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**TEMA:**

**“MINIMAL PAIR STRATEGY TO IMPROVE ENGLISH PRONUNCIATION IN THE  
ORAL PRODUCTION OF EFL YOUNG LEARNERS AT VICTOR MANUEL  
PEÑAHERRERA SCHOOL”**

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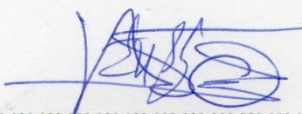
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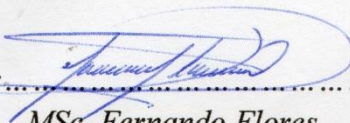
  
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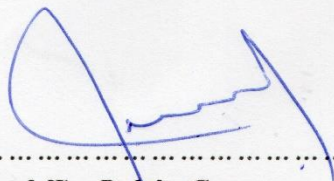
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## **DEDICATION**

Firstly, I dedicate this project to God and my family who were fundamental during my training and preparation as a professional. I had the support of my family in difficult moments, which help me to improve and learn new aspects of academic field that will be too beneficial for me as a future professional.

## **GREATFULNESS**

My greatest thank goes to “Universidad Técnica del Norte”, which allowed me to grow personally and professionally and help me to develop values like ethics and professionalism. To my university teachers who helped me grow as a professional. Finally, I thank my mother who is a great example as a teacher, as well as being my inspiration to study this beautiful major which is English language teacher.

## **RESUMEN**

El presente proyecto tiene como principal objetivo el mejoramiento de la producción oral en los estudiantes para que tengan una mejor comprensión de la importancia de la destreza de hablar en el idioma inglés. Se desarrollaron actividades que permiten a los estudiantes mejorar sus habilidades en lo referente a la producción oral. Ya que es de suma importancia entender y comprender lo primordial que es hablar correctamente el idioma inglés, debido a que la fluidez y la clara pronunciación ayudan a mejorar la interacción oral entre estudiantes y también personas que hablen o estudien el idioma inglés. Para comprender mejor las dificultades que tenían los estudiantes se desarrollaron instrumentos de recolección de información para comprender a detalle en que se deberían enfocar las actividades. Se usaron diferentes recursos como metodologías que permitirían una mejor comprensión de los resultados que se obtendría durante este proceso investigativo; lo cual facilitó en gran medida el análisis y datos que se recolectaron con el fin de poder entender las debilidades que tienen los hispanohablantes al momento de hablar en otro idioma como lo es el inglés en este caso. Todo esto con el fin de desarrollar una guía de actividades que mejoraran la destreza de hablar en los estudiantes.

**Palabras clave:** inglés, pronunciación, producción oral, habilidad de hablar, guía de actividades.



## **ABSTRACT**

The main objective of this project is to improve oral production in students so that they have a better understanding of the importance of the speaking skill in English language. Some activities were developed to the main purpose that students can improve their skills in relation to oral production. It is extremely important to know and understand how essential is to speak the English language correctly, because fluency and clear pronunciation help to improve oral interaction between students and people in general that speak or study the English language. To better understanding the difficulties that students had, relevant data was gathered through instruments that were developed to understand in detail in order to deal this problem. Different resources were used as methodologies that would allow a better understanding of the results that would be obtained during this investigative process; which greatly facilitated the analysis and data that was collected in order to understand the weaknesses that Spanish speakers have when speak in another language such as English in this case. This process is focus in order to develop an activity guide that will improve the students' oral production skill.

**Keywords:** English language, pronunciation, oral production, speaking skill, activity guide.

## CONTENT INDEX

DEDICATION .....	vi
GREATFULNESS .....	vii
RESUMEN.....	viii
ABSTRACT.....	ix
CONTENT INDEX.....	x
TABLE INDEX .....	xiii
GRAPHIC INDEX.....	xiv
INTRODUCTION .....	1
1.2. Problem Description.....	1
1.3. Justification .....	2
1.4. Literature Review.....	3
OBJECTIVES .....	6
1.5. General Objective: .....	6
1.5.1. Specific Objectives: .....	6
CHAPTER I .....	7
Theoretical Framework .....	7
1. Language learning theories. ....	7
1.1 Schumann’s Acculturation Model.....	7
1.1.1 Krashen’s Monitor Model.....	7
1.1.2 Languages teaching approaches.....	8
1.1.3 Comprehension-Based Approach.....	8
1.1.4 Audiolingualism.....	9
1.2 Language teaching methods.....	9
1.2.1 The Direct Method .....	9
1.3 Linguistic competence. ....	9
1.3.1 Communicative competence. ....	10
1.3.2 What does communicative competence involve? .....	11
1.4 Speaking as a language skill. ....	11
1.4.1. Speaking interaction.....	12
1.4.2. Speaking production.....	12
1.5. Pronunciation as a sub-skill. ....	13
1.5.1 What does pronunciation involve? .....	13
1.6 Teaching pronunciation.....	14

1.6.1 Why to teach pronunciation? .....	15
1.6.3. Pronunciation problems for Spanish speakers. ....	15
1.7 Minimal pairs as a technique to teach pronunciation .....	16
1.7.1 Practice with minimal pair strategy.....	16
1.7.2. The use of context and minimal pairs. ....	16
CHAPTER II.....	18
2.1. Type of research.....	18
2.1.1 Mixed Methodology.....	18
2.2. Methods, techniques and research instruments .....	18
2.2.1 Methods.....	19
a. Deductive method .....	19
b. Synthetic method.....	19
2.2.2 Techniques and research instruments.....	19
a. Documentary technique .....	19
b. Survey .....	19
c. Interview .....	20
2.3 Research questions and Hypothesis .....	20
2.4 Participants.....	20
2.5 Data analysis and procedure.....	20
CHAPTER III .....	21
DATA ANALYSIS .....	21
3.1 Students' Survey Analysis .....	21
3.2 Teachers' Survey Analysis.....	25
3.3 Interview analysis .....	30
CHAPTER IV .....	37
PROPOSAL .....	37
4.1 Introduction.....	37
4.2 General Objective .....	37
4.3 Methodology. ....	37
4.4 Proposal Title .....	37
4.4.1. Importance of the proposal.....	37
4.4.2. American English Vowels.....	38
4.4.3. American English Consonant.....	39
4.4.4. Students problems. ....	40

4.5. IMPACTS .....	90
Table 1.....	90
4.5.1. Linguistic impacts .....	91
4.5.2. Affective impacts .....	91
4.5.3. Educative impacts .....	92
4.6. Conclusions.....	94
4.7. Recommendations .....	95
BIBLIOGRAPHY .....	96
APPENDIX.....	99
APPENDIX 1: Presentation letter – Educational Unit “Victor Manuel Peñaherrera” .....	100
APPENDIX 2: Survey for students.....	101
APPENDIX 3: Test for students. ....	103
APPENDIX 4: Survey for teachers.....	105
APPENDIX 5: Coordinator interview .....	107
APPENDIX 6: Analysis Urkund.....	108

**TABLE INDEX**

Table 1: Numerical Impact Levels ..... 90  
Table 2: Linguistic impact indicators ..... 91  
Table 3: Affective impact indicators ..... 91  
Table 4: Educative impact indicators ..... 92

## GRAPHIC INDEX

Graphic 1. Performance in oral production activities .....	21
Graphic 2. Pronunciation is important to improve oral production .....	22
Graphic 3. Activities focused on improving pronunciation .....	22
Graphic 4. Activities that involve oral interaction between students.....	23
Graphic 5. Pronunciations sounds in English as in Spanish .....	24
Graphic 6. Vowel pronunciation .....	24
Graphic 7. Oral expression in English subject .....	25
Graphic 8. Oral production activities influence in the right pronunciation.....	26
Graphic 9. Sounds difficult to pronounce .....	26
Graphic 10. Activities focus on oral production .....	27
Graphic 11. Aspects during oral activities .....	28
Graphic 12. Minimal pair helps to pronounce better .....	28
Graphic 13. Phonemes helps to improve pronunciation .....	29
Graphic 14. Prosody helps to student's oral production .....	30

## **INTRODUCTION**

### **1.1. Motivation for the study**

Teaching and learning pronunciation has become a current problem for educational system. It is due to many teachers do not have the abilities to do it. There are some problems that affect the right learning process; for example, the interference of mother tongue which is Spanish in this case and different vowels and consonant sounds between English and Spanish Language. Firstly, most of teachers use some activities to teach pronunciation but a few amount of them use minimal pair as strategy to teach it. For example, teachers use English songs or videos when try to teach English pronunciation but it is difficult to imitate the equal English pronunciation for students.

In addition, this project was designed with the main purpose of teaching in an interactive way the right English pronunciation. It is possible through minimal pair strategy which is innovative to them. The main idea to do this project was based in my previous experience during internships. It was possible to identify because some problems that Spanish speakers had during speaking activities. For example, most part of the time learners pronounced some vowel sounds like Spanish pronunciation which was wrong. In conclusion, this guide will help to students improve their speaking skill to be more specific in oral production.

### **1.2. Problem Description**

It is known that students have low level of right pronunciation in relation with speaking skill. It is because most part of the time students speak the English words in the L1 way, for example students pronounce the vowels sound in English as they usually speak in Spanish. This is a problem because students do not acquire a good level of English language to be more specific in pronunciation. It is worrying, because if L1 pronunciation is used in English classes all the time, students will not be able to reach the requirements in this language at the end of the academic period.

Those are different problems that affect the acquisition of new vocabulary with a better pronunciation. Other reasons are that student do not feel motivated to speak correctly some words. In this case, the teacher needs to motivate to students want to learn in accurate way. Some teachers usually avoid correcting to students when they make some mistakes, consequently students think that, the way in which they speak some words its right.

Mother tongue is another reason because it interfering with the development process of speaking skill. It is because the students speak English words using the pronunciation of their native language; as a result, they generate a miss conception of the words during the communication. Essentially, those are some problems whereby this project is carry out.

This project is related to teaching and learning process which is part of educational area. Specifically, it is focus on speaking skill which is considered as one of the most important

skill that students need to practice. To improve students' oral production is essential to the right learning process. In this case is important to know that this project will carry out at Victor Manuel Peñaherrera School, during 2020 and 2021 academic period.

It is essential that students know the right pronunciation of different words. In English language there are many words that pronunciation can be similar because a vowel sound can change totally the meaning of the word. For instance, students need to develop their pronunciation. For example, during speaking activities inside the classroom if the students' pronunciation is not good the other student cannot understand the conversation during the activity.

### **1.3.Justification**

This project is important because speaking is one of the most significant skills because through it people can express with others. Around the world speaking is essential to people can communicate with a good level of understanding. As a consequence, speaking problems as pronunciation are one of the most difficult challenges during learning process in the world.

Latin America region has some problems with English as a foreign language. It is because educational system not produces students with adequate levels of proficiency in English language. In Ecuador, schools teach English with low levels of quality. To promote a good program to study this language, it is necessary for students to achieve a good level of proficiency in the foreign language.

Ecuador has the 81 position over 100 countries in the ranking of English as a foreign language. It means that Ecuador has an A1 level based on Common European Framework of Reference for Languages (MCER) which is low. For this reason, the investigation process will be carried out at "Victor Manuel Peñaherrera" school, which is located in the streets Jose Maria Larrera and Jijon on Ibarra, Imbabura, Ecuador.

In this instance students are beneficiaries during this process. However, in an indirect way the beneficiaries will be all the students of this institution. It is because if those students can learn and pronounce correctly; they can learn and teach a better pronunciation with their friends not only inside the classroom also outside the classroom. This process could influence about the right teaching and learning process of students' oral production.

This project is feasible because it is carried out in an institution with the appropriate infrastructure for teaching and learning process of students. In addition, the materials that will be used are easily understood, in this case the students can learn correctly during this process. Conversely, some problems that will appear during the project would be due to time. This is related with to English hour classes, because students have few hours of this subject in a week.



#### 1.4.Literature Review

Communication is important because people share their feelings and opinions with others. Currently people are connecting around the world. Communication is working well, when the interaction is clearly and understandable among people. For this reason, people need to communicate through one language which is English. English is the most spoken language now, which is used to business, education and the others. In other words, communication is an essential part of human interaction.

English is acknowledged passport to better education and employment opportunities. English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is not the first language. To acquire simple language for day to day communication is main aim of learning any language. In turn, today's workforce is expected to be highly competent to continually improve. (Riyaz, 2016, pp 248)

English language has four main skills which are listening, speaking, reading and writing. Those skills play an important role during teaching and learning process. However, speaking is one of the most principal now. It is because the majority of interaction among people is through speaking; in this case this skill is essential to the society.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. (Aamer, 2007, p 3)

In this case, speaking is considered as the principal skill that learners or people in general need to develop. It is because learners need to practice this skill in order to achieve a good level of it. Therefore, if students can speak clearly they express in a right way during an interaction within hesitation; hence the importance of speaking over the other English skills.

Additionally, during teaching and learning process in a foreign language, to speak is one of the most important or main skill that students need to develop every day. For example, in high schools speaking skill is used in a low percentage. In general students or learners consider this skill as the most difficult to learn because they do not have the chance to develop or practice inside the classroom.

In English lessons students are focus only in grammatical structure when they are learning. Conversely, to interact or speech using a foreign language in this case English is rarely used for the students. It is because they do not feel confident to speak in English. One reason is that usually they are confused with the right pronunciation of some words. In this

case appears another important factor that influences the speaking skill which is pronunciation.

Ability to speak in a standard way might be considered advantageous by some of those whose home language is a distinctly local form of speech; if their vocations require them to work in districts remote from their home locality, they would not be hampered by speaking in a manner differing considerably from the speech of those around them. (Jones, 2004, p 3)

Furthermore, pronunciation is an important part during speaking activities but not all the people may pronounce exactly in a second language. There are different reasons to derive in these problems that affect a right pronunciation; those problems could be childhood influences and locality. Nevertheless, there are people that speak perfectly a foreign language.

To people can pronounce in a right way, but they need to practice a long time. Due to they follow or use different strategies that help them to achieve a good level of pronunciation. Correspondingly, they use those different strategies because help them with the right pronunciation of different vowels sound. For example Spanish speakers tend to pronounce the vowels in English as the same as Spanish, consequently during a conversation the sense of the interaction can be lost. Consequently, there are two types of speakers which are bad and good. One of them can be easily to understand because speak clearly and conversely to the other is difficult to understand.

For example, a speaker might say It's hot today as IS ho day. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window. (Pourhosein, 2012, p 120)

Actually with internet access you can practice through different pages the pronunciation. For example some strategies that can be used by learners such as always practice with someone, watch the news or minimal pair strategy.

For many learners, who are likely to meet and have contact with other English speakers during their life, developing their English speaking skills is seen as being possibly the most important aspect of second language acquisition. For this reason, learners of English as a second language attempt to make their speech more intelligible and comprehensible, so that they can be more like native speakers. (Altamimi, 2015, p 6)

This strategy is good to learners that want to pronounce fluent in the English language, because it help to pronounce certain sound that there are not in their mother tongue. Other important reason is that in English there are many words that have similar

sounds, in this case this strategy help to differentiate each sound from each word. Through it, learners can achieve their goal which is speaking clearly and in an understandable way this language which is English.

To apply this strategy with young learners because they can pronounce the new sounds more easily than adults. One reason of it is that adult people have fossilized the pronunciation of their mother tongue. Conversely, young learners do not have this problem which is an advantage to them.

## **OBJECTIVES**

### **1.5. General Objective:**

To explain the benefits of Minimal Pair strategy to Improve English Pronunciation in the Oral Production of EFL young learners.

#### **1.5.1. Specific Objectives:**

- To analyze the theory of the Minimal Pair strategy to improve English pronunciation.
- To identify how minimal pair strategy influences in the students' oral English production.
- To design a guide with activities of minimal pair strategy in order to improve the students' oral production.

# CHAPTER I

## Theoretical Framework

### 1. Language learning theories.

Language learning theories are essential in the process of acquiring a new language. During the last decades, different researchers investigated a lot of process about how to teach languages. This was important because the main purpose of these theories was related to facilitate the language learning process. Some examples of different theories are Behaviorism theory by Skinner, Universal Grammar by Chomsky, Schumann's Acculturation Model, and Krashen's Monitor Model.

It is important to consider that there are not the same chances to learn other languages rather than the first language; owing to during the childhood people interact with their parents, due to they can practice pronunciation every day. The families correct some mistakes that they have during daily life. The different theories are based on different researcher processes that show how to learn and improve language's skills.

#### 1.1 Schumann's Acculturation Model

It is important to consider that foreign culture play and important role in the acquisition of foreign language. It is because learners need to identify the new culture and use it as resource in order to learn a new language.

Schumann asserts that the more distance created between the L2 learner and his or her target language (TL) culture by such factors, the less contact s/he will have with the TL culture and thus the lower will his or her expected L2 proficiency be. Furthermore, he considers the social factors to be the prime influences; the psychological factors come into play and become the deciding factors only in situations where the combined social factors create neither positive nor negative circumstances for the learner (Warsi, 2017).

##### 1.1.1 Krashen's Monitor Model

There is another important theory which help us to understand much better the teaching and learning process of a new language. This theory shows a new perspective of how human being acquire the L2.

According to Krashen there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act (Ricardo, 2019)

### **1.1.2 Languages teaching approaches**

Teaching pronunciation is an important aspect in the process of acquiring a new language. This is because the right process of learning other language is defined by some approaches that helps to carry out rightly.

Consequently learners need to be more carefully with their pronunciation. However, it is important consider that learners are different; so in this case we as teachers need to understand that some students need special attention in one area rather than others. Also, is important that we as future teachers to pay attention in the student's pronunciation as early as possible for us. Consequently, we can correct and help to students identify which are their mistakes; and the right way in which they should improve oral production.

Historically, an approach or method also tends to be used in conjunction with a syllabus, which is an inventory of things the learner should master; this inventory is sometimes presented in a recommended sequence and is used to design courses and teaching materials (Celce-Murcia, 1991, p 6).

Some examples that briefly summarize in this project are The Natural Approach, Comprehension- Based Approach, Communicative Approach and Audiolingualism.

### **1.1.3 Comprehension-Based Approach**

The main purpose of this technique, and indeed any of the methods that fall under the comprehension approach, is to help make meaning clear or to make input comprehensible. As learners have success in understanding input in the target language during their silent period, they will gain confidence and eventually begin speaking in the target language as well. Teachers in the

comprehension approach try to help students understand target language input by using physical objects in the classroom, realia, and other visual aids. Teachers also use observable actions like jumping, sitting, opening the door, etc. They combine these actions and objects in new and, sometimes nonsense ways to make language input that is fun for students (Rasha, 2016).

#### **1.1.4 Audiolingualism**

As Rhalmi ( 2017) states:

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure or grammar was the starting point for the student.

### **1.2 Language teaching methods.**

“The concept of ‘language-teaching method’—a set of principles and procedures based on a theory of language and language acquisition—is still predominant in the professional literature, in spite of claims to the contrary” (Ur, 2013).

There are different types of methods that help to facilitate the language learning process. In this case, it is complex to choose a specific method because each one has strengths and weaknesses. For example, the direct method, suggestopedia, community language learning.

#### **1.2.1 The Direct Method**

The Direct Method (DM) emerged in the 1890s largely as a response to the perceived inability of the Grammar-Translation Method to teach learners to genuinely communicate. The argument was that the Grammar-Translation Method taught learners about the target language but not how to speak the target-language. In DM, there is no translation. In fact mother-tongue is expressly forbidden, and all communication is directly in the target language. Vocabulary is explained through visual aids and miming. Listening and speaking skills are given priority, though reading and writing play their part. Grammar is deduced rather than instilled (Teflnet, s.f).

### **1.3 Linguistic competence.**

Linguistic competence refers to the grammar and vocabulary understanding. Commonly, the English language teaching focused on mechanical grammar drills. This focus is influenced by the idea that grammar and vocabulary are the basic building blocks of a language. Other aspects of communication, such as culture and interpersonal relationships were neglected in this traditional model (Koay, 2020).

Another definition as Nordquist (2020) who said that “The term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language.”

It is important to consider that new language students speak or use other language in a fluent way without previous information of grammar rules and sound combinations. Most part of the time they use grammatical rules in unconscious manner. This is connected with linguistic competence because they recognize during a conversation or in an activity some mistakes that they do.

In this case, learners need to identify the right pronunciations of words. In this case, it is essential that students learn how to pronounce vowels sounds in English. Also, through the explanation of different rules that are important for oral production; students can improve their pronunciation.

### **1.3.1 Communicative competence.**

Spyros Armostis (2013) mention the biggest importance of communicative competence. This is because this type of competence refers to the right comprehension of grammatical rules and vocabulary, which is important to students improve their levels. Also, grammar in this case is not only based on spelling or writing; likewise include the comprehension of sounds and the right pronunciation that is connected with phonetics.

In addition, this type of competence is a good resource while teacher teach new vocabulary or grammatical rules because communicative competence use interaction with real experiences around learners. Besides it helps to students learn through authentic social environment rather than simulated activities; which focuses just on memorization and repetition.

Finally, it's important that students use their language previously acquired in a real situation. This is because, if they only can use the language in controlled situation as discussion or debates. Consequently, they cannot use properly the language because they will be difficult to maintain a normal communication with others.



### **1.3.2 What does communicative competence involve?**

Communicative competence is beneficial for teaching and learning process. Students can use correctly their language skills in appropriate or effective situation in a social environment. For this reason, it is important to consider four competences which are linguistics, strategic, discourse, and sociolinguistic (Supporting English Language Learners, s.f.).

Linguistic involve understanding and using language. It is related to vocabulary, language conventions and syntax. Basically, explain the correct use of spelling and grammar punctuation. Strategic are related to use techniques to achieve conversational fluency, effectiveness communication, and overcome the language gaps. Discourse that explains the understanding how ideas are connected through patterns of organization and cohesive and transitional devise. Finally, sociolinguistic which refers to have awareness of social language rules, nonverbal behavior and, cultural references.

### **1.4 Speaking as a language skill.**

According Torky (2006) said that “Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill (p.13-14)”.

Speaking is an important skill that students need to improve every day during their preparation to obtain a good English level. Currently, speaking is an important part for English learners; it is because nowadays we live in a globalization world. Consequently, we have the chance to interact with native speakers of this language; in this case if we cannot express correctly during a conversation it’s impossible to get a good interaction.

Also, oral production plays an important role during student’s learning process. Then, students can learn the correctly way in which they can speak different words. To improve vocabulary, is essential that learners recognize some grammatical rules that help them. There are many kinds of strategies that help to improve oral production. In this case, there are important to mention that minimal pair strategy provided some activities to be good English speakers.

### **1.4.1. Speaking interaction.**

Speaking is one of the most important skills that help us to communicate among others. Especially this skill are essential to get a good communication, for this reason the aim purpose of this project is improve students oral production. Students need improving their speaking skill because it helps them to be good speakers in the future.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense (Qureshi, 2007, p 3).

Speaking is an important tool for human communication. This is because we use speaking skill to express our ideas, feelings and emotions, and to know the ideas of others as well. Also, speech plays an important role because without this we cannot communicate with others. Students should improve the oral production because they use speech in a variety of situations during daily life. Consequently, to speak correctly and effectively is important to communicate well with other. Some mistakes during the speech provide in a misunderstanding and problems to communicate.

### **1.4.2. Speaking production.**

Speaking production is one of the most important skills that students need to develop during learning process of a new language. Students feel nervousness when they do oral activities during English class; it is because some teacher thinks that this skill is really difficult to learn. Consequently, students feel a little bit of anxiety when trying to pronounce some words. In this case, is essential to provide good strategies to students can speak correctly some words that previously were difficult to pronounce for them.

Language is important and the main purpose is communication, in other words it promotes the efficiency of communication. Additionally, teachers want to students can use the new language in a good and correctly way. Therefore, the majority of students consider the other skills as writing and reading not important rather than speaking. In this case, student's motivation is not a problem to learn and improve their oral production.

On the contrary, learners feel with anxiety when they try to pronounce or speak with other people. It is consider because they make mistakes or errors when

pronounce words specially words that involve vowel sounds. Students make mistakes because they try to pronounce vowels sound at the same way as their mother tongue. They need to understand that English language involve some grammar rules that change totally the way in which speaks some words.

### **1.5. Pronunciation as a sub-skill.**

Katawazai, R., Haidari, M., & Sandaran, Sc. (2019) Sub-skills are the main blocks for skills of learning and mastering a language. In other words, different sub-skills as grammar vocabulary or in this case pronunciation help learners not only understand a language; also they are able to communicate and use a language in a properly way (pág.1237).

Pronunciation refers the way in which human beings say something in a determinate language. To be more specific in English language because the present project will be carry out through this language. In other words, the way in which speaker and hearer exchange a message that is easy to understand. Also, some people around the world believe that native speakers of a determinate language do not have a good pronunciation but it is wrong because each language have different accents to pronounce the same word.

The way in which we pronounce some words affect the real meaning of it. It is important to reproduce correctly the speech sound such as vowels a, e, i, o, u. Some English speakers including learners think that pronunciation is not important, and continue with mispronounce words for some years until they acquire a good grammar rules and vocabulary. Pronunciation helps to identify speakers' competence. If you continue with oral production mistakes, could be will probably that you get some problems or difficulties during your social interaction with others.

Pronunciation is an important sub-skill of language learning. This is because learners learn to use vocabulary properly and grammatical rules effectively. One of the common issues that learners have when pronounce words is related to vowel and consonant sounds. This is normal because always Spanish speakers usually try to speak these sounds as their native language in this case Spanish. However, it is important to consider that vowels sounds in English are different than Spanish. Now is important define vowel sounds.

#### **1.5.1 What does pronunciation involve?**

Pronunciation involve different physical aspects that allow to speak or make the sounds of the words. To do this physical process is important consider some aspects that are involved in this activity. As mentioned (EnglishClub, s.f) "To

pronounce words, we push air from our lungs up through our throat and vocal cords, through our mouth, past our tongue and out between our teeth and lips”. In this case, we need consider that pronunciation is a complex process that involves some human organs that help to speak any kind of words.

Our tongue, lips and jaw (vocal articulators) physically shape our pronunciation. When we learn our first language, we develop speech habits which we may not be conscious of developing. This is what makes pronunciation in a new language so difficult – we carry with us the speech habits from our first language (Hancock, 2018).

Meanwhile we can control our mouth muscles, included tongue and lips; in other words, control in a better way or mouth’s shape and how the air flows. Consequently, if we control those aspects our pronunciation could be clearer and more understandable for other people. In conclusion, languages learner’s in this case English students should develop the different mouth’s muscles for pronunciation.

An important factor that we need to consider is that when we speak a foreign language, our mouth’s muscles are not well-developed in order to speak the new language. In this case, it is more difficult for learners to pronounce correctly. In conclusion, is essential to practice a lot of time; the present project provide some activities that helps improve pronunciation through minimal pairs strategy.

Minimal pair strategy that will be applied help to students improve their English vocabulary. This is because, some activities are given to student with the purpose of recognize the differences and similarities of some words. As we know some English words just are different by only one letter; if the learners cannot learn to pronounce this letter correctly, the real meaning of the word will be confused for them.

## **1.6 Teaching pronunciation.**

It is important to be focus on teaching pronunciation. Nowadays, we live in a global world; it allows that most part of non-native English speakers begin to communicate with English native speakers. So, in this case the students of foreign language in this case English language prefers to learn speaking skill rather than others skills. However, learners should understand that to be good speakers they need to learn some grammar rules in order to not confusing some sounds. One example of it, refers to vowel sounds.

According Tapia et al. (2017) said that “teaching English pronunciation to Spanish students can be a challenging task especially when students do not have a basic understanding”. It refers that learners who does not know the basic rules of

English pronunciation might be confuse some vowels and consonant English sound with Spanish pronunciation. Consequently, learning English pronunciation can be harder to learn for them.

### **1.6.1 Why to teach pronunciation?**

During a new lesson in which we show new topic and vocabulary; it essential to consider in teach the correctly or right way of new words or sentences. Teaching pronunciation is a complex process, independent in which level we do the teaching process. But in other case, in beginner levels is more difficult to teach grammar rules and speech sounds related with oral production. Consequently, we should teach a specific sounds or pronunciation patterns that are more easily recognize for this students.

Teaching pronunciation has undergone a long evolution. At the beginning of the twenties century everything was subordinated to teaching grammar and lexis and pronunciation was totally overlooked. Many things have changed since that time but on the other hand there are still some teachers who do not pay enough attention to pronunciation (Macháčková, 2012).

### **1.6.2 Difficulties to teach pronunciation**

Pronunciation is difficult when teachers try to teach it. “One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom” (Wei,2006,p.1). There are many possible reasons that affect this process. One of the main reasons is that teachers consider that is too complicated teach this skill because students think this is not important. Also, most part of teacher does not have a clear idea about how to teach pronunciation. In addition, the lack of guidelines for teachers that want to start teaching this important subject. (Darcy, I.; Ewert, D; & Lidster, R. 2012)

### **1.6.3. Pronunciation problems for Spanish speakers.**

First of all learning English as a second language is complicated for Spanish speakers. There are some reasons related to this problem. For instance, in English language there are 20 vowel sounds in contrast to Spanish alphabet that only has 5 vowels. Seeing that Spanish speakers most of the time try to pronounce English vowels as a Spanish vowels sound. One example of this common mistakes is the word “ship” with “sheep” because one word has a short vowel sound and the other has a long vowel sound.

In the second place there are a consonant sounds that generate confusion when pronounce some words. For example, there are 24 consonant sound in English language whereas Spanish language has 22 consonant sounds. One example of this is the word “thing” with the word “think”

## **1.7 Minimal pairs as a technique to teach pronunciation**

As McCarthy (2015) said “A minimal pair or close pair consists of two words with sounds that are very similar but have different meanings. For example, rot and lot may sound similar, especially to some non-native English speakers”.

The minimal pairs refer to words or more specifically two words in which the pronunciation is different from the other only by a sound. An example of this would be hit and hid; these words can be differentiated with the pronunciation of a sound.

Typically using minimal pairs is popular and useful in phonology, specifically to establish the phoneme inventory (the list of contrastive sounds in a language) and to determine what other variant sounds are just allophones (non-contrastive contextual variants in pronunciation— different ways of saying phonemes, but not phonemes themselves) (Ross, 2017).

### **1.7.1 Practice with minimal pair strategy**

There are different ways to practice with this strategy. You can use some technological resources to practice pronunciation. For example, watching videos in order to learn or imitate the right pronunciation of vowel and consonant sounds. On the other hand is possible to use some online pages in which is easy identify or understand the difference between two words that you consider complicated to pronounce. It is important to identify the right pronunciation of vowel and consonant sounds because Spanish speakers usually combine the Spanish sounds with English sounds.

### **1.7.2. The use of context and minimal pairs.**

When this strategy is used it is essential to use the context in order to clarify the little differences between two words. Through the visual resource such as images or photographs that help to understand much better. Furthermore, when students or learners cannot identify certain phonemes generate that they make inaccurate guesses about words, which can change the meaning of the world and avoid to get a well interaction. For example, the words screens with screams because students can feel confused when trying to understand the word (Roberts, 2012).

In this case to use of realia is too important when pronunciation is already teaching. It helps to students can catch the right pronunciation of each new word. Also, in this way learners understand the difference between two words that sound similar. Basically, they know if they do not pronounce right one word the meaning of it can be change automatically.

## **CHAPTER II METHODOLOGY**

### **2.1. Type of research.**

#### **2.1.1 Mixed Methodology**

The mixed methodology refers to the process in which the qualitative and quantitative methodologies work together to obtain results about a research project. This was because the process involved analysis, collection and interpretation of data. Therefore, the use of mixed methodology was important because it helped to obtain a better understanding of the project carried out.

DeFranzo (2011) said that “Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics” (p.1). This type of research helped with the data previously obtained in the process of the project to be measurable, in this way you identify patterns in the research. To develop this process, it was used methods such as surveys and personal interviews. In this way the results were analyzed in a more precise way that helped us to have a better understanding of the topic investigated during the project.

Crossman (2019) suggest that “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places”(p.1). This methodology was used in the process because different materials that were used in the classroom were analyzed. On the other hand, this type of methodology was important; it was because the interpretation of the results obtained from the quantitative methodology that was previously applied can be obtained. With this methodology, the results were interpreted through methods such as direct observation and open surveys that were important during this project.

### **2.2. Methods, techniques and research instruments**

Some of this important aspect like methods, techniques and research instruments were important to carry out this project. It was because through these aspect allowed to be



more specific in the process to identify and collect the right information to develop this project correctly.

### **2.2.1 Methods**

#### **a. Deductive method**

It is important to understand the meaning of deductive method,” Deductive reasoning is a type of logical thinking that starts with a general idea and reaches a specific conclusion. It's sometimes is referred to as top-down thinking or moving from the general to the specific” (Doyle, 2005). In this case, this method was used because we start this investigation trough identify the general problem which is speaking skill, until can identify why this problem occurs.

#### **b. Synthetic method**

In this case this method was helpfully because trough it was possible to analyze and synthesizes the data. After that was possible to understand each aspect of this investigation in order to build a general problems` overview. It provided a new knowledge to the previously arguments to clarify all possible doubts.

### **2.2.2 Techniques and research instruments.**

#### **a. Documentary technique**

It is essential to understand the importance of documentary technique, “It will be a documentary investigation all that research that has a main work material a compilation of written documents, audiovisual or of any kind, that serve as a sample or memory of the events that have taken place and allow to investigate in search of lather conclusions”(Thompson, 2019). This type of technique was essential because trough it was possible to collect and analyzed relevant information that helped to understand much better this project.

#### **b. Survey**

A survey is an important tool to collect data for this reason is important to know about it, “Survey research is the collection of data attained by asking individuals questions either in person, on paper, by phone or online. Conducting surveys is one form of primary research, which is the gathering data first-hand from its source” (Rouse, 2017). The survey was

applied to students from Victor Manuel Peñaherrera School, some students at fifth level of this school was the participants. The main purpose of it was to collect all possible data. To understand the problems that students had during learning and improving speaking skill.

### **c. Interview**

An interview was important to identify some important aspects during the project. Interview is usually applied in a dialogue between two participants; the main purpose of it was got relevant information to understand the problem. This interview was applied to vice principal, coordinator and English teacher which were the people that knew or had more information about the English subject.

## **2.3 Research questions and Hypothesis**

- Is it really important to improve the pronunciation of the English language in students?
- Why speaking skill is not developed in students?
- Is the ability to speak really useful for students?

## **2.4 Participants**

The people who were involved in this project were students from Victor Manuel Peñaherrera School. Also, some institution authorities as vice principal, coordinator, and English teachers. Those participants were the biggest importance to develop this project which was focus on improving speaking skill.

## **2.5 Data analysis and procedure.**

The procedure related with surveys was the following; these were approved by the thesis' tutor and to be applied the surveys the authorization of the rector was requested. The purpose of the survey was presented to the students and school's authorities; then the time needed to carry out the survey was also explained to them.

This process was based on non-probability sampling; which was based on intentional procedure. After to collected the information in order to procedure data was required to analyze the information. Finally, the information was tabulated in this case to show the results clearly was used tables and percentages.

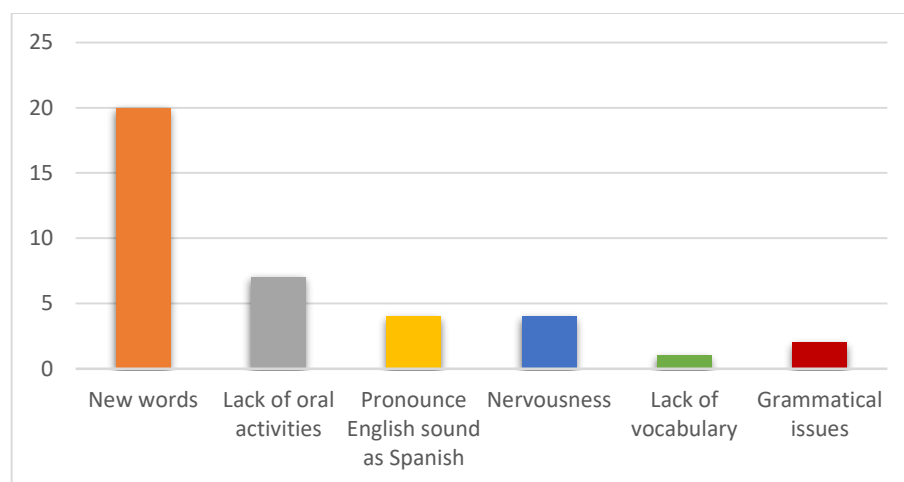
## CHAPTER III

### DATA ANALYSIS

#### 3.1 Students' Survey Analysis

1. Which of the following options do you consider obstruct your correct performance in oral production activities?

*Graphic 1. Performance in oral production activities*



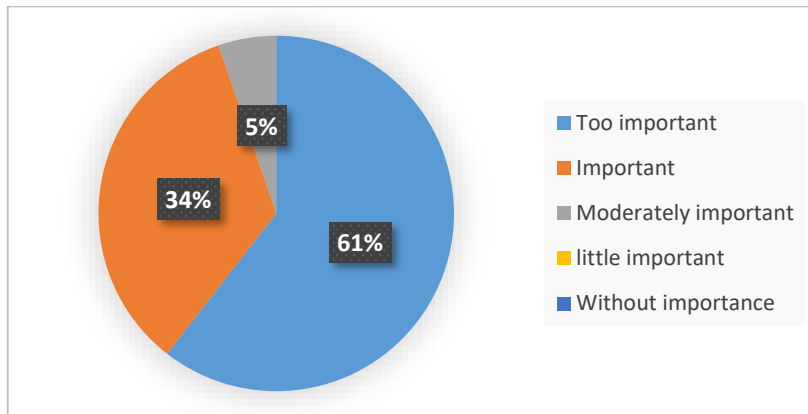
Taken from: Survey

Author: Cristian Gualavisí

The bar chart shows the results about activities that make pronunciation difficult. A large percentage of respondents consider that are different problems that obstruct the correct English pronunciation. The statistics clearly represent that more than half of participants consider that new words are difficult to pronounce for them. Also, more than fifth of respondents consider that they need more activities that involve student's oral production. To put it briefly, learners need to practice vocabulary based on new words because this type of problem affect the correct development of right students' pronunciation.

2. During the oral activities, do you consider that correct pronunciation is important to improve your oral production?

**Graphic 2. Pronunciation is important to improve oral production**



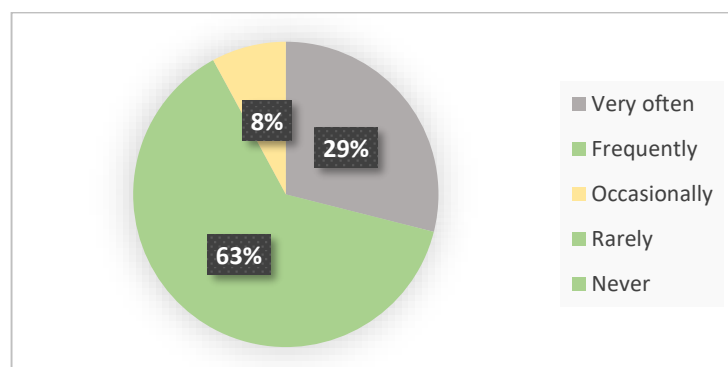
Taken from: Survey

Author: Cristian Gualavisí

The pie chart shows the main results to the question on how important oral pronunciation is to improve oral production. A good number of respondents from Victor Manuel Peñaherrera School that completed the questionnaire indicated the importance of right English pronunciation. According to the results obtained in this survey, more than half of learners consider as too important that right pronunciation is essential to improve oral production. Moreover, other students which represent consider as important the correct pronunciation to improve their proficiency in this skill. Learners consider that improving their pronunciation will help in the learning process of English language. In conclusion, learners find that pronunciation in a correctly way is essential in the learning process of English as a foreign language.

### 3. How often are activities focused on improving English pronunciation in English language?

**Graphic 3. Activities focused on improving pronunciation**



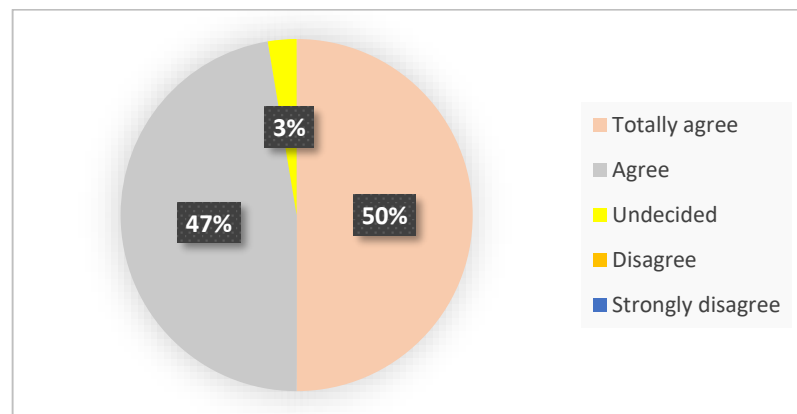
Taken from: Survey

Author: Cristian Gualavisí

The third graphic contains information gathered based on frequency that activities can improve students' pronunciation. The majority those who responded indicate that activities focused on pronunciation were applied frequently during English lesson. Furthermore, one quarter of those surveyed were of the opinion that this activities were used occasionally in the class. There seems to be a tendency to activities focused on pronunciation were used during most part of the time. On the basis of the survey results, it might be concluded that teachers try to improve the students' oral production in their lessons.

#### 4. Should be developed activities that involve oral interaction between students?

**Graphic 4. Activities that involve oral interaction between students**



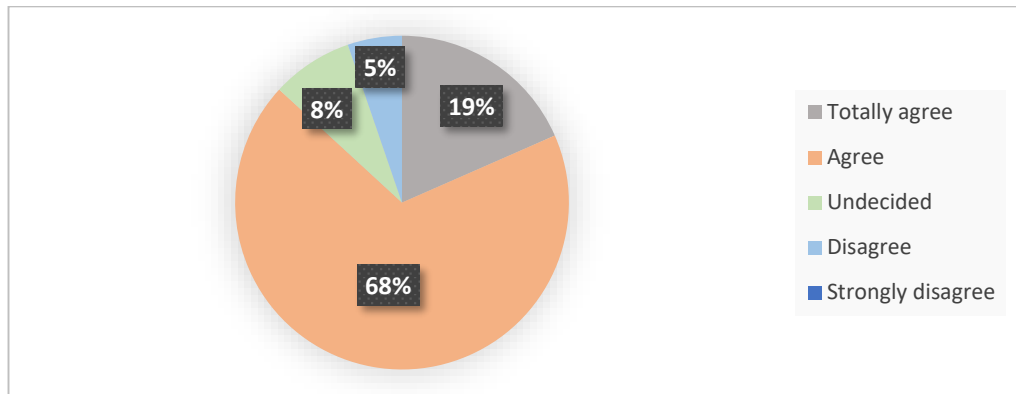
Taken from: Survey

Author: Cristian Gualavisí

The pie chart illustrate if respondents are agree or disagree based on oral interaction activities between students. Most part of learners are agree with teacher should use more activities that allow students' interaction. A half of people who were surveyed claimed that are totally agree that more activities focused on pronunciation should be used most part of time during English class. In addition, more than two fifths of participants were agree with the opinion that this type of activities focused on students' interaction should be used in the English class in order to improve their pronunciation proficiency. The conclusion that can be drawn from these facts is that learners want more interaction between them during English class, it is because they fell more confidence to make mistakes when try to talk in English.

#### 5. When you speak in English you pronounce certain sounds just like in the Spanish language? Do you agree or disagree?

**Graphic 5. Pronunciations sounds in English as in Spanish**

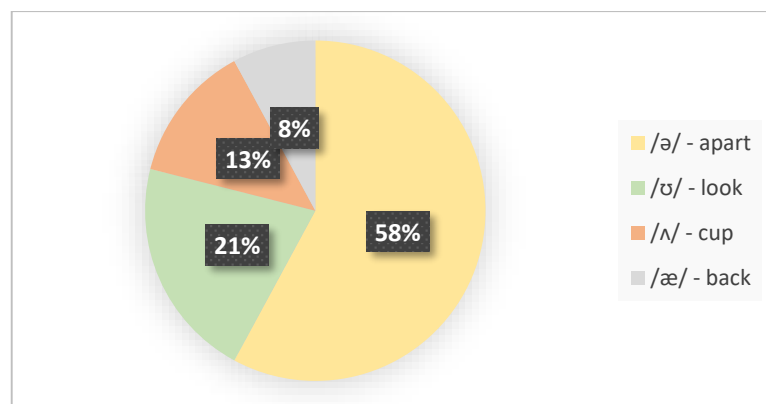


Taken from: Survey  
Author: Cristian Gualavisí

The fourth graph contains information compiled from the question related with English and Spanish pronunciation. The result shows, if learners were agree or disagree when they pronounce English sounds because its sounds like in Spanish. Conforming the results, two-thirds of respondents were agree that they pronounce certain sounds as the same as Spanish. Besides, a minority of surveyed were the opinion that they were totally agree with some English sound were pronounced like Spanish pronunciation by them. The facts document that leaners had problems when pronounce English words because the mother tongue which is Spanish affect their correct speaking proficiency. It might be concluded that students had this type of problem owing to English sounds are different from Spanish.

#### 6. Which vowels are difficult to pronounce for you?

**Graphic 6. Vowel pronunciation**



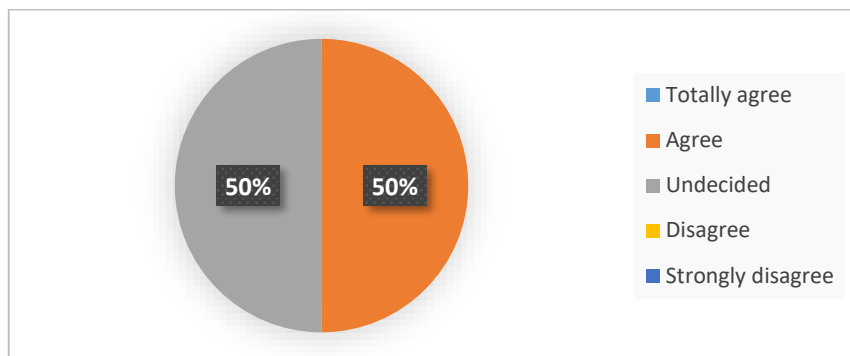
Taken from: Survey  
Author: Cristian Gualavisí

This pie chart shows the viewpoints of participants about vowels pronunciation. The data was gathered based on which vowel sound was complicated when students tried to pronounce. Additionally, more than half of learners choose that apart was the most difficult vowel sound for them. In addition, a fifth of respondents said that look was difficult to pronounce. The facts imply that schwa sound is difficult because this vowel is common to use in English language rather than Spanish language. Similarly, /o/ this sound is too hard for Spanish speakers because this sound there is not in Spanish alphabet.

### 3.2 Teachers' Survey Analysis

#### 1. Do you consider that oral expression is developed correctly in the English subject?

*Graphic 7. Oral expression in English subject*

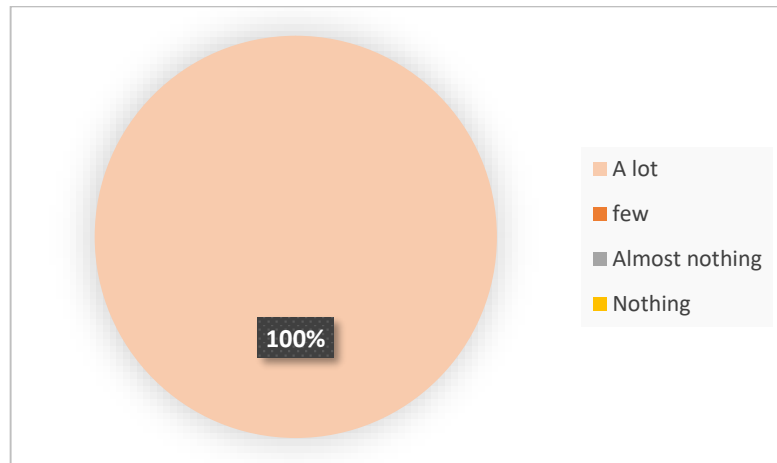


Taken from: Survey  
Author: Cristian Gualavisí

The graph one shows the main results of respondents related with oral expression. The teachers were asked if oral expression is developed correctly with students. A half of respondents considered that oral expression was developed correctly during English class. In the other hand, a half of other respondents were hesitant if oral expression was applied correctly during English lesson. An important observation was that respondents were particular points of view related with students' oral expression.

#### 2. Do the oral production activities influence the right development of students' pronunciation?

**Graphic 8. Oral production activities influence in the right pronunciation**

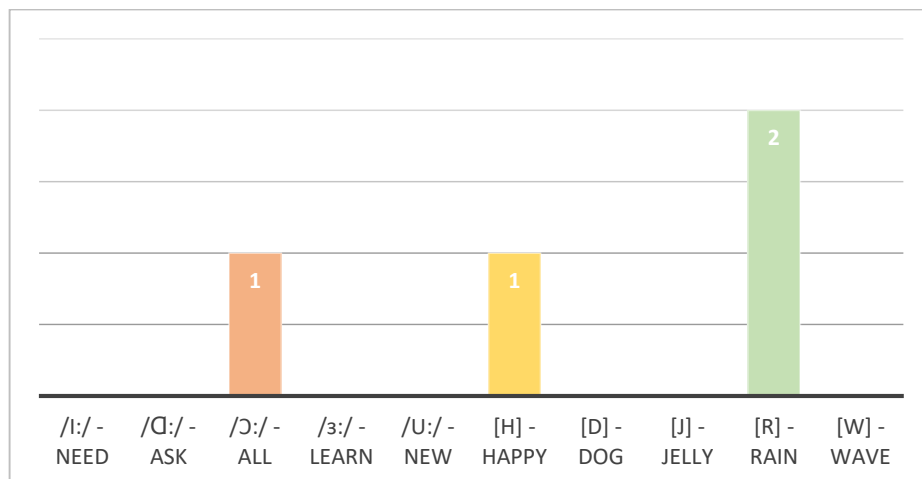


Taken from: Survey  
 Author: Cristian Gualavisí

The pie chart shows the result of pronunciation activities in students. The information represents information gathered from oral production influence in students' performance. If we look this graph, you can see that totally of participants consider that oral production have an impact in the right development of students' pronunciation. On the basis of the results, oral activities have a relevant impact in the learning process of students' right pronunciation. In this case, activities should be developed more frequently with students.

**3. What sounds students find most difficult to pronounce in speaking activities? Vowel or consonant sounds. Select which one they have problems.**

**Graphic 9. Sounds difficult to pronounce**



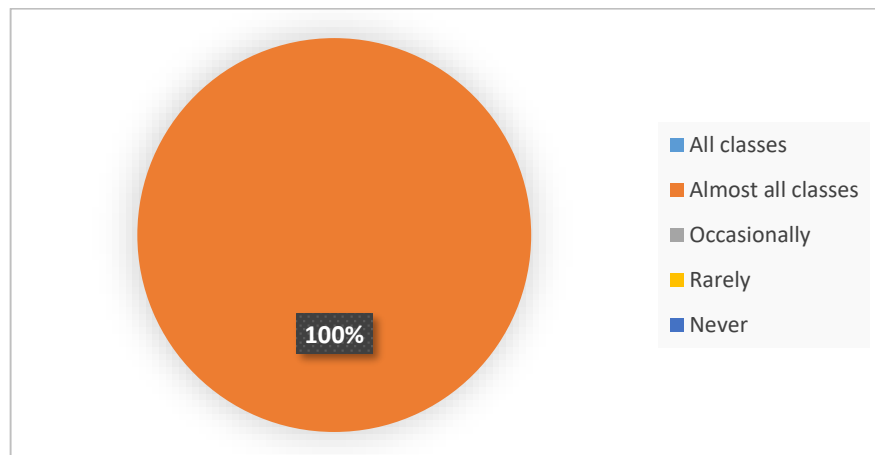


Taken from: Survey  
 Author: Cristian Gualavisí

This bar chart illustrate the main pronunciation problems in students. A large percentage of respondents consider that students have had problems with vowels and consonant sounds. A large number of people consider that [r] “alveolar approximate” consonant is difficult to pronounce for learners. Also, a half of participants choose /ɔ:/ “Open-Mid Back Rounded Vowel” is complicate to pronounce during speaking activities. According the respondents expressed that [h] “Voiceless glottal fricative” consonant sound is complicated for students. The data imply that vowels and consonant sound are difficult for students when pronounce words that contain them. It would be fair to conclude that those sound were complicated because this type of sounds in most of the case there are not in Spanish vocabulary.

**4. How often oral activities focused on oral production are carried out with students?**

*Graphic 10. Activities focus on oral production*

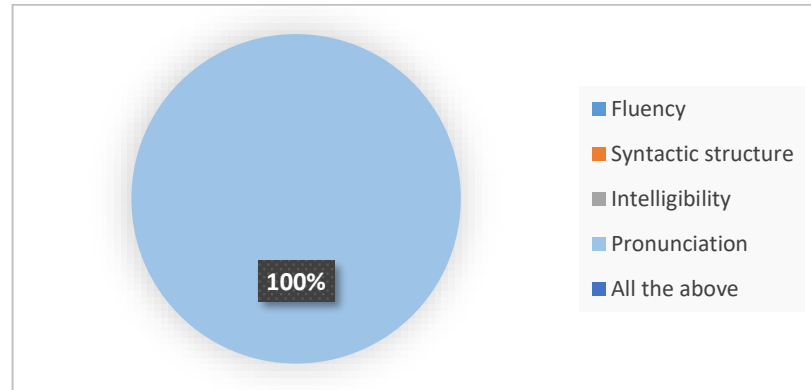


Taken from: Survey  
 Author: Cristian Gualavisí

The graph from question four show data related with students’ oral activities. The respondents choose the best option based on speaking activities focus on oral production. According the totally of respondents consider that almost all classes were applied activities that involve students oral production. The general opinion was that students had the chance to practice their speaking skill. An interesting observation was that learners need to take advantage of this kind of activities. To conclude, oral activities play an important role to improve students’ oral production.

5. Which of the following aspect do you consider during students' oral activities?

*Graphic 11. Aspects during oral activities*



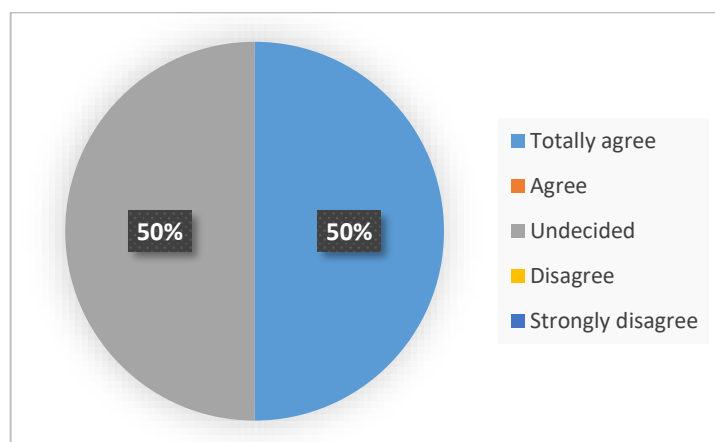
Taken from: Survey

Author: Cristian Gualavisí

The pie chart shows the answer of respondents focused on aspects during speaking activities. The participants choose the main aspect in which they pay special attention during oral activities. The totally of respondents claimed that pronunciation was the main aspect that they consider during this activities. To put it briefly, teachers try to help to students' pronunciation as much as possible to them.

6. Do you think that minimal pair strategy would help to develop a good students' pronunciation?

*Graphic 12. Minimal pair helps to pronounce better*



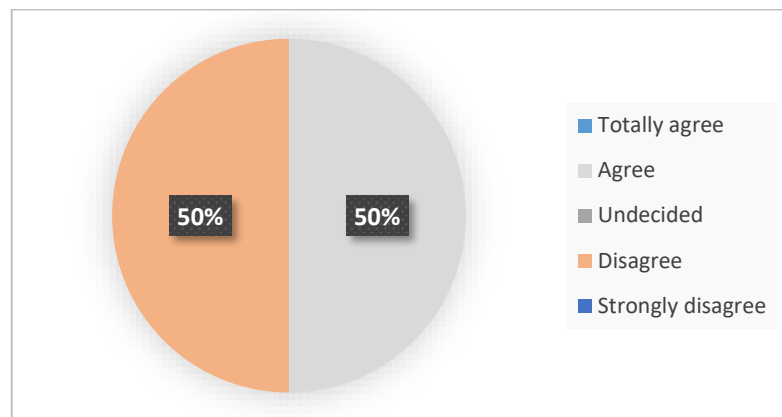
Taken from: Survey

Author: Cristian Gualavisí

The sixth graph contain information based on strategy to improve pronunciation. Those who responded choose if they were agree or not about minimal pair strategy to improve oral production. A half or respondents were totally agree with minimal pair as a good strategy to improve students' oral production. In contrast, the other half were undecided about this strategy. Based on the survey results, it might be concluded that this strategy need to be applied in some oral activities in order that teachers understand much better how it works with pronunciation.

**7. Do you think that learning to pronounce phonemes correctly would help students improve their pronunciation?**

*Graphic 13. Phonemes helps to improve pronunciation*



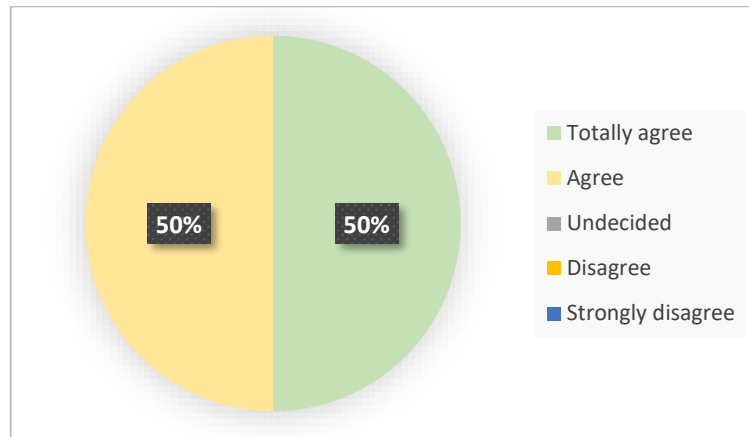
Taken from: Survey

Author: Cristian Gualavisí

The seventh graphic shows the main results of pronunciation related with phonemes. The respondents choose if they are agree or not based on phonemes play an important aspect in students' right pronunciation. A large number of respondents were agree in relation that phonemes help to improve the oral production. In contrast, a half of respondents were disagree in relation pronounce correctly phonemes as a way to help students' pronunciation. In conclusion, phonemes are important during speaking activities which help the learning process of students.

**8. Do you think that learning prosody helps to improve your students' oral production?**

**14Graphic 14. Prosody helps to student's oral production**



Taken from: Survey  
 Author: Cristian Gualavisí

The pie chart shows information based on prosody during learning process. The respondents choose if they are agree or not considering as learning prosody play an important role in students' pronunciation. According the results, totally of respondents were totally agree that prosody helps to improve the students' oral production. Conversely, the other hand of participants were agree with the importance of prosody. The conclusion that can be drawn from these facts is that prosody might help the students' oral production during speaking activities.

### 3.3 Interview analysis

#### 1. Do you consider that oral expression has been developed correctly during English class?

Considero con respecto a la pronunciación en base a mi experiencia que no la estamos desarrollando bien, en vista de que la pasamos por alto. Nosotros pronunciamos pero no realizamos la pronunciación por parte del estudiante de la manera adecuada; deberíamos dentro del plan de clase constar una parte donde diga pronunciación. Porque al fin y al cabo, nosotros nos damos cuenta que al estudiante al pedirle el trabajo o receptorle la lección o receptorle lo que hemos revisado ese día él lo realiza como pueda ósea pronuncia y lee como puede. Me imagino que deberíamos hacer una corrección en esta parte y deberíamos aportar más bien con nuevas técnicas para poder enfatizar en la pronunciación.

**Translated by Cristian Gualavisí**

I consider the pronunciation based on my experience that we are not developing it well, since we ignore it. We pronounce but students do not pronounce in a proper way; we should include in the lesson plan a stage based on pronunciation. It is

because at the end of the day, we realize when we ask to student for the work or we receive the lesson and receives what we have reviewed that day, he does it as is possible to them, he pronounces and reads as is possible to them. I imagine that we should make a correction in this part and we should contribute with new techniques to be able to emphasize the pronunciation

### **Analysis**

The interview showed main teacher's idea about English oral expression. Based in the premise of pronunciation, if it has been developed in right way during English class. Important elements were related with lack of interest with pronunciation because it did not teach correctly. Multiple indicators of this deficiency were found; for example, lesson plans should include a specific stage focus in students' oral production. A lack of oral techniques and activities focus on pronunciation were identify which is worrying. For this reason, learners require more speaking activities in order to be able to improve in this aspect. As a consequence of previously mentioned teachers tend to work in some classes with pronunciation and not emphasize in all classes.

#### **2. Do you think that oral activities should be developed more frequently with students?**

Yo considero que sí y con mucha frecuencia. Mejor dicho, si nosotros tenemos cinco horas a la semana deberíamos desarrollarla en cada una de las clases; en vista de que si no es lectura nosotros estamos dando otras actividades como son writing. Pero antes de iniciar con las actividades deberíamos hacer un refuerzo de pronunciación. Sea cual sea nosotros tenemos que indicar si es que es un Reading dar una sola lectura para que él pueda pronunciar luego de nosotros. Ver que su vocalización sea correcta, ver que haga ejercicios; posteriormente recuerdo que en la Universidad nos decían que era correcto mirarnos al espejo y pronunciar. Porque por lo general nosotros pronunciamos con la boca muy cerrada y eso dificulta el sonido, dificulta la vocalización.

El estudiante lo hace innatamente, solo por el miedo y la frustración porque tiene mucho miedo de pronunciar y que los demás se burlen de él. Entonces esa es una de las cosas que deberíamos rescatar como por ejemplo pronuncia la palabra y mírate en el espejo. Para que él vaya perdiendo el miedo de escucharse el mismo y así permitir que los demás estudiantes vayan aceptando que están aprendiendo un nuevo idioma, suene como suene y no solamente en inglés. Si usted se da cuenta aprender el idioma nativo que es el Kichwa también provoca la misma sensación. No puede el estudiante pronunciar, entonces yo pienso que aprender un nuevo idioma se considera un poco difícil porque el sonido es diferente.

**Translate by Cristian Gualavisí**

I consider yes and very often. It is better said, if we have five hours per week we should develop it in each of the classes; based on the fact that if it is not reading we are giving other activities such as writing. But before starting with the activities we should do a pronunciation reinforcement. Whatever, we have to indicate if it is a reading to do it briefly for he can pronounce after us. We check if his vocalization is correct, monitoring that he do the exercises. Subsequently I remember that they told us in the University that it was right to look in the mirror and pronounce. In general, we pronounce with our mouths too closed and it makes the sounds difficult also difficult to vocalize

Student does it innately, just out fear and frustration because he feel afraid to pronounce and that others will make fun of him. So that is one of the things that we should rescue, for example, to say the word and look at yourself in the mirror. So he loses the fear of listening to himself and thus allow the other students to accept that they are learning a new language, no matter how it sounds and not only in English. If you find that learning the native language which is Kichwa also cause the same feeling. The student cannot pronounce, so I think that learning a new language is considered a bit difficult because the sound is different.

### **Analysis**

The information showed the importance of oral production activities. The interviewed said that this type of activities should be developed in all classes. An important aspect was that pronunciation activities need to be applied with a guide. Teachers gave an example of how to pronounce rightly in which students' vocalization were checked. Also, nervousness was one of the main reasons because leaners did not felt confidence when they interact during speaking activities. In this case, strategies to help oral production are essential in the learning process. In conclusion, learning a new language is too difficult because the sound of the new language is different form the mother tongue.

### **3. Do you think a good pronunciation helps to students improve their oral expression in English language?**

Sí, porque al pronunciar de la forma correcta fácilmente él puede relacionar los sonidos en un audio o con un nativo hablante porque como el ya aprendió el sonido correcto, entonces él sabe la palabra que está diciendo; en cambio si él lo aprende de una forma espontánea una pronunciación errónea y el nativo hablante pronuncia correctamente él no va a poder asimilar o reconocer dentro de su vocabulario que

palabra es. Entonces esa es la dificultad que tenemos nosotros como hispanos como nativo hablantes en español.

Nosotros no asimilamos ciertos sonidos, entonces la importancia de aprender una buena pronunciación es primero con un buen listening porque nuestros estudiantes deben escuchar. Entonces si nosotros vinculamos el listening y luego sacamos la pronunciación, yo creo que es más fácil de tantas veces que escucha o repite ya le asimila y cuando el ya encuentre; nosotros le damos como una pronunciación una orden en inglés el no necesita estar diciendo y que significaba él ya sabe estaba innato lo que significa. Entonces para mí como le digo a usted es muy importante la buena pronunciación.

#### **Translated by Cristian Gualavisí**

Yes, because to pronounce it in the correct way, he can connect easily the sounds in an audio or with a native speaker because he has already learned the correct sound. Then, he knows the word that he is saying. On the other hand, if he spontaneously learns a wrong pronunciation and the native speaker pronounces it correctly, he not to assimilate or recognize the word in his vocabulary. Then, that is the difficulty that we have as native Spanish speakers.

We do not assimilate certain sounds, so the importance of learning a good pronunciation is with a good listening because our students must listen too. So if we connect listening and we use the pronunciation, I think it is easier than so many times that he listens or repeats that he assimilates. We give him as a pronunciation and instruction in English he does not need to say “what it mean?” because he already knows what it means. For me, as I tell you a good pronunciation is too important.

#### **Analysis**

The purpose of this survey was based on the importance of pronunciation. The interviewed was asked about good pronunciation might help to improve students oral production. A good pronunciation is important because students can understand information during a conversation which is essential. Also, a good listening skill can help to students during oral activities. In this case, pronunciation play an important aspect when students tries to improve their oral production. To conclude, students need to learn how to pronounce correctly rather than learn pronunciation in an innate way. It is because if students learn trough innate way, learners will have problems in the future when try to communicate with other.

#### **4. What strategies or techniques your teachers include in order to help students' oral production?**

Yo considero que mis compañeros y yo, somos tres de la unidad educativa Victor Manuel Peñaherrera; tratamos de hacer lo mejor que podemos. Como por ejemplo, nosotros aplicamos listening, ponemos audios, les ponemos cuentos tratamos de llamar la atención de ellos de esta manera. Inclusive, también pronunciamos para que ellos repitan para que ellos se sientan libres de pronunciar después de nosotros. Pero si existe la dificultad de que tal vez estamos utilizando las mismas técnicas, entonces si es importante de que aparezcan nuevas.

De que tal vez innovemos, de que tal vez sea importante como por ejemplo últimamente todos los estudiantes tienen aparatos tecnológicos de última gama. Entonces hubo una vez que como ellos solo pasan escuchando música entonces yo le dije sáquense los audífonos chicos estamos en inglés; no me contestaron, nosotros somos así y vamos a escuchar esto. Entonces les dije bien denme todos el numero vamos a formar un grupo de WhatsApp y ahí voy a enviar el audio y ustedes ya no necesitan que yo les traiga grabadora ni que traiga el laboratorio acá. Ustedes se ponen y escuchan ahí, entonces se quedaron ahí y dijeron ay licenciada pero no entendemos nada, por lo mismo por eso toca practicar.

Obviamente que utilizar el aparato de audífonos mucho tiempo provoca dolor, entonces solamente ocupamos de 10 a 15 minutos y eso para utilizar los aparatos tecnológicos que ellos llevan todos los días así yo no les diga ellos llevan audífonos y celular. Entonces digo de esta manera que pudiéramos más incentivar entonces yo les hice escuchar una pequeña lectura. Les dije bueno ahora el día de mañana me la leen. Y algunos de ellos tuvieron casi la mitad, no todos la mitad buena pronunciación. El resto necesitan más tiempo pero no hay problema porque no todos los estudiantes son iguales, no todos van aprender al mismo ritmo. Pero si fue como le digo algo novedoso para que ellos de alguna manera puedan mejorar

#### **Translated by Cristian Gualavisí**

I consider that my classmates and I; we are three teachers from Victor Manuel Peñaherrera school. We try to do the best as we can. For example, we apply listening, we use audios, we use stories to them and we try to catch their attention to this way. Also, we pronounce to them repeat. So they can feel free to pronounce after us but there is the difficulty that we are using the same techniques. Then, it is important that new ones appear.

We may innovate and it may be important, for example, lately all students have technological devices. Then, there was a time when they only spend listening to music so I told him take off your headphones because we are in English. They answer me, we are like that and we are going to listen to this. So I told you that they gave me the cellphone number. We are going to create a WhatsApp group and I am going to send the audio. I do not need to bring you a music player or to bring at the



laboratory. You use the headphones and listen to it, so they stayed there and said, "Oh, teacher we don't understand anything, that's why it's time to practice."

Obviously, that use the headphones for a long time causes pain, so we just use around 10 to 15 minutes and that to use the technological devices that they wear every day. I don't tell them that they carry out headphones and cell phones. Then, I say in this way that we could encourage more. Also, I play them a short story. Well, I said for tomorrow you read the story to me. Some of them had good pronunciation. The rest need more time but there is no problem because not all students are the same not all will learn at the same rate. It was something new in order that they could improve.

### **Analysis**

This question tried to find information related with pronunciation strategies and techniques. The interviewed mention different kind of activities that teachers used during English classes. The participant mentioned that some activities were applied to catch the student's attention. However this type of strategies did not work well because there were repetitive for learners. In this case, during teaching process is important to develop new ways in which students feel motivated for learning pronunciation rightly. To sum up, during English class is essential to apply new strategies and techniques in order to improve the students' pronunciation.

#### **5. Do you think that using "Minimal pair" strategy in production and interaction activities would improve students' English pronunciation?**

Considero de que si porque esta estrategia nos permite pronunciar la misma palabra de diferente manera, entonces ellos van captando. En ingles realmente se escribe de una manera y se pronuncia de otra y para ellos. Para nuestros estudiantes es un poco más complicado, lo que la experiencia me da a mí lo que no sucede con ellos. Usted a los niños les enseña y el no pregunta solo repite. Repite muy rápido y absorbe el conocimiento de una forma veloz que cuando yo planifico la clase poquito y él ya quiere más porque él ya la aprendió.

En cambio con los adolescentes no, toca hacer algo muy muy llamativo para que él diga me gusta la pronunciación quiero mejorar, quiero prender. A el en cambio toca motivarle con más fuerza porque ellos no les agrada, la rebeldía los lidera. Pero igual el que quiere va avanzando y aprendiendo; por eso le digo si trabajamos con la estrategia de minimal pair mas resultado va a tener en la primaria que en la secundaria pero a la larga en la secundaria podemos aplicarle esta misma técnica con mucho más énfasis, con más visualización para llamar la atención.

**Translated by Cristian Gualavisí**

I consider yes because this strategy allows us to pronounce the same word in a different way, then they are picking up. In English we write in one way and pronounced in another. For our students it is a bit complicated because I have experience and it does not happen with them. You teach to the children and he doesn't ask, he just repeats. He repeats too quickly and absorbs the knowledge in a faster way. I design a short lesson plan for the class and they want more because they have already learned it.

On the other hand, with teenagers is different. I have to do something too striking for him to say "I like the pronunciation I want to improve it and I want to learn". Conversely, it is essential to motivate them more strongly because they do not like it, rebellion leads them. But the one who wants to improve can progress and learn. That is why I tell you if we work with minimal pair strategy, it will have more results in primary school rather than high school, but eventually in high school we can apply this same technique with more emphasis, with more visualization to catch attention.

### **Analysis**

This question shows the results related with the use of a new pronunciation strategy. The respondent was asked about the students' oral production could be improved through the use of minimal pair strategy. The interviewed said that this strategy might help students' pronunciation because minimal pairs help to identify the minimum sound that each word has. In other words, it is important because learners can understand and identify specific vowel and consonant sounds in each word. To conclude, minimal pair strategy might help students to identify and learn the right pronunciation of each English sound. This is because in Spanish language there are not some sounds that are essential in English.

## CHAPTER IV

### PROPOSAL

#### 4.1 Introduction

This proposal attends to become a useful materials for EFL English languages teachers who work at Victor Manuel Peñaherrera High School, to help their students improve pronunciation skills in segmental focus on vowels and consonants. To design this proposal was consider data collected in the literature review in the area of pronunciation of EFL learners during the years 2015 to 2020. Additionally, to design this proposal it was necessary to conduct the field study which help the researcher identify the correct level of oral production in EFL students at Victor Manuel Peñaherrera high school.

#### 4.2 General Objective

To reinforce pronunciation skills of Students at Victor Manuel Peñaherrera high school.

#### 4.3 Methodology.

This guide have six units. In the guide each unite have activities that helps to student pronunciation. The activities are related with how to make the sound, pronunciation chart, practice activities and production activities. The presentation stage of the sounds include vowels and consonants words in order to identify much better each of them. The presentation of sounds was chosen in an inductive approach. This is a good alternative to tech pronunciation. The production stage includes small projects like pronunciation chart which will developed by students.

#### 4.4 Proposal Title.

L. V. C. Pronunciation.

##### 4.4.1. Importance of the proposal.

The present guide was designed based on results of students' test and survey. A survey was applied with the main purpose of collect the pronunciation problems that students had during English class. Also, other resource used was a survey because it helps to collect a real results of pronunciation mistakes that students did during oral production activities. In this case was possible to identify some problems related with vowels and consonant sounds.

#### 4.4.2. American English Vowels

American English has around 15 vowel sounds. In the next chart you can see which are them and some examples to clarify each one.

Short vowels	
Transcription	Examples
/ ɪ /	bid
/ ɛ /	fed
/ æ /	ask
/ ʌ /	under
/ ʊ /	Foot
Long vowels	
Transcription	Examples
/ i: /	People
/ ɑ: /	Bomb
/ u: /	two
Diphthongs	
Transcription	Examples
/ aɪ /	Ice
/ eɪ /	Freight
/ ɔɪ /	Boy
/ aʊ /	Out
/ oʊ /	slow
Weak vowels	
Transcription	Examples
/ ə /	Entered

/ə/	Common
-----	--------

#### 4.4.3. American English Consonant

English language has 24 consonant sounds. You can appreciate these consonants in the next chart.

Voiceless	
Transcription	Examples
/p/	Paper
/b/	Trouble
/t/	Hot
/d/	Bad
/k/	Back
/g/	Game
/f/	Offer
/v/	Saving
/s/	Seal
/z/	Crazy
/θ/	Both
/ð/	Other
/ʃ/	Rush
/ʒ/	Vision
/tʃ/	Catch
/dʒ/	Large
Voiced	
/h/	Happy

/w/	we
/n/	Funny
/m/	Some
/r/	Correct
/j/	You
/ŋ/	Sing
/l/	Love

#### 4.4.4. Students problems.

Based on the results from the test, survey and interview was possible to identify the main students' pronunciation problems. Some vowels and consonant sounds were difficult to pronounce for students. In this case, the guide get some exercises and activities that helps to improve students' oral production.

The following chart contain the vowels and consonant sounds which were difficult to pronounce for students.

Vowels							
/ʊ/	/ə/	/ɜ:/	/ɪ/	/i:/	/əʊ/	/eɪ/	/u:/
Consonant							
[r]	/ʒ/	/dʒ/	[h]				

**Vowel chart:** In the following chart you can identify and understand the main difference between each vowel sound. Also, you can understand based on each quadrant how each vowel sound works.

### Simple & Glided Vowels

	Front	Central	Back
High	iy ɪ		uW ʊ
Mid	ey ɛ	ʌ, ə	ow
Low	æ	ɑ	ɔ

The next lessons are focus in these specific vowels and consonant sounds. Also, each activity is developed in an inductive way in order that students learn much better each sound. In addition, the lesson plans get important stages like recognition, controlled activities, free activities and production activities. These stages helps to internalize the right pronunciation of the sounds.

In the following link you can see the proposal.

**Link to join the proposal web page**

**<https://n9.cl/822mf>**

## UNIT 1: SLEEP AND SLIP

### Unit Objective:

To learn how to pronounce high front relax vowel and High front tense vowel.

### Contents:

- + Lead in.
- + How to make the sound.
- + Sound and Spelling.
- + Production activities.

### Materials:

- + Cellphone
- + Headphones

### Lead in.

#### Minimal Pairs Bingo

Procedure: In the following chart there are ten words. Then, teacher pronounce 5 words randomly. The students that complete the first five words correctly is the winner.

Bead	Fit	live		Fill
Seek	Green	Deed	Cheek	Lid
leave	Lead	Bid	Sheep	Itch
Slip	Ship	Each	Grin	sick
Chick	Feel	Did	Sleep	Feet

[ɪ] vs. [i]

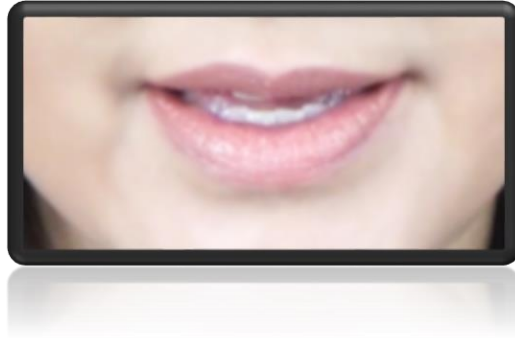
High front relax vowel and High front tense vowel.

A1 How to make the sound [ɪ]



- To pronounce this sound your tongue is high in your mouth and shifted toward the front. Secondly, the lips are relaxed and open slightly. Finally, vibrate the vocal cords with your mouth.

### Face diagram



### A2 Sound and spelling

- The [ɪ] sound has different ways in which it can be spelled. For example with “igh”, “ie”, “y” and “e”.

**light**      **tie**      **shy**      **bright**      **die**

### Recognize the different positions in which [ɪ] sound can be find.

Initial	Middle	Final
enough	his	tie

### Pronunciation chart.

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ɪ s /	/t ɪ m/	/m ɪ /
/ɪ p /	/f ɪ l/	/s ɪ /
/ɪ k/	/m ɪ r/	/d ɪ /
/ɪ m /	/p ɪ t/	/p ɪ /

if → /ɪf/

into → /'ɪnto/

Include → /m'ɪklu:d/

which → /wɪtʃ/

### A3 How to make the sound [ɪ]

- To pronounce this vowel sound, you try to pull your lips back into a smiling position. In other words, when you try to make this sound you can put your face into a smiling position

#### Face diagram



#### Sound and spelling

- The [ɪ] sound has different ways in which it can be spelled. For example with “ee”, “ea”, “y” and “ei”.

beef

reason

busy

recei

week

#### Recognize the different positions in which [ɪ] sound can be find.

Initial	Middle	Final
each	week	lovely

### Pronunciation chart.

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ i y n /	/f i y m/	/m i y /
/ i y r /	/p i y l/	/s i y /
/ i y p/	/m i y r/	/d r /
/ i y l /	/p i y t/	/p i y /

sleep →	[sliyp]	leave →	[liyv]
read →	[riyd]	deep →	[diyp]

### Activities

#### A4 Let's practice

Listen the audio and put the right words in each sentence.

**Heal      hill      rid      read      leave      live**

- My uncle knew that his doctor might \_\_\_ heal \_\_\_ him.
- My family will climb the \_\_\_ hill \_\_\_ the next week
- I was happy to get \_\_\_ rid \_\_\_ of my old car.
- Michael are going to \_\_\_ read \_\_\_ his essay for tomorrow.
- Carlos should \_\_\_ leave \_\_\_ again from Cali.
- Angela \_\_\_ live \_\_\_ in Ecuador with her boyfriend.

## EXERCISES

**RECOGNITION: Let's practice.**

**Listen the audio and paid attention to the pronunciation. Tick in each word that you consider the correctly vowel sound.**

Words			
heal		hill	
mitt		meet	
deep		dip	
chip		cheap	
leave		live	

## FREE PRACTICE

**Pronounce the following sentences.**

The new cell phone is cheap.



ðə nju: sɛl fəʊn ɪz tʃi:p.



I usually sleep until 8 o'clock every Sunday.



aɪ 'ju:ʒuəli sli:p ən'tɪl 8 ə'klɒk 'evri 'sʌndei.

This is my new classmate.



ðis iz maɪ nju: 'kla:smert.



Psychology should be included in the schools.



sai'kɒlədʒi ʃʊd bi: ɪn 'klu:dɪd ɪn ðə sku:lz.

### FREE PRACTICE

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.



sheep



hill

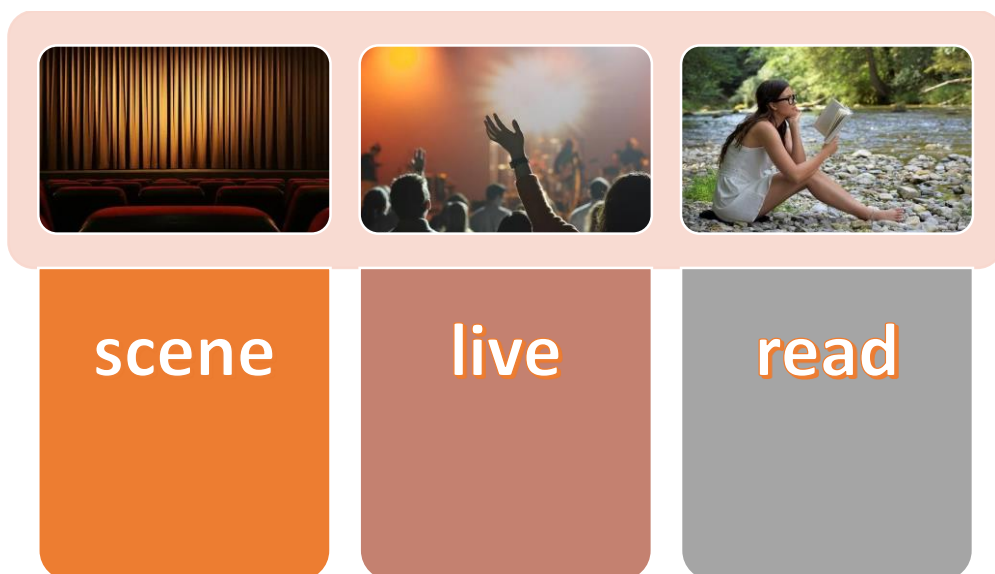





sleep



## PRODUCTION

Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.



		
lip	deep	meet

## UNIT 2: FOOD AND FOOT

### Unit Objective:

Learning pronunciation of near-close near-back vowel and rounded posterior closed vowel

### Contents:

- ✚ Lead in.
- ✚ How to make the sound.
- ✚ Sound and Spelling.
- ✚ Production activities.

### Materials:

- ✚ Cellphone
- ✚ Headphones

### Lead in.

Dictate words

Procedure: Dictate a random list of words in English that sound similar. Both, you and the students write down the corresponding list of words. Then, check if all students have the same words as you.

Bull

Boole

Wood

Woed

*/ʊ/ and / u: /*

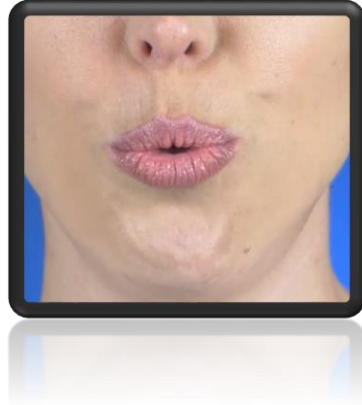
### Near-close near-back vowel / Rounded posterior closed vowel

#### **A1** How to make the sound /ʊ/

- To pronounce this sound your tongue is close to the top and near the back of your mouth. The sound is voiced, in this case you need to vibrate your vocal chords to produce the sound.



## Face diagram



### A2 Sound and spelling

- The /ʊ/ sound is frequently spelled by 'u' but it can be spelled with 'o' and 'oo' as in the following words.

good      full      took      wolf      put

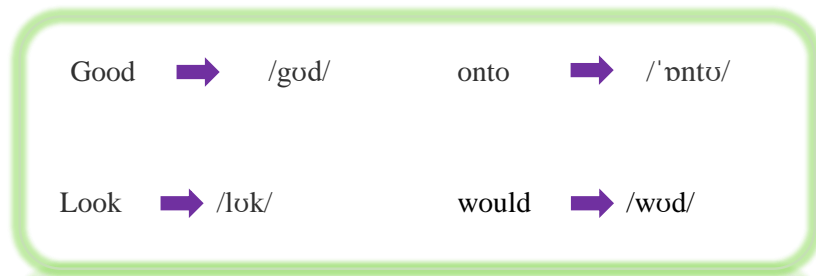
### Recognize the different positions in which /ʊ/ sound can be found.

Initial	Middle	Final
----	Hook	onto

### Pronunciation chart.

The following activity has the main purpose of practicing pronunciation skills. In this case, it is possible that words used in this activity are not in real life.

/ʊ m /	/b ʊ m/	/l ʊ /
/ʊ f /	/f ʊ l/	/gʊ /
/ʊ l /	/p ʊ r/	/r ʊ /
/ʊ n /	/t ʊ t/	/p ʊ /



### A3 How to make the sound / u: /

- In this case to make this sound you need to put your tongue high and at the back of your mouth and lightly push your lips together while making a long voiced sound with your mouth closed.

### Face diagram



### Sound and spelling

- The / u: / sound is frequently spelled in different ways. Sometimes with 'o' or 'oo' or 'u'. Also, can be spelled by 'ugh' and 'ew'. As you can see in the following words.

Who            use            few            through

### Recognize the different positions in which / u: / sound can be find.

Initial	Middle	Final
use	student	few

## Pronunciation chart

/u: n /	/b u: m/	/l u: /
/u: f /	/f u: l/	/g u: /
/u: l /	/p u: r/	/r u: /
/u: t /	/t u: t/	/p u: /

New	➔	/nju: /	to	➔	/tu: /
You	➔	/ju: /	move	➔	/mu:v /

## Activities

### A4 Let's practice

Listen the audio and put the right words in each sentence.

<b>Pool</b>	<b>pull</b>	<b>wood</b>	<b>woed</b>	<b>soot</b>	<b>suit</b>
-------------	-------------	-------------	-------------	-------------	-------------

- Jerome and Mike are playing in the \_\_ **Pool** \_\_\_\_.
- \_\_ **Pull** \_\_ the plant by the roots.
- The new factory use \_\_ **wood** \_\_ to make furniture.
- Marcus \_\_ **woed** \_\_ Carla with impossible promises.
- The wall in the old house was full of \_\_ **soot** \_\_\_\_.

- Andres bought the best    **suit**    for his birthday.

## EXERCISES

### RECOGNITION: Let's practice.

Listen the audio and paid attention to the pronunciation. Tick in each word that you consider correctly.

Words			
Bull		Boole	
full		fool	
Look		Luke	
Pool		Pull	
Could		Cooed	

## FREE PRACTICE

Pronounce the following sentences.



The new teacher is too good with his students.



ðə nju: 'ti:tʃər ɪz tu: gʊd wɪð hɪz 'stju:dənts.

Carlos wear new shoes to walk through the grass.



'kɑ:ləʊz weə nju: ʃu:z tu: wɔ:k θru: ðə grɑ:s.





Eliana put her guitar into the case



Eliana pʊt hɜː ɡɪ'tɑːr 'ɪntuː ðə keɪs

I lost my coat onto the school



aɪ lɒst maɪ kəʊt 'ɒntə ðə skuːl



**FREE PRACTICE**

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.



Zoo



Group



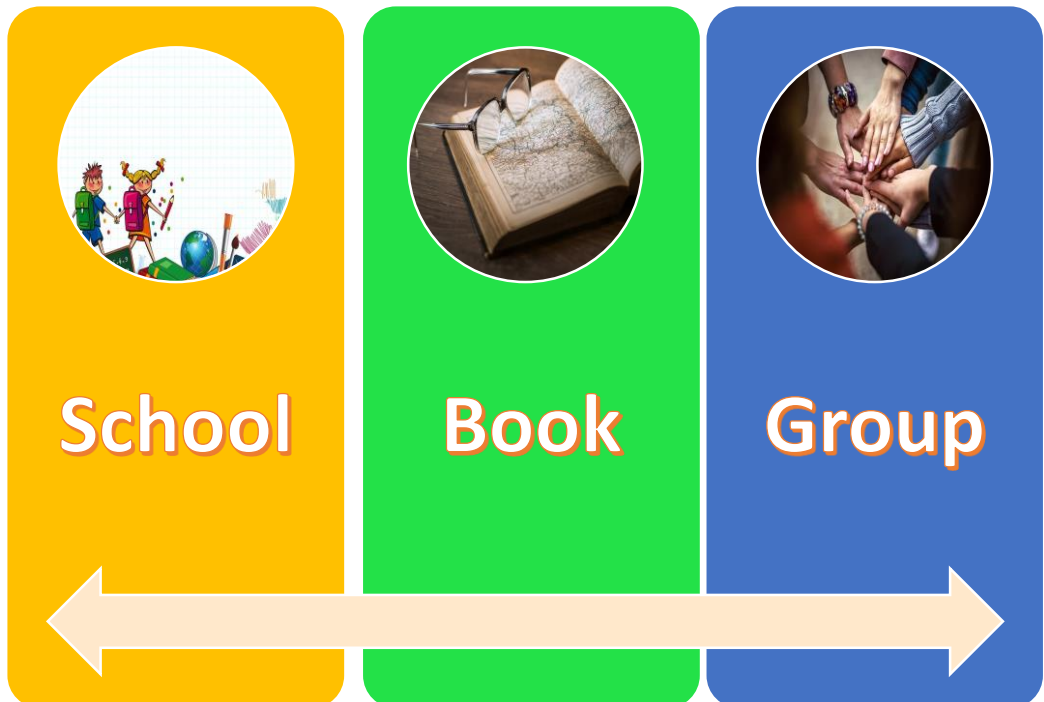
Pudding



**Book**      **School**      **Soup**

**PRODUCTION**

Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.



**School**      **Book**      **Group**



**Woman**



**Wolf**



**Drew**



### UNIT 3: BAT AND BUT

#### Unit Objective:

To recognize the right pronunciation of front low and central mid vowel sounds.

#### Contents:

- + Lead in.
- + How to make the sound.
- + Sound and Spelling.
- + Production activities.

#### Materials:

- + Cellphone
- + Headphones

#### Lead in.

#### English words in our language.

Procedure: Teacher gives to students one picture with two words. Then, teacher pronounce one word and students choose the right word that represent the picture.

Example:

Cap ----- Cup





## /æ/ and /ʌ/

### Front low / central mid

#### A1 How to make the sound /æ/

- To pronounce this sound the jaw drops and the tip of the tongue press into the bottom front teeth. In other words, this sound is like a short a sound

#### Face diagram



#### A2 Sound and spelling

- The /æ/ sound is common spelled with the letter “a” as you can see in the following examples.

**can**      **man**      **action**      **activity**      **fact**

#### Recognize the different positions in which /æ/ sound can be find.

Initial	Middle	Final
add	back	---

### Pronunciation chart.

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/æ l /	/p æ n /	/f æ /
/ æ r /	/w æ l /	/r æ /
/ æ t /	/t æ m /	/m æ /
/ æ s /	/c æ l /	/t æ /

add	➔	/æd/	actually	➔	/'æktʃuəli/
family	➔	/'fæməli/	fact	➔	/fækt/

### A3 How to make the sound /ʌ/

- In this case to make this sound you need to put your tongue low and between the middle and back of your mouth.

### Face diagram



## Sound and spelling

- The /ʌ/ sound is frequently spelled in different ways. Sometimes with 'o' or 'u' or 'o-u'. As you can see in the following words.

**Some**      **much**      **country**      **company**

Recognize the different positions in which /ʌ/ sound can be find.

Initial	Middle	Final
under	much	huh

## Pronunciation chart

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ʌ m/	/p ʌ m/	/l ʌ /
/ʌ l/	/n ʌ l/	/g ʌ /
/ʌ n/	/r ʌ p/	/r ʌ /
/ʌ f/	/m ʌ m/	/p ʌ /

rush	➔	/rʌʃ/	some	➔	/sʌm/
company	➔	/'kʌmpəni/	until	➔	/ʌn'tɪl/

## Activities

### A4 Let's practice

Listen the audio and put the right words in each sentence.

Ankle                  uncle                  crash                  crush                  track                  truck

- She broke her \_\_\_ankle\_\_\_ playing soccer.
- Logan is going to visit his \_\_\_uncle\_\_\_ the next month.
- She watched a \_\_\_crash\_\_\_ in the morning.
- Ariana kisses her \_\_\_crush\_\_\_.
- Metallica will sell a new music \_\_\_track\_\_\_.
- Mercedes Benz designs a \_\_\_truck\_\_\_ with high technology.

## EXERCISES

### RECOGNITION: Let's practice.

Listen the audio and paid attention to the pronunciation. Tick in each word that you consider correctly.

Words			
Rash		Rush	
Puddle		Paddle	
Track		Truck	
Mud		Mad	
Bag		Bug	

## FREE PRACTICE

Pronounce the following sentences.



The country with the best technology in the world is Japan.

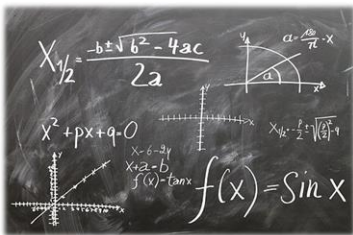


ðə 'kʌntri wɪð ðə best tɛk'nɒlədʒi ɪn ðə wɜ:lɪd ɪz dʒə'pæn.

My family prefer to live in the countryside



maɪ 'fæmɪli prɪ'fɜ:tʃu:lɪv ɪn ðə 'kʌntri'saɪd



The mathematics teacher take a quiz with difficult activities.



ðə ,mæθɪ'mætɪks 'ti:tʃə teɪk ə kwɪz wɪð 'dɪfɪkəlt æk'tɪvɪtɪz.

The richest company in the world is Apple.



ðə 'rɪtʃɪst 'kʌmpəni ɪn ðə wɜ:lɪd ɪz 'æpl.



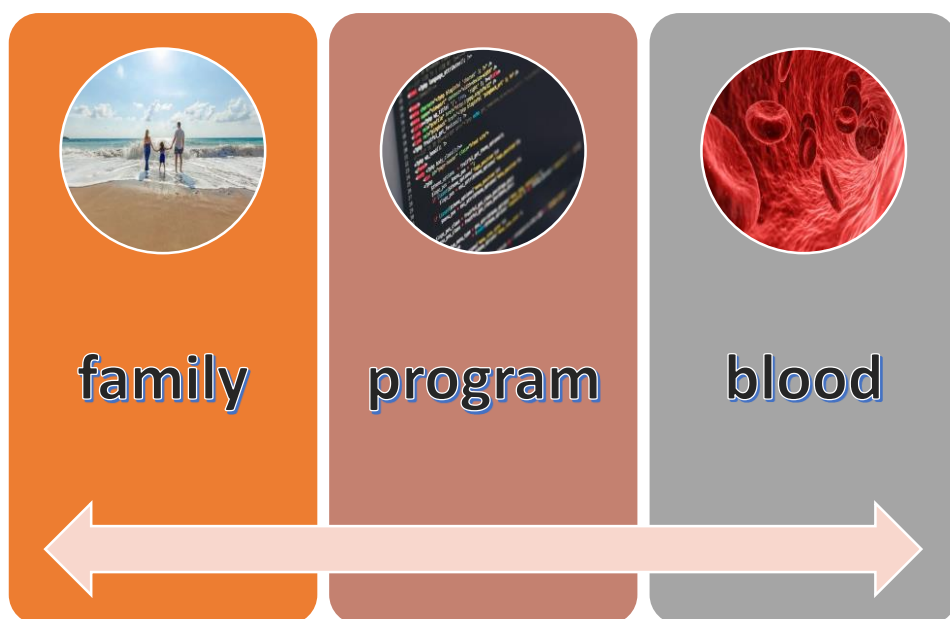
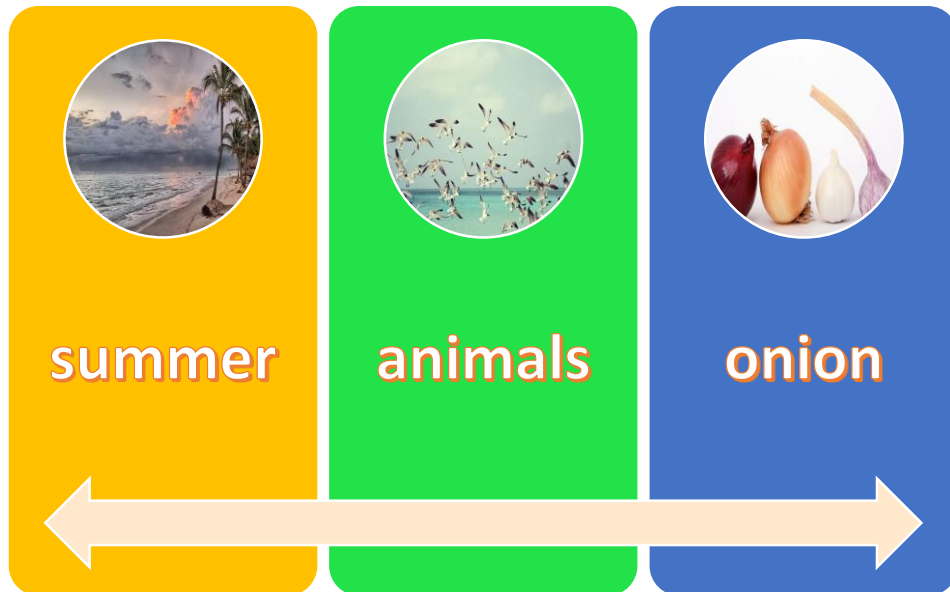
**FREE PRACTICE**

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.

**rang****truck****hand****jacket****natural****cup**

## PRODUCTION

Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.



## UNIT 4: BOWL AND BALL

### Unit Objective:

Improving pronunciation of rounded posterior semi-open vowel and long “o”

### Contents:

- + Lead in.
- + How to make the sound.
- + Sound and Spelling.
- + Production activities.

### Materials:

- + Cellphone
- + Headphones

### Lead in.

#### Odd One Out

Procedure: Put similar words into groups of three, two with one sound, and one with a different but although similar sound. In this case students identify which words has a different sound.

Boat -----Bought-----good

Foal -----Fall ----- Fell

**/ɔ:/ and /əʊ/**

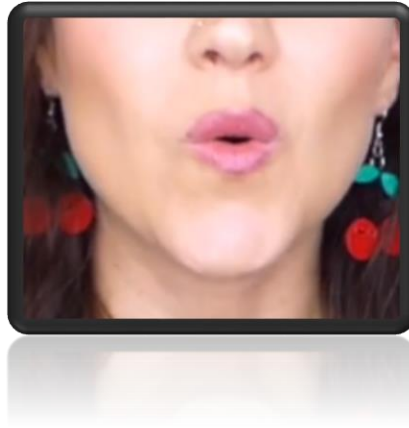
### Rounded posterior semi-open vowel / long “o”

#### **A1** How to make the sound /ɔ:/

- To produce this specific sound you need to put your tongue low and at the back of your mouth. Also, lightly push your lips together while making a long voiced sound.



## Face diagram



### A2 Sound and spelling

- The /ɔ:/ sound is common spelled with letters “or” and “a” as you can see in the following examples. , “

**more**      **also**      **water**      **door**      **war**

Recognize the different positions in which /ɔ:/ sound can be find.

Initial	Middle	Final
also	talk	door

### Pronunciation chart.

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

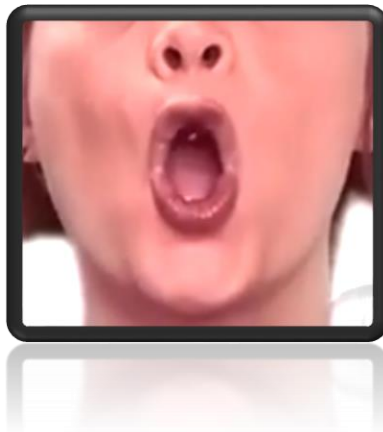
/ɔ: r /	/w ɔ: z/	/t ɔ: /
/ɔ: t/	/p ɔ: r/	/n ɔ: /
/ɔ: k /	/j ɔ: t/	/j ɔ: /
/ɔ: w /	/n ɔ: k/	/l ɔ: /

already	➔	/ɔ:l'redi/	almost	➔	/'ɔ:lməʊst/
more	➔	/mɔ:/	important	➔	/ɪm'pɔ:tənt/

### A3 How to make the sound /əʊ/

- In this case to make this sound you move your mouth from the totally relaxed position to the rounded position. As you can see in the next picture.

#### Face diagram



#### Sound and spelling

- The /əʊ/ sound is frequently spelled with the letter “o”. As you can see in the following examples.

those      own      open      program

Recognize the different positions in which /əʊ/ sound can be find.

Initial	Middle	Final
over	most	show

### Pronunciation chart

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ əʊ b /	/t əʊ l/	/l əʊ /
/ əʊ t /	/r əʊ l/	/g əʊ /
/ əʊ l /	/l əʊ m/	/r əʊ /
/ əʊ r /	/t əʊ p/	/p əʊ /

old	➔	/əʊld/	those	➔	/ðəʊz/
only	➔	/'əʊnli/	follow	➔	/'fɒləʊ/

### Activities

#### A4 Let's practice

Listen the audio and put the right words in each sentence.

**Boat      bought      low      law      choose      chores**

- Carlos plays with his family on a \_\_\_boat\_\_\_.
- Marcus \_\_\_bought\_\_\_ a new PlayStation last summer.
- The water in the lagoon is too \_\_\_low\_\_\_.

- The Ecuadorian people ask for a new economic \_\_\_law\_\_\_.
- They \_\_\_choose\_\_\_ the best outfit for the party.
- Emanuel had important \_\_\_chores\_\_\_ to do after college.

## EXERCISES

### RECOGNITION: Let's practice.

Listen the audio and paid attention to the pronunciation. Tick in each word that you consider correctly.

Words			
Bowl		Ball	
Saw		So	
Note		Nought	
Sure		Show	
fall		foal	

### FREE PRACTICE

Pronounce the following sentences.



Carlos has a wooden door.



'kɑ:ləʊz hæz ə 'wɒdn dɔ:.

Michael buys every day in his neighborhood store



maɪk(ə)l baɪz 'evri dei in hɪz 'neɪbəhəd stɔ:





Anthony's father gave him a ball to play.

'æntənɪz 'fɑːðə gɪv hɪm ə bɔːl tuː pleɪ.

He loves to play with snow every winter



hiː lʌvz tuː pleɪ wɪð snəʊ 'evri 'wɪntə



### FREE PRACTICE

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.






store



morning






door

		
lord	porch	saw

**PRODUCTION**



Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.

		
bored	call	craw

← →

old home water

The image consists of three vertical rectangular cards with rounded corners, arranged horizontally. The first card on the left is grey and features a circular inset image of an elderly man's face. Below the image, the word "old" is written in white, bold, lowercase letters. The middle card is a dark brown color and features a circular inset image of a modern house with a blue roof and white walls. Below the image, the word "home" is written in white, bold, lowercase letters. The third card on the right is a reddish-brown color and features a circular inset image of a single water drop hitting a surface, creating ripples. Below the image, the word "water" is written in white, bold, lowercase letters. At the bottom of the three cards, a large, light grey double-headed arrow spans across all three, pointing both left and right.

## CONSONANT

### UNIT 5: HAIL AND RAIL

#### Unit Objective:

Learning how to pronounce voiceless glottal fricative and alveolar approximant

#### Contents:

- + Lead in.
- + How to make the sound.
- + Sound and Spelling.
- + Production activities.

#### Materials:

- + Cellphone
- + Headphones

#### Lead in.

#### Dictation

Procedure: Dictation is when someone speaks out loud and someone else writes it down. Getting your students to write down what you say is good listening practice for them, and when you're dictating minimal pairs they need to listen especially carefully.

Ham----- Ram

Hitch -----Rich

Hail ----- Rail

**/h/ and /r/**

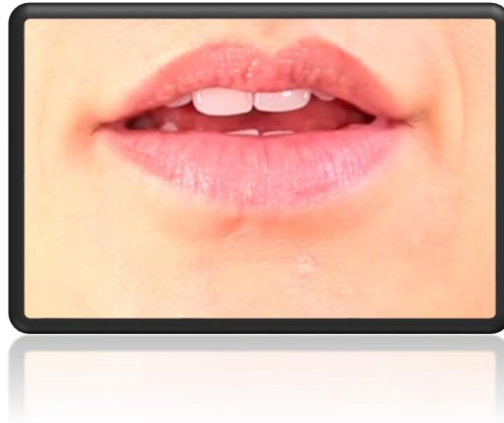
#### Voiceless glottal fricative / alveolar approximant

#### Ⓐ How to make the sound /h/

- To produce this specific sound you need contracting the vocal folds enough to stop airflow. Also, not to make a voiced sound.



## Face diagram



## Sound and spelling

- The /h/sound is frequently spelled with letter “h”. Also, in few cases is spelled with “wh” as you can see in the following examples.

**who**

**human**

**whom**

**perhaps**

**help**

## Recognize the different positions in which /h/ sound can be find.

Initial	Middle	Final
who	how	behaviour

## Pronunciation chart.

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ h a s /	/ o h o /	/ a h /
/ h o l /	/ a h o /	/ o h /
/ h i m /	/ a h i /	/ i h /
/ h e l /	/ e h u /	/ e h /

half → /hɑ:f/

human → /'hju:mən/

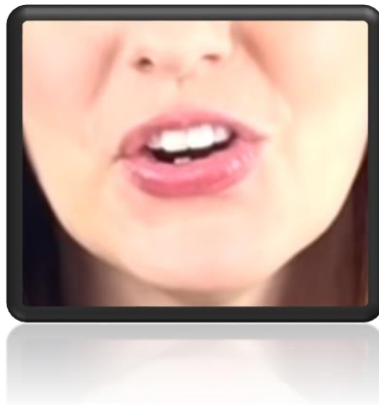
home → /həʊm/

ahead → /ə'hed/

### A3 How to make the sound /r/

- In this case to make this sound you use the vocal cords and is defined by your tongue position. You make a narrow space in your mouth in which the air flows.

#### Face diagram



#### Sound and spelling

- The /r/ sound is frequently spelled with the letter “r” and in some cases with double “r”. As you can see in the following examples.

carry

run

result

really

#### Recognize the different positions in which /r/ sound can be find.

Initial	Middle	Final
right	very	---

## Pronunciation chart

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ r a /	/ t r o /	/ o r /
/ r o l /	/ p r o /	/ i r /
/ r a m /	/ f r u /	/ a r /
/ r i n /	/ b r a /	/ e r /

really	➔	/ˈriəli/	program	➔	/ˈprəʊgræm/
right	➔	/raɪt/	very	➔	/ˈveri:/

## Activities

### A4 Let's practice

Listen the audio and put the right words in each sentence.

**Handsome      ransom      rabbit      habit      head      red**

- Emily has a \_\_\_handsome\_\_\_ boyfriend.
- The new president has to pay an expensive \_\_\_ransom\_\_\_.
- My \_\_\_rabbit\_\_\_ loves carrots.
- My classmate has a strange \_\_\_habit\_\_\_.
- My mother told me that her \_\_\_head\_\_\_ hurts.
- He buys a new \_\_\_red\_\_\_ shoes.

## A6 EXERCISES

**RECOGNITION: Let's practice.**

**Listen the audio and paid attention to the pronunciation. Tick in each word that you consider correctly.**

Words			
Height		Right	
Real		Heal	
Head		Read	
Raven		Haven	
Hair		Rail	

## FREE PRACTICE

**Pronounce the following sentences.**



She writes a new biography.



ʃi: raɪts ənju: baɪ'ɒgrəfi.

My pet is happy when we play together



maɪ pet ɪz 'hæpi wɛn wi: pleɪ tə'ɡeðə








Jenny is a good singer.  
 ↓  
 'dʒɛni ɪz ə ɡʊd 'sɪŋə.

I want to go home.  
 ↓  
 aɪ wɒnt tuː ɡəʊ həʊm.



**FREE PRACTICE**

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.

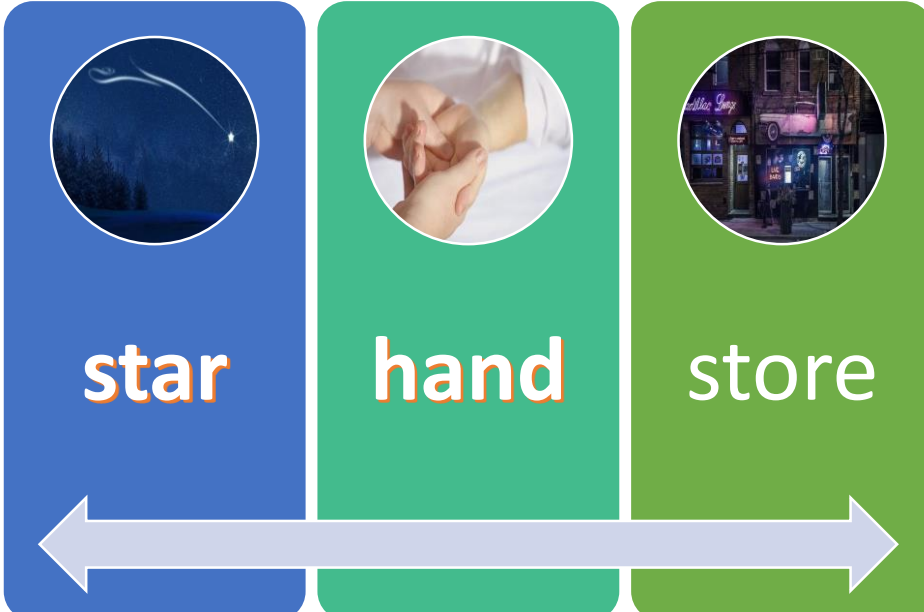
		
human	car	help




mother singer home

## PRODUCTION

Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.



star hand store



The image consists of three vertical panels, each with a circular image at the top and a text label below it. The panels are colored grey, brown, and red from left to right. A large, light grey double-headed arrow is positioned at the bottom, spanning the width of all three panels.

Panel Color	Image Description	Text Label
Grey	A woman in a black sports bra and leggings looking at her reflection in a mirror while on a stationary bike.	mirror
Brown	A woman with blonde hair covering her face with her hands, appearing to be crying, with a cityscape in the background.	cry
Red	A man with glasses and a blue shirt sitting on a yellow bench, looking down.	he

## UNIT 6: JOCK AND JACQUES

### Unit Objective:

Recognizing the pronunciation of voiced palato-alveolar sibilant / Voiced palato-alveolar affricate

### Contents:

- + Lead in.
- + How to make the sound.
- + Sound and Spelling.
- + Production activities.

### Materials:

- + Cellphone
- + Headphones

### Lead in.

#### Erasing words

Procedure: Write on the board about ten words which are difficult to spell, and give the class a minute to photograph them. Point to one word, then erase it; the students write it down from memory. And so on, until all the words have been erased. Check the spelling.

- a) Definitely
- b) Unnecessary
- c) Entrepreneur
- d) Conscience

**/ʒ/ and /dʒ/**

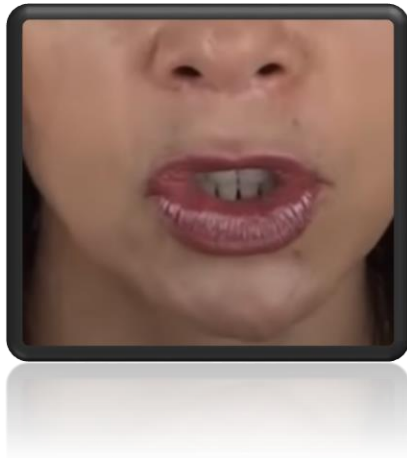
### Voiced palato-alveolar sibilant / Voiced palato-alveolar affricate

#### **A1** How to make the sound /ʒ/

- To produce this specific sound you need to clench your teeth together in a lightly way and pull your tongue away. Finally, you can push the air through them.



**Face diagram**



**Sound and spelling**

- The /ʒ/ sound is frequently spelled with letter “su” and “si” as you can see in the following examples.

**Measure**      **vision**      **conclusion**      **usual**      **pleasure**

**Recognize the different positions in which /ʒ/ sound can be find.**

<b>Initial</b>	<b>Middle</b>	<b>Final</b>
---	conclusion	beige

**Pronunciation chart.**

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

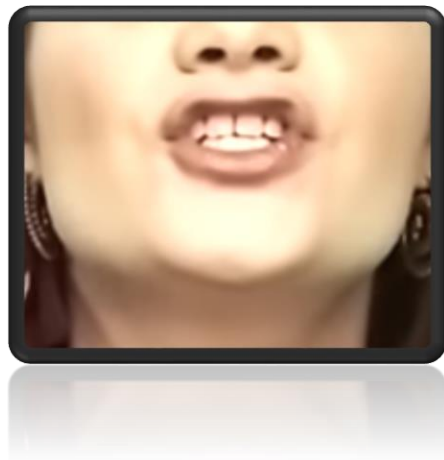
/ ʒ a/	/o ʒ o/	/a ʒ /
/ ʒ o /	/a ʒ o/	/o ʒ /
/ ʒ i/	/a ʒ i/	/i ʒ /
/ ʒ e/	/e ʒ u/	/e ʒ /

pleasure	➔	/pleʒə/	usual	➔	/ju:ʒu:əl/
luxury	➔	/lʌkʒəri:/	version	➔	/vɜ:ʃən/

### A3 How to make the sound /dʒ/

- In this case to make this sound you vibrate your vocal chords in order to produce this sound. You need to touch your tongue to that ridge in a lightly way and allow air pressure to force the tongue down.

### Face diagram



### Sound and spelling

- The /dʒ/ sound is frequently spelled with the letter “j” and in some cases with “ge” or “gi”. As you can see in the following examples.

**join**

**college**

**religion**

**just**

Recognize the different positions in which /dʒ/ sound can be find.

Initial	Middle	Final
just	suggest	judge

### Pronunciation chart

The following activity has the main purpose of practice pronunciation skill. In this case is possible that words used in this activity there are not in real life.

/ dʒ a /	/o dʒ o/	/o dʒ /
/ dʒ o l/	/a dʒ a/	/i dʒ /
/ dʒ a m /	/i dʒ u/	/a dʒ /
/ dʒ i n /	/e dʒ a/	/e dʒ /

energy → /'enədʒi/      message → /'mesɪdʒ/

jealous → /dʒeləs/      huge → /hju:dʒ/

### Activities

#### A4 Let's practice

Listen the audio and put the right words with /v/ sound in each sentence.

Television      suggestion      usually      generally      version      major

- My brother bought a new \_\_\_\_ television\_\_\_\_\_.
- My personal trainer gave me a \_\_suggestion\_\_ to take care my body.
- Carlos \_\_usually\_\_ basketball every Sunday.
- My partner \_\_\_\_generally\_\_\_\_ prefers pizza instead of popcorn.
- Oscar prefers this \_\_version\_\_ of PlayStation 5.
- I study English \_\_major\_\_\_\_ at the University.

**EXERCISES**

**RECOGNITION: Let's practice.**

**Listen the audio and paid attention to the pronunciation. Tick in each word that you consider correctly.**

Words			
Virgin		Version	
Just		Conclusion	
Jump		Invasion	
Age		Explosion	
College		Usually	

**FREE PRACTICE**

**Pronounce the following sentences.**



She has a luxury car.



ʃi: hæz ə 'lʌkʒəri kɑ:.

The judge gives a harsh punishment to the thief.



ðə 'dʒʌdʒ ɡɪvz ə hɑːʃ 'pʌnɪʃmənt tuː ðə θiːf.



My brother has a lot of energy to play.



maɪ 'brʌðə hæz ə lɒt ɒv 'enədʒi tuː pleɪ.

This kind of game is unusual in my house.



ðɪs kaɪnd ɒv geɪm ɪz ən 'juːʒʊəl ɪn maɪ haʊs.



### FREE PRACTICE

Use the following words and create a short sentence. Record the sentence in your cellphone and send it to the WhatsApp group class.



television



giants



drinking



luxury



vision



energy




## PRODUCTION

Create a brief story with the following words. With the code that teacher give you for the flipgrid website, upload your video.



 <p><b>desicion</b></p>	 <p><b>conclusion</b></p>	 <p><b>unusual</b></p>
--	--	---

A large, light blue double-headed arrow spans across the bottom of the three cards in this row.

 <p><b>message</b></p>	 <p><b>judge</b></p>	 <p><b>jelous</b></p>
---	---	--

A large, light orange double-headed arrow spans across the bottom of the three cards in this row.

## 4.5. IMPACTS

The present project requires the analysis of important impacts.

- Academic effects
- Affective effects
- Linguistic effects

To show a real proposal's results is necessary to present the scale level of impacts. This scale helps to identify the impacts of each indicator based on the proposal designed.

**Table 1**

*Table 1: Numerical Impact Levels*

<b>Numerical Impacts level</b>	
<b>-3</b>	High negative impact
<b>-2</b>	Medium negative impact
<b>-1</b>	Low negative impact
<b>0</b>	No impact
<b>1</b>	Low positive impact
<b>2</b>	Medium positive impact
<b>3</b>	High positive impact

Taken from: Posso (2013)

Also, it is important to show the formula which help to get the result.

$$\text{Level of impact} = \frac{\sum (\text{Result of each indicator})}{\text{Number of indicators}} = X$$





b) To familiarize with basic vowel and consonant sounds.	<b>X</b>
c) To improve motivation to participate during oral activities.	<b>X</b>
<b>Total</b>	$\Sigma = 9$

Author: Cristian Gualavisí

$$\text{Level of impact} = \frac{9}{3} = 3$$

**Linguistic impact level**= High positive impact

### Analysis

In regard to affective impact all indicators had the highest impact level. It is because we will find that new activities based on pronunciation will catch the students' interest. Furthermore, this type of activities will engage the motivation related with participation during oral activities. Also, this type of guide will help to students get the correct pronunciation of some vowels and consonant sounds. In other words, it will help to improve how students' pronounce different sounds that will be beneficially to them during learning process of a foreign language.

### 4.5.3. Educative impacts.

*Table 4: Educative impact indicators*

Indicator	Impacts	-3	-2	-1	0	1	2	3
a) Confidence to practice pronunciation with classmates.								<b>X</b>
b) Using vocabulary to improve oral production								<b>X</b>
c) To improve self-confidence to pronounce new words with vowels and consonant sounds.								<b>X</b>
<b>Total</b>								$\Sigma = 8$

Author: Cristian Gualavisí

$$\text{Level of impact} = \frac{8}{3} = 2,66$$

**Linguistic impact level=** High positive impact

### **Analysis**

In the affective field, it is possible identify that not all indicators has the high impacts. It is because students will need more time to practice and improving their pronunciation in order to practice how to pronounce some vowel and consonant sounds correctly. Also, other activities that are related with vocabulary will improve students' pronunciation. In addition, this type of activities will motivate to pronounce new words which students consider as difficult. It shows a high positive impact for students which will help to contribute with oral production.

## 4.6. Conclusions

- ✚ Literature review done this study revealed that little emphasis is given to develop pronunciation during the class due to the reduced number of English sessions a week students normally take.
- ✚ The literature review also evidenced that in their attempt to speak in the target language, EFL students make use of L1 sounds to convey their spoken message which results in poor oral communication.
- ✚ Data collected in the diagnostic stage revealed that the students who participated in this study have difficulties to produce vowel sounds that are not part of the Spanish inventory in special the following short vowel sound /ʊ/, the long vowel /ə/, /ɔ:/, /ɪ/, /iy/, /əʊ/, /eɪ/, / u:/and the consonant sounds [r], /ʒ/, /dʒ/, [h]
- ✚ Data collected in the diagnostic stage confirmed the findings of the literature review which stated that teachers do not devote much time to develop pronunciation skills during their lessons. Among the reasons the teachers, participants in this study, give is noted the poor interest students show when the teachers include pronunciation activities as part of the lesson.
- ✚ The above written statements put on the mat the need to devote part of the language lessons to develop good pronunciation skills in EFL students as in doing so, they will consequently better communicate their ideas. To do so, it is, also, necessary to design innovative and motivating material for teachers to use during their lessons.

#### 4.7. Recommendations

- ✚ To adapt the lessons in order that students learn and improve their pronunciation skill.
- ✚ To modify pronunciation activities in which students tried to avoid L1 pronunciation.
- ✚ To adapt lessons with the main purpose of recognize the different pronunciations sounds between L1 and L2.
- ✚ To continue using oral activities inside the class but tried to develop interesting activities to do it.
- ✚ To share the proposal guide with students in order to caught the students' motivation to learn the right English pronunciation through interactive activities.

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# APPENDIX

**APPENDIX 1: Presentation letter – Educational Unit “Victor Manuel Peñaherrera”**

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

Oficio 043-D  
Ibarra, 04 de febrero de 2021

Doctor  
Pepe Yandún  
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando. Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Oscar Dávila Eskola, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 1004493845, para que obtenga información y desarrolle el trabajo de grado con el tema "Cooperative Learning Strategies to reinforce English as a Foreign Language Reading Comprehension Skills in Junior Students", en la Unidad Educativa Víctor Manuel Peñaherrera.

Por su favorable atención, le agradezco.

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

A handwritten signature in blue ink, appearing to read 'Raimundo', is written over a horizontal line.

Mgs. Raimundo Alonso López Ayala  
DECANO FECYT

**APPENDIX 2: Survey for students.**

Apreciado participante,

La presente encuesta tiene como finalidad la recolección de datos académicos. De esta manera se la realizará de manera anónima por lo cual su identidad permanecerá en calidad de anónima

Muchas gracias por su colaboración con esta encuesta.

### Encuesta para los Estudiantes

**Objetivo:** Diagnosticar los posibles problemas que afectan la correcta pronunciación del idioma inglés en los estudiantes pertenecientes a los estudiantes de quinto nivel de bachillerato; para poder fortalecer la correcta pronunciación de las palabras en el idioma inglés.

1.- ¿De las siguientes opciones cuales considera usted que dificultan su correcto desenvolvimiento en actividades que involucren la producción oral?

Opciones	Mucho	Poco	Casi nada	Nada
1. Dificultad al pronunciar palabras desconocidas.				
2. Falta de actividades de producción oral en la clase de inglés.				
3. Usted transfiere al inglés ciertos sonidos que normalmente pronuncia en español				
4. Nerviosismo				
5. Falta de vocabulario				
6. Problemas gramaticales				
7. Desconocimiento de una guía de actividades y estrategias de producción oral (presentaciones, monólogos, dramatizaciones, debates)				
8. Desconocimiento de técnicas de expresión oral				

2.- ¿Durante las actividades orales usted considera que la correcta pronunciación es importante para mejorar su producción oral?

Muy importante	Importante	Moderadamente importante	De poca importancia	Sin importancia

3.- ¿Con qué frecuencia se realizan actividades enfocadas en mejorar la pronunciación en el idioma inglés?

Muy frecuentemente	Frecuentemente	Ocasionalmente	Raramente	Nunca

4.- ¿Usted está de acuerdo en que se deberían desarrollar más actividades que involucren la interacción oral entre los estudiantes?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo

5.- ¿Está usted de acuerdo que al momento de hablar en inglés usted pronuncia ciertos sonidos al igual que en el idioma español?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo

6.- ¿De las siguientes vocales, cuales se le dificultan al momento de pronunciar?

/ə/ / <b>apart</b> /	/ʊ/ / <b>look</b> /	/ʌ/ / <b>cup</b> /	/æ/ / <b>back</b> /

**¡GRACIAS POR SU COLABORACIÓN!**

**APPENDIX 3: Test for students.****TEST**

1.- Los estudiantes practicarán su pronunciación con las palabras que se le brindan en el siguiente ejercicio. Esta actividad permitirá identificar errores de pronunciación con las vocales cortas y largas.

<b>Rubric to assess oral production</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
• Accuracy in speaking						
• Accuracy in vocabulary						
• Fluency						
• Pronunciation and accent						

**Vowels sounds**

/ɪ/	/i:/	MATCHES
Sit	seat	
it	eat	

/iy/	/I/	MATCHES
beed	bid	
deed	did	

/ʊ/	/u:/	MATCHES
boot	book	
fool	foot	

/ʊ/	/əʊ/	MATCHES
got	goat	
hop	hope	

/b/	/v/	MATCHES
beer	veer	
boat	vote	

/e/	/ei/	MATCHES
bread	braid	
fell	fail	

**Consonant sounds**

/ʒ/	MATCHES
usually	
visual	
measure	

/ʃ/	MATCHES
rush	
show	
shock	

/θ/	MATCHES
mouth	
tenth	
math	

/dʒ/	MATCHES
jet	
juice	
joke	

**Accent**

<b>Spanish</b>	<b>English</b>
Internacional	International
Colega	Colleague
Universidad	University
Fotografía	Photography
Música	Music

**¡GRACIAS POR SU COLABORACIÓN!**

**APPENDIX 4: Survey for teachers.**

Apreciado participante,

La presente encuesta tiene como finalidad la recolección de datos académicos. De esta manera se la realizará de manera anónima por lo cual su identidad permanecerá en calidad de anónima

Muchas gracias por su colaboración con esta encuesta.

**Encuesta docentes de inglés**

**Objetivo:** Diagnosticar los posibles problemas que afectan la correcta pronunciación del idioma inglés en los estudiantes pertenecientes a los estudiantes de segundo bachillerato; para poder fortalecer la correcta pronunciación de las palabras en el idioma inglés.

1. ¿Considera que la expresión oral está siendo desarrollada de manera correcta en la asignatura de inglés?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo

2. ¿Las actividades de producción oral influyen en el desarrollo de la correcta pronunciación de los estudiantes?

Mucho	Poco	Casi nada	Nada

3. ¿Qué sonidos les resulta más difícil de pronunciar a los estudiantes en actividades orales? Sonidos vocálicos o consonánticos. Seleccione en cual tiene más problemas. Marque una X en la opción que elija.

Opciones	/i:/ need	/ɑ:/ ask	/ɔ:/ all	/ɜ:/ learn	/u:/ new
<b>Vocales</b>					
Opciones	[h] Happy	[d] Dog	[j] Jelly	[r] Rain	[w] Wave
<b>Consonantes</b>					

4. ¿Con que frecuencia se realizan actividades orales con los estudiantes enfocadas en la producción oral?

Todas las clases	Casi todas las clases	Ocasionalmente	Casi nunca	Nunca

5. Durante las actividades orales de los estudiantes usted como docente pone especial énfasis en:

Fluidez	Estructura sintáctica	Inteligibilidad	Pronunciación	Todas las opciones anteriores

6. ¿Piensa usted que la estrategia de minimal pair seria de ayuda para desarrollar una buena pronunciación en los alumnos?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo

7. ¿Considera que aprender a pronunciar correctamente los fonemas del idioma ingles le ayudaría a los estudiantes a mejorar su pronunciación?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo

8. ¿Considera que aprender prosodia ayuda a mejorar la comunicación oral de sus estudiantes?

Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo



**APPENDIX 5: Coordinator interview**

Apreciado participante,

La presente encuesta tiene como finalidad la recolección de datos académicos. De esta manera se la realizará de manera anónima por lo cual su identidad permanecerá en calidad de anónima

Muchas gracias por su colaboración con esta entrevista.

**Entrevista Coordinador/a del área de inglés**

**Objetivo:** Diagnosticar los posibles problemas que afectan la correcta pronunciación del idioma inglés en los estudiantes pertenecientes a los estudiantes de quinto nivel de bachillerato; para poder fortalecer la correcta pronunciación de las palabras en el idioma inglés.

1. ¿Considera que la expresión oral está siendo desarrollada de manera correcta en la asignatura de inglés?
2. ¿Piensa usted que las actividades que involucren expresión oral deberían ser desarrolladas más frecuentemente con los estudiantes? Si no porque
3. ¿Considera que una buena pronunciación ayuda que los estudiantes mejoren su expresión oral en el idioma inglés?
4. ¿Qué estrategias o técnicas incluyen dentro la clase sus docentes para ayudar a sus alumnos a desarrollar la producción oral?
5. ¿Considera que usando la estrategia de “Minimal pair” en actividades de producción e interacción, los estudiantes mejorarían su nivel de inglés con respecto a la pronunciación? SI No porque

**APPENDIX 6: Analysis Urkund****Document Information**

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