

This second page is called “About the author”. On this page users will find a brief introduction by the author about the proposal. The author mentions a few words about the importance of preventing students from mispronouncing interdental sounds. There is also a brief description of who she is, providing her main information. At the bottom of this page users will observe some pictures, where the author will see in some of her previous experiences as a teacher.

Home About the author Objectives Content Students' Resources Teachers' Resources Contact

GONE TOO FAR WITH GENIALLY

A twenty-first century program that will open horizons of students and teachers of English during

You are muted now. Press Shift+Command+A to unmute your microphone, or press and hold the SPACE key to temporarily unmute.



Proponent words

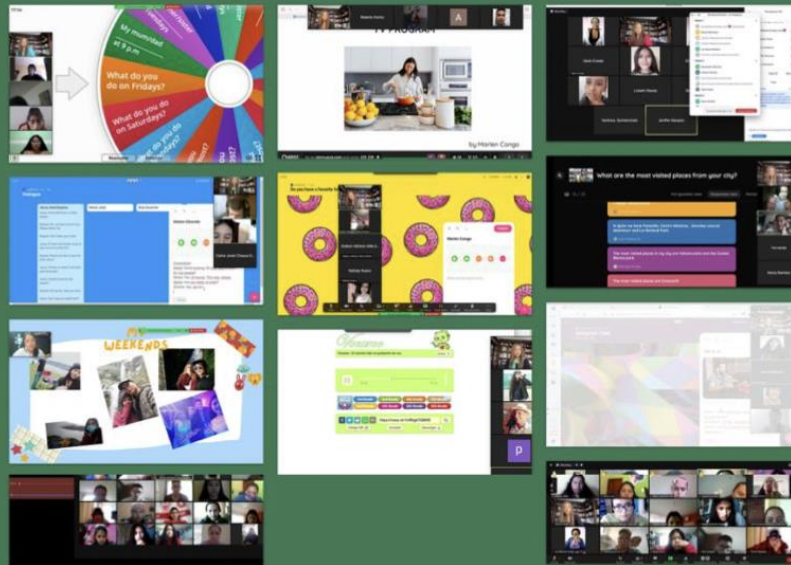
English is an international language used by people to communicate across the world. In regard to the importance of good pronunciation when using the language and producing the English sounds accurately, this proposal will approach students to prevent mispronunciation of the interdental sounds /ð/ & /θ/.

About me

I am Marlen Congo; I have a bachelor degree in TESOL; I am about to get a master degree in English language pedagogy at the UTN University; I am the proponent of the Genially Program as methodological strategy to improve the pronunciation of /θ/ and /ð/ sounds in EFL senior students in Ibarra - Ecuador.



MY TEACHING EXPERIENCE



MEMBERS

Marlen Congo
Proponent

mmcongoc@utn.edu.ec
539 989663508

Taught by
learners



QUICK NAVIGATION

[About](#)
[Objectives](#)
[Students Resources](#)
[Teachers Resources](#)

STAY CONNECTED

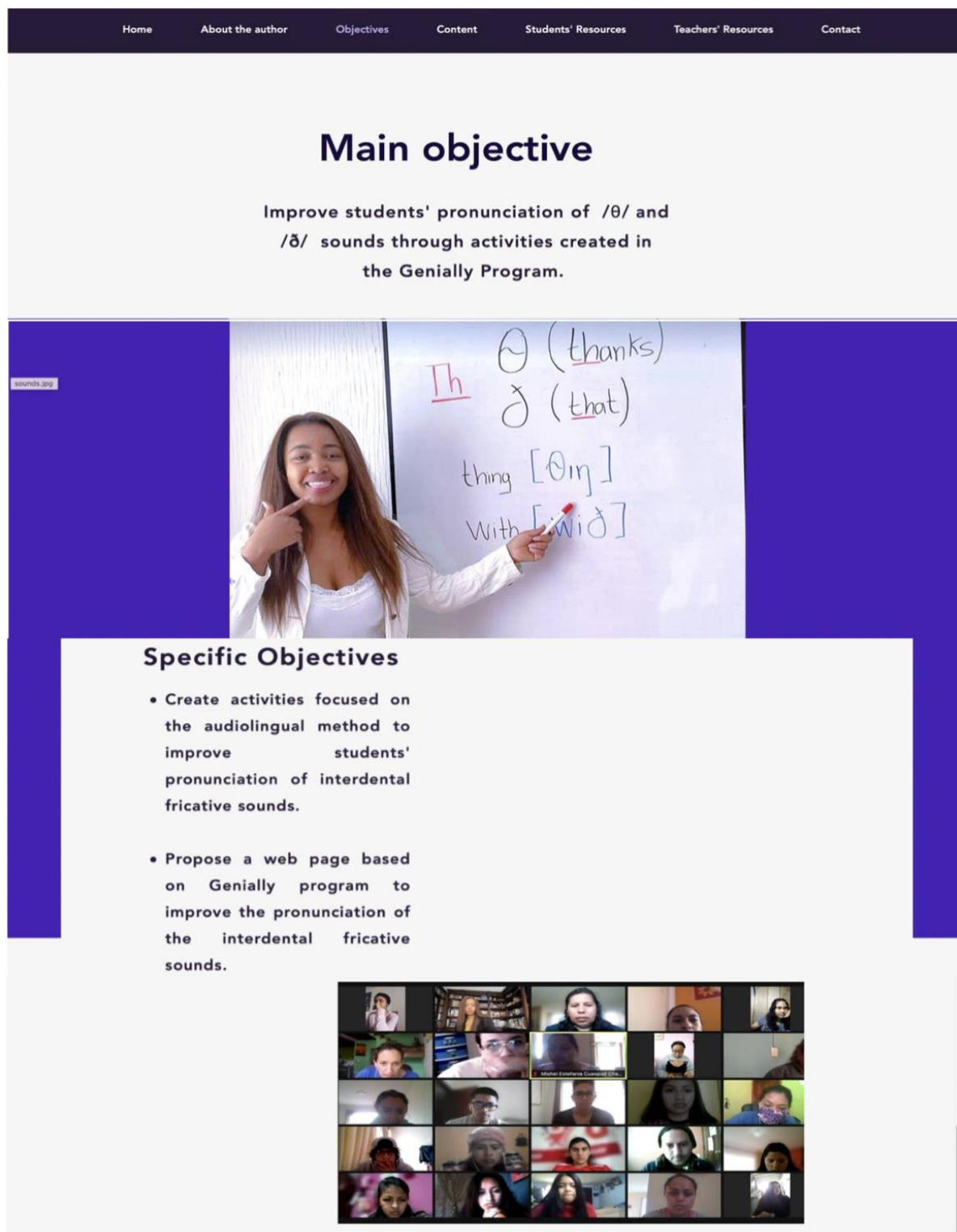
[Facebook](#)
[Twitter](#)
[Instagram](#)
[Youtube](#)

GET IN TOUCH

Quilago y Av. El Retorno
Tel: 539 989663508
mmcongoc@utn.edu.com

- **Objectives**

The third page is called "Objectives". On this page users will find the objectives of the proposal. One general objective and two specific ones.



The screenshot shows a website page with a dark blue navigation bar at the top containing links: Home, About the author, Objectives, Content, Students' Resources, Teachers' Resources, and Contact. The main heading is "Main objective" in a large, bold, dark blue font. Below it, the text reads: "Improve students' pronunciation of /θ/ and /ð/ sounds through activities created in the Genially Program." A video player shows a woman with long brown hair, wearing a white jacket, pointing to a whiteboard. The whiteboard has handwritten text: "Th" in red, "θ (thanks)", "ð (that)", "thing [θɪŋ]", and "with [wɪð]". Below the video, the section "Specific Objectives" is followed by two bullet points: "• Create activities focused on the audiolingual method to improve students' pronunciation of interdental fricative sounds." and "• Propose a web page based on Genially program to improve the pronunciation of the interdental fricative sounds." At the bottom of the page, there is a grid of 20 small video thumbnails showing various participants in a virtual meeting.

- **Content**

The fourth page is called “Content”. On this page users will find the proposal’s activities. This page is divided into four units. The first unit is called 'Getting to know interdental sounds'. The second unit is called 'filling sentences with interdental sounds'. The third unit is called 'Repeating interdental sounds aloud'. The fourth unit is called 'Talking with interdental sounds'. Each unit is divided into two activities and an evaluation. All the activities have to do with interdental sounds.

The screenshot shows a website interface with a dark blue navigation bar at the top containing links: Home, About the author, Objectives, Content, Students' Resources, Teachers' Resources, and Contact. Below the navigation bar is a light grey header area with the title "Ready to start..." in a large, dark blue serif font. To the left of the title is a purple home icon, and to the right are two dark blue buttons labeled "ENGLISH CONSONANTS SOUNDS" and "ENGLISH VOWEL SOUNDS".

The main content area is divided into four horizontal units, each with a distinct background color and a white box on the left containing the unit title. The units are:

- UNIT 1** (Yellow background): Title "Getting to know interdental sounds". It contains three buttons: "Introducti... >", "Activity 1 >", and "Evaluation".
- UNIT 2** (Purple background): Title "Filling Sentence with interdental sounds". It contains three buttons: "Activity 1 >", "Activity 2 >", and "Evaluation".
- UNIT 3** (Light blue background): Title "Repeating interdental sounds aloud". It contains three buttons: "Activity 1 >", "Activity 2 >", and "Evaluation".
- UNIT 4** (Red background): Title "Talking with interdental sounds". It contains three buttons: "Activity 1 >", "Activity 2 >", and "Evaluation".

- **Students's resources**

The fifth page is called "Students' resources". This page is divided into videos, vocabulary and flashcards for the students to encounter new information about interdental sounds.



- **Teachers' resources**

The sixth page is called “Teachers' resources”. This page is divided into articles, essays and videos for teachers to find new information about interdental sounds.

Home About the author Objectives Content Students' Resources Teachers' Resources Contact

FOR TEACHERS

According to Hıgmanoglu (2009, p. 1697), "Pronunciation is a significant part of foreign language teaching", since having a good pronunciation is one of the most important signs of getting mastery in foreign language learning and teaching.

Articles ›

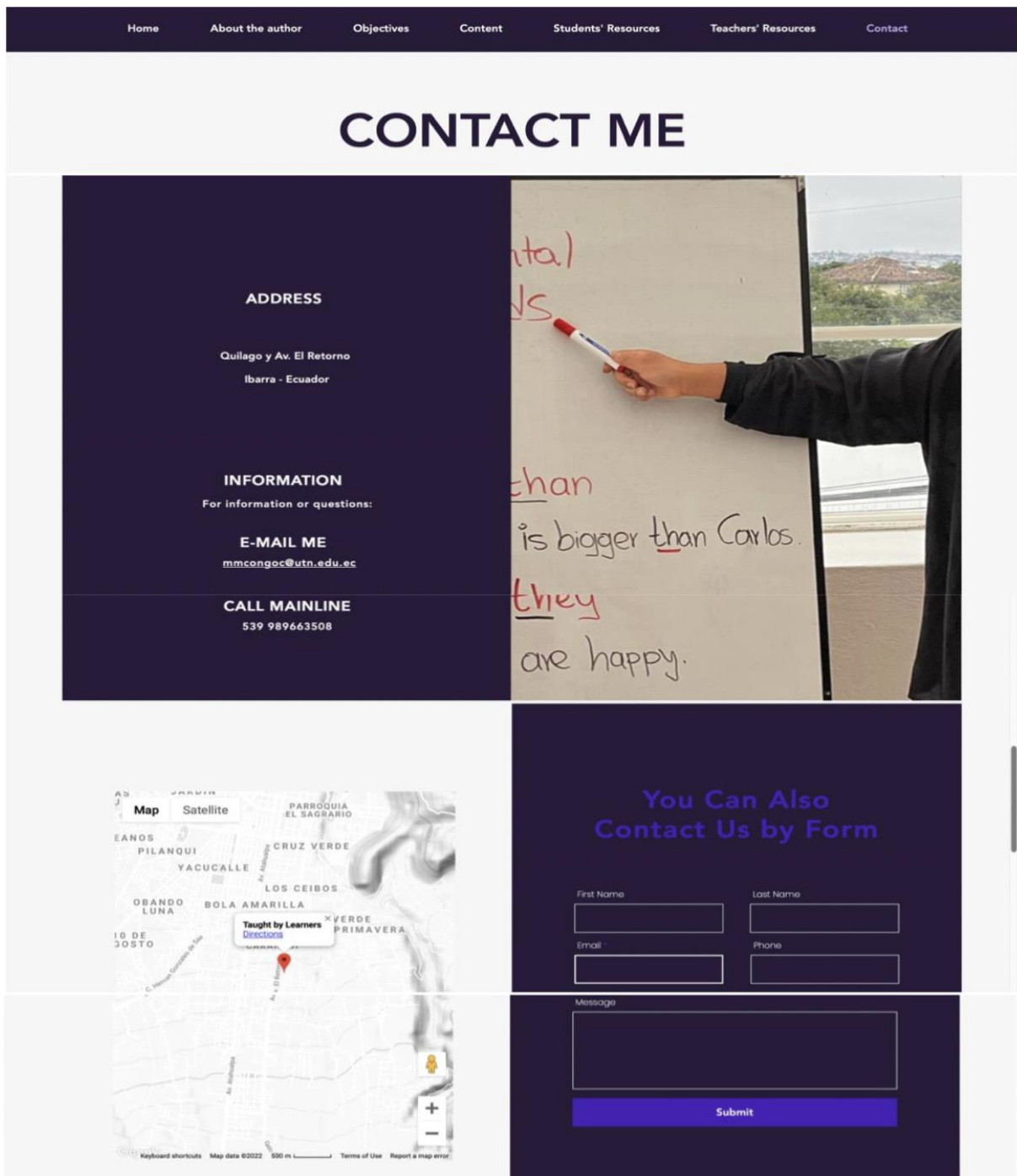
Essays ›

Videos ›

<h1>θ</h1> <p>Fricative Interdental</p> <p>.....</p> <p>VOICELESS</p> <p>.....</p> <p>think, thank, thought</p>	<h1>ð</h1> <p>Fricative Interdental</p> <p>.....</p> <p>VOICED</p> <p>.....</p> <p>this, that, though</p>
---	---

- **Contact**

The seventh page is called “Contact”. In this page users will be able to find the author’s contact of the proposal in case they require extra information about interdental sounds.



CHAPTER VI

CONCLUSIONS AND RECOMEMMENDATIONS

6.1 Conclusions

Based on the dialogue applied it was identified that the interdental voiced /ð/ and interdental voiceless /θ/ sounds are not part of the phonetic chart of the Spanish language. Students do not know which is the articulation and the point of articulation in the production of these phonetic symbols.

Students from fourth level of the Unidad Educativa Bilingue los Arrayanes mispronounce the sounds Interdental Voiced /ð/ and Interdental Voiceless /θ/. It was found making use of a dialogue presented into three activities: First, the dialogue was introduced to the students; then, they were asked to mark all the words that they considered to have interdental sounds. Second, the same dialogue was presented again to the students to play a role according to the characters in the dialogue; they read the dialogue where the words that have interdental sounds are already highlighted to verify if the students make mistakes in the pronunciation of the highlighted words. Finally, teacher and students worked together in the classroom so that they could recognize the interdental phonetic sounds and symbols and produce them correctly; next, a table was handed out where the words of the dialogue that have interdental sounds were listed with their corresponding phonetic transcription; then, students read each of the transcribed words to recognize their corresponding phonetic symbol.

Teachers are willing to apply the Genially Program in their English classes to improve students' pronunciation of the Interdental Voiced /ð/ and Interdental Voiceless /θ/ sounds. It was found providing a questionnaire for the teachers to get to know if they use the Genially Program in their English classes, and if not, how willing they are to use it as a tool to improve the pronunciation on their students.

The design of the academic proposal based on the Communicative Language Teaching and Audiolingual Method was an essential component as it includes unique teaching activities within the Genially Program aimed to help teachers and students improve the pronunciation of the interdental sounds.

Genially Program is an interactive online tool that can help teachers create gorgeous presentations, interactive images, infographics, gamification, quizzes, and portfolios to promote a meaningful learning experience for their students. Genially is a tool for creating interactive communication experiences that make the audience fall in love; it works perfectly with almost any platform or external tool, making it easy to insert YouTube videos, images, audios, animations, educational activities, google maps, and more into Genially creations. Rogowski (2020) claims that "Genially is the world-leader in interactive visual communication. Use Genially as an online tool to create stunning presentations, interactive images, infographics, gamification, quizzes, breakouts, portfolios, etc."

6.2 Recommendations

In order to improve students' pronunciation not only of the interdental sounds (/ð/ and/θ/) but also all the other phonetic sounds, interactive programs such as Genially should be used, which is a fun tool where teacher can create dynamic activities.

It is therefore recommended that all English teachers in the institution should make use of this tool with the purpose of improving students' pronunciation of the interdental sounds.

Teachers and educational institutions should make use of different digital tools such as Genially to be effective not only in the improvement of students' pronunciation of the interdental sounds but also in the learning of an L2, minimizing different mistakes that they can make when they produce the different vowel and consonant sounds of the English language.

APPENDIXES

Appendix 1. Appendix 1. Approval certificate from Unidad Educativa Bilingüe Arrayanes institution.



20 AÑOS
UNIDAD EDUCATIVA
BILINGÜE ÁLAMOS



Ibarra, 23 de Julio del 2020

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

Me permito informar a usted que el la señorita: Marlen Mishell Congo Cervantes con número de cédula 1003496211, estudiante del Programa de Maestría en: Pedagogía de los Idiomas Nacionales Y Extranjeros mención Inglés, ha sido aceptada en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,


Msc. María Mercedes Suárez
RECTORA
COORPORACION ARRAYANES



Av. 17 de julio 10108 Ibarra, Ecuador
Telf. +593985635941
Fax. +593996661987

Appendix 2. Instrument validation



UNIVERSIDAD TÉCNICA DEL NORTE



Facultad de
Posgrado

FACULTAD DE POSGRADO

VALIDACIÓN DEL INSTRUMENTO DE INVESTIGACIÓN (CUESTIONARIO Y DIALOGO)

Proyecto:	GENIALLY PROGRAM AS METHODOLOGICAL STRATEGY TO IMPROVE THE PRONUNCIATION OF /θ/ AND /ð/ SOUNDS IN EFL SENIOR STUDENTS AT ARRAYANES HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020-2021
Autor (es)	Lic. Marlen Mishell Congo Cervantes
Objetivo	To determine the Genially Program as a methodological strategy for improving the pronunciation of /θ/ and /ð/ sounds in EFL senior students at Arrayanes high school in Ibarra during the academic year 2020-2021.

Fecha de envío para la evaluación del experto:	13 – 09 - 2021
Fecha de revisión del experto:	13-09-2021

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 (DIALOGO ALUMNOS)			
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:

Me parece que la propuesta es muy interesante, creo que va a tener un gran impacto en los alumnos

debido a que los sonidos interdentales no existen en el e idioma español.

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 Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO (CUESTIONARIO DOCENTES)				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

Firma del Evaluador

C.I.: 1711539690

Apellidos y nombres completos	Mantilla Guerra Marcia Lucía
Título académico	Magíster en Docencia Superior Magíster en Lingüística Aplicada
Institución de Educación Superior	UTN
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909

**VALIDACIÓN DEL INSTRUMENTO DE INVESTIGACIÓN (CUESTIONARIO Y DIALOGO)**

Proyecto:	GENIALLY PROGRAM AS METHODOLOGICAL STRATEGY TO IMPROVE THE PRONUNCIATION OF /θ/ AND /ð/ SOUNDS IN EFL SENIOR STUDENTS AT ARRAYANES HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020-2021
Autor (es)	Lic. Marlen Mishell Congo Cervantes
Objetivo	To determine the Genially Program as a methodological strategy for improving the pronunciation of /θ/ and /ð/ sounds in EFL senior students at Arrayanes high school in Ibarra during the academic year 2020-2021.

Fecha de envío para la evaluación del experto:	13 – 09 - 2021
Fecha de revisión del experto:	15/ 09/ 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.

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 Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO (CUESTIONARIO DOCENTES)				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			



Firma del Evaluador

C.I.: 1714076120

Apellidos y nombres completos	ANDRADE MOLINA CHRISTIAN DAVID
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Institución de Educación Superior	UTN
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Teléfono	0999906618

Appendix 3. Teachers' questionnaire

TEACHERS SURVEY

Introduction:

- Dear English teachers, please read the questions carefully and make a tick to the option that best reflects your opinion.
- Please take a few minutes to fill out this survey and share your ideas.

***Obligatorio**

1. How often do you use mobile apps in your classes?

Always

Sometimes

Never

2. How much do you like using mobile apps in your listening & speaking classes?

A lot

Fairly

Much

A little

3. Do you think using English learning Apps can improve students' pronunciation?

Yes

No

Maybe

4. Do you know any English learning App for improving pronunciation? If yes, which one? *

Tu respuesta _____

5. How often do you use English learning Apps in your English class? *

- Always
- Sometime
- Never

6. Would you like to teach English with mobile apps? *

- Yes
- No
- Maybe

7. Have you heard anything about Genially program? *

- Yes
- No

8. Have you ever used Genially programs in your English classes? *

Yes

No

9. Did you know that Genially can help you design Interactive activities where your students can learn in an innovative and fun way? *

Yes

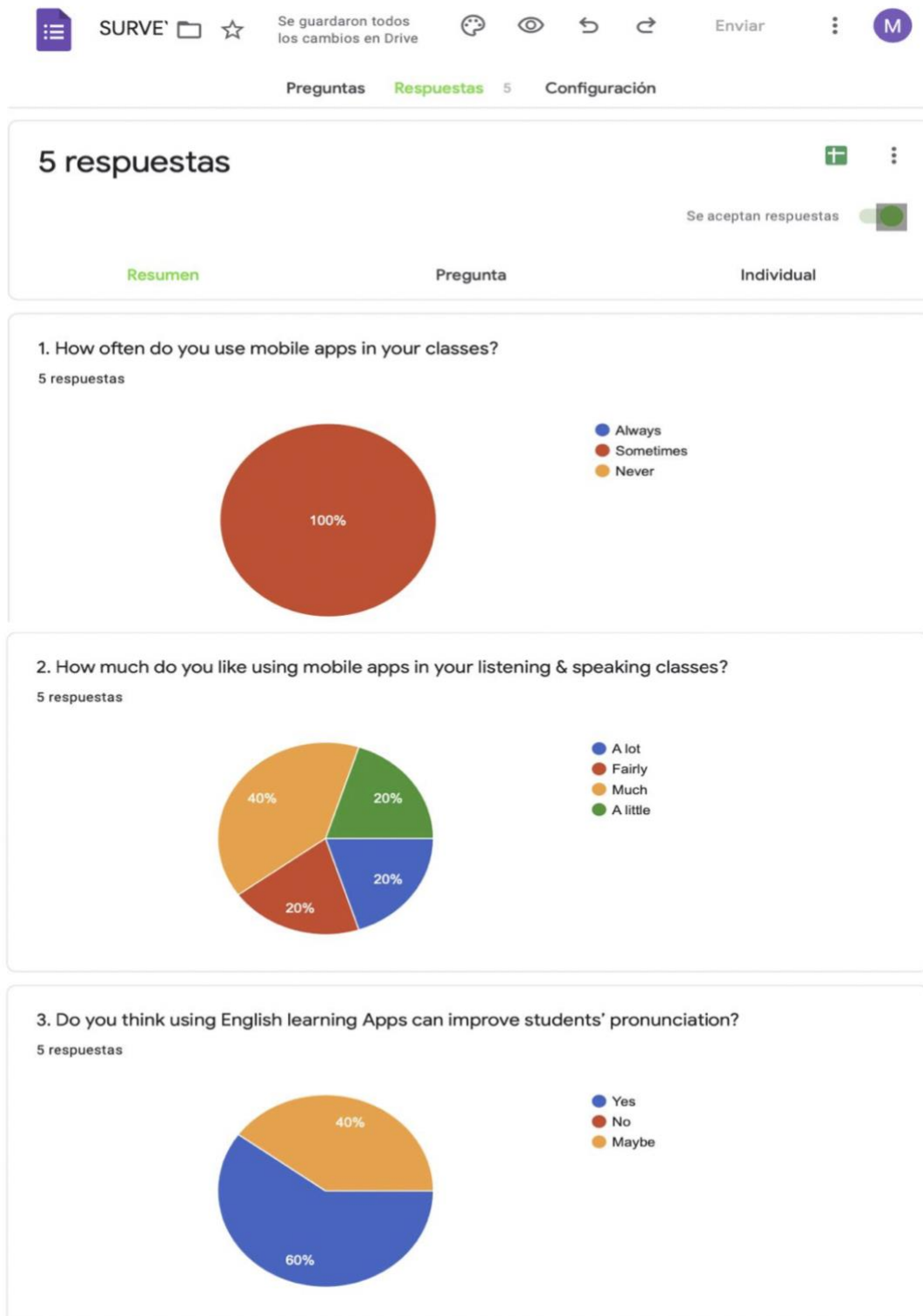
No

10. Are you willing to use the Genially Program as a tool to improve pronunciation in your students? *

Yes

No

Appendix 1. Results of teachers' questionnaire



4. Do you know any English learning App for improving pronunciation? If yes, which one?

5 respuestas

I don't know

NO

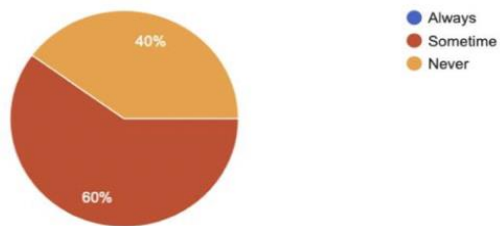
Rosetta Stone

DUOLINGO

Duolingo, cake

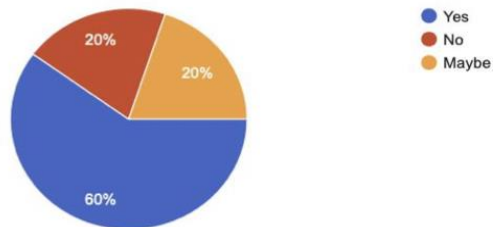
5. How often do you use English learning Apps in your English class?

5 respuestas



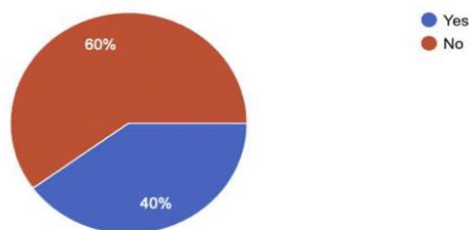
6. Would you like to teach English with mobile apps?

5 respuestas



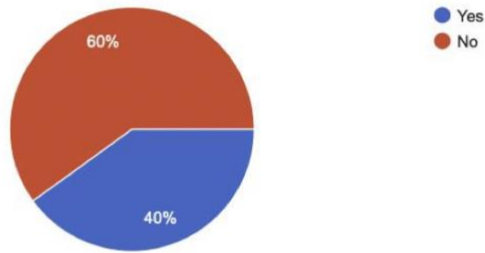
7. Have you heard anything about Genially program?

5 respuestas



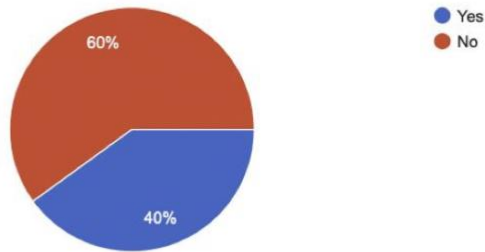
8. Have you ever used Genially programs in your English classes?

5 respuestas



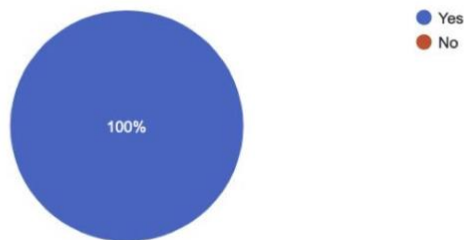
9. Did you know that Genially can help you design Interactive activities where your students can learn in an innovative and fun way?

5 respuestas



10. Are you willing to use the Genially Program as a tool to improve pronunciation in your students?

5 respuestas



Appendix 2. Students' dialogue

Let's read the dialogue

- 1) Read the dialogue and point out all the words that you recognize as interdental sounds.

Catherine: Edith Smith is only thirty.

Miss Brothers: Is she? I thought she was thirty-three.

Catherine: Edith's birthday was last Thursday.

Miss Brothers: Was it? I thought it was last month.

Catherine: The Smiths' house is worth thirty thousand pounds.

Miss Brothers: Is it? I thought it was worth three thousand.

Catherine: I'm so thirsty.

Miss Brothers: Are you? I thought you drank something at my mother's house.

Catherine: No, your mother gave me nothing to drink.

Miss Brothers: Shall I buy you a drink?

Catherine: Thank you.

2) In pairs read the dialogue and focus on the words that are bolded.

Catherine: **Edith Smith** is only **thirty**.

Miss Brothers: Is she? I **thought** she was **thirty-three**.

Catherine: Edith's **birthday** was last **Thursday**.

Miss Brothers: Was it? I thought it was last **month**.

Catherine: **The Smiths'** house is **worth thirty thousand** pounds.

Miss Brothers: Is it? I **thought** it was **worth three thousand**.

Catherine: I'm so **thirsty**.

Miss Brothers: Are you? I **though** you drank **something** at my **mother's** house.

Catherine: No, your **mother** gave me **nothing** to drink.

Miss Brothers: Shall I buy you a drink?

Catherine: **Thank** you.

3) Observe the transcription and symbol of the interdental sounds below.

Note: symbols are marked with red

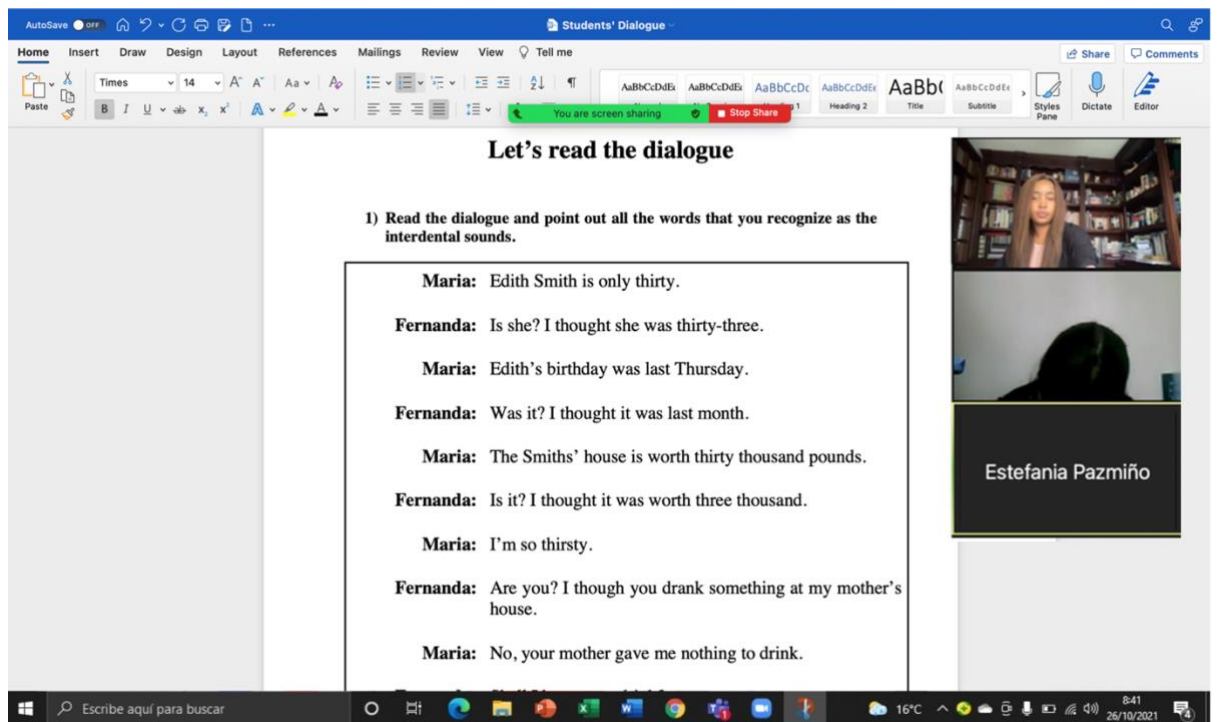
/θ/ = Interdental fricative voiceless

/ð/ = Interdental fricative voiced

Spelling and transcription words with the interdental fricative english sounds

Pronounced words	Words transcription
Catherine	/kæθərən/
Edith	/idɪθ/
Smith	/smɪθ/
brothers	/brʌðərz/
thought	/θɔt/
thirty	/bərθde/
birthday	/bərθde/
Thursday	/θərzde/
months	/mənθs/
the	/ðə/
worth	/wərθ/
thousand	/θawzənd/
three	/θri/
author	/ɔθər/
thirsty	/'θɜːrstɪ/
mathematician	/mæθəmətiʃən/
mother	/mʌðər/
nothing	/nʌθɪŋ/
thank	/θæŋk/

Appendix 3. Students' dialogue application evidence



AutoSave off Students' Dialogue

Home Insert Draw Design Layout References Mailings Review View Tell me

Times 14 A⁺ A⁻ Aa B I U ab x' x' A A You are screen sharing Stop Share 1 Heading 2 Title Subtitle Styles Pane Dictate Editor

Let's read the dialogue

1) Read the dialogue and point out all the words that you recognize as the interdental sounds.

Maria: Edith Smith is only thirty.

Fernanda: Is she? I thought she was thirty-three.

Maria: Edith's birthday was last Thursday.

Fernanda: Was it? I thought it was last month.

Maria: The Smiths' house is worth thirty thousand pounds.

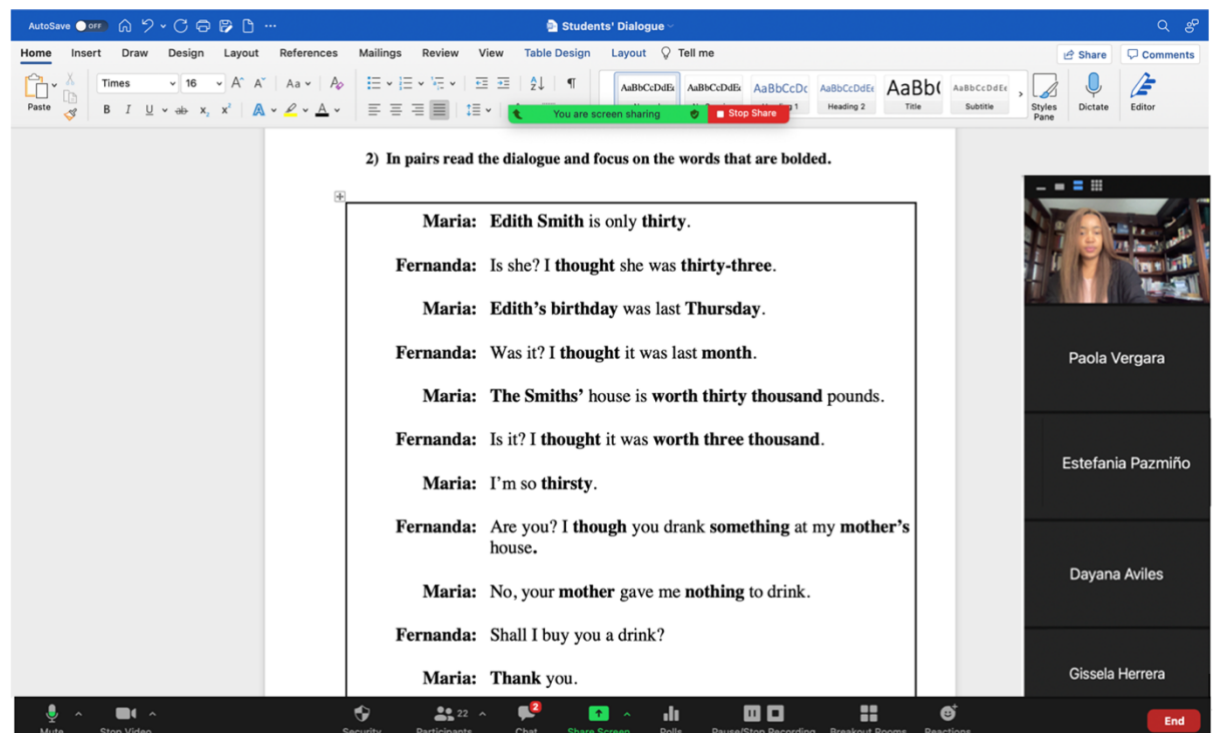
Fernanda: Is it? I thought it was worth three thousand.

Maria: I'm so thirsty.

Fernanda: Are you? I thought you drank something at my mother's house.

Maria: No, your mother gave me nothing to drink.

8:41 26/10/2021



AutoSave off Students' Dialogue

Home Insert Draw Design Layout References Mailings Review View Table Design Layout Tell me

Times 16 A⁺ A⁻ Aa B I U ab x' x' A A You are screen sharing Stop Share 1 Heading 2 Title Subtitle Styles Pane Dictate Editor

2) In pairs read the dialogue and focus on the words that are bolded.

Maria: Edith Smith is only thirty.

Fernanda: Is she? I thought she was thirty-three.

Maria: Edith's birthday was last Thursday.

Fernanda: Was it? I thought it was last month.

Maria: The Smiths' house is worth thirty thousand pounds.

Fernanda: Is it? I thought it was worth three thousand.

Maria: I'm so thirsty.

Fernanda: Are you? I thought you drank something at my mother's house.

Maria: No, your mother gave me nothing to drink.

Fernanda: Shall I buy you a drink?

Maria: Thank you.

Paola Vergara

Estefania Pazmiño

Dayana Aviles

Gissela Herrera

Mute Stop Video Security Participants 22 Chat Share Screen Polls Pause/Stop Recording Breakout Rooms Reactions End

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